

Coaching Skills



Session Agenda

- Introductions and Expectations
- Learning Outcomes

Day 1 – Coaching & Mentoring Defined

Self Awareness

Skills & Qualities of a Good Coach/Mentor

Barriers to Coaching

- Recap of Learning Outcomes

Day 2 – Effective Coaching/Mentoring Considerations

Communication

Coaching Models and Frameworks

Coaching Skills Practice

- Recap of Learning Outcomes

Day 1

Coaching and Mentoring Defined

Define coaching using only one sentence?

Define mentoring using only one sentence?

What are the similarities between coaching and mentoring?

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What are the differences between coaching and mentoring?

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What do we mean by the term Therapy?

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What do we mean by the term counselling?

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Activity - Strategies for Development

Development Strategy	Strengths	Weakness
Mentoring		
Coaching		

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Coaching & Mentoring Self-Awareness

Activity - Learning Needs

Identify as many learning needs as you can and write them in the box below:

Identify which of the learning needs are suited to Coaching and which to Mentoring:

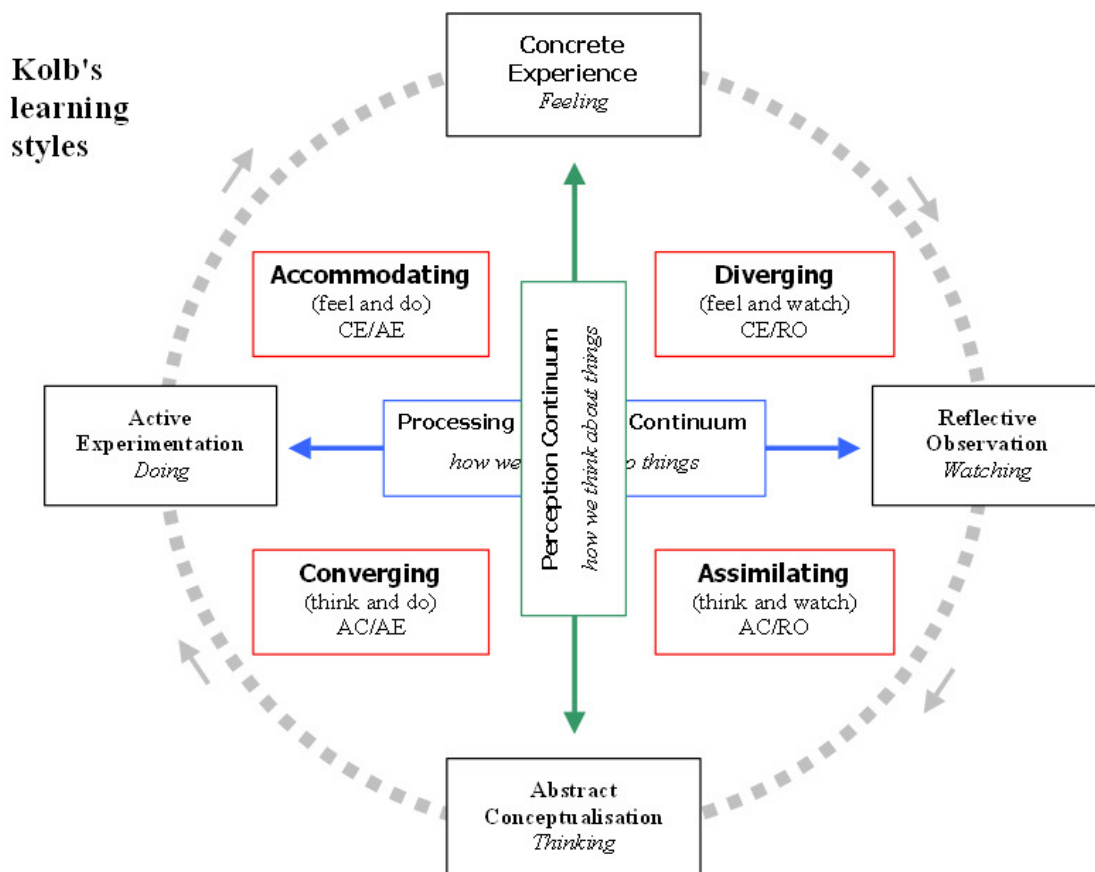
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Mentoring

Learning Styles:

Kolb's Learning Styles Model

We all have different learning styles. There are many models for assessing our preferences and David Kolb (a professor of Organisational Development and a keen researcher of adult development), is one of the best known having published his learning styles model (see below) in 1984. Others who follow agree that they are not too far removed from this Kolb model.



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Kolb identified four distinct learning styles or preferences:

1. **Diverging** – People whose preference is feeling and watching. They tend to be sensitive and would prefer to watch than do. They will gather information and use their imaginations solve problems. They are good at looking at concrete situations from several viewpoints and at brainstorming for the purpose of idea generation. They are interested in people; tend to be imaginative and emotional. They prefer to work in groups, can listen with an open mind and like to receive personal feedback.

2. **Assimilating** – People who prefer a concise and logical approach. Ideas and concepts are more important than people. They like clear explanation rather than a practical opportunity. They are very good at understanding a wide range of information which they will then organise in a logical format. These people are less focused on people and more interested in the ideas and abstract concepts. These people prefer lectures, exploring analytical models and having time to think things through.

3. **Converging** – People who can solve problems and can find solutions to practical issues. They like technical tasks and are less concerned with people. They are good at finding practical uses for ideas and theories. They can solve problems and make decisions. This learning style enables specialists and technology abilities. They like to experiment with new ideas, to simulate, and to work with practical applications.

4. **Accommodating** – These people are 'hands on' and rely on intuition rather than logic. They will work off other people's analysis and prefer the practical, experimental approach. They like new challenges and experiences and will work with a 'gut' feeling. They prefer to work in teams and will set targets. They will try different ways to achieve the goals.

Most people exhibit clear strong preferences for a given learning style. They will not easily switch between different approached to learning.

VAK Learning Styles Model

Another learning style model to consider is VAK. VAK stands for visual, audio, kinaesthetic.

Activity - VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave.

(It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:

- a) read the instructions first
- b) listen to an explanation from someone who has used it before
- c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:

- a) look at a map
- b) ask for spoken directions
- c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:

- a) follow a written recipe
- b) call a friend for an explanation
- c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:

- a) write instructions down for them
- b) give them a verbal explanation
- c) demonstrate first and then let them have a go

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5. I tend to say:

- a) watch how I do it
- b) listen to me explain
- c) you have a go

6. During my free time I most enjoy:

- a) going to museums and galleries
- b) listening to music and talking to my friends
- c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:

- a) imagine what they would look like on
- b) discuss them with the shop staff
- c) try them on and test them out

8. When I am choosing a holiday I usually:

- a) read lots of brochures
- b) listen to recommendations from friends
- c) imagine what it would be like to be there

9. If I was buying a new car, I would:

- a) read reviews in newspapers and magazines
- b) discuss what I need with my friends
- c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:

- a) watching what the teacher is doing
- b) talking through with the teacher exactly what I'm supposed to do
- c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:

- a) imagine what the food will look like
- b) talk through the options in my head or with my partner
- c) imagine what the food will taste like

12. When I listen to a band, I can't help:

- a) watching the band members and other people in the audience
- b) listening to the lyrics and the beats
- c) moving in time with the music

13. When I concentrate, I most often:

- a) focus on the words or the pictures in front of me
- b) discuss the problem and the possible solutions in my head
- c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:

- a) their colours and how they look
- b) the descriptions the sales-people give me
- c) their textures and what it feels like to touch them

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15. My first memory is of:

- a) looking at something
- b) being spoken to
- c) doing something

16. When I am anxious, I:

- a) visualise the worst-case scenarios
- b) talk over in my head what worries me most
- c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:

- a) how they look
- b) what they say to me
- c) how they make me feel

18. When I have to revise for an exam, I generally:

- a) write lots of revision notes and diagrams
- b) talk over my notes, alone or with other people
- c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:

- a) show them what I mean
- b) explain to them in different ways until they understand
- c) encourage them to try and talk them through my idea as they do it

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20. I really love:

- a) watching films, photography, looking at art or people watching
- b) listening to music, the radio or talking to friends
- c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:

- a) watching television
- b) talking to friends
- c) doing physical activity or making things

22. When I first contact a new person, I usually:

- a) arrange a face to face meeting
- b) talk to them on the telephone
- c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:

- a) look and dress
- b) sound and speak
- c) stand and move

24. If I am angry, I tend to:

- a) keep replaying in my mind what it is that has upset me
- b) raise my voice and tell people how I feel
- c) stamp about, slam doors and physically demonstrate my anger

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25. I find it easiest to remember:

- a) faces
- b) names
- c) things I have done

26. I think that you can tell if someone is lying if:

- a) they avoid looking at you
- b) their voices changes
- c) they give me funny vibes

27. When I meet an old friend:

- a) I say "it's great to see you!"
- b) I say "it's great to hear from you!"
- c) I give them a hug or a handshake

28. I remember things best by:

- a) writing notes or keeping printed details
- b) saying them aloud or repeating words and key points in my head
- c) doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:

- a) writing a letter
- b) complaining over the phone
- c) taking the item back to the store or posting it to head office

30. I tend to say:

- a) I see what you mean
- b) I hear what you are saying
- c) I know how you feel

Now add up how many A's, B's and C's you selected.

A's =

B's =

C's =

If you chose mostly A's you have a **VISUAL** learning style.

If you chose mostly B's you have an **AUDITORY** learning style.

If you chose mostly C's you have a **KINAESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

Now see the VAK Learning Styles Explanation.

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.
- Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best

able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

- Someone with a **Kinesthetic** learning style has a preference for physical experience - touching, feeling, holding, doing, and practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

Personal Beliefs and Values:

It is important that all coaches understand how beliefs and values are formed and the impact they have on themselves and the people they will coach. This understanding ensures that we conduct our coaching sessions to the best of our ability and that we obtain the best performance from our coachee.

Beliefs are formed from the moment you are born and start to have interactions with other human beings. You continue through life creating an image of yourself and others based on people's attitudes and behaviours. The image created can either help or hinder the development of your potential and it will change with circumstances and situations.

In the early stages of your development you accepted and took on board the opinions of experts such as your parents, teachers and other more senior human beings with whom you came into regular contact. Once you mature you evaluate whether or not these people were experts in terms of your abilities and as a result did they aid or inhibit your development.

You could now be operating within the limits of your self-image and it is your reality and your comfort zone. It could however be a negative place and although safe and secure it could be more reminiscent of a prison. Once you decide to change your limiting beliefs for empowering beliefs and behaviours, then you can escape from your mentally created prison.

The use of positive self-talk is very powerful and requires practice regularly for you to change. Do NOT listen to negative self-talk.

Activity – Self Talk

Consider some of the negative self-talk you have with yourself:

Negative Statement	Positive Alternative

Values Elicitation

What do you value in your life?

Answer Mayne's 7 empowering questions:

1. If you were to win the lottery what would you do differently in life?
2. Six months to live – how would you spend it?
3. Is there anything you have always wanted to do but been afraid to attempt?
4. If I could wave a magic wand what would you wish for?
5. What gives you the greatest feeling of pleasure in life?
6. What legacy would you like to leave?
7. What one thing would you dream for yourself if you couldn't possibly fail?

My Answers:
1.
2.
3.
4.
5.
6.
7.

What do you value in your work?

Identify 10 aspects of your work and consider how much you value each. Rank them 1-10.

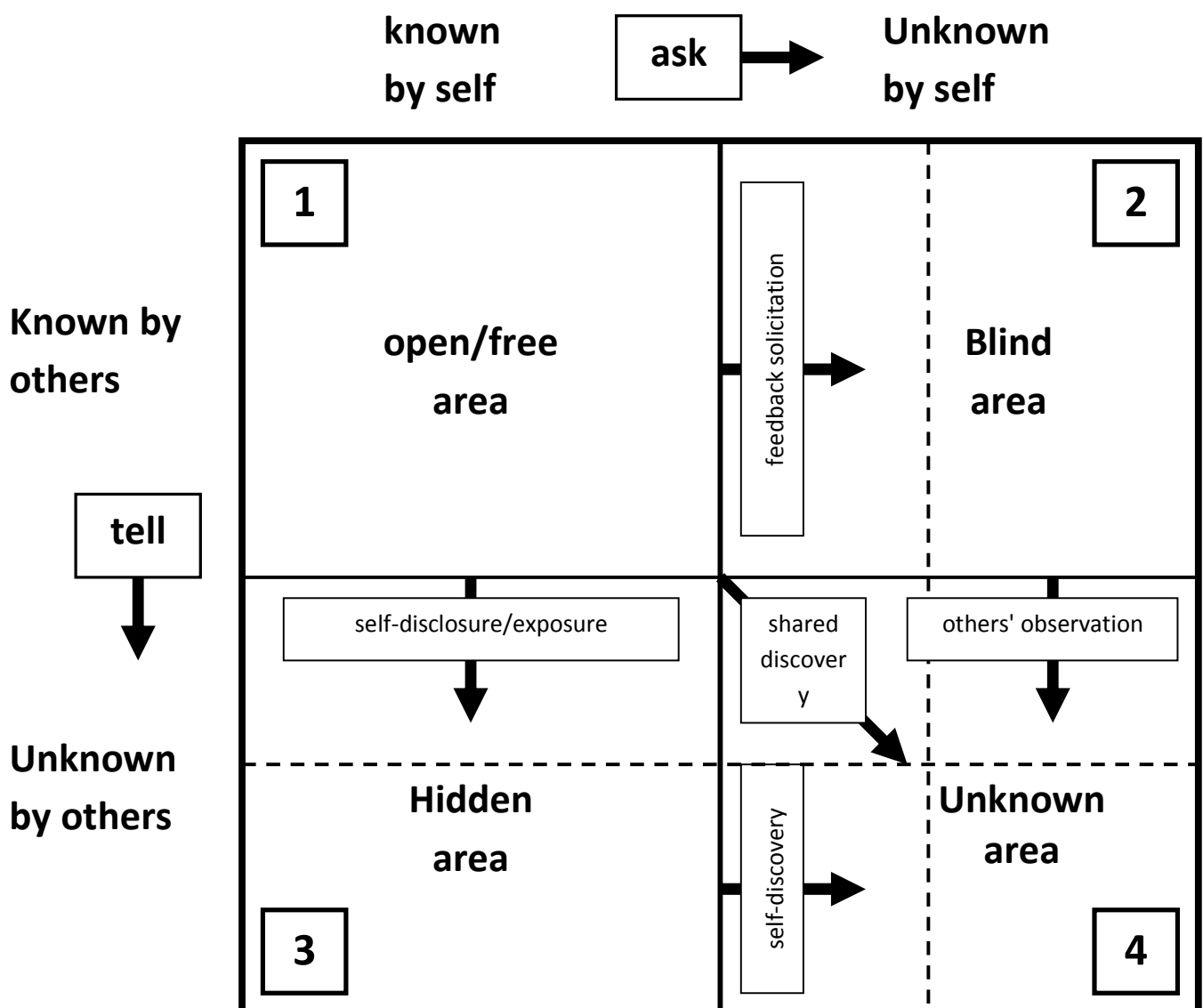
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Johari Window Model

Luft and Ingham named their Johari Window model by combining their first names, Joe and Harry and it soon became a widely used model for understanding and training self-awareness, personal development, improving communications, interpersonal relationships, group dynamics, team development and inter-group relationships.

The Johari Window actually represents information – feelings, experience, views, attitudes, skills, intentions, motivation etc. – within or about a person – in relation to what is known by themselves and others.



The four Johari Window perspectives are called 'regions' or 'areas' or 'quadrants'. Each of these regions contains and represents the information - feelings, motivation, etc - known about the person, in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the group.

The Johari Window's four regions, (areas, quadrants, or perspectives) are as follows, showing the quadrant numbers and commonly used names:

Johari window four regions

1. what is known by the person about him/herself and is also known by others - **open area, open self, free area, free self, or 'the arena'**
2. what is unknown by the person about him/herself but which others know - **blind area, blind self, or 'blind spot'**
3. what the person knows about him/herself that others do not know - **hidden area, hidden self, avoided area, avoided self or 'facade'**
4. what is unknown by the person about him/herself and is also unknown by others - **unknown area or unknown self**

Activity – Johari Window

In what circumstances might other areas of the window be dominant and what could be the consequences of this?

<u>Open</u> Established Team Member	<u>Blind</u>
<u>Hidden</u>	<u>Unknown</u>

Team Development Model

Patrick Lencioni (2002)



- The way to top performance has five levels and each must be completed to move on to the next one.
- Lack of development at each level leads to dysfunction and inhibits the team.

How does this relate to what we have just learned about the Johari Window?

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Skills & Qualities of a Good Coach/Mentor

Activity – Skills & Qualities of a Good Coach/Mentor

Connor & Pakora's 'Coaching & Mentoring at Work' details the following core qualities for coaches and mentors:

<i>Supportive</i>	A confidential non-judgemental listener	
<i>Sounding Board</i>	Good at bouncing around ideas	
<i>Challenging</i>	Able to challenge constructively	
<i>Networker</i>	Skilled at identifying and knowing how to develop connections	
<i>Respected</i>	Commands attention of others	
<i>Assertive</i>	Able to state wants and needs without being aggressive	
<i>Open</i>	Receptive to new ideas and ways of thinking	
<i>Transparent</i>	Communicates their values and 'walks the talk'	
<i>Creative</i>	Able to think laterally and 'outside the box'	
<i>Visible</i>	Known in the organisation/professional community	
<i>Interpersonally skilled</i>	At negotiating, conflict resolution	
<i>Strategic</i>	Able to take the long term view	
<i>Kind</i>	Sensitive to others and shows care for them	
<i>Genuine</i>	Being themselves, not hiding behind a professional façade	
<i>Just</i>	Treats people fairly and equally, is not prejudice or partial	

Critically review the list above.

- Are there any qualities in there that you do not believe are actually 'core' to being an effective coach?
- Are there any qualities that you believe have been omitted?

Using your revised list:

- Tick the qualities you believe are characteristic of you?
- For those qualities you have not ticked, what might be the impact on your performance as a coach?
- Prioritise the missing qualities and identify how you might address the situation.

Mentoring Styles (for reference only)

Excludes Mentee

Telling Problem Centred	Manipulating Mentee Centred
Advising	Counselling

Includes Mentee

Activity – Mentoring Styles

Identify 3 situations where you recently helped another person. Place each situation in the quadrant relating to the style you think you used.

- Do you tend to always use a particular style?
- How effective or helpful was this style?
- How do you know it was effective or helpful?
- What changes, if any, would you like to make to your style?

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Activity - Coaching Behaviours

What are the required behaviours the coach must demonstrate and why are they important in building an effective coaching relationship?

Behaviour	Impact

Barriers to Coaching

Individual Factors

Activity - Blockers & Bridges influencing personal change

<u>Individual Factors</u>	
<u>Blockers</u>	<u>Bridges</u>
• Lack of ambition • Believes no change is necessary • Intolerance of ambiguity • Fear of failure • Lack of confidence • Rigid view of self and potential • 'Too old to learn' • Can't won't let go of old attitudes • Denial of others/differing views • Risk averse • Lack of support	• Ambitious for own development • Sees change as the norm

Character Traits

If you could create your perfect Coachee, what characteristics would they have?

Activity – Developing coping methods for difficult character types

How would you challenge the inappropriate attitudes and behaviour of the following character types?

Type	Traits	Coping Method
Sherman Tank	• Attacking, abusive, abrupt, intimidating, confrontational • Feels strong need to prove their view of the world is always right • Gets irritated or angry when they sense resistance • Sees tasks as clear and concrete • Values assertiveness and confidence	
Sniper	• Teasing innuendos and unsubtle digs • Hides behind others • Uses wit and sarcasm to undermine • Can turn into a 'Tank' if exposed	
Exploder	• Adult tantrum, barely disguised rage • May cry, be silently enraged or yell • Anger often moves to suspicion and blaming others • Creates high amount of resentment	

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Know-it-all	• Highly productive, thorough and accurate thinkers, careful planners • Believe facts and knowledge provide stability • Low tolerance of correction/contradiction • Condescending; don't wait for other to catch up with their thought processes or seek input	
Think they know-it-all	• Seek the admiration and respect of others by acting like experts when they aren't • Don't always know they aren't experts • Curious people. Like to learn a little about a lot of things	
Super Agreeables	• Want to be liked by everyone, make others feel liked and approved of • Tell you things that you want to hear • Often use humour to ease the discussion • Say "yes" to everything but often don't deliver as they are over-committed • Can secretly be resentful of doing so much	
Indecisives	• Put off making important decisions because they don't want to hurt anyone • Have high standards • Strive to help others • Usually stall until the decision is made by someone else	
Un-reponsives	• Closed down even when asked a direct question • Clam up when you expect a discussion • Difficult to determine why they are silent	

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Negatives	• Find fault with everything, Complain constantly, accusatory • Feels someone should be doing something but feels helpless to take action • Have distinct ideas of what should be done • Usually there is <i>some</i> truth to their complaints	
Complainers	• Feel defeated and dispirited as if they have no power over their lives • Pessimistic, more bitter than negatives • Bring others down quickly • Say 'we've tried this before' or 'that won't work' without offering up other solutions	

Locus of Control

Activity – Determine your Locus of Control

Circle the letter of the statement in each pair that most closely describes how you feel:

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality
b. It is one's experiences in life which determine what they're like.
9. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to- be a matter of good or bad fortune anyhow.

Coaching Skills



14. a. There are certain people who are just no good.
b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as "luck."
19. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends upon how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.
25. a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.

b. In the long run the people are responsible for bad government on a national as well as on a local level.

Score one point for each of the following:

2. a, 3.b, 4.b, 5.b, 6.a, 7.a, 9.a, 10.b, 11.b, 12.b, 13.b, 15.b, 16.a, 17.a, 18.a, 20.a, 21. a, 22.b, 23.a, 25.a, 26.b, 28.b, 29.a.

A high score = External Locus of Control

A low score = Internal Locus of Control

So what does this mean?

A negative trait identified by Starr (The Coaching Manual) is the willingness to believe that life is something that happens to you and there is little you can do about it.

You will have heard statements like 'Well what can I do about it?', 'Things like this always happen to me' or 'It's not fair!'

Locus of control refers to the extent to which individuals believe that they can control events that affect them. Understanding of the concept was developed by Julian B. Rotter in 1954, and has since become an aspect of personality studies. A person's "locus" (Latin for "place" or "location") is conceptualised as either internal (the person believes they can control their life) or external (meaning they believe that their decisions and life are controlled by environmental factors which they cannot influence, or by chance or fate).

Individuals with a high internal locus of control believe that events in their life derive primarily from their own actions: for example, when receiving test results, people with an internal locus of control would tend to praise or blame themselves and their abilities, whereas people with an external locus of control would tend to praise or blame an external factor such as the teacher or the test.

The GROW Model

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.

Some people are fortunate enough to get formal training in coaching. However, many people have to develop this important skill themselves.

This may sound daunting. But if you arm yourself with some proven techniques, practice, and trust your instincts, you can become a great coach.

The GROW Model is a simple yet powerful framework for structuring your [coaching](#) or [mentoring](#) sessions. We'll look at how to apply the model in this article.

About the Model

GROW stands for:

- Goal.
- Current Reality.
- Options (or Obstacles).
- Will (or Way Forward).

The model was originally developed in the 1980s by performance coach Sir John Whitmore, although other coaches, such as Alan Fine and Graham Alexander, have also helped to develop it.

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 will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way.

In its traditional application, the GROW Model assumes that the coach is not an expert in the "client's" situation. This means that the coach must act as a facilitator, helping the client select the best options, and not offering advice or direction.

Coaching Skills



When leaders coach their team members, or act as mentors to them, this may or may not apply. On one hand, it's more powerful for people to draw conclusions for themselves, rather than having these conclusions thrust upon them. On the other hand, as a team leader, you'll often have expert knowledge to offer. Also, it's your job to guide team members to make decisions that are best for your organization.

How to Use the Tool

To structure a coaching or mentoring session using the GROW Model, take the following steps:

1. Establish the Goal

First, you and your team member need to look at the behaviour that you want to change, and then structure this change as a **goal** that she wants to achieve.

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

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

- How will you know that your team member has achieved this goal? How will you know that the problem or issue is solved?
- Does this goal fit with her overall career objectives? And does it fit with the team's objectives?

2. Examine the Current Reality

Next, ask your team member to describe his current reality.

This is an important step: 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?

3. Explore the Options

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 are the advantages and disadvantages of each option?
- What factors or considerations will you use to weigh the options?
- What do you need to stop doing in order to achieve this goal?
- What obstacles stand in your way?

4. Establish the Will

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.

Useful questions to ask here include:

- So, what will you do now, and when? What else will you do?
- What could stop you moving forward? How will you overcome this?
- How can you keep yourself motivated?
- When do you need to review progress? Daily, weekly, monthly?

Coaching Skills



Finally, decide on a date when you'll both review his progress. This will provide some accountability, and allow him to change his approach if the original plan isn't working.

Tip 1:

A great way to practice using the model is to address your own challenges and issues. By practicing on your own and getting yourself "unstuck," you'll learn how to ask the most helpful questions. Then, write down some stock questions as prompts for future coaching sessions.

Tip 2:

The two most important skills for a coach are the ability to [ask good questions](#) and the ability to listen effectively.

Don't ask closed questions that call for a yes or no answer (such as "Did that cause a problem?"). Instead, ask open ones, like "What effect did that have?" Be prepared with a list of questions for each stage of the GROW process.

Use [active listening](#) skills and let your "client" do most of the talking. Remember that silence provides valuable thinking time: you don't always have to fill silence with the next question.

Example

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.

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

Coaching Skills



department, and continue performing well in her current role. You agree to review her progress in three months' time.

Key Points

The GROW Model is a simple four-step process that helps you structure coaching and mentoring sessions with team members.

GROW is an acronym that stands for:

- Goal.
- Current Reality.
- Options (or Obstacles).
- Will (or Way Forward).

You can use the model to help team members improve performance, and to help them plan for and reach their longer-term career objectives.

Use the grow model to address a challenge that you are currently facing:

G	What is your goal?
R	Where are you now in relation to your goal?
O	What options do you have to help you reach your goal?
W	How will you stay on track/maintain motivation?

Coaching Skills



Coaching Practice

Activity

Use the example you have from your pre-work to practice the grow model with a partner.

Day 2

Communication

The purpose of communication is to get your message across to others clearly and unambiguously. Doing this involves effort from both the sender of the message and the receiver. And it's a process that can be fraught with error, with messages often misinterpreted by the recipient. When this isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity.

In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the communication.

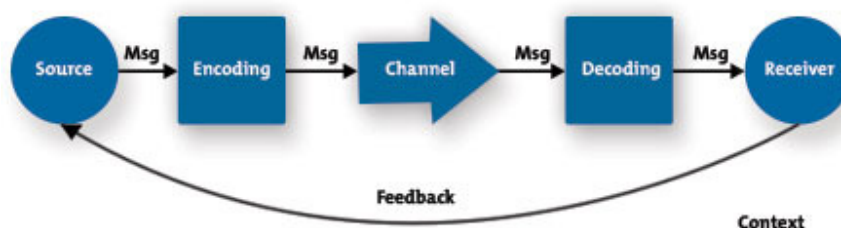
By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you convey do not necessarily reflect your own, causing a communications breakdown and creating roadblocks that stand in the way of your goals – both personally and professionally.

In spite of the increasing importance placed on communication skills, many individuals continue to struggle with this, unable to communicate their thoughts and ideas effectively – whether in verbal or written format. This inability makes it nearly impossible for them to compete effectively in the workplace, and stands in the way of career progression.

Getting your message across is paramount to progressing. To do this, you must understand what your message is, what audience you are sending it to, and how it will be perceived. You must also weigh-in the circumstances surrounding your communications, such as situational and cultural context.

Communications Skills – The Importance of Removing Barriers

Communication barriers can pop-up at every stage of the communication process (which consists of **sender, message, channel, receiver, feedback** and **context** – see the diagram below) and have the potential to create misunderstanding and confusion.



To be an effective communicator and to get your point across without misunderstanding and confusion, your goal should be to lessen the frequency of these barriers at each stage of this process with clear, concise, accurate, well-planned communications. We follow the process through below:

Source...

As the source of the message, you need to be clear about why you're communicating, and what you want to communicate. You also need to be confident that the information you're communicating is useful and accurate.

Message...

The message is the information that you want to communicate.

Encoding...

This is the process of transferring the information you want to communicate into a form that can be sent and correctly decoded at the other end. Your success in encoding depends partly on your ability to convey information clearly and simply, but also on your ability to anticipate and eliminate sources of confusion (for example, cultural issues, mistaken assumptions, and missing information.) A key part of this is knowing your audience: Failure to understand who you are communicating with will result in delivering messages that are misunderstood.

Channel...

Messages are conveyed through channels, with verbal including face-to-face meetings, telephone and videoconferencing; and written including letters, emails, memos, and reports.

Different channels have different strengths and weaknesses. For example, it's not particularly effective to give a long list of directions verbally, while you'll quickly cause problems if you criticize someone strongly by email.

Decoding...

Just as successful encoding is a skill, so is successful decoding (involving, for example, taking the time to read a message carefully, or listen actively to it.) Just as confusion can arise from errors in encoding, it can also arise from decoding errors. This is particularly the case if the decoder doesn't have enough knowledge to understand the message.

Receiver...

Your message is delivered to individual members of your audience. No doubt, you have in mind the actions or reactions you hope your message will get from this audience. Keep in mind, though, that each of these individuals enters into the communication process with ideas and

feelings that will undoubtedly influence their understanding of your message, and their response. To be a successful communicator, you should consider these before delivering your message, and act appropriately.

Feedback...

Your audience will provide you with feedback, verbal and nonverbal reactions to your communicated message. Pay close attention to this feedback, as it is the only thing that allows you to be confident that your audience has understood your message. If you find that there has been a misunderstanding, at least you have the opportunity to send the message a second time.

Context...

The situation in which your message is delivered is the context. This may include the surrounding environment or broader culture (corporate culture, international cultures, and so on).

Removing Barriers at All These Stages

To deliver your messages effectively, you must commit to breaking down the barriers that exist in each of these stages of the communication process.

Let's begin with the message itself. If your message is too lengthy, disorganized, or contains errors, you can expect the message to be misunderstood and misinterpreted. Use of poor verbal and body language can also confuse the message.

Barriers in context tend to stem from senders offering too much information too fast. When in doubt here, less is oftentimes more. It is best to be mindful of the demands on other people's time, especially in today's ultra-busy society.

Once you understand this, you need to work to understand your audience's culture, making sure you can converse and deliver your message to people of different backgrounds and cultures within your own organization, in this country and even abroad.

Coaching Skills



Active Listening

How well do you listen?

Think about your 1-2-1 interactions on the job and in your personal life. For each item, indicate how frequently you practice a particular behaviour. Place a tick in the appropriate column.

	Almost Always	Sometimes	Rarely
1. I maintain eye contact with the person talking to me.			
2. I allow others to finish expressing their thoughts without interrupting.			
3. I refrain from engaging in other activities while someone is talking to me.			
4. I paraphrase what the other person has said to ensure my understanding of his/her message.			
5. I concentrate and focus on the other person's message even if I'm not interested.			
6. I refrain from forming a disagreement in my head while the other person is speaking.			
7. I ask open-ended questions to clarify my understanding of the other person's message.			
8. I refrain from thinking of other things or day-dreaming while the other person is talking.			
9. I use nonverbal cues such as head nodding to encourage the speaker to continue.			
10. I "tune out" sounds and other external distractions when listening to someone speak.			
11. I take notes, when necessary, to help me remember key points from the conversation.			
12. I do not overreact to emotionally charged words.			
13. I listen to the other person's main message.			
14. I pay attention to the other person's nonverbal cues that may contradict his/her message.			
15. I concentrate on the other person's message, not on his or her appearance or mannerisms.			

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

- We listen to obtain information.
- We listen to understand.

- We listen for enjoyment.
- We listen to learn.

Given all this listening we do, you would think we'd be good at it!

In fact most of us are not, and research suggests that we remember between 25 percent and 50 percent of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25-50 percent, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!

About Active Listening

The way to become a better listener is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huhing" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments periodically.

If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

Key Points

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Coaching Skills



Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviours and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Questioning Techniques

Garbage in, garbage out, is a popular truth, often said in relation to computer systems: If you put the wrong information in, you'll get the wrong information out. The same principle applies to communications in general: If you ask the wrong questions, you'll probably get the wrong answer, or at least not quite what you're hoping for.

Asking the right question is at the heart of effective communications and information exchange. By using the right questions in a particular situation, you can improve a whole range of communications skills: for example, you can gather better information and learn more; you can build stronger relationships, manage people more effectively and help others to learn too.

So here are some common questioning techniques, and when (and when not) to use them:

A closed question usually receives a single word or very short, factual answer. For example, "Are you thirsty?" The answer is "Yes" or "No"; "Where do you live?" The answer is generally the name of your town or your address.

Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as open questions. Here are some examples:

- What happened at the meeting?
- Why did he react that way?
- How was the party?
- Tell me what happened next.
- Describe the circumstances in more detail.

Open questions are good for:

- Developing an open conversation: "What did you get up to on vacation?"
- Finding out more detail: "What else do we need to do to make this a success?"
- Finding out the other person's opinion or issues: "What do you think about those changes?"

Closed questions are good for:

- Testing your understanding, or the other person's: "So, if I get this qualification, I will get a raise?"

- Concluding a discussion or making a decision: "Now we know the facts, are we all agreed this is the right course of action?"
- Frame setting: "Are you happy with the service from your bank?"

A misplaced closed question, on the other hand, can kill the conversation and lead to awkward silences, so are best avoided when a conversation is in full flow.

Funnel Questions

This technique involves starting with general questions, and then homing in on a point in each answer, and asking more and more detail at each level. It's often used by detectives taking a statement from a witness:

"How many people were involved in the fight?"

"About ten."

"Were they kids or adults?"

"Mostly kids."

"What sort of ages were they?"

"About fourteen or fifteen."

"Were any of them wearing anything distinctive?"

"Yes, several of them had red baseball caps on."

"Can you remember if there was a logo on any of the caps?"

"Now you come to mention it, yes, I remember seeing a big letter N."

Using this technique, the detective has helped the witness re-live the scene and gradually focus on a useful detail. Perhaps he'll be able to identify young men wearing a hat like this from CCTV footage. It is unlikely he would have got this information if he's simply asked an open question such as "Are there any details you can give me about what you saw?"

When using funnel questioning, start with closed questions. As you progress through the tunnel, start using more open questions.

Funnel questions are good for:

- Finding out more detail about a specific point: "Tell me more about Option 2."
- Gaining the interest or increasing the confidence of the person you're speaking with: "Have you used the IT Helpdesk?", "Did they solve your problem?", "What was the attitude of the person who took your call?"

Probing Questions

Asking probing questions is another strategy for finding out more detail. Sometimes it's as simple as asking your respondent for an example, to help you understand a statement they have made. At other times, you need additional information for clarification, "When do you need this report by, and do you want to see a draft before I give you my final version?", or to investigate whether there is proof for what has been said, "How do you know that the new database can't be used by the sales force?"

An effective way of probing is to use the [5 Whys](#) method, which can help you quickly get to the root of a problem.

Use questions that include the word "exactly" to probe further: "What exactly do you mean by fast-track?", "Who, exactly, wanted this report?"

Probing questions are good for:

- Gaining clarification to ensure you have the whole story and that you understand it thoroughly.
- Drawing information out of people who are trying to avoid telling you something.

Leading Questions

Leading questions try to lead the respondent to your way of thinking. They can do this in several ways:

- With an assumption: "How late do you think that the project will deliver?". This assumes that the project will certainly not be completed on time.
- By adding a personal appeal to agree at the end: "Lori's very efficient, don't you think?" or "Option 2 is better, isn't it?"
- Phrasing the question so that the "easiest" response is "yes" (our natural tendency to prefer to say "yes" than "no" plays an important part in the phrasing of referendum questions): "Shall we all approve Option 2?" is more likely to get a positive response than "Do you want to approve option 2 or not?". A good way of doing this is to make it personal. For example, "Would you like me to go ahead with Option 2?" rather than "Shall I choose Option 2?".
- Giving people a choice between two options, both of which you would be happy with, rather than the choice of one option or not doing anything at all. Strictly speaking, the

choice of "neither" is still available when you ask "Which would you prefer of A or B", but most people will be caught up in deciding between your two preferences.

Note that leading questions tend to be closed.

Leading questions are good for:

- Getting the answer you want but leaving the other person feeling that they have had a choice.
- Closing a sale: "If that answers all of your questions, shall we agree a price?"

Use leading questions with care. If you use them in a self-serving way or one that harms the interests of the other person, then they can, quite rightly, be seen as manipulative and dishonest.

Rhetorical Questions

Rhetorical questions aren't really questions at all, in that they don't expect an answer. They're really just statements phrased in question form: "Isn't John's design work so creative?"

People use rhetorical questions because they are engaging for the listener – as they are drawn into agreeing ("Yes it is and I like working with such a creative colleague") – rather than feeling that they are being "told" something like "John is a very creative designer". (To which they may answer "So What?")

Rhetorical questions are even more powerful if you use a string of them. "Isn't that a great display? Don't you love the way the text picks up the colours in the photographs? Doesn't it use space really well? Wouldn't you love to have a display like that for our products?"

Rhetorical questions are good for:

- Engaging the listener.

Using Questioning Techniques

You have probably used all of these questioning techniques before in your everyday life, at work and at home. But by consciously applying the appropriate kind of questioning, you can gain the information, response or outcome that you want even more effectively.

Questions are a powerful way of:

- **Learning:** Ask open and closed questions, and use probing questioning.

- **Relationship building:** People generally respond positively if you ask about what they do or enquire about their opinions. If you do this in an affirmative way "Tell me what you like best about working here", you will help to build and maintain an open dialogue.
- **Managing and coaching:** Here, rhetorical and leading questions are useful too. They can help get people to reflect and to commit to courses of action that you've suggested: "Wouldn't it be great to gain some further qualifications?"
- **Avoiding misunderstandings:** Use probing questions to seek clarification, particularly when the consequences are significant. And to make sure you avoid jumping to conclusions, the [The Ladder of Inference](#) tool can help too.
- **De-fusing a heated situation:** You can calm an angry customer or colleague by using funnel questions to get them to go into more detail about their grievance. This will not only distract them from their emotions, but will often help you to identify a small practical thing that you can do, which is often enough to make them feel that they have "won" something, and no longer need to be angry.
- **Persuading people:** No one likes to be lectured, but asking a series of open questions will help others to embrace the reasons behind your point of view. "What do you think about bringing the sales force in for half a day to have their laptops upgraded?"

More Tips:

Make sure that you give the person you're questioning enough time to respond. This may need to include thinking time before they answer, so don't just interpret a pause as a "No comment" and plough on.

Skilful questioning needs to be matched by careful listening so that you understand what people really mean with their answers.

Your body language and tone of voice can also play a part in the answers you get when you ask questions.

Examples of Coaching Questions

Clarification Questions:

Get people to think more about precisely what they are asking or thinking. Basic '*tell me more*' questions.

Coaching Skills



- Why are you saying that?
- What exactly does it mean?
- How does this relate to what we have been talking about?

Giving Feedback

Think of an example of when you have had to give feedback to a line manager about not following the correct process.

How did you feedback?

What reaction did you get?

Do you think it would have gone differently if you had coached them?

We have institutionalized the giving and receiving of feedback. We save up our comments and document all the things we note about a person's performance. And then, like a big cat ready to pounce, the manager brings a hapless employee into the office and springs a year's worth of "constructive criticism" onto him or her.

No doubt the process is seen as unnerving and fear provoking. And this is exactly the wrong emotional environment in which to discuss performance, introduce suggestions for improvement, and talk about goals for the future. This is a shame, because giving and receiving feedback is some of the most important communication you can engage in with members of your team.

When done in the right way and with the right intentions, feedback communication is the avenue to performance greatness. Employees have to know what they are doing well and not so well. For them to really hear your thoughts and suggestions on ways to improve, though, that feedback has to be delivered carefully and frequently.

Giving feedback effectively is a skill. And like all skills, it takes practice to build your confidence and improve. The following is a collection of "feedback giving" tips that you can start putting into practice today.

We talk generally about feedback between a manager/supervisor and employee. However, feedback can, and should, be given up, down, and laterally. The same principles apply.

Giving Feedback Effectively

Number One Rule: Try to Make it a Positive Process and Experience

Before giving feedback make sure you remind yourself why you are doing it. The purpose for giving feedback is to improve the situation or performance. You won't accomplish that by being harsh, critical, or offensive.

That's not to say you must always be positive. There is a role for negativity and even anger if someone isn't paying sufficient attention to what you're saying. However this should be used sparingly. You'll most often get much more from people when your approach is positive and focused on improvement. (Use tools like the [Feedback Matrix](#) and the [Losada Ratio](#) to help you get the balance right.)

Be Timely

The closer to the event you address the issue, the better. Feedback isn't about surprising someone so the sooner you do it, the more the person will be expecting it.

Think of it this way: It's much easier to feed back about a single one-hour job that hasn't been done properly than it is to feed back about a whole year of failed one-hour jobs.

The exception to this is if the situation involved is highly emotional. Here, wait until everyone has calmed down before you engage in feedback. You can't risk letting yourself get worked up and risk saying something you will regret later.

Make it Regular

Feedback is a process that requires constant attention. When something needs to be said, say it. People then know where they stand all the time and there are few surprises. Also, problems don't get out of hand. This is not a once-a-year or a once-every-three-month event. While this

may be the timing of formal feedback, informal, simple feedback should be given much more often than this – perhaps every week or even every day, depending on the situation.

With frequent informal feedback like this, nothing said during formal feedback sessions should be unexpected, surprising or particularly difficult.

Prepare Your Comments

You don't want to read a script but you do need to be clear about you are going to say. This helps you stay on track and stick to the issues.

Be Specific

Tell the person exactly what they need to improve on. This ensures that you stick to facts and there is less room for ambiguity. If you tell someone they acted unprofessionally, what does that mean exactly? Were they too loud, too friendly, too casual, too flip or too poorly dressed?

Remember to stick to what you know firsthand: You'll quickly find yourself on shaky ground if you start giving feedback based on other people's views.

Try not to exaggerate to make a point. Avoid words like "never", "all," and "always" because the person will get defensive. Always discuss the direct impact of the behaviour and don't get personal or seek to blame.

Criticize in Private

While public recognition is appreciated, public scrutiny is not.

Establish a safe place to talk where you won't be interrupted or overheard.

Use "I" Statements

Give the feedback from your perspective. This way you avoid labelling the person.

Say, "I was angry and hurt when you criticized my report in front of my boss" rather than "You were insensitive yesterday."

Limit Your Focus

A feedback session should discuss no more than two issues. Any more than that and you risk the person feeling attacked and demoralized. You should also stick to behaviours the person can actually change or influence.

Talk About Positives Too

A good rule is start off with something positive. This helps put the person at ease. It also lets them "see" what success looks like and this helps them to take the right steps next time.

As long as it's not forced, it can also help to give positive feedback at the end of a feedback session too. Otherwise, people can finish feeling despondent and worthless.

Many people can tend to overdo this and they end up sandwiching the constructive feedback between too many positives. Then the takeaway message becomes, "Gee, I'm doing really well" instead of "I'm good at communicating with customers, but I need to bring my interpersonal skills with my co-workers up to that same level."

Provide Specific Suggestions

Make sure you both know what needs to be done to improve the situation. The main message should be that you care and want to help the person grow and develop. Set goals and make plans to monitor and evaluate progress. Use the [SMART](#) acronym and define specific steps and milestones, or the [GROW model](#) to motivate people to deliver the change you want.

You may not agree on everything so it is a good idea to ask the person to provide their perspective. Use phrases like, "What is your reaction to this?" or "Is this a fair representation of what happened?" Listen actively to what he or she has to say and try to get him or her to offer some suggestions for improvement. This way they have an opportunity to own the solution and are much more likely to follow through with it. To avoid sounding like you're preaching, stay away from words like "good," "bad," "must," "need to," etc.

Follow Up

The whole purpose of feedback is to improve performance. You need to measure whether or not that is happening and then make adjustments as you go. Be sure to document your conversations and discuss what is working and what needs to be modified.

Coaching Frameworks

A model or framework can contribute significantly to effective helping. It assists the coach/mentor to be clear about their approach but at the same time it is necessary to remember to be flexible. A framework is only as good as the person using it and it should be used as a useful guide not a template.

Using a framework can help:

- Demonstrate a professional approach by grounding practice in theory.
- Demonstrates transparency by clarifying and underlying approach.
- Shares responsibility by discussion of the framework.
- Creates hope by using a proven framework.
- Provides a reference point for deciding what work needs to be done.
- Encourages change by providing a map with direction
- Focuses on key issues.
- Empowers, if the framework is transferable to other contexts.
- Helps to make the conversation purposeful.

What could be the disadvantages?

The OSCAR Model

There are a number of alternatives to the GROW model. The OSCAR model for example uses the following elements to structure the coaching session:

O	Outcome: What is the desired long term outcome of the coaching/mentoring intervention? Ask questions like: • What would success look like? • How will you know that you have achieved the desired outcome?
S	Situation: Establish the current situation, what is happening now? Ask questions like: • What are the main issues that you are facing now? • What impact is this having on you?
C	Choices & Consequences: Brainstorm potential solutions that might help to move from current situation to desired outcome. Ask questions like: • What choices do you have? • What's stopping from doing that now?
A	Actions: Establish which of the choices are the most feasible as next steps. Ask questions like: • What actions are you going to take? • On a scale of 1-10 how committed are you to undertaking this action?
R	Review: How will progress be measured? Ask questions like: • How will you review your progress? • What would you be able to tell me next time we meet?

You should choose a model that you are most comfortable with. Some suggestions of other models you can research are:

- Gallway's STOP coaching Model
- Egan's Skilled Helper model
- The ACHIEVE model
- The PRACTICE model
- Ellis' Cognitive Behavioural Coaching



Skills Practice

O	
S	
C	
A	
R	



Skills Practice

G	
R	
O	
W	

Coaching Skills



Skills Practice - Reflection

Coachee/Mentee	Responses
Reason for the coaching?	
Specific goals of the coaching?	
Coaching method used?	
Timing	
Measurement of progress?	
Duration/conditions of termination.	