

✦ Toolkit introduction ✦ Introducing coaching and mentoring

1 Introduction

- ✦ Boundaries for coaching
- ✦ Coaching *do's* and *don't's*
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- ✦ Coaching for learning
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- ✦ Defining coaching and mentoring
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- ✦ *Key skills:* Rapport
- ✦ *Key skills:* Questioning
- ✦ *Key skills:* Giving encouragement & challenges
- ✦ *Key skills:* Giving feedback
- ✦ Note taking
- ✦ Offering input & suggestions
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- ✦ Preparing for a coaching conversation
- ✦ Structuring a coaching conversation
- ✦ Structuring a mentoring conversation
- ✦ Sensitive issues in coaching
- ✦ Remedial coaching
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- ✦ *When to coach?:* The coaching & mentoring handshake
- ✦ *When to coach?:* The coaching & training handshake
- ✦ Why coach?

2 Coaching Essentials

3 Application Key Notes

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5 Schedule Notes Learnings

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- Situation awareness

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- ✦ Assertiveness
- ✦ Ideas Forming & Channelling
- ✦ Influence
- ✦ Making a Case with Impact
- ✦ Objection Handling
- ✦ Presenting in Public
- ✦ Problem Solving
- ✦ Productive Conversations
- ✦ Project Management Essentials

New Challenges:

- ✦ Balance
- ✦ Coping with Change
- ✦ Handling Complexity
- ✦ Managing Change
- ✦ Managing in Adversity

New Directions:

- ✦ Preparing for a New Role
- ✦ Preparing to Lead a Team
- ✦ Preparing to Manage Staff
- ✦ Remote Working

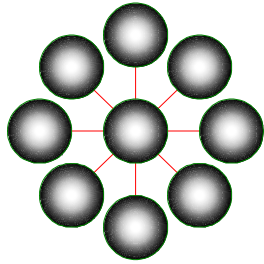
Personal Potential:

- ✦ Developing High Self Esteem
- ✦ Growing Confidence
- ✦ Making the Most of Your Potential
- ✦ Managing Time Effectively
- ✦ Personal Organisation
- ✦ Preventive Stress Management
- ✦ Self Motivation
- ✦ Smart Thinking

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- ✦ Anchoring
- ✦ Assertive Conversations
- ✦ Breaking Comfort Zones
- ✦ Effective Communication
- ✦ Emotional Intelligence
- ✦ Goal Setting
- ✦ Presenting in Public
- ✦ Project Management Essentials
- ✦ Remote Working



MANAGING CHANGE

✦ ***How to take both yourself and your team through a period of change.***



*Typical
Coachee
Objectives:*

- Help a manager identify a strategy for managing in a time of change – for themselves, for their team and for achieving ‘business as usual’ tasks.



*Related
Topics:*

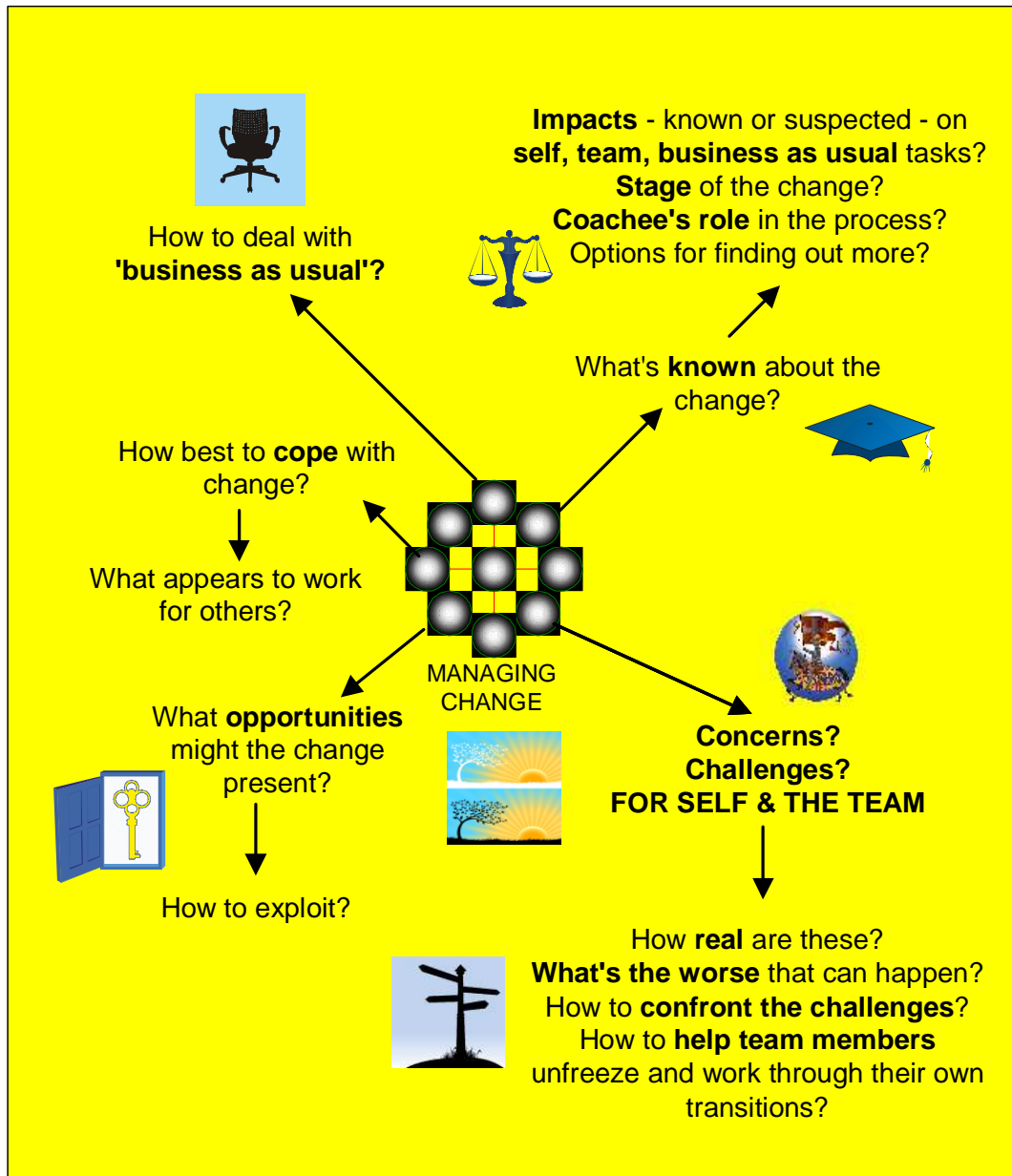
- Coping with Change
- Managing in Adversity
- Objection Handling
- Preventive Stress Management
- Problem Solving
- Project Management Essentials
- Smart Thinking



Exercises:

- Change Planning
- Objection Handling
- Stressors

REALITY AND OPTIONS MIND MAP



TOOLS

Risk Matrix

Tips: Effective Communication

SAMPLE QUESTIONS

Goal

- *What is your focus for today? [e.g. for self, team or achieving business as usual tasks]*
- *What specifically do you want to achieve from this conversation?*

Reality

- *What do you know about the impacts of the change? About what will happen?*
- *What stage is the change at / approaching? [unfreezing / transition / refreezing]*
- *How is [/ might] 'business as usual' be impacted? In what way?*
- *What concerns you most about the change? Why are these most concerning?*
- *What else concerns you?*
- *What challenges does the change present for you?*
- *What opportunities?*
- *How have you worked through a change in the past? What worked for you?*
- *What do you notice about how others appear to cope with change? What can you learn from this?*

Options

- *What can you do to help your team through this / the next stage of the change? What will help them look for personal opportunities from the change? Challenge the view that what makes them feel 'safe' at present might not be available in future?*
- *How might you be able to improve your own knowledge about the change? What might the 'no go' areas be for seeking information?*
- *What can you do to continue with 'business as usual'?*
- *What can you do to help the team through the change?*

- *What can you do to help yourself?*

Way Forward

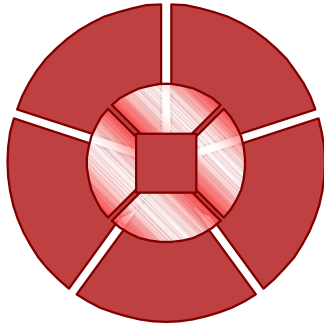
- *What do you plan to do as a result of our conversation?*

Points to look out for:

- If a coachee is holding back on 'business as usual' for no good reason, they may need encouraging to rethink their approach.
- Helping coachees to reframe their thinking may be needed to help them cope with particular anxieties. The **Thought Pattern Critiquing** tool may be used for this purpose.
- *Preventive Stress* techniques may be appropriate.

KEY NOTES

- ✦ Change can be unsettling for all involved. It can stall initiatives and leave uncertainty about how things will be, however the transition is usually only played out in the short term. As a manager, you have an additional burden to help your team through, who may often ask questions you may be unable to answer, and seek reassurance when you yourself may feel exposed. Change may be motivated by objectives which are unliked, unknown or unclear to all but a select few.
- ✦ Managing change can usually be effective when recognising the 3 main stages individuals pass through during a period of change:
 - *Unfreezing* – moving people from their settled state, to be ready to accept the change
 - *Transition* – a period of moving from the old way to the new
 - *Refreezing* – helping people re-establish their roots.
- ✦ Once you've understood what needs to change and why, consider your stakeholders (those impacted by the change, which may include others beyond your immediate team).



MORE COACHING MODELS

- ✦ ***Going beyond ‘GROW’ – coaching models for differing needs.***

KEY NOTES

- ✦ Being able to recall a simple approach or ‘model’ for structuring a coaching conversation can be very helpful, and not only for someone who is new to coaching. Such models typically draw on substantial research, for example identifying the processes which help individuals to find their own answers and motivation.
- ✦ Whilst not providing a substitute for the intuitive skill of coaching, nor invariably needing to be followed sequential every time, access to a model can often be very valuable.
- ✦ GROW is the best known model for coaching, and the one regularly referred to throughout this kit. However, several other models capture important principles in coaching which can to varying degrees help a coachee find new perspectives, reflect, prioritise and gain motivation (amongst other things). Some of the better known are summarised in this section.

OSKAR

Focusing on solutions and using scaling to explore reality.

- ✦ **OSKAR** is helpful for focusing coachees' minds on achieving a *solution*, a foundation for the 'solution focus' approach to coaching. This involves identifying what works for a coachee, and doing more of this, whilst replacing what doesn't work with something which does.
- ✦ The model uses a **scaling** approach to help coachees reflect on their experiences and desired outcome. The same approach can be used to help them quantify their level of commitment and in turn allowing the coach to ask what would help them improve this grading (if relevant).
- ✦ The acronym stands for:

Outcome explores the session goals, but also questions why these objectives will be of use.

Scaling takes a scale of 0-10 to determine the worse (related) reality experience and the perfect future which the coachee desires. Also asks the coachee what number on the scale they are at now, how they reached this point and what it will take to move up a notch on the scale.

Know-how and resources explores what helps the coachee perform at the level they do, rather than at 0

Affirm & action identifies immediate, small step actions which the coachee can take to move to the next point in the scale.

Review – looks back on what's improved, what the reasons for the improvement are and what should be changed next.



INTRODUCING COACHING AND MENTORING

- ✦ *The ‘need to know’ basics to the why, what and how of coaching and mentoring staff.*

CONTENTS:

- ✦ What is coaching?
- ✦ What is mentoring?
- ✦ Getting started.

See also: Coaching and Mentoring Do’s and Don’ts
Structuring a Coaching Conversation
Structuring a Mentoring Conversation



Reference: L Whitworth, H Kimsey-House and P Sandahl, ‘Co-Active Coaching – New Skills for Coaching People Toward Success in Work and Life’, Davis Black Publishing, 1998.

WHAT IS COACHING?

- ✦ Coaching is a vital skill for any manager's repertoire and possibly the most powerful approach for helping individuals to grow, change mindsets and take on new challenges.
- ✦ Coaching aims to help a coachee think clearly about how they can help themselves and then feel inspired to take action. Through coaching, individuals should feel motivated to want to achieve high standards, learn from their mistakes and improve. Higher levels of achievement should follow as a result.
- ✦ Coaching is relevant for achieving many objectives, including:
 - Driving better practice and better competency
 - Changing an individual's mindset—for example, to instil a 'can do' attitude, or an ability to recognise and respond to opportunities
 - Encouraging individuals to develop a strong self-awareness and making self questioning a natural habit, leading in turn to increasing self insight and a desire to improve.
- ✦ Coaching relies on asking appropriate questions, carefully listening to responses, and helping the individual pull the different insights they gain together. A good coach focuses on the individual's objectives as though they were his or her own, and always has the best interests of the coachee at heart (of course provided they're in synch with the organisation's needs). He or she seeks to encourage, challenge, probe and even provoke the coachee to recognise and do their best.
- ✦ In a pure coaching relationship, it is the coachee who sets the objectives and agenda for coaching. At work however, the needs must to be related to not only the coachee's need but those of the organisation too. The context for coaching therefore needs to be clear, but not to restrict the coachee freedom to sound out as they want (e.g. relating to their personal life).



Tips:
**PRESENTING
IN PUBLIC**

- ✦ ***Preparing for and giving presentations.***

TIPS

Preparation

- ✦ Don't script a presentation word-for-word, apart from perhaps outlining a few introductory sentences if you need to – reading from a script will not come across as natural.
- ✦ Do use a crib-sheet or cue cards if you wish however, highlighting the key presentation structure and main bullet point messages you want to get across (write these in large letters; use key words).
- ✦ Know what order any slides you plan to use follow.
- ✦ Be wary of being over ambitious in the material you wish to cover, especially if there's scope for questions and audience interaction.
- ✦ Plan to speak for about 60% of the time you have available – you will nearly always fill much more.

- ✦ **Visual aids** –Keep to a minimum. Make relevant. Check how any diagrams can be interpreted – ensure you don't confuse your message. Try not to use slides as a crib sheet, just reading through a list of bullet points – remember it's what you say that matters rather than what's written down
- ✦ Rehearse out loud – alone and if possible also with a small audience.
- ✦ Think about possible questions the audience might raise and how you would answer these.

Immediately before the presentation

- ✦ Check the room and facilities sometime before the presentation if possible – know what time you will have, walk around room to see what the audience will see (e.g. will you be standing in front of a flip chart)
- ✦ Equipment – know how to use, who to turn to for help if needed. Position so you won't stand in front of a projector beam (it's usually best to stand in front of a table if possible to be with rather than apart from your audience, once you become more comfortable with this). Have a contingency plan – e.g. if a laptop presentation fails, you can use overhead slides.
- ✦ If using a flip chart, write in large, CAPITAL LETTERS (avoid using red, yellow and green pens, which are difficult to read from a distance).

During the presentation

- ✦ Setting the scene can be a useful way to start – briefly outline what the objectives are and how you plan to structure the presentation, whether you invite questions as you go or at the end.
- ✦ Don't try to be funny or entertain unless you feel really confident – engaging anecdotes usually have more impact.