

**Cognitive Coaching Seminars®**  
 Building Cognitive Capacity in Individuals and Organizations

**“Just Ask Questions!”**  
**Alberta Health Services**  
**Quality Summit**

Presenters: Margaret Sills Maerov, John Clarke



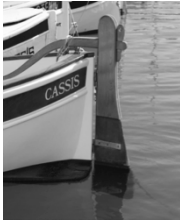
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**“Outcomes-Rudders”**



**Outcomes**


- Understanding of the essence of Cognitive Coaching<sup>SM</sup>
- Understanding the power of a structured professional conversation
- Increased consciousness and craftsmanship in applying interpersonal communication skills to develop trust and rapport



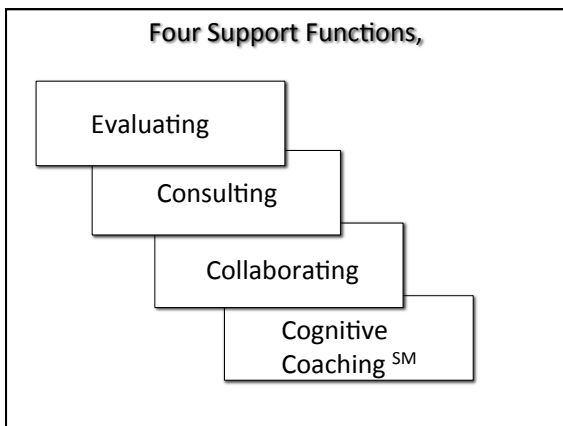
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**Agenda**

- Welcome, Introduction
- Cognitive Coaching/AHS
- Model Conversation
- Data
- CC<sup>SM</sup> Tools
  - Pausing, Paraphrasing, Posing Questions
  - Connections and Applications
- Closure



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**EVALUATION**

Outstanding

Good


Average

Fair

Poor

**Four Support Functions**

**Evaluate**






Four Support Functions

Consult


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Four Support Functions

Collaborate

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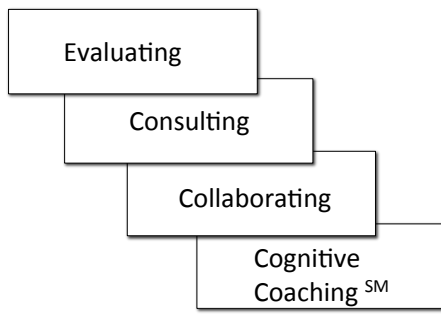


Four Support Functions

Coach

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Four Support Functions,




Evaluating

Consulting

Collaborating

Cognitive Coaching<sup>SM</sup>

Cognitive Coaching



Robert Garmston Arthur Costa



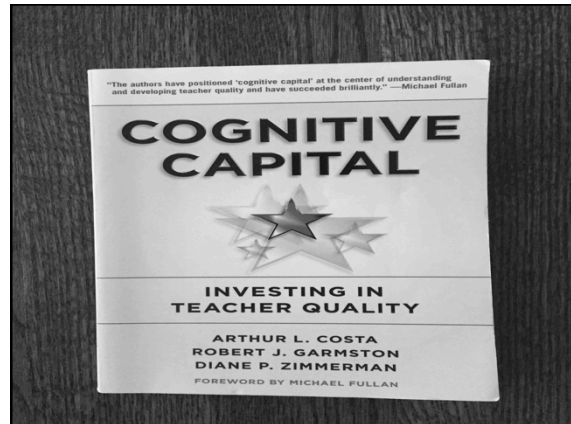
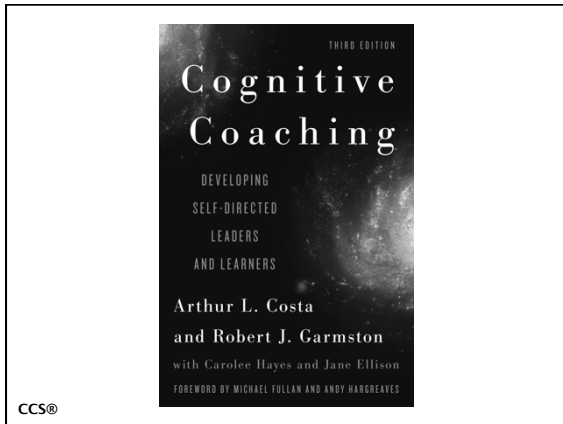
Thinking Collaborative

Maximizing Capacity in Individuals and Organizations

Mission

To provide individuals and organizations with the strategies, skills, and concepts to establish and sustain structures that result in increased performance and resourcefulness.


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## Model

**List what you observe about:**

- the interaction
- the coach's behavior
- the coachee's thinking



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### Demonstration – Data Collection


- **Elbow Partners Learning Focus:** What do you see, what do you hear, what do you experience that contributes to your understanding of Cognitive Coaching?
- **Partners Data Collection:** One partner pay attention to the verbal and non-verbal behaviors of the coach.
- **Other partner pay attention to the verbal and non-verbal behaviors of the speaker**

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## Debrief

What did you notice?


Share your data with your partner.



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## Debrief

As table group, discuss when a coaching conversation, as you understand it, might be of value in your work settings.




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## Break!

### Please return in 10 mins



## Welcome Back




WATCH CAREFULLY, THE  
MAGIC THAT OCCURS,  
WHEN YOU GIVE A PERSON  
JUST ENOUGH COMFORT  
TO BE THEMSELVES

ATTICUS

## COACHING TOOLS


- Rapport
- Pausing
- Paraphrasing
- Posing Questions



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## COACHING TOOLS

- Rapport
- Pausing
- **Paraphrasing**
- Posing Questions



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## Paraphrase

**...the most powerful communication tool we know, and the least utilized**

## Questions

**What is it about paraphrase that makes it so powerful... (i.e. Why paraphrase?)**

**If it is so powerful, why don't we use it more often?**

## Paraphrasing

**A paraphrase sends three messages:**

- I am listening?
- I am interested and I care!
- I understand (or I am trying to)!

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Attend fully.

Listen with the intention to understand.

Listen for the essence of the message.

Reflect the essence of voice, tone, and gesture.

### Principles of Paraphrasing


Make the paraphrase shorter than the original statement.

Paraphrase before asking a question.

Use the pronoun "you" instead of "I".



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## Paraphrasing Review

Acknowledging		
<p style="font-size: x-small; margin: 0;">You're thinking that... So, you're wondering if... You're frustrated because... You're hoping that... You're concerned about...</p> <div style="text-align: center; margin-top: 20px;">  </div>		




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## Paraphrasing Review

Acknowledging	Organizing	
<p style="font-size: x-small; margin: 0;">You're thinking that... So, you're wondering if... You're frustrated because... You're hoping that... You're concerned about...</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="font-size: x-small; margin: 0;">So, there are three issues... So, you have closure on ____ and you're ready to move on to ____. First you're going to ____, then you will ____. On one hand... and on the other hand...</p> <div style="text-align: center; margin-top: 20px;">  </div>	


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## Paraphrasing Review

Acknowledging	Organizing	Abstracting
<p>You're thinking that... So, you're wondering if... You're frustrated because... You're hoping that... You're concerned about...</p> 	<p>So, there are three issues... So, you have closure on ____ and you're ready to move on to ____. First you're going to ____, then you will ____. On one hand... and on the other hand...</p> 	<p><b>UP: values, beliefs, identity, assumptions, goals, concept label</b> So, it's important to you that... So, a belief you hold is... So, you're a person who... An assumption you're operating from is... A goal for you is... So, you're struggling with differentiation.</p> <p><b>DOWN: example, non-example</b> So an example of what you're talking about is... So this is not about...</p> 

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## Paraphrasing, Observe Model






**Part I:**

- Take turns recording paraphrases.
- Talk about coach's paraphrases.


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## Paraphrasing Review

Acknowledging	Organizing	Abstracting
<p>You're thinking that... So, you're wondering if... You're frustrated because... You're hoping that... You're concerned about...</p> 	<p>So, there are three issues... So, you have closure on ____ and you're ready to move on to ____. First you're going to ____, then you will ____. On one hand... and on the other hand...</p> 	<p><b>UP: values, beliefs, identity, assumptions, goals, concept label</b> So, it's important to you that... So, a belief you hold is... So, you're a person who... An assumption you're operating from is... A goal for you is... So, you're struggling with differentiation.</p> <p><b>DOWN: example, non-example</b> So an example of what you're talking about is... So this is not about...</p> 



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## Paraphrase Practice



A-B Pairs

- What's really important to you in your work right now?

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## Pairs Debrief

Debrief speakers:

- Where are you now in your thinking about paraphrasing?

Debrief all - whole group share:

- What are you noticing?
- What are you learning about paraphrasing?


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## COACHING TOOLS

- Rapport
- Pausing
- Paraphrasing
- **Posing Questions**



## A Question...



Imagine you have encountered a visitor from another planet and you are asked to describe the practices of earthling language.

*How might you describe the purposes of a question?  
Turn to a neighbor...*

## Mediation




Write down one or two questions that you might typically ask in conversations or meetings at work.

Set them aside for now.

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## Interrogation



What are the hallmarks of interrogation?

What does it look like, sound like, and feel like?

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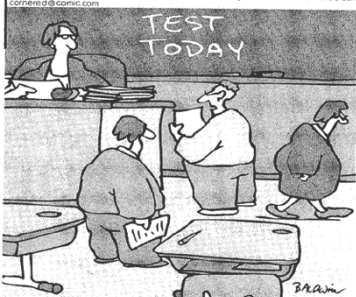
"HOW COME YOU'RE ALWAYS ASKING US QUESTIONS YOU ALREADY KNOW THE ANSWER TO?"

## Unproductive Questions

- **Verification (Is he... Are they... Can you...)**
- **Rhetorical (Isn't it true that... Wouldn't you say that..)**
- **Justification (Why didn't you... Why wouldn't you...why did you)**

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"I didn't feel answers were necessary. All the questions seemed rhetorical."

### Mediation



How do we signal that we are not interrogating... that we want the person to think at deep levels?


by paying attention to the way we ask questions!

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Turn to a neighbor and say their name in 5 different tones of voice.

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### I. Elements of an Invitation



Credible

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### 1. Elements of an Invitation



Approachable

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### I. Elements of an Invitation

How did you decide to teach that?

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### 1. Elements of an Invitation


strategies  
decisions  
some

Plural Forms

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**1. Elements of an Invitation**

 **Approachable Voice**

**(s) Plural Forms**

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**1. Elements of an Invitation**

**might possibilities hunches**

**Tentative Language**

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**1. Elements of an Invitation**

 **Approachable Voice**

**(s) some Plural Forms**

**might hunches Tentative Language**

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**I. Elements of an Invitation**

Why is Alberta Health implementing new... evaluations?


What are some reasons the Alberta Health is implementing new... evaluations?

What are some of your hunches as to why the Alberta Health is implementing new... evaluations?

**Listen to three questions and consider how the wording affects your thinking.**

**Partners**

Revisit the questions you wrote and review them for plural forms and tentative language.  
 Edit each question using plural forms and tentative language.




### 1. Elements of an Invitation

As you examine the data, what are some of the similarities and differences that are emerging?

What might be your indicators that you are successful?

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### 1. Elements of an Invitation



positive presuppositions

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### 1. Elements of an Invitation



positive presuppositions



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### 1. Elements of an Invitation

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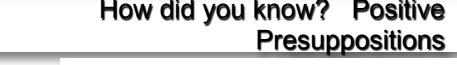
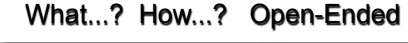
### 1. Elements of an Invitation

open-ended

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### 1. Elements of an Invitation








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### Crafting Invitational Questions

“Take Away Question”


Think about a challenging or typical conversation that you have at work. Craft an invitational question that would invite another person or persons to share their thinking.



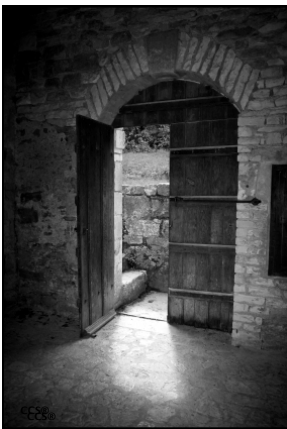
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### Debrief

As table group, have a dialogue about your impressions, understanding and applications of the skills of Cognitive Coaching in your work settings.



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**A belated discovery, one that causes considerable anguish, is that no one can persuade another to change. Each of us guards a gate of change that can only be unlocked from the inside. We cannot open the gate of another, either by argument or emotional appeal.**

Marilyn Ferguson,  
*The Aquarian Conspiracy*

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## Thank You

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