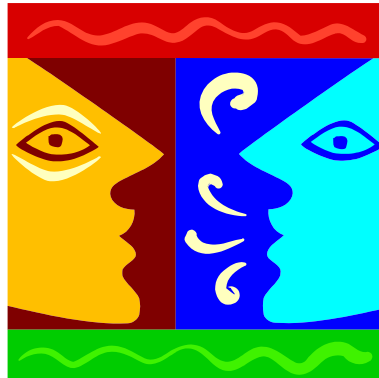


AN OUTLINE OF COACHING



What Coaching is

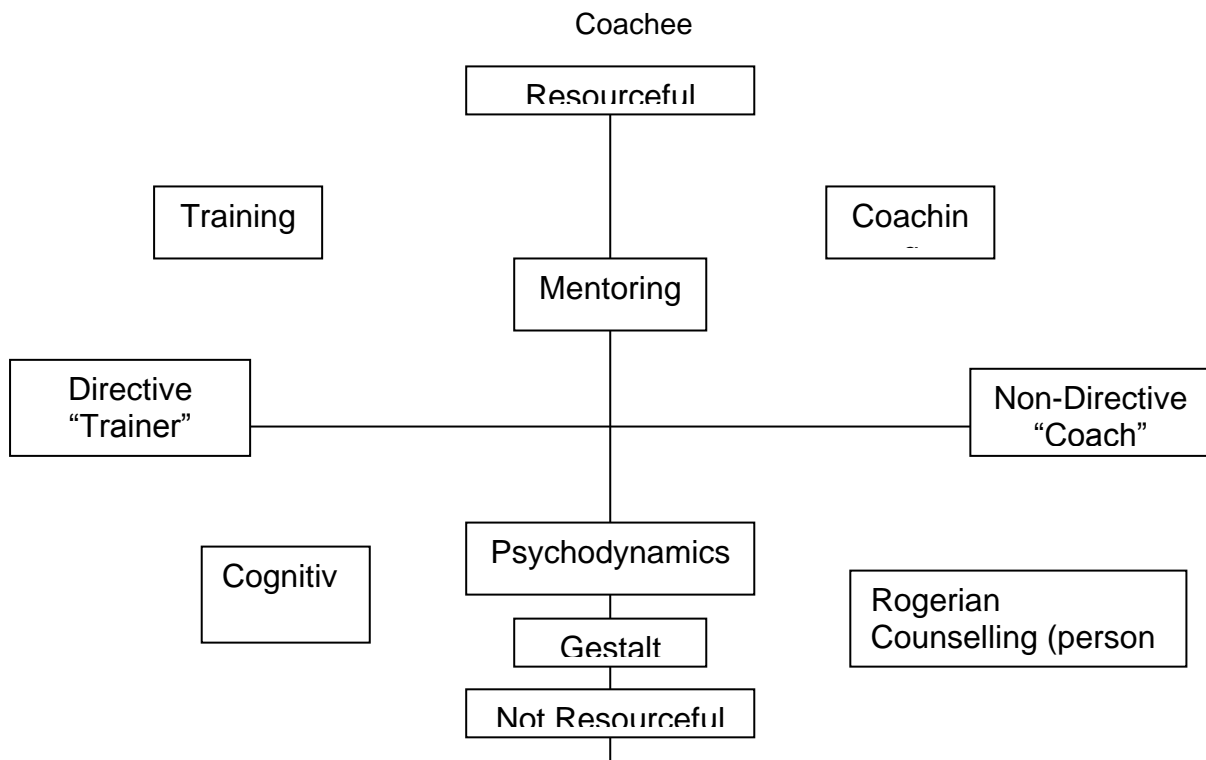
Coaching is about developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work, although it may also have an impact outside work. It usually lasts for a short period and focuses on specific skills and goals, probably around 6-8 one to two hour sessions, over a 6 – 8 month period.

The 6 principles of Coaching

1. The client is resourceful. He or she has not come to be 'fixed' but has the ability to resolve his or her own situation.
2. The coach's role is to spring loose the client's resourcefulness. It is not to give advice.
3. Coaching addresses the whole person, past, present and future.
4. The client sets the agenda.
5. The coach and the client are equals. It is not a doctor/ patient relationship.
6. Coaching is about change. Its purpose is to help the client become more effective

Differences between Coaching, Mentoring, Training and Counselling.

Coaching is not a science and it is developing all the time. There are different approaches. However, most practitioners are agreed that it differs from mentoring and counselling and the following diagram is **one way, by no means definitive** of looking at the differences.



Coaching assumes that the coachee is resourceful and has an equal relationship with the Coach. The coach does not take the role of expert and does not direct or offer advice, but asks questions and uses tools to allow the coachee to develop a new insight into their issue and hence the ability to improve performance and learning. It is the art of releasing the potential in another in order to improve performance.

Training can be at the other extreme and is about the trainer imparting skills and knowledge in a directive way – “this is how to use this particular IT package” for example. Training participants are resourceful but need to be told how to perform a particular task.

Mentoring is a process where a more experienced person supports another’s development outside the normal line management relationship. The mentor does offer advice and guidance based on their accumulated knowledge and experience (“wisdom”). Mentors are not as directive as trainers but are more directive than coaches.

Counselling is a broad school but is often about working with clients (sometimes patients) who are not resourceful when presenting although they may have inner resources that they can draw on if supported. The counsellor can be more directive than the coach although person centred approaches are less so.

Coaching skills

These are some of the key skills of Coaching:

<p>Attending Skills</p>	<p>The way you communicate to your Coachee that you are alert to them and interested in what they have to say</p> <ul style="list-style-type: none"> • Useful acronym is “SOLER” • S –face the Coachee Squarely • O- adopt an Open posture • L- Lean slightly towards them • E-maintain good Eye contact • R-try to Relax
<p>Listening Skills</p> <ul style="list-style-type: none"> • Observing • Active listening 	<p>Observe tone, gestures and postures.</p> <p>Sorting the information and deciding what to respond to. Looking for patterns; seeking clarification. Watch out for the “filters” we apply (our values on them, issues in our own life etc)</p>
<p>Reflective Skills</p> <p>Enables the Coach to communicate their understanding of the clients perspective</p> <ul style="list-style-type: none"> • Re-stating • Paraphrasing • Summarising 	<p>Reflecting back to clients either single words or short phrases, which they have used. Promotes further discussion</p> <p>Restating what you understand the key message to be</p> <p>Essentially longer paraphrases; provides an overview/prominent issues</p>
<p>Probing Skills</p> <p>Coaches perception of what is important to address</p> <ul style="list-style-type: none"> • Open questions • Hypothetical questions • Avoid unhelpful questions 	<p>Demand a fuller response than yes or no. Generally begin with what, where, how and who</p> <p>Valuable for helping clients to visualise positive outcomes and imagine behaving differently</p> <p>Closed, either/or, leading questions</p>

Typical Coaching Model; the “GROW Model”

This framework provides a simple four-step structure for a coaching session

Goals –

(Set goals, write them down, establish what is wanted out of the session)

- ▶ What do you want to achieve?
- ▶ What will that enable you to do, that you can't do today?
- ▶ What are the expectations of others?
- ▶ Who else needs to know about the plan? How will you inform them?



Reality –

(Let them tell their story, invite self assessment, what's happening, when does this happen, what effect does it have, other factors)

- ▶ What is the reality of the current situation?
- ▶ What's stopped you reaching this goal already?
- ▶ What are the real barriers and what are the assumptions?
- ▶ Do you know anyone who has achieved this goal?
- ▶ What can you learn from them?

Options -

(Brainstorm options, ask – don't tell, empower, ensure choice, how can you move toward the goal, what has worked in the past)

- ▶ What could you do as a first step?
- ▶ What else could you do?
- ▶ What would happen if you did nothing?

Will -

(Identify specific steps and any obstacles, write action plan)

- ▶ Where does this goal fit in with your personal priorities at the moment?
- ▶ What obstacles do you expect to meet? How will you overcome them?
- ▶ How committed are you to this goal? **1** (*not at all*) – **10** (*100% motivated*)?
- ▶ What steps do you need to take to achieve this?

Self-Coach using the GROW Model on Yourself...

Tips for Using the GROW Model

- **Use 'ask' more than 'tell'**; elicit innovative ideas from your coachee - don't just try to show you are smart
- **Think creatively** - not just systematically, invite radical ideas, particularly in the Options and Will steps
- **Illustrate, and check understanding**, throughout by using specific examples - from your own and the coachee's experiences