

## Coaching Skills

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### Workshop Objective

To provide line managers with a practical framework to understand their coaching role and to develop the skills necessary to be an effective coach. As a manager or leader, it is crucial that they understand their role as a coach. Participants will learn how to monitor performance, evaluate, give feedback and run on-going training sessions. They will learn all the skills necessary to support and develop their teams.

### By the end of the module, participants will be able to:

- 🌈 Understand the function of a coach within the role of a manager or leader
- 🌈 Establish learning needs with the coachee
- 🌈 Use questioning techniques to raise awareness of performance issues
- 🌈 Use the coachee's experience and knowledge to establish performance enhancing activities
- 🌈 Run a coaching session to coach someone through a problem area
- 🌈 Use coaching and feedback in tandem for maximum effect
- 🌈 Position coaching alongside any internal performance management processes
- 🌈 Follow up and evaluate their coaching

### Workshop Elements

#### The coach's role - How can you improve someone else's performance?

Here we introduce the participants to coaching and set the disciplines of effective coaching within the continuum of development tools available to the manager/leader. The session will highlight the pre-requisites for effective coaching and will also position coaching as a core leadership behaviour.

Put simply, coaching is:

- 🌈 Asking questions to raise awareness
- 🌈 Providing feedback to remove 'blind spots'
- 🌈 Paraphrasing and summarising
- 🌈 Establishing tangible actions

#### Asking questions to raise awareness & Practice #1

In this session, participants are split into pairs and challenged to ask their colleagues questions designed to raise their awareness of a picture that they have been provided with. By asking powerful questions it can be seen that what appears superficial information can sometimes lead to profound conclusions, a principle that sits within effective coaching. An initial practice session sets

a benchmark for the participants' ability to ask questions. We then share the techniques associated with highly effective questioning before asking participants to resume their earlier attempts. Participants will notice that, by amending the structure of a question, they can get markedly better results.

## **What coaches do – exploring how to get results – Practice #2**

Using the GROW (Goals, Reality, Options & Way Forward) structure we encourage participants to not only ask powerful questions but to ensure they understand the purpose of their questions. The GROW model provides that clarity and ensures that the coaching session has structure and direction. The recap of GROW leads us into a first practice session. Participants operate in threes – Coach, Coachee and observer. The role of the observer is to help out if the practice stalls and to provide feedback at the end of each practice.

## **Coaching and motivation – understanding the connection**

Coaching, when done well, generates performance enhancing outcomes that are wholly owned by the coachee. The strategies for performance improvement that are developed in low-direction coaching techniques create buy-in, and therefore motivation for, the actions that are created in the session. These principles are achieved only if the coaching is conducted as 'low-direction' (i.e. asking not telling), it is done in a non-judgemental manner (so as not to influence the mind-set of the coachee or create bias) and it is holistic (i.e. it recognises that the conversation may divert into other areas).

## **Practice #3**

Once again participants practice in threes (different groups) with this session focusing on the micro skills of coaching.

## **Setting up effective monitoring systems**

Capturing the outputs from coaching session is critical to success. Here we examine current practice and consider how the coaching techniques and structures can be used to augment the participant's current methods for monitoring development and performance. We will also position coaching within any internal performance management system if applicable.

## **Introducing other models**

Having focussed on GROW as a structure and effective model for coaching, here we introduce Egan's skilled helper method. Participants will see the similarities but also note the difference in this model before the final practice session.



### **Running a coaching session – Practice #4**

In this full practice session, we mix up the practice groups for a final time. Participants are encouraged to coach a colleague through a real-life scenario.

### **Self-assessment revisited and final practice.**

In this last session the participants will re-visit their self-assessment of the micro skills of coaching and re-assess their current levels.

