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BMSW6007 Coaching and Mentoring

Trawsnewid Addysg, Trawsnewid Bywydau

Transforming Education, Transforming Lives



Learning Outcomes: By the end of the session you will be able to...

Explain effective coaching skills

Apply active listening techniques

Demonstrate emotional intelligence

Use powerful questioning

Evaluate coaching effectiveness

Reflect on personal coaching practice

Which outcome feels most challenging?

Session Roadmap

1. Models and skills

2. Active listening

3. Emotional intelligence

4. Positive intelligence

5. Powerful questioning

6. Rapport and challenge

7. Coaching practice

8. Reflection

Coaching Models - Recap



Coaching Models Comparison Matrix

Model	Best For	Weakness
GROW	Goal setting	Can be linear
CLEAR	Relationship building	Time intensive
OSCAR	Solution focus	Less exploration
TGROW	Team coaching	More complexity
ELECTRIC	Reflection	Less mainstream

Debrief



What did all models have in common?



Listening



Reflection



Questions



Action



Rapport



Coach A vs Coach B

Coach A:

Uses GROW perfectly

Interrupts

Gives advice

Coach B:

Uses model imperfectly

Builds trust

Listens carefully



Which coach would you choose?



Why?



Which coach is most likely to support development?



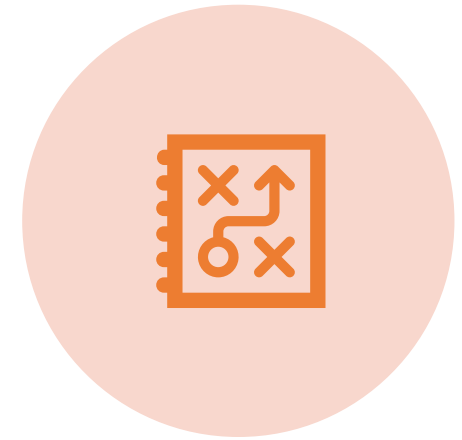
Models vs Skills



MODEL = MAP



SKILLS = DRIVING ABILITY



MODELS DON'T CREATE EFFECTIVE
COACHING. COACHES DO.

Effective Coach Brainstorm



What makes somebody a coach you would want to work with?

Coaching Competency Framework



Knowing vs Doing

Knowing

Reading books

Understanding theory

Doing

Applying skills

Managing emotions

Responding in the moment

Common Coaching Mistakes

Giving advice

Interrupting

Leading questions

False reassurance

Problem solving too quickly

Which are you most likely to do?

Why Listening Matters



Many coaching practitioners argue that listening is the single most important coaching skill. If you had to estimate, what percentage of an effective coaching conversation is listening?



Research by the International Coaching Federation consistently identifies active listening as one of the core coaching competencies and among the most highly rated coaching behaviours by clients.



Hearing vs Listening

Hearing	Listening
Passive	Active
Words	Meaning
Surface	Depth

Listening Pyramid

Global listening

Focused listening

Internal listening

Internal Listening



Thinking about yourself



Planning response



Looking for solutions



Possible risks:



Missing information



Assumptions



Focused Listening



Full attention



Curiosity



Clarification



Benefits:



Better
understanding



Stronger
rapport

Global Listening



Non-verbal cues



Tone



Energy



Emotions



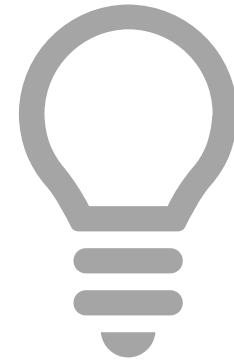
What is not being said



Transcript Analysis



Where is the coach listening well?



Where could they improve?



Coaching Conversation Transcript

- **Coachee:** "I've recently been promoted and I'm worried people will realise I'm not experienced enough."
- **Coach:** "Tell me more about that concern."
- **Coachee:** "Everyone else seems to know exactly what they're doing."
- **Coach:** "What evidence do you have that this is true?"
- **Coachee:** "I suppose I don't really know. I just feel behind."
- **Coach:** "What have you achieved that led to this promotion?"
- **Coachee:** "I've consistently exceeded my targets."
- **Coach:** "What does that suggest about your capability?"
- **Coachee:** "Maybe I'm more capable than I'm giving myself credit for."



Video Observation



What listening behaviours can you see?



What indicates active listening?



Video Example





Listener Challenge

Person A:

Speak for 2 minutes

Person B:

Cannot interrupt

Cannot advise

Then summarise.

Debrief



What was difficult?



What did you learn?



How often do we interrupt?

Is it all about the goals?

Emotional intelligence

Coaching is as much about emotions as it is about goals.



Why Emotional Intelligence Matters

Trust

Rapport

Psychological safety

Challenge

What is Emotional Intelligence?



Emotional Intelligence (EI) is the ability to recognise, understand and manage our own emotions, while also recognising, understanding and influencing the emotions of others (Goleman, 1995).



Understanding emotions



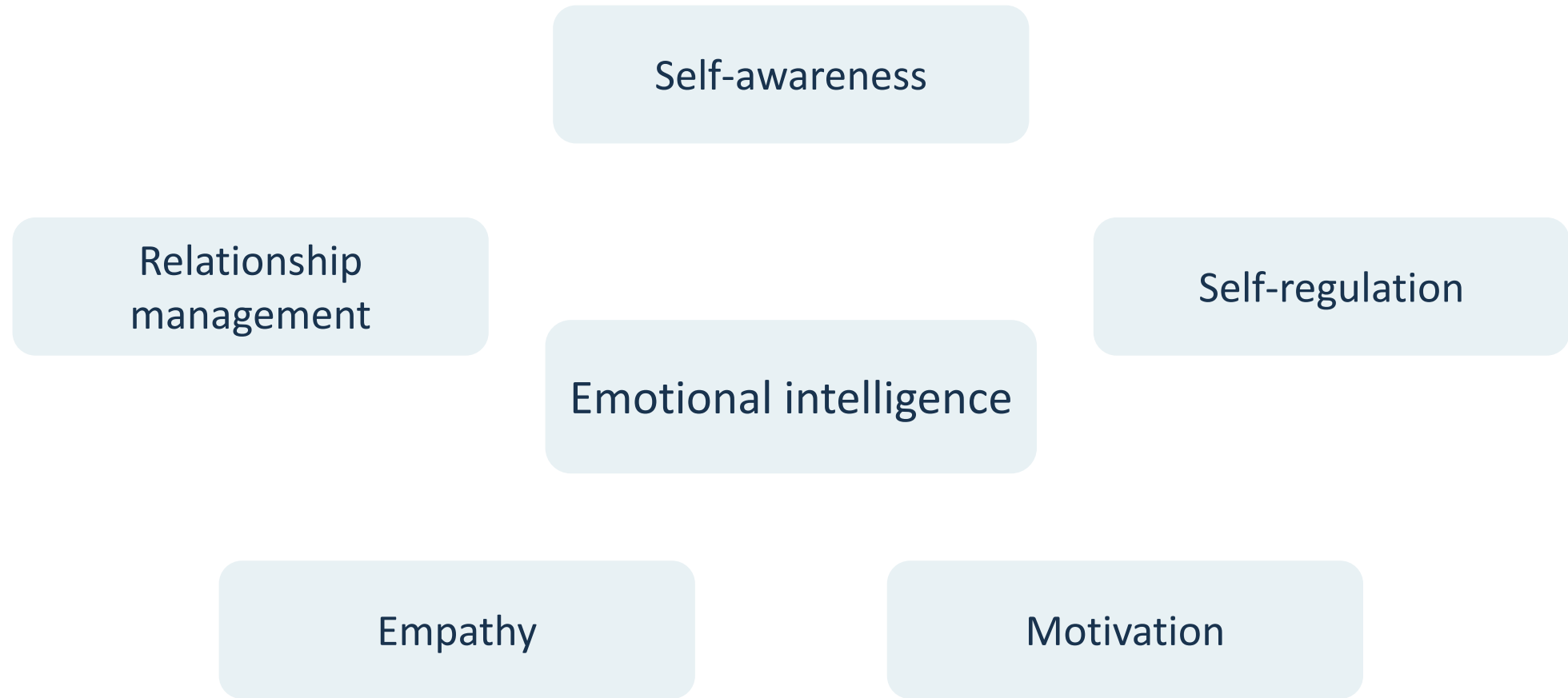
Managing emotions



Influencing relationships



EI Wheel



Self-Awareness



What triggers me?



What assumptions do I hold?



How might these affect coaching?





Self-Regulation



STAYING CALM



AVOIDING JUDGEMENT



MANAGING EMOTIONAL
REACTIONS



Empathy



Empathy $\neq$ agreement



Empathy = understanding
perspective



Relationship Management



BUILDING TRUST



MANAGING CONFLICT



MAINTAINING RAPPORT



El Scenario

Coachee: “I’m not good enough to do this role.”

What could the coach say?

Compare responses.

Responses

Coachee: "I'm not good enough to do this role."

Response A (Low EI): "Don't be silly, of course you're good enough."

Response B (Better EI): "It sounds like you're questioning your capability at the moment. What's leading you to feel that way?"

Response C (Strong Coaching Response): "What evidence are you noticing that supports that belief, and what evidence may suggest otherwise?"





“If you’re mentally fit, you can handle life’s great challenges instead of negative reactions”

(Chamine, 2012)

Positive Intelligence (PQ)

- Your mind is your best friend. But it can also be your worst enemy.
- PQ measures the relative strength of these two modes of your mind.
- High PQ – Your mind acts as your friend far more than as your enemy.
- Low PQ – The reverse.

(Chamine, 2012)

Scenario



You have an important meeting tomorrow.



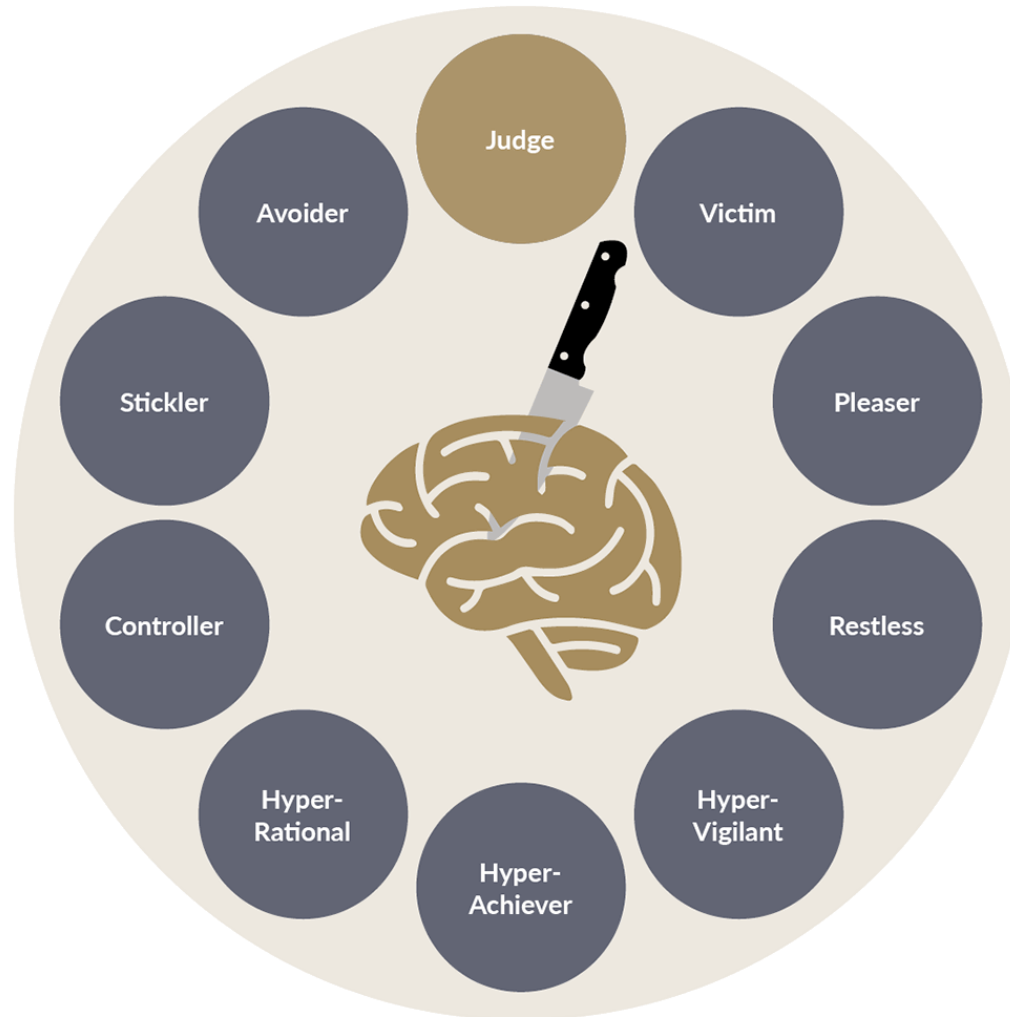
Mind as friend – Telling you that you should do your very best to prepare.



Mind as enemy – Waking you up at 3am anxious about the meeting, highlighting the many consequences of failing. No friend would do this!



10 Types of Internal Saboteurs



How can PQ be measured?



Can be expressed as the percentage of time your mind is acting as your friend rather than your enemy (serving you versus self sabotage)



[Take the Saboteur Assessment | Positive Intelligence](#)

PQ and Work Performance (Radu and Misu, 2023)



PQ and Work Performance (Radu and Misu, 2023)



Inner saboteurs fall into two main clusters (performance-oriented and emotion-oriented).



Job performance may be enhanced for those with emotional saboteurs by fostering positive emotions, meaningful work and supportive relationships.



More tailored strategies are needed for performance-oriented saboteurs.

Saboteurs

Emotion-oriented

- Victim
- Pleaser
- Restless
- Hyper-Vigilant

Performance-oriented

- Hyper-Achiever
- Controller
- Stickler
- Hyper-Rational

PQ and Coaching

- How can it enhance coaching?
- Practical application:
 - Positive reframing
 - Gratitude exercises
 - Strengths-based feedback



Common Saboteurs

Judge

Pleaser

Hyper-Achiever

Avoider

Controller

Coaching Impact of Saboteurs



How might these show up during coaching conversations?

Powerful Questions



Open



Curious



Reflective



Future focused

Question Funnel

Closed ↓

Open ↓

Reflective ↓

Transformational

Question Funnel



Open

"What would you like to achieve from this coaching session?"

Probing

"What challenges are stopping you from achieving that right now?"

Closed

"Can you commit to taking that first step this week?"



Weak vs Powerful Questions

**Weak: Why
didn't you do
it?**

**Powerful:
What got in
the way?**

Transform the Question Activity



Transform these into powerful questions



"Why didn't you meet the deadline?"



"Don't you think you should communicate more?"



"Have you tried speaking to your manager?"



"Are you worried about failing?"



"Why are you so negative about this?"

The Art of Silence



Why does silence feel uncomfortable?



Benefits of giving people thinking time



Mini challenge: 30 seconds silent pause.

Coaching Presence

Present

Curious

Non-judgemental

Focused

Building Rapport

Trust

Respect

Authenticity

Confidentiality

Support vs Challenge Matrix

	Low challenge	High challenge
High support		Ideal coaching zone
Low support		

Challenging Questions



WHAT ASSUMPTIONS ARE
YOU MAKING?



WHAT EVIDENCE
SUPPORTS THIS?



WHAT ALTERNATIVE
PERSPECTIVE EXISTS?

Examples of coaching topics



DIFFICULT
CONVERSATIONS



TIME
MANAGEMENT



PRIORITISING
WORKLOAD



CONFIDENCE IN
INTERVIEWS

Assessment Recap



Any questions?



Key references

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