



COACHING

Module 4

Facilitator Guide

“Coaching is the Universal Language of Change and Learning.”








- CNN

Table of Contents

Coaching introduction 3
The four main dimensions to the coaching role..... 6
GROW model..... 9
How to structure a coaching or mentoring session 10
GROW model activity 14

Coaching introduction

Total Time: 60 Minutes

<p>Welcome (2 minutes)</p>  <p>[Say]: Now that we’ve talked about communication and goal setting, let’s spend some time talking about how we put the skills to use as we coach our team members to achieve the goals we set. This module will provide you with a thorough understanding of what motivates people and how to create a positive work environment.</p> <p>[NEXT SLIDE]</p>	 <p>COACHING</p> <p>Slide 37</p>
<p>Objective (2 minutes)</p> <p>Direct participants to page _____ of their Participants’ Guide.</p> <ul style="list-style-type: none"> Identify the role that coaching plays in effective leadership  <p>[NEXT SLIDE]</p>	<p>Objective</p> <p>Identify the role coaching plays in effective leadership</p> <p>Slide 38</p>
<p>Coaching activity (2 minutes)</p> <p>Direct participants to page _____ of their Participants’ Guide.</p>  <p>[Say]: Take a few minutes, and look slowly around the room for anything green. Try to remember as many green objects as possible.</p>  <p>Give them a minute to look around and then say, “Now, write down all the red objects.”</p> <p>Say something similar to, “Surprise! Your expectations did not meet the second requirement. That is, you were pre-framed to look for one thing, but directed to look for something else. As a coach, you should pre-frame the learner's expectations with the learning objectives that you are about to present. These learning objectives must meet the organization's needs.</p> <p>Transition by stating: Let’s start by identifying some coaching skills.</p>  <p>[NEXT SLIDE]</p>	<p>Activity</p> <p>Coaching Activity</p>  <p>Slide 39</p>

Coaching – an ongoing approach to managing people (2 minutes)

Direct participants to **page** _____ of their Participants' Guide.



[Ask] What does coaching mean to you?



[Say]: Coaching, defined as an ongoing approach to managing people:

- Creates a genuinely motivating climate for performance
- Improves the match between an employee's actual and expected performance
- Increases the probability of an employee's success by providing timely feedback, recognition, clarity and support

Great coaches (and leaders) create great teams. They take great individuals and coach them to be great teams.

Think about the 1980 US Men's Hockey team. It was a team of some of the best hockey players in the world. Individually they were great but as a team they weren't successful. It wasn't until Herb Brooks came along and knew how to coach them as a team that they found the success they were looking for, both individually and as a team.

In a performance management cycle, coaching means providing ongoing feedback and support to the employee throughout the year. There is a formal review process HR asks us to follow but coaching is an ongoing activity.

Coaching gives the employee an opportunity to hear about aspects of his or her performance in "real time" and to play a role in figuring out how to best adopt or modify their behavior for success.

If you see it, say it. If you see someone struggling, address the opportunity then and there. If you see someone making improvement, recognize the efforts.

Think about your own needs. How often do you want to hear from your leader? I assume often, or at least often enough to know you're on the right track. As leaders, it's our responsibility to provide ongoing coaching and feedback to our team members.

I've seen leaders shy away from providing constructive feedback because it makes the leader uncomfortable and that's not fair to the employee. Feedback truly is a gift. A gift to help employees improve.

Coaching – an ongoing approach to managing people



- Creates a genuinely motivating climate for performance
- Improves the match between an employee's actual and expected performance
- Increases the probability of an employee's success

Slide 40

One of the challenges I've seen with leaders not providing feedback is because of the relationship they have with their employees and wanting to be a buddy and not a boss. Being an effective leader is about providing coaching and still maintain positive relationships. Coaching isn't just about constructive feedback it's about reinforcing positive behaviors.



[NEXT SLIDE]

The foundations of coaching (2 minutes)

Direct participants to **page _____** of their Participants' Guide.



[Say]: Employees want to succeed at work

- Employees can contribute ideas on how work should be performed
- Employees will work hard to achieve goals that they have played a role in developing
- Employees are open to learning if they recognize the value to them in terms of improved success on the job and subsequent reward and recognition. Show your employee what's in it for them. We are all more engaged when we know what's in it for us.

Transition by stating: Now let's look at the four main dimensions to the coaching role.



[NEXT SLIDE]

The foundation of coaching



- Employees want to succeed at work
- Employees will work hard to achieve goals they have played a role in developing
- Employees are open to learning if they recognize the value to them in terms of improved success on the job and subsequent reward and recognition

Slide 41

The four main dimensions to the coaching role

Improving performance (2 minutes)

Direct participants to page _____ of their Participants' Guide.



[Say]: As a coach, the leader is responsible for creating a learning environment where employees are supported in their efforts to continuously improve to meet today's challenges. The coach does this by:

- Assessing current capability
- Providing feedback
- Helping the employee to identify what is needed
- Creating opportunities to fill in the gap

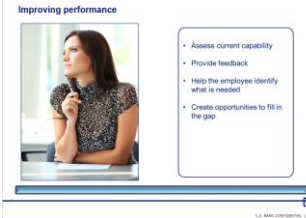
If continuous improvement is to occur, the coach must provide a "safe" environment for creativity and risk taking. Mistakes must be viewed as lessons learned. Setbacks are opportunities for development. With this kind of support, the employee will have the confidence necessary to attain the next level of ability.

Think about examples from your personal life. We all need to practice and make mistakes. We aren't perfect the first time we try something. Were you perfect the first time you made rice krispy treats? Did you need direction and maybe a couple attempts? Now you probably don't even think about how to make the easy snack.




Or what about riding a bike. Have you ever taught a child to ride a bike? Did the child get on and go or were there a number of attempts? Now they do it without much thought. Although you might still have to coach and redirect at times. You might need to remind them to wear a helmet or go the right direction.

Coaching is more than having an employee watch how something is done and turning the employee loose. It's about having documented processes and clear direction.

Growing up my mom made popcorn on the stove with a special pan, oil, and popcorn. My brother had watched her make popcorn several times but she had never explained what she was doing. One day, my brother thought he was ready to make popcorn on his own. He had the pan and the popcorn – not hard to get wrong. Then he went to the cupboard and took out a plastic bottle with a clear liquid, which he assumed was what my mom used. He didn't take out oil, he took out karo syrup. Needless to say, the popcorn didn't turn out. Instead the smoke alarm went off from burnt sugar! His intention was good, the quality was poor. He needed better coaching!



Slide 42

 <p>[NEXT SLIDE]</p>	
<p>Providing direction (2 minutes)</p> <p>Direct participants to page _____ of their Participants' Guide.</p> <p> [Say]: This involves articulating the department's goals and values in a clear concise manner and is especially important in the planning phase of the performance management cycle. Employees need to understand the context in which they work so that they can see the link between their performance and the department's overall success. The clearer the department goals/KPIs are, the easier it will be for employees to translate them into their own individual goals.</p> <p>Coaching involves ensuring that employees stay focused and understand priorities. This is where the benefits of huddles and performance boards will come into play. We are going to cover those topics.</p> <p>Employees may also need technical direction in terms of learning new tasks or taking on new assignments.</p> <p>The manager as coach is responsible for establishing the commitments that will move employees toward achieving results.</p> <p>[NEXT SLIDE]</p>	<div data-bbox="1112 336 1404 525"> <p>Coaching in real life</p> <ul style="list-style-type: none"> • Coaching involves ensuring that employees stay focused and understand priorities • Employees may also need technical direction in terms of learning new tasks or taking on new assignments  </div> <p>Slide 43</p>

Opening up possibilities (2 minutes)

Direct participants to **page** _____ of their Participants' Guide.



[Say]: One of the goals of coaching is to develop capabilities for the employee to solve problems and make decisions. This is done by asking the right questions, challenging the employee's thinking, offering new options, supplying additional information that expands employee's understanding or providing a new interpretation to a situation. Coaching empowers the employee to be part of the decision making process.



[NEXT SLIDE]

Resource for removing obstacles (2 minutes)

Direct participants to **page** _____ of their Participants' Guide.



[Say]: In some cases the coach may take an active role in paving the way for the employee by confronting, when necessary, those obstacles to the employee's progress or providing additional resources if necessary. At other times, the coach serves as a sounding board for the employee as he/she develops his/her own strategy for overcoming the obstacle.



[NEXT SLIDE]

GROW model

GROW model (2 minutes)

Direct participants to page _____ of their Participants' Guide.



[Say]: The GROW model is a simple process for coaching and mentoring. As a leader, one of your most important roles is to coach your people to do their best. By doing this, you'll help them make better decisions, solve problems that are holding them back, learn new skills, and otherwise progress their careers.

GROW stands for: **Goal, Reality, Options, and Way Forward.**

A good way of thinking about the GROW Model is to think about how you'd plan a journey. First, you decide where you are going (the goal), and establish where you currently are (your current reality).

You then explore various routes (the options) to your destination. In the final step, establishing the way, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way.



[NEXT SLIDE]

GROW Model



Slide 44

How to structure a coaching or mentoring session

1. Establish the goal (2 minutes)

Direct participants to **page** _____ of their Participants' Guide.



[Say]: First, you and your team member need to look at the behavior that you want to change or improve, and then structure this change as a **goal** that she wants to achieve. Maybe this is improving one of his or her KPIs?

Make sure that this is a SMART goal: one that is Specific, Measurable, Attainable, Relevant, and Time-bound.

When doing this, it's useful to ask questions like:

- What do you want to achieve?
- What do you want to focus on in this session?
- What outcome would you like?



[NEXT SLIDE]

Establish the goal

Ask

- What do you want to achieve?
- What do you want to focus on in this session?
- What outcome would you like?

Slide 45

2. Examine the reality (2 minutes)

Direct participants to **page** _____ of their Participants' Guide.



[Say]: Next, ask your team member to describe his or her current reality.

Too often, people try to solve a problem or reach a goal without fully considering their starting point, and often they're missing some information that they need in order to reach their goal effectively.

As your team member tells you about his current reality, the solution may start to emerge.

Useful coaching questions in this step include the following:

- What is happening now (what, who, when, and how often)? What is the effect or result of this?
- Have you already taken any steps towards your goal?
- Does this goal conflict with any other goals or objectives?



[NEXT SLIDE]

Examine the reality

Ask

- What is happening now?
- What is the effect or result of this?
- Have you already taken any steps towards your goal?
- Does this goal conflict with any other goals or objectives?

Slide 46

3. Explore the options (2 minutes)

Direct participants to **page** _____ of their Participants' Guide.



[Say]: Once you and your team member have explored the current reality, it's time to determine what is possible – meaning all of the possible options for reaching her objective.

Help your team member **brainstorm** as many good options as possible. Then, discuss these and help her decide on the best ones.

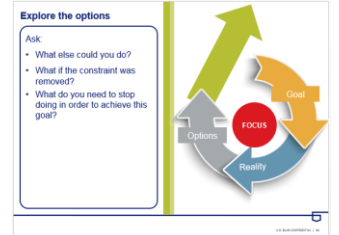
By all means, offer your own suggestions in this step. But let your team member offer suggestions first, and let her do most of the talking. It's important to guide her in the right direction, without actually making decisions for her.

Typical questions that you can use to explore options are as follows:

- What else could you do?
- What if this or that constraint were removed? Would that change things?
- What do you need to stop doing in order to achieve this goal?



[NEXT SLIDE]



Slide 47

4. Way forward (2 minutes)

Direct participants to **page** _____ of their Participants' Guide.



[Say]: By examining the current reality and exploring the options, your team member will now have a good idea of how he can achieve his goal.

That's great – but in itself, this may not be enough. The final step is to get your team member to commit to specific actions in order to move forward towards his goal. In doing this, you will help him establish his will and boost his motivation.

Typical questions that you can use to explore options are as follows:

- How do you want to take this forward?
- What specific actions do you want to commit to?
- What are you going to do?

Two important skills for a coach are the ability to ask good question and the ability to listen effectively. It's easy to want to solve the problem for an employee or put our actions into place but really coaching is about helping the employee find their own way and GROW and develop.

Don't ask closed-ended questions that call for a yes or no answer.

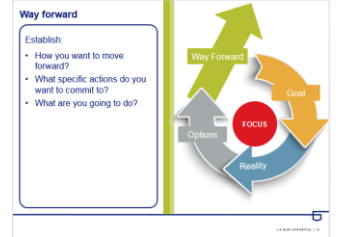
Ask open-ended questions that require full sentences for an answer.

Use your active listening skills and let your employee do most of the talking.

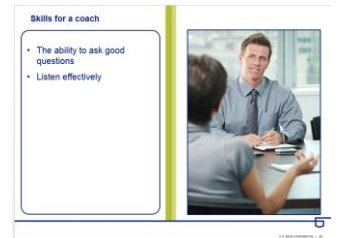
You're helping a team member, Julie, achieve her goals using the GROW Model.

Julie says that she would like a promotion to team leader within the next two years. This is a SMART goal – it's specific, measurable, attainable (as she already has one year of experience, and there are several team leader positions in her department), relevant (both to Julie's overall career aspirations and the team's mission), and time-bound.

You and Julie now look at her current reality. She's in an entry-level position, but she already has some of the skills needed to be team leader. You brainstorm the additional skills that she'll need in order to be successful in a team leader role: She needs more experience of managing other people, and experience dealing with overseas customers. She also needs to continue performing well in her role, so that she'll be considered for a promotion when one is available.




Slide 48



Slide 49

You then both review her options. To get the experience she needs, she could lead a small team on a small project. She could also spend time in the overseas team.

Finally, you establish the will. As her manager, you offer to let her lead a small team on a minor project. If she performs well, she can take on additional projects with more responsibility in the future. Julie must also approach the overseas team to arrange to spend time in that department, and continue performing well in her current role. You agree to review her progress in three months' time.

 **[Ask]:** What question do you have?

[allow feedback and discussion]



[Say]: We will now do an activity.

Direct participant to page _____ of their participants' guide.



[NEXT SLIDE]

GROW model activity

GROW model activity (20 minutes)



Introduce the activity to practice using the GROW model.

Goals, Reality, Options, Way Forward.

This will require at least 20 minutes to give enough time for each person to have a go.

Divide group into TRIOS.

Each person to identify a topic they would like to coach an employee on using the GROW model.

The observer makes notes on the conversation in relation to how well the mentor uses rapport building skills, listening and questioning skills.

The Grow Model – sample questions

Grow

- What do you want to achieve?
- What will be happening when you have succeeded?
- What aspect of this is most important to you?

Reality




- What is happening at the moment?
- What stops you from moving on?
- What have you tried?
- What happened?
- What have you learned?



[NEXT SLIDE]



Slide 50

<p><u>Options</u></p> <ul style="list-style-type: none">▪ What could you do?▪ What else could you do?▪ What are the advantages/ disadvantages of each option?▪ What would you do if you: had more time? <p><u>Way Forward</u></p> <ul style="list-style-type: none">▪ What will you do?▪ What will be the first step?▪ When precisely are you going to start and finish each step?▪ What support do you need and from whom? <p> [NEXT SLIDE]</p>	
<p>Course Debrief (2 minutes)</p> <p> [Ask] participants what questions they have on Coaching.</p> <p><u>Maximum time on this Debrief is 2 minutes.]</u></p>	 <p>Slide 51</p>

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EMPLOYEE PERFORMANCE EXCELLENCE
COACHING – MODULE 4
