

Effective Coaching

Session duration:

1

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

Before the session

Review the materials (slides, animations, notes, exercises, workbooks)

Understand the objectives – what is the training meant to address?

Practice the session at least once

Know your equipment – projector, laptop, remote mouse, webinar tool, and conference call system

Day of the session

Arrive early to set up room and/or web tool, test systems, etc.

Display presentation on screen before participants begin arriving

Starting the session

Start on time (or as close as possible)

Welcome participants to the workshop

Introduce self with name and title

Optional: conduct an icebreaker and/or introduction of participants

Address any housekeeping issues (such as participation expectations, questions, and phone etiquette if a webinar)

During the session

Manage your time and the participants during the session

Involve participants – ask for volunteers or call on people

If a webinar, use the system tools (annotation device, surveys, etc.)

Maintain a 'Parking Lot' for topics you aren't able to cover

Ending the session

End on time

Offer to stay longer to answer questions

Follow up with additional information and feedback quickly

Welcome participants to the session

>>>

Coaching Introduction & Overview

Session duration:

2

Time into session:

Key

Key points to be covered

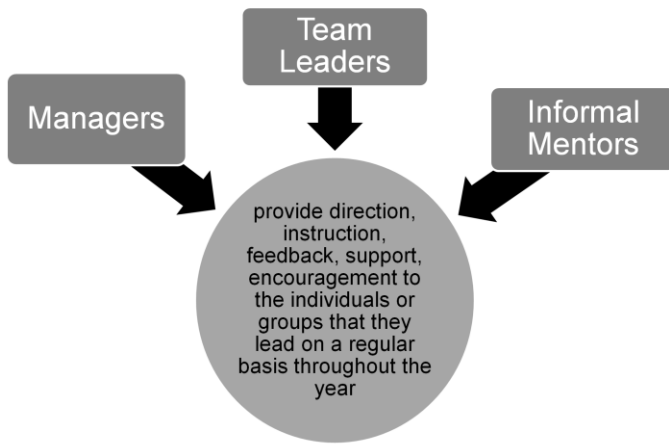
Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

This is a transition slide to the Introduction and Overview section

Who is responsible to provide coaching?



Session duration:

3

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

Coaching can come from a variety of sources – managers, team leaders or informal mentors - who provide direction, instruction.

It's a key responsibility of people managers.

>>>

Why coach?

- Help employees identify, develop & progress in their desired career path
- Assess issues and come up with shared solutions to improve performance
- Strengthen employee/manager relationships and build a stronger team
- Create a continuous learning environment
- Increase employee engagement and positively impact retention

Session duration:

4

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

Ask: “Why Coach?...Why is it important? And, what is in it for the person you are coaching and for you as the coach?”

Ask the group to respond and then >>> reveal the points on the slide one at a time. Walk through each point.

This is also an opportunity to reinforce that it is a managers responsibility to coach and develop their employees.

>>>

What is a coach's role and responsibilities?

1. Get into groups of 3-4 people.
2. From the perspective of either the coach or the coachee, discuss the following in small groups:
 - a) What does effective coaching look like, feel like and sound like?
 - b) What are some of the challenges of coaching:
Overall?
At [company]?

Session duration:

5

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

Review instructions on slide. Ask participants to get in groups of 3-4 people. Designate some of the small groups to conduct this discussion from the perspective the Coach, and the others from the perspective of the coachee.

After they've had the small group discussions, ask questions a) and b) and write responses on white board or flip chart

>>>

Coaching Styles and Process

Session duration:

6

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

This is a transitions slide to introduce coaching styles and process

>>>

Three key steps



Session duration:

7

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

In any coaching situation, expectations should be set (Step 1). The coachee should understand what the roles and responsibilities are. This is described in more detail further on in the session.

After agreeing upon what needs to happen, the coach should observe the coachee's performance and/or target specific actions or developmental opportunities for the employee to pursue.

The next step is to have a coaching conversation, whether this is to give feedback on performance, ask questions to get the employee to think through a problem or reflect on their experience/progress, provide perspective or guidance on an issue. Today, we'll review and practice the specifics of "how" to "do" step 3.

As a result of the discussion, then the cycle begins again – to solidify accountabilities, and to focus on particular follow up actions or activities.

>>>

Coaching and Change

Session duration:

8

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

This is a transition slide to introduce Coaching and Change

>>>

- Many things can change through the course of our careers, or in the course of a year, a week, or a day!
- A coach can help you move through the process of change.



Session duration:

9

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

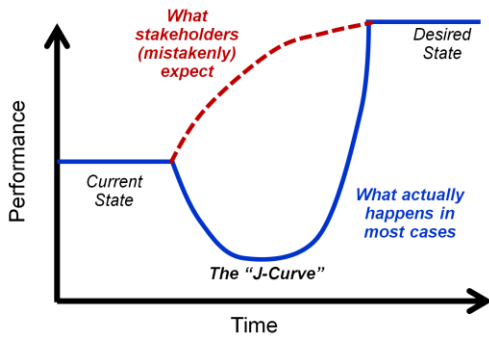
© The Employee Engagement Group All Rights Reserved

Many things change in our lives. When we develop or improve in any area, we go through a change process. We move from point A, to point B in our learning / understanding / or ability to perform. We change. Or, perhaps there are changes in the organization, your role or expectations of you in your current role.

A coach can help you understand what needs to change and can assist you in moving through this change process to achieve a desired outcome.

>>>

Things may get worse before they get better



© The Employee Engagement Group All Rights Reserved

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

A common misconception is that when we embark on a change process, whether it is personal or organisational, things will start to improve right away. After all, we are embarking on this change process to make a change for the better, so any changes that we do make will gradually lead to improvements.

More often than not, things will get worse before they get better; this is known as the J-Curve Effect.

Ask: Why do you think this may happen?

Can you think of a time when you have made a change for the better, but things actually got worse first (i.e. moving house, moving country.)

When you first moved to your new home / state / country, you may have been unsettled, did not have a social network and found it difficult to feel at home. But over time, you may come to enjoy your new home and come to appreciate the full benefits of being in your new environment, i.e. schools, lifestyle etc. Things may have gotten worse before they got better.

As a coach, it's important to help your coachee through the low point....

Ask: What are some of the things you might do as a coach to help your coachee through this low point?

>>>

Coaching & Gap Analysis

Session duration:

11

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

We have spent time looking at the process of coaching, but we also need to think about what we are trying to achieve when we are coaching someone.

One of the primary objectives of coaching is to help someone understand the difference between where they are now, and where they want to be – whether that applies to their performance or development, or some other situation.

Many people are not aware of their gaps!

Successful coaching assists coachees to:

- identify the gap between the coachee's **current** goals, skills or performance level and what is **required for the future**
- motivate and develop an action plan around how to resolve the difference/change behaviors

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

Many people are not aware of the gaps in their abilities.

An effective coach can assist their coachee to do their own gap analysis to assess the difference between their current goals, skills or performance level and what is required for the future.

An effective coach can also motivate their coachee and help them develop an action plan to resolve the difference between where they are now and where they would like to be and/or any change they would like to see in their behavior.

**Key**

Key points to be covered

*Specific directions to facilitator***EXERCISE** – activity for participants

>>> = click to animate or advance

Here's how you can walk your coachee through completing their own G.A.P.S. Analysis. We'll use an example that applies to a career development discussion, but this type of analysis can also apply to talking about a performance goal.

Ask them to identify their short-term and longer-term career interests. It's important to encourage them to ask questions to help them explore what they want to do in the future.

Ask questions to help them assess their current abilities – the knowledge, skill, and competency strengths and improvement areas. Encourage the coachee to look objectively at his/her skills, and different situations where the coachee has or hasn't been as successful.

Then, help the coachee gather information about how others see or perceive them and their behavior. You can start by providing your own feedback to the coachee about what you see as his/her strengths and improvement areas. You can also suggest that they solicit other input via a structured method such as a 360 feedback, more informally via email or by reaching out to people with whom they work such as their manager and their peers to ask them what they see as your strengths and areas for development. Others' observations and how they interpret them can differ from your own perceptions and intentions.

Another way you can help is to guide the coachee about what the specific success factors or skills are for the job he/she is interested in pursuing (refer to resources or people who can help) or what others may expect for a new task/project you have set as a goal to achieve.

>>>

Effective Coaching Skills

Session duration:

14

Time into session:

Key

Key points to be covered

Specific directions to facilitator

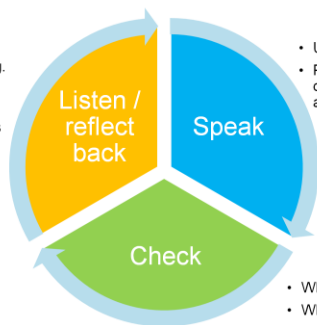
EXERCISE – activity for participants

>>> = click to animate or advance

This is a transition slide introducing effective coaching skills

A key to having productive and collaborative discussions about performance and development is creating two-way **dialogue**

- Use active listening skills e.g.
- Sounds like you....
 - You feel....
 - What I heard you say was



- Use open-ended questions
- Provide feedback, comments, instructions and/or suggestions

- What do you think?
- What will you do?
- How does that sound?

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

A key to coaching and having productive and collaborative discussions about performance and development is creating two-way **dialogue**.

This encourages the employee to self-reflect and disclose information about his or her own performance. It also encourages honest, two-way discussion about progress toward goals and feedback on specific behaviors.

Both the coach and the coachee must speak, check and actively listen to understand each other's point of view. This will ensure the most effective conversation. However you can't really control whether your coachee is going to apply active listening skills themselves, so it is most important for the coach to lead the way in creating a two-way dialogue. When you speak, you're coming from your own point of view, even when you are asking questions. When you listen, your goal should be to understand the thoughts and feelings that the other person is communicating.

>>> When speaking:

- Provide feedback, comments, instructions and/or suggestions
- Use open-ended questions to encourage two-way conversation.

>>> The next part is checking in. Some examples are:

- What do you think?
- What will you do?
- How does that sound?

>>> To actively listen to the response, concentrate on what your employee is saying. Try not to impose your personal agenda or biases on them.

Next, let's discuss how to apply these coaching skills to the discussion. The next slides go into a bit more detail on how to solicit self-feedback, give feedback and actively listen.

Session duration:

15

Time into session:

>>>

pants

e

Self-feedback

- When a person reflects on his/her performance and talks about what he/she did, and how
- Ask your employee to think critically about his/her own development needs or performance



Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

Another important skill for effective coaching, is soliciting self-feedback.

What is self-feedback? It's when the employee reflects on his or her own development needs and identifies for themselves areas for change or development.

Ask: Why would you want to solicit self-feedback while you're coaching?

You want the employee to think critically about his or her strengths and development needs, or the situation they require coaching for (or performance). This leads to greater self-awareness and ownership of one's performance and development. Soliciting self feedback will also assist you with creating two-way dialogue.

Ask: What are some questions that you might ask of your employee to get them to think about/reflect on their development needs or the need for change.

Possible responses: Some questions you may ask to help employees to think critically about their performance, strengths, and development needs may include the following:

- What happened...
- What specifically did you do well?
- What would you change/do differently

EXERCISE Demonstration Role Play: With the second facilitator, or with a participant, ask the following, and then continue to seek self feedback:

- *You have mentioned that you would like to develop your time management skills; firstly, what are some of things you do well with regard to your time management?*

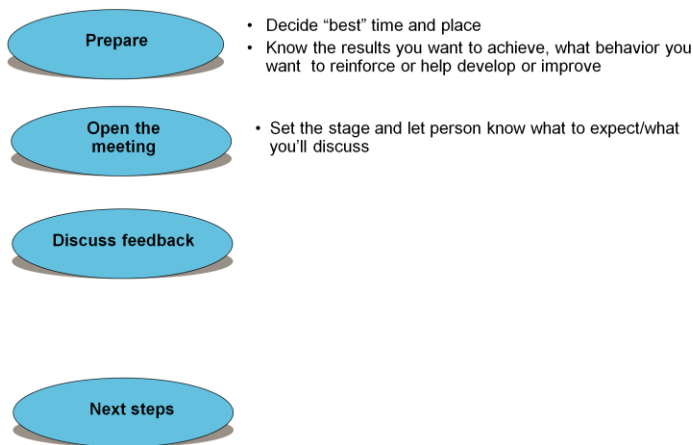
Be sure to reflect back the answer to the question, to demonstrate active listening and two way dialogue, not just questions.

Some potential followup questions:

1. *What are some of the things that you need to improve?*
2. *What are some of the factors that have enabled you to manage your time well ?*
3. *Tell me about a situation where you did not manage your time well. What happened and what did you do?*

>>>

How to give feedback



Session duration:

17

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

Sometimes when you are coaching, you will need to provide specific feedback to your coachee, and sometimes feedback needs to be given immediately following observing or interacting with the coachee – it's not always a planned activity.

This feedback model is best suited when you do have time to prepare, however the principles also apply where you are providing just-in-time feedback following an event.

>>>

Prepare – Giving feedback is not always easy, especially when you are delivering constructive feedback that the coachee may not want to hear. So keep in mind that it can be a difficult experience for the coachee. Selecting the best time and place is essential. Giving feedback in front of peers, colleagues or the coachee's own employees can be embarrassing for the coachee and is not likely to get results. The coachee may become resentful of you, or defensive, and will not view the feedback as constructive. Understand the specifics of what you are trying to achieve from the meeting. Is there a behavior you are hoping will change? Spend time thinking about these things before commencing your conversation.

>>>

Opening the Meeting – Your motto for the meeting should be "No Surprises". The coachee should receive the roadmap for the discussion at the beginning. A lengthy conversation about what you both did on the weekend may be delaying what you need to do/say, and is not being respectful of the other. Too much rapport building may also dilute your feedback, i.e. the employee may not actually hear what you are trying to say.

>>>

Ways to handle defensive reactions

- Remain calm and poised
- Apply active and reflective listening skills
- Acknowledge disagreement and ask for examples to seek understanding
- Keep your body language/voice neutral or empathetic
- Encourage employee to come up with ways to improve their behavior

Honest criticism is hard to take, particularly from a relative, a friend, an acquaintance, or a stranger (Franklin P. Jones).



If it continues:

- Offer cooling off period or reschedule if needed

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

Ask: How might you respond if an employee becomes defensive during a coaching discussion?

Some ways to handle defensiveness are:

- **Remain calm and poised:** Maintain control.
- **Actively listen to what the issues are:** A good way to diffuse defensiveness is by letting the employee know that you hear and understand what he or she is saying.
- **Acknowledge the disagreement:** Ask for examples to seek understanding.
- **Keep your body language/voice neutral:** Maintain eye contact and keep a calm tone .
- **Encourage the employee to come up with ways he or she can improve behavior.**

If emotions or defensiveness continues to escalate, the employee may need a “cooling off” period to reflect. At this stage, you’ll need to determine whether it’s possible to continue the meeting in a constructive manner. Find out if the employee wants to continue. If not, schedule a mutually convenient time to come back and discuss.

Overall, employees want to do a good job. As they become interested and committed to work, they also become more emotionally invested. Emotions at work may become amplified, preventing someone from dealing rationally and productively. Recognize defensiveness as a reaction and not something planned. All of us can get defensive at times. It’s important how we handle ourselves.

>>>

Powerful questions

- Get people to think, and help them explore and solve their own problems
- Assist with self-discovery – “ah-ha” moments

When asking Powerful questions

- Move from broad to specific questions
- Use mostly open-ended questions
- Use close-ended questions skillfully
- Clarify information that is provided
- Keep questions simple and short
- Ask one question at a time
- Ask questions that help the coachee understand the “change”



Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

Asking different types of questions is helpful in soliciting different types of answers. When we are coaching, think of powerful questions to ask. It's less about one great question, but more about how you ask a combination of questions that build upon each other.

Powerful questions will get people to think, and help them explore and solve their own problems. And will assist the coachee to have that “ah-ha” moment. The moment of realisation when suddenly everything is clear and makes sense.

>>>

When asking powerful questions: (<<< to reveal one at a time, explain each)

- Move from broad to specific questions – your first question should be broad (i.e. how do you think your performance was?), and build to more specific questions (i.e. Tell me about your research process when you were writing section 3 of this report).
- Use mostly open-ended questions
- Use close-ended questions skillfully – close questions can be helpful when trying to clarify something you have heard, or to summarise the conversation...i.e. “is that what you mean?”
- Clarify information that is provided – use active listening skills.
- Keep questions simple and short – too often our questions are so long-winded that by the time we get to the of the questions, we have forgotten what we are trying to ask. So consider how much more difficult it might be for the coachee to try and understand your question.
- Ask one question at a time – double barrell questions can lead to confusion and may encourage the coachee to go off on tangents.
- Ask questions that help the coachee understand the “change” – Remember the J-curve? If you are encouraging your coachee to change behaviour, things may be difficult for them as they are practicing this new behaviour. They may make mistakes along the way and really feel out of their comfort zone. Ask questions to help them understand this change, i.e. What action will you take to continually practice the desired behaviours? What feedback will you seek? If you don't make this change, what do you think will be the impact? When you have made the change, what do you think will be the impact for you and for those around you?

Coaching using the GROW model

Session duration:

20

Time into session:

Key

Key points to be covered

Specific directions to facilitator

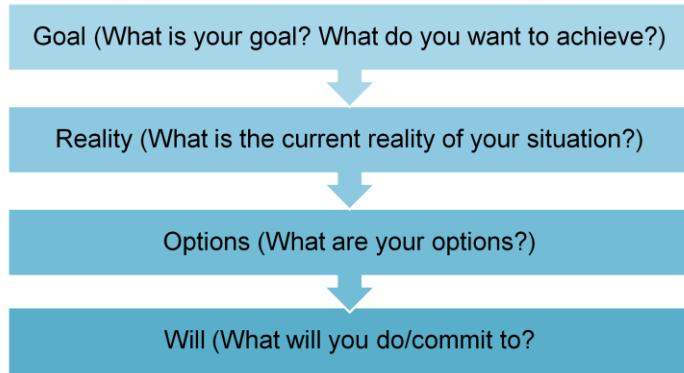
EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

Let's now talk about a coaching discussion model that can be used to help the coachee explore an issue or problem

Time into session:

**Key**

Key points to be covered

*Specific directions to facilitator***EXERCISE** – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

Explain briefly the 4 steps of the grow model (>>> one at a time) and then use the talking points below and on next page to discuss and demonstrate in greater detail.

To demonstrate the GROW model, we will be using the scenario of a coachee who is having an issue with their colleague. The coachee feels that their colleague is constantly sidelining them, talking behind their back, and really does not know how to deal with the situation.

Goal: What do you want?

- What does the coachee want to achieve?
- Focus on the goal rather than the problem.
- Review and revise the goal as necessary.

GOAL – The coach might ask what the coachee would like to see happen. If this issue was resolved, what would that “look” like. The coachee may respond with... “I would like to have open communications with my colleague”. Encourage your coachee to be solutions focused. If they respond with “I don’t want to feel this way”...this is focusing more on the problem instead of what the outcome would “look” like.

Reality: What is happening now?

- Ask a lot of questions!
- What’s the impact on the coachee?
- Focus on the present, not the past
- Use what, when, where, who and how questions

REALITY: What does your colleague actually say to make you feel this way? What are some specific scenarios? When you feel sidelined, what do you start thinking? How would you like to think when this happens? (Back to Goal) . When this happens, how does this impact on your work performance? How do you think it impacts on your credibility or on others perception of you?

>>>

After the conversation – follow-up actions

- Actions are best when they are identified by the coachee
- Help align actions with strategies and goals
- Use SMART goals

Session duration:

22

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

When we looked at the GROW model, we determined the appropriate actions by asking the coachee some questions. This helps the coachee to identify their own actions, rather than be told what the best actions might be.

When discussing actions, it may also be helpful if they link back and are incorporated into the coachee's business or development goals (i.e. Focusing on a particular action may actually help them build "relationship management" skills which may assist with client relationships and ultimately win more work!)

And of course, goals should always be SMART..

Specific

Measurable

Achievable

Realistic

Time-bound

>>>>

Let's practice!

1. Get in pairs
2. One person will be the coach & one person be the coachee – 10 minutes
 - **Coachee:** Select a topic in which you want to be coached
 - **Coach:** Use the **GROW** model to coach your pair
3. Debrief:
 - What did the coach do well?
 - What were some skills that really helped you with your topic of discussion?
 - What should the coach do differently next time?
4. Switch roles

Session duration:

23

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

© The Employee Engagement Group All Rights Reserved

EXERCISE

Read the instructions on the slide and direct participants to complete the exercise.

Debrief – Debrief in pairs, switch roles, then debrief again. When the exercise is complete, debrief as one group. While the activity is progressing write the debrief questions on a flip chart.

As the coach

- How did it go?
- Were you giving advice or coaching?
- Were you able to listen?
- Did you gain any new awareness?
- Did you understand the “Change” aspects for the coachee

As the coachee

- How did it go?
- Did it feel like you were being listened to?
- How did it feel to be listened to?
- Did you gain any new insights or perspectives?
- Did you feel “helped” through the change?

>>>>

Follow-up Plans & Your Next Steps as a Coach

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

This is a transition slide to outline your next steps as a coach

Ideas for continuing your development as a coach

- Add this as an agenda item for your next meeting with your manager
 - Discuss the support you need from him or her
- Identify a mentor or peer coach to practice your coaching

Session duration:

25

Time into session:

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

>>> = click to animate or advance

Some additional ideas...

Ask: What other ideas do you have?