Coaching Online Learning

BAM Nuttall

BAM Nuttall

[Date]

Coaching Skills Course Programme Timings

Time	Subject	Duration
0900-0915	Introduction	15 minutes
0915-1000	What Coaching is?	45 minutes
1000-1015	The range of coaching approaches	15 minutes
1015-1030	**Break**	**15 minutes**
1030-1100	The Coaching Journey	30 minutes
1100-1200	Coaching Skills & The Grow Model	60 minutes
1200-1215	Questions & Close	15 minutes

SESSION	NOTES	EQUIPMENT
Introduction **0900-0915** (15 minutes)	**Welcome** Trainer introduction Today we will be looking at what you need to do to be an effective coach. Coaching is a great skill to develop and can support you not only in your work life but also in your personal lives. We will look at some coaching models and theories and discuss the principles of	

coaching in action.
Hopefully after today, you will see the positives in using coaching skills in many different areas of your life.

Domestics
Mobiles, breaks, and explaining the structure for today's session. Don't use the mute function, explain the break out rooms and how it will work, chat function is for them to put their answers in when questions are asked and their workbook should be used during the session and the trainer will advise when to use it.
Let them know there will be a feedback discussion at the end via slido or something similar.
Introduce self and explain your experience to the subject and as a trainer.

- Today's training will require participation from you to make it effective learning for you. There will be activities for you to do in groups and time will be allocated for you to go and do this and then come back together to explore your findings.

- People are our most important resource – we need to ensure we have the right people in the right place doing the right job.

- We are in a much tougher market these days with regards to engaging with generation expectations (now working to live instead of living to work). Expectations of generations Y and now up and coming Z are less flexibility to travel, less likely to stay with one company for a long period of time and higher pay/reward.

- We are currently reviewing the recruitment process. This training will look at the skills required as an interviewer, the process and explain what's changing as we go along.

- We acknowledge that we have many experienced recruiters in the business and we want to expand and share this further.

<u>Aims</u>
To have a team of internal Coaches who have the skills and confidence to conduct performance / behavioural coaching conversations to support the creation of a coaching culture at BAM Nuttall.

<u>Objectives</u>

At the end of the day, Coaches will be able to:
- Define Coaching
- Explain the benefits of Coaching and how it fits in our organisation
- Explain the Coaching Journey using model and theory Five Step Model & Situational Leadership
- Demonstrate listening, inquiry and advocacy skills
- Explain the GROW model and understand how you can use this with your teams

What is Coaching? **0915-1000** (45 minutes)	Let's have a look at a quick video that identifies basic coaching skills in action **SHOW VIDEO** **https://www.youtube.com/watch?v=Esh75mbmucY** **Q. What happened in the video? What did you notice about the owl?** A. The owl didn't tell the fox what to do, it asked questions to help the fox get across the river in its own way. This is a basic principle of coaching. Ask don't tell. Now we will consider why BAM strongly believe in having a coaching culture throughout our business. When coaching conversations occur. 80% of the time people already know the course of action. **Activity – 15 minutes (10 to do 5 to feedback)** • Split group into 2 teams – (separate teams meeting or breakout rooms) • Ask each group to consider: 1. Group 1- The benefits of a coaching culture for the coach and coachee 2. Group 2- The benefits of a coaching culture for the organisation Groups to feedback on their thoughts. One person should do the feedback for each group. • 77% Improved working relationships with direct reports • 71% Improved working relationships with immediate supervisors • 67% Improved team work • 63% Improved relationships with peers • 61% Improved job satisfaction • 52% Conflict reduction • 44% Improved organisational commitment • 37% Improved relationships with clients A broad range of specific benefits have been identified including improvements in communication and interpersonal skills, leadership and management, conflict resolution, personal confidence, attitudes and motivation, management performance as well as preparation for a new role or promotion. Companies with strong and effective corporate and coaching cultures are often characterised by high levels of employee engagement, productivity, company innovation, customer satisfaction, allegiance and having lower than average absenteeism and staff turnover, all driving profitability.	

Define Coaching

It's important to know what coaching is and is not. Some of the different interpersonal practices overlap and yet there are important distinctions. These distinctions will help you ascertain whether an individual can truly benefit from coaching or perhaps needs another form of development.

Activity -
On your worksheet please write down a definition or an explanation of what all of these mean.

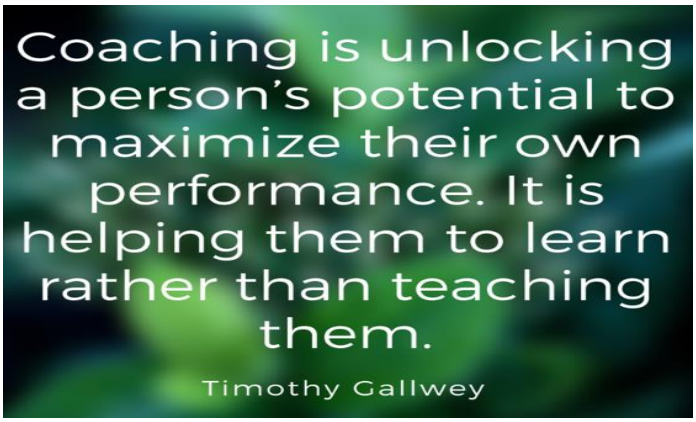
Review the following definitions and discuss real-life scenarios that would demand one method over another / or a combination.

Q: What's Coaching's relationship to the following?

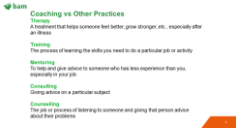
- Coaching vs Therapy
- Coaching vs Training
- Coaching vs Mentoring
- Coaching vs Counselling
- Coaching vs Consulting

Coaching Vs	Therapy
	Training
	Mentoring
	Counselling
	Consulting

The key difference is that training is about instruction (Tell) and coaching is about guidance and support (Ask).



- **Therapy**
  A treatment that helps someone feel better, grow stronger, etc., especially after an illness.
  Source: Cambridge Dictionary



- **Training**
  The process of learning the skills you need to do a particular job or activity
  Source: Cambridge Dictionary

- **Mentoring**
  To help and give advice to someone who has less experience than you, especially in your job.
  Source: Cambridge Dictionary

- **Consulting**
  Giving advice on a particular subject.
  Source: Cambridge Dictionary

- **Counselling**
  The job or process of listening to someone and giving that person advice about their problems.
  Source: Cambridge Dictionary

The range of coaching approaches 1000-1015
(15 minutes)

The range of coaching approaches

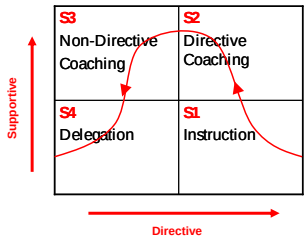
We have discussed coaching in its general format but is important to understand the full coaching spectrum and the relationship between the coach and the coachee. Each style, individual and situation will shape which coaching element you require.

Let people know that they are now going to look at the different approaches to Coaching/Engagement. From Directive (Push) to the completely individual driven approach, non-Directive (Pull).

Explain the spectrum to the group. When we coach there will be different approaches that happen throughout the conversation from push to pull. At times the coach will being doing more talking and the goal is to get the coachee to come up with their own answers and therefore they will be controlling more of the conversation at this point.
As mentioned earlier often the situational context can impact what coaching approach you would take. Now we will introduce to a model that reflects the coaching spectrum range

Q: Who has heard of Situational Leadership?
This model links to Situational Leadership, which you may or may not be familiar with.

Situational Leadership
Situational leadership is the Hersey and Blanchard model. Leadership style is how to behave when you are trying to influence the performance of someone else. It is a combination of directive and supportive behaviour.
There are 2 axes: competence and confidence.



	• **S1 Instruction** Instructing people is applicable when there is low competence but high confidence • **S2 Directive Coaching** Directive coaching is applicable when there is some competence but low confidence Asking questions to help the individual work it out – guiding them in the right direction • **S3 Non-directive coaching** Is applicable when there is high competence but variable confidence. Tell me how you are going to do it? Let them come to their own decision – ***Beyond Zero*** • **S4 – Delegation** Where there is both high competence and confidence. **Q: Think about learning to drive** S1- Theory – sitting in the car S2 - Practising on car parks/ slow roads S3 - With a driving instructor (emergency brakes) S4 - You pass your test **Q: How does the Coaching Spectrum fit in with all of this?** Link as a Line Manager, ask questions before deciding which way to go with conversation. **SHOW video of a 4 minute situational coaching conversation** **https://www.youtube.com/watch?v=WrR_EgmUc3Q** **Q. What did he do well or not do well?** Coaching doesn't have to be something that is a formal 1-1 sit down meeting that takes 1-2 hours. It can often be quick and effective.	
1015-1030	**BREAK**	**15 minutes**
The Coaching Journey – Building Relationships 1030-1100 (30 minutes)	**Explain the Coaching Journey - Building relationships** **Five Step WLP Model** This is a 5 step model for Coaching in the Workplace, called WLP (Workplace Learning and Performance). Each of the 5 steps are in fact competencies, which when followed lead to successful coaching interactions and outcomes. Show model on slide and describe.	

Description of each component of the model:

Individual, team, organisation
Whether working with one person, a team, or the entire organisation, all five steps must be followed. Specifics tools and approaches may vary but the actual step must take place.

- For example, you need data to coach.
  - For an individual, it might be a 360 degree survey
  - For a team, it might be a team self-assessment
  - For an organisation, it might be a study/survey

1. **Building the Foundation** The coach and coachee establish trust, agreements, roles, relationship protocols, schedules and desire outcomes.

2. **Co-Creating the Partnership**
   The coach practices advocacy (guiding), inquiry (meaningful questioning) and powerful dialogue techniques that lead to higher levels of understanding, insights and awareness.

3. **Collecting and Feeding Back Data**
   The coach gathers and feeds back data to the coachee so that existing mind sets are challenged and desirable results are envisioned.

4. **Designing and Taking Action**
   The coach offers specific tools, aids, exercises and assignments for the coachee to practice and move through several stages of achieving desired results.

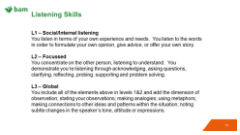
5. **Measuring and Tracking Results**
   The coach and coachee build tangible methods and tracking tools to measure progress.

Planning and managing the program
Before a coaching program begins, there needs to be a master plan with clearly defined vision, guidelines, steps, protocols, contingencies, alignment and agreements.

All stakeholders must be involved to establish buy-in, support, open communication and alignment with other related programs within the organisation.

Q: What happens at each of these 5 stages?
Apply to the role as Line Manager, with a new team member or new starter to the business. Consider the skills and qualities of an effective coach.

Consolidate discussion on the importance of all of these stages and ensuring you build relationships, create development, guide the direction, ascertain accountability, achieve results. Finish this section showing the skills of an effective coach slide.

Coaching Skills and The Grow Model **1100-1200** **60 minutes**	**Coaching Skills and The Grow Model** We started to look at the key skills of being an effective coach. Let's have a look and see what you think of this coaching experience **Q: There are three skills we demonstrate when having a Coaching conversation, does anyone know what these are?** 1. Listening 2. Inquiry 3. Advocacy **Q: As a coach why is it important to not express opinion when listening?** • Sympathy • Not there to advise or influence their chain of thought but there to guide them and facilitate their thinking. **Q: There are three levels at which, we listen, what are these?** **1. L1 – Social/Internal listening** You listen in terms of your own experience and needs. You listen to the words in order to formulate your own opinion, give advice, or offer your own story. **2. L2 – Focussed** You concentrate on the other person, listening to understand. You demonstrate you're listening through acknowledging, asking questions, clarifying, reflecting, probing, supporting and problem solving. **3. L3 – Global** You include all of the elements above in levels 1&2 and add the dimension of observation; stating your observations; making analogies; using metaphors; making connections to other ideas and patterns within the situation; noting subtle changes in the speaker's tone, attitude or expressions. **<u>Inquiry</u>** **Q: So the 2nd skill is inquiry. What is inquiry?** Asking questions – but with a specific purpose in mind. Asking questions to discover reasoning. You are all skilled at asking open questions and do this naturally in conversation with others. Use the slide to build the chain of conversation that occurs. A good example is when you meet someone in a supermarket. 1. You ask a questions 2. You get a number of possible conversation paths 3. You choose and answer to question further at each stage of the conversation, picking the elements of interest. 4. This continues until the conversation has exhausted 5. You return to the other answer given originally (indicated by the arrow) and repeat the process.	

NB- This is a process used by the police when interviewing people. They use this to look for loopholes and irregularity in stories as they Q&A

When questioning what types of questions are there?

Open ended, closed, probing

What is an example of each?

Closed = yes/no

Q Why use these?
To close down areas, gain clarity and agreement

Q What do open ended questions begin with?
What, why, when, where, who and how.

Q Why use these?
To get a detailed answer, not just yes/no

Q: What open question wouldn't you use and why, when in a coaching conversation?
Why

Q: Why wouldn't you ask "why"?

- Aggressive
- Judgemental
- Direct
- Challenging
- Interrogating

Q: What impact would that have on the coachee?

- Defensive
- Close
- Switch off
- Despondent

Q: What might we use instead?

Probing questions

- Tell me about
- Describe
- Explain

Q: Why use these?
To gain further insight and detail. Be careful not to open a conversation with these as they can cause defensiveness at the beginning when people are relaxing into the conversation

T-GROW

Explain and demonstrate the T-GROW model

Now we will begin to look specifically at how we can have coaching conversations and we will work to a specific well used model.

The model details how to manage a Coaching conversation.

A key thing that I've learnt in my development as a coach is that you can't manage the **content** but you can manage the **structure and process** of the session.

And you can manage it by the questions that you ask – we've already identified that Coach doesn't have the answers but helps the coachee find the answers.

The model is T-**GROW** – has anyone worked with the T-GROW model before?

Topic
Goal
Reality
Options
Wrap-up

But actually we are missing a key stage at the front and that is Topic

So in short the model goes:

- What do you want to talk about?
- What actually happening?
- What could you do about it?
- What are you definitely going to do about it?

So let's go through the model one step at time in a little more detail.

Topic – What are you trying to do at this stage?
Find out

- What territory you are in
- The scale of the topic
- The importance
- The emotional significance
- What specifically the coachee wants to talk about

Goal – This is the stage that has the greatest impact on the success of the coaching conversation.
What are we setting out to do here?

- Establish desired outcome
- Outcome specific to the meeting (so in the meeting you can't generate £400,000 worth of sales but you can put a plan together as to how you may do this).
- Identify clear and achievable outcomes for the session

Reality

- Get an accurate picture of the topic

- Be aware of all aspects
- Understand what the real issue is
- Get the coachee to appoint where they themselves understand

What should we NOT be doing at this stage?

- Solve, fix, heal, make better
- Analysis
- Problem solving
- Ides
- Jumping to conclusions

Options

- Identify what can be done
- What are the possibilities
- Draw out a list of possibilities

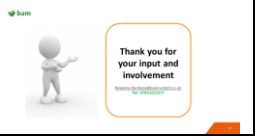
Wrap-up

- Select the most appropriate option
- Agree next steps
- Get the coachee to say exactly what their action is
- Check coachee's commitment to action

The Grow Model: Summary

Puzzle analogy from Myles Downey:
Let me see if I can make this clearer with an analogy. It is not entirely watertight but works very well in as far as it goes.

- When the player begins to talk it is most likely that their thoughts about the topic are unclear and jumbled up
- It's a bit like a jigsaw puzzle, only in this case the pieces are in a bag and there is no cover picture to act as a guide
- As the player talks, the corner pieces and some of the edges are identified and put on the table
- The scale and the nature of the **topic** thus become a little clearer
- At this point it is possible to set a **goal** (outcome), as both the coach and the player broadly know what they are discussing.
- Moving to the **reality** phase, the player is encouraged to put all the pieces of the jigsaw, or almost all, on the table
- And as the conversation progresses the player will notice that some of the pieces are face down and others in the wrong place.
- As most of the pieces are turned face-up and shuffled into the right place the picture or pattern emerges.
- The player sees the whole picture, has a new insight or comes to a solution or a possible **option**.
- From this point the player can typically begin to make some choices about the next steps.

This isn't a linear approach; you can jump around the stages all of this model.

	Q: What questions would you ask to get the following? • **T** • **G** • **R** • **O** • **W** Review questions on the slide for additional or use pages 27-33 of Myles Downey book for great examples. **<u>Advocacy</u>** **Q: So then the 3rd and final skill in this conversation is Advocacy. How does this work?** Works hand in hand with inquiry. Summarise what you have heard and check before moving on. This is your opportunity to ensure that any goals set are SMART Let's now have a look at the GROW model in action Play Video https://www.youtube.com/v/6f3X2PEsV-Q Handout 3 Dialogue Skills model	
Consolidation & Close 1200-1215 (15 minutes)	**Consolidation and Close** Any Questions from today's session? **Further Reading:** Business Balls Myles Downey Clean Language **Close, questions and Thank you**