



# LEADERSHIP MASTERCLASS

LEADING WITH PURPOSE  
AND IMPACT

Prof. Dr. Dietmar Sternad  
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**HOW TO USE COACHING  
AS A LEADERSHIP TOOL**

**amU** Aix  
Marseille  
Université

**IAE** Graduate  
**AIX** School  
of Management

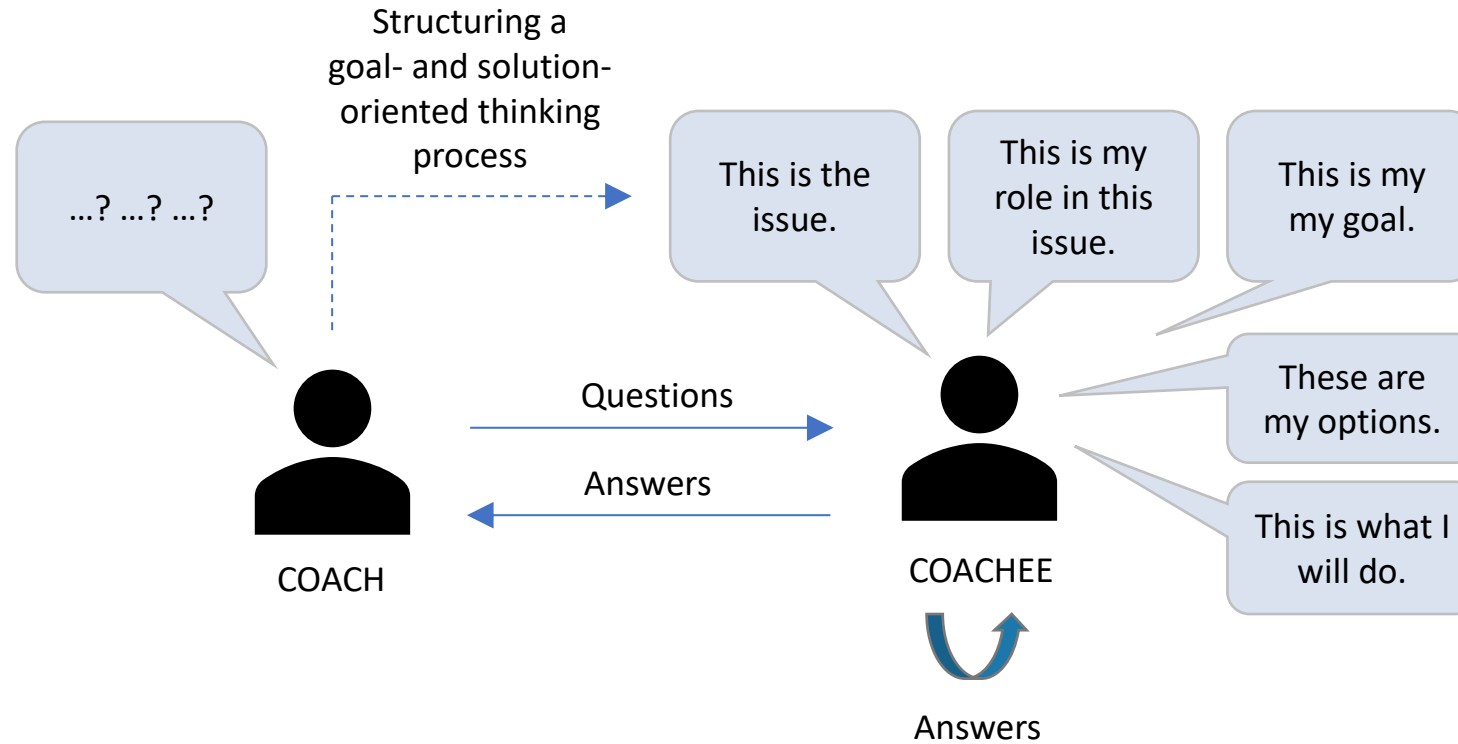
# WHAT IS COACHING?



## DEFINITION

Coaching is a **purposeful interaction** in which **one person (the coach)** uses a **questioning approach** to help another **person (the coachee)** think through challenging issues, raise their self-awareness, consider their options, and take the right actions to **realize their full potential** and **reach their personal or professional goals**.

# THE ESSENCE OF THE COACHING PROCESS



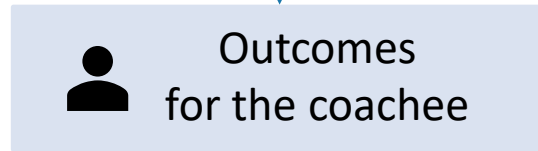
# WHAT COACHING IS NOT

Other Interventions	This intervention ...	Coaching, in comparison ...
<b>Consulting</b>	... gives advice and ready-made solutions	... helps clients find their own solutions
<b>Training</b>	... teaches predefined content and skills	... focuses on individual reflection and development
<b>Therapy</b>	... treats mental health disorders	... supports mentally healthy individuals
<b>Mentoring</b>	... shares personal experience and gives guidance	... encourages self-discovery
<b>Supervision</b>	... reflects on professional practice, often in therapeutic or social contexts	... broad and developmental in scope

# THE MAIN OUTCOMES OF COACHING



## Outcomes of coaching



### Cognition/attitude

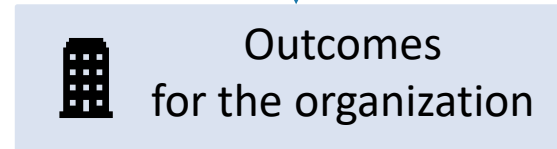
Self-confidence and motivation  
Clear focus  
Positive effect on well-being and work-related attitudes

### Learning

Self-awareness and reflection  
Accelerated learning and problem solving  
Personal development

### Results

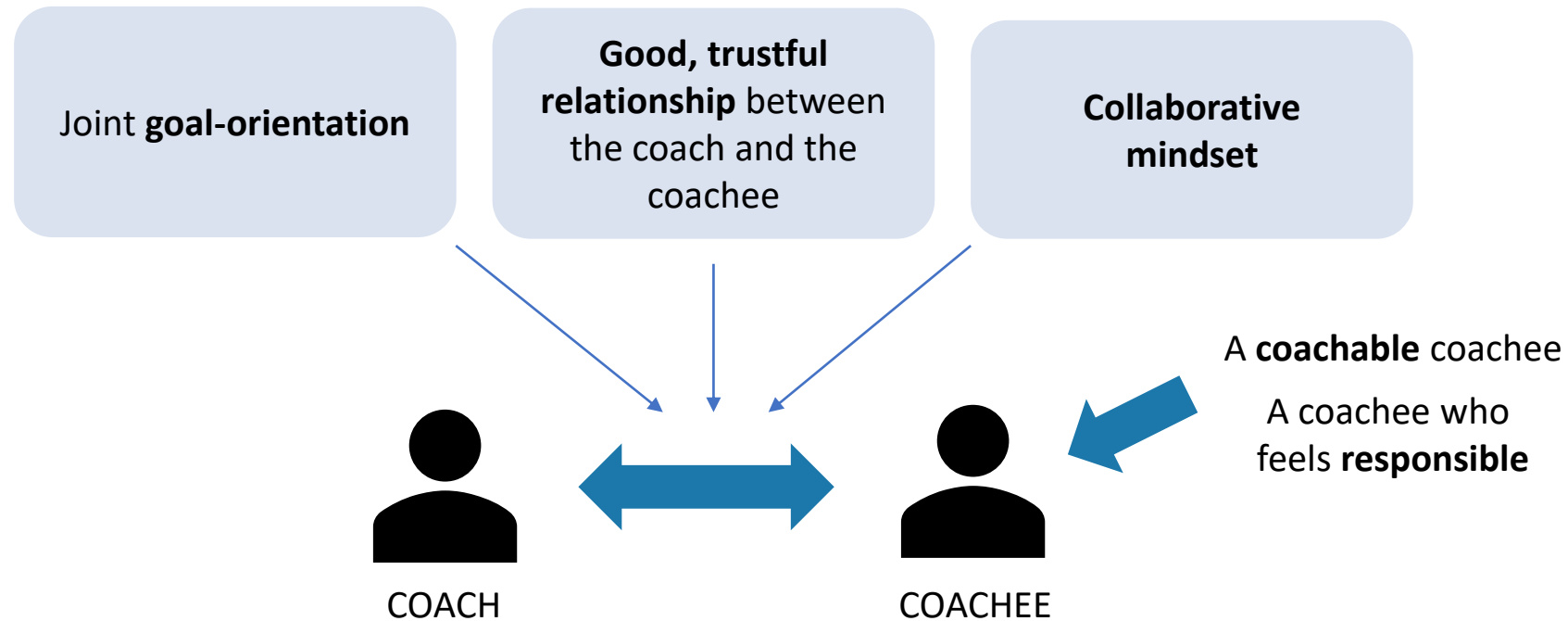
Goal attainment  
Enhanced work performance  
Behavioral change  
Improved social and leadership skills  
Improved team performance



Higher work productivity and improved work performance of the coachee and their teams

Return on investment

# PRECONDITIONS FOR EFFECTIVE COACHING



# COACHING SESSION: STRUCTURE



Warm-up phase

Greetings, maybe smalltalk, checking whether the coachee is fully present

Review of previous session

What was agreed last time?  
What has been implemented?

Goals for the current session

*“What would you like us to focus on today?”*

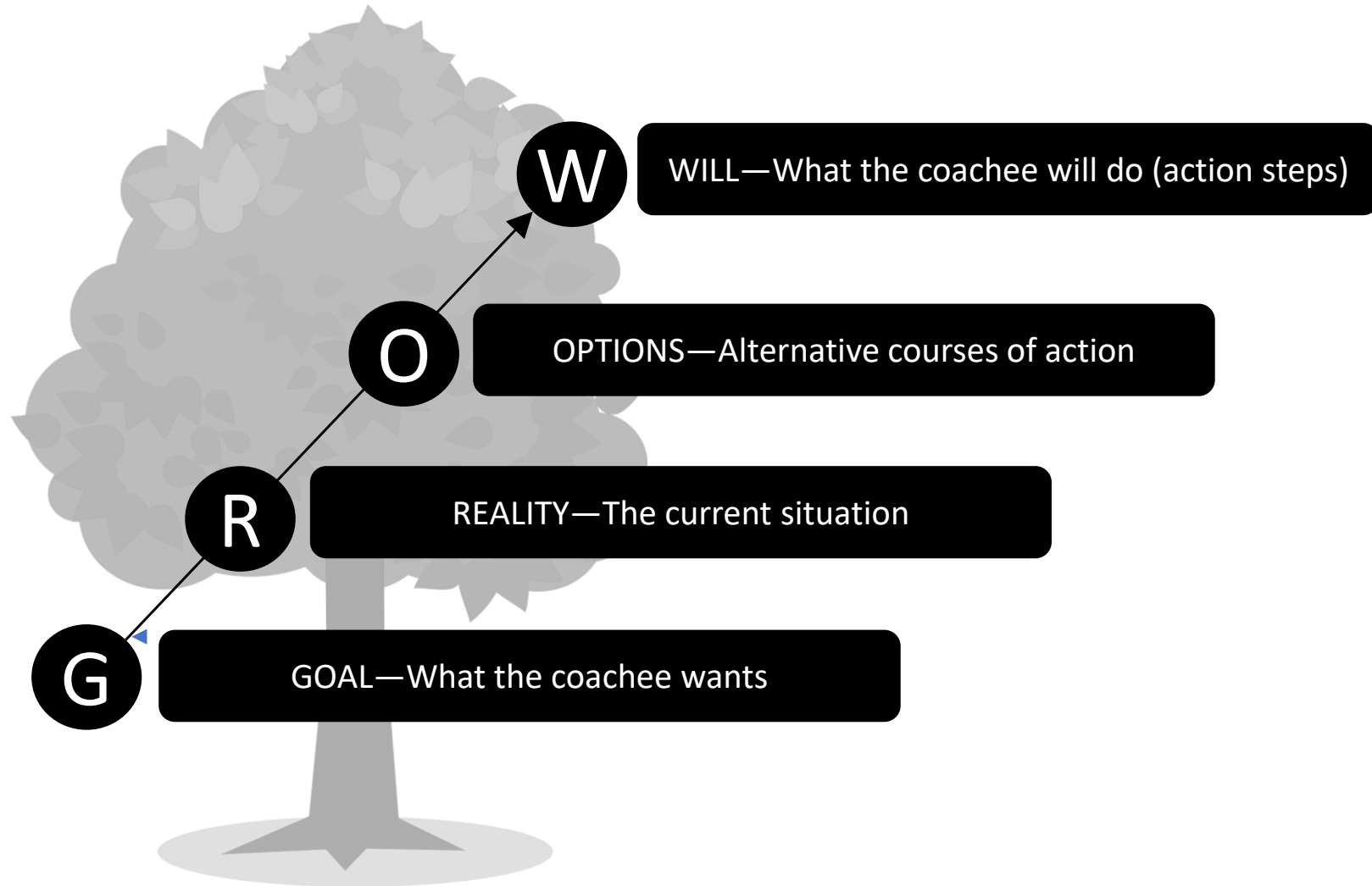
Main coaching conversation

e.g. following the GROW model

Action plan / agreements

What will the coachee do to address the issues that were discussed in the coaching session?

# THE GROW MODEL



# GOAL: WHAT DOES THE COACHEE WANT TO ACHIEVE

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- ➔ Coaching is a **goal-oriented process**
- ➔ Goal setting **before the reality check**: not to limit creativity, think in possibilities instead of limitations
- ➔ **Clarity** about the desired future state – and why this is important for the coachee

# GOAL: EXAMPLES FOR QUESTIONS



## Goals for the current coaching session

- *“What would you like to achieve with today’s discussion?”*
- *“What would be a good outcome for you of our conversation?”*
- *“What is the most important thing that you would like to talk about today?”*

## End goals

- *“What exactly would you like to have accomplished in three months/a year/...?”*
- *“What is your ultimate goal? What would your life look like if you had achieved it?”*
- *“What makes this goal so important for you?”*

## Performance goals

- *“What are the main milestones on the way to achieving this goal? When would you need to reach them by?”*
- *“How could you set a goal in a way that it primarily depends on your actions and performance rather than on the circumstances or what others do?”*

# REALITY: ANALYZE THE SITUATION



- ➔ Objectively **assess the situation** together
- ➔ **Present the facts** (without evaluation/ judgement)
- ➔ What is the **role of the coachee** in the situation?(self-awareness)
- ➔ **Enquiry mode** instead of jumping to a 'quick fix' solution

# REALITY: EXAMPLES FOR QUESTIONS



## External reality

- *“What are the main factors that contributed to this situation?”*
- *“Who else is involved in this issue? What is their role?”*
- *“Which steps have you already taken to tackle this issue?”*
- *“What happened as a consequence?”*
- *“What are the main obstacles?”*

## Internal reality

- *“How would you describe your emotions when XY happened?”*
- *“What are your expectations regarding XY?”*
- *“What fears do you have regarding XY?”*
- *“What are your main concerns?”*
- *“What holds you back from taking action?”*

# OPTIONS: ALTERNATIVE COURSES OF ACTION

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- ➔ Aim: Generate **a range of different options** for reaching the coachee's goal
- ➔ **Allow for creativity:** Do not limit yourself too early
- ➔ Focus on **removing obstacles**
- ➔ Once all options are on the table → explore advantages and disadvantages, **prioritize**

# OPTIONS: EXAMPLES FOR QUESTIONS



## Generating alternative courses of action

- *“What could be a potential solution here?”*
- *“What choices do you have?”*
- *“What steps could you take to make progress in this issue?”*

## Overcoming restrictions

- *“What could you do to remove this obstacle?”*
- *“How would you proceed if you had more money/time/information ...?”*
- *“Who could help you here? Who knows more about this?”*

## Prioritizing options

- *“Which of these options do you see as the most promising one?”*
- *“What are the most important advantages of following this option?”*
- *“What are the main risks involved in following this option?”*

# WILL: WHAT WILL YOU DO?



- ➔ Making a **decision**, developing an **action plan**
- ➔ From 'deliberate' to '**implemental**' mindset
- ➔ **What** to do? By **when**? **How** (concrete steps)?
- ➔ How to **overcome potential obstacles**?
- ➔ Ensuring **accountability** (e.g. action memo)

# WILL: EXAMPLES FOR QUESTIONS



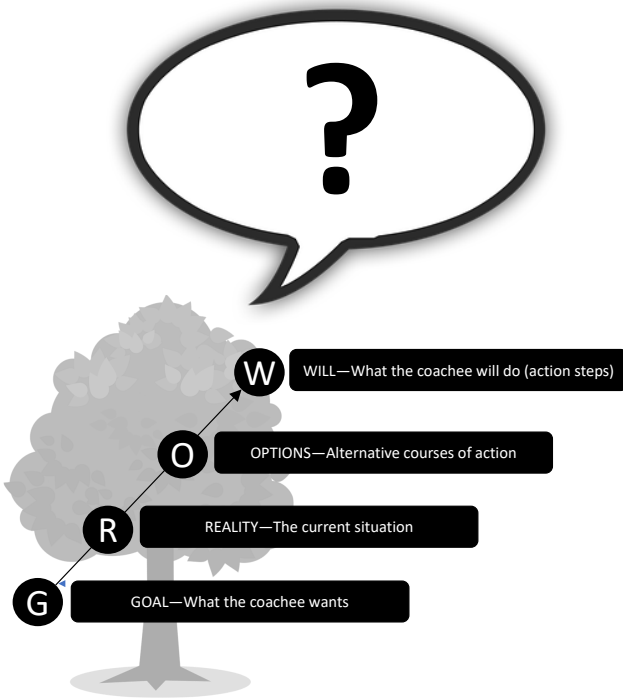
## Setting up an action plan

- *“Which option will you pursue to achieve your goal?”*
- *“Which concrete action steps will you take?”*
- *“When (exactly) will you do this?”*
- *“How will this action help you to achieve your goal?”*
- *“Whose support do you need to make it happen?”*
- *“What are the main obstacles that you expect to face when you implement your actions?”*
- *“How will you overcome these obstacles?”*

## Checking the level of commitment

- *“On a scale of 1–10, how committed are you to taking this step?”*
- *“What would you have to change to turn your commitment from 7 to 10?”*

# TRY IT OUT: USE THE GROW MODEL



In pairs, **use the GROW model** (Goal, Reality, Options, Will) to coach your colleague on a real issue that is important to them. One person takes the role of the coach, the other the coachee. Focus on asking open, non-judgmental questions to help your colleague reflect and move toward a solution.

# ACTIVE LISTENING SKILLS



## ACTIVE LISTENING



- pay undivided attention →
- acknowledge what was said →
- paraphrase and summarize →
- ask clarifying questions →



- ← attend to your own thoughts
- ← interrupt the speaker
- ← finish sentences
- ← present your own views

**Note-taking** can also be used to convey to coachees that you are actively involved.



What is active listening [02:56]:  
<https://youtu.be/xW3n34BYPmg>

# EXERCISE: ACTIVE LISTENING

## ACTIVE LISTENING



### 1. Explore (15 minutes)

Ask your partner to share a problem they want to solve or a goal they want to achieve. Use questions to understand the situation. Practice active listening:

- *Give full attention*
- *Do not interrupt*
- *Do not give advice or share your own experiences*
- *Acknowledge and ask clarifying questions*
- *Focus on understanding the situation and feelings*

### 2. Summarize

Briefly summarize: the main issue, your partner's feelings about it, any relevant observations (e.g., pauses, gestures, what may have been left unsaid)

### 3. Ask for feedback

Ask your partner: Did you feel listened to?  
What effect did the listening have on you?

### 4. Reflect

What did you learn about your listening skills?  
What would you like to improve?



Picture: ChatGPT

**THANK YOU!**

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