



# COACHING

## Coaching Skills

“Move beyond the limits of traditional coaching”

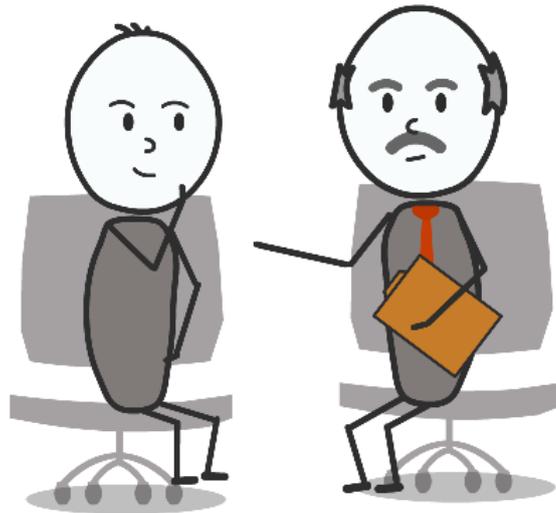
When you move beyond the limits of traditional coaching, your skills move to a higher level allowing you to drive sustained performance change.

---

NAME



# TRADITIONAL COACHING



## THE THEORY

Before we go any further, it's important that we cover the traditional foundations of coaching. Whether you're the coach or coachee, your perception of what a coach should be will no doubt have been influenced by one of the theories, and coaching literature continues to widely agree on three support orientated principles:

### NUMBER ONE - THE NON DIRECTIVE APPROACH

This principle encourages the coach to ask questions, listen and offer support to the client so they can uncover the answers within.

### NUMBER TWO - RESPECTING THE COACHEE'S AGENDA

This principle means fundamentally, it is always the coachee who decides which topics and areas are to be worked on. The coach resists the urge to direct.

### NUMBER THREE - BUILDING RAPPORT

Traditional coaches believe effective progress can only be achieved on a foundation of strong empathy between coach and coachee.

One of the most popular models used to structure these principles is the GROW model outlined in Sir John Whitmore’s book “Coaching for Performance”:

## THE GROW COACHING MODEL



### 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:

**G**oal

**C**urrent **R**eality

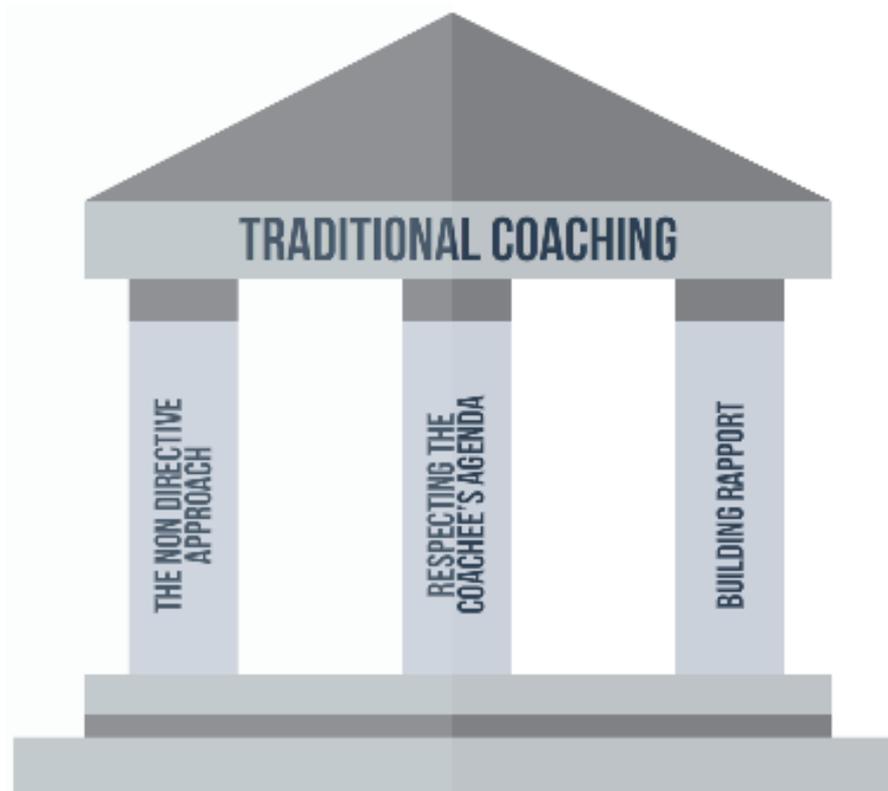
**O**ptions (or Obstacles)

**W**ill (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.

# TRADITIONAL COACHING

Is It Outdated?



Because traditional coaching shares its principles with dated support oriented disciplines, there tends to be far too much focus on praise and unconditional positive backing.

This can fuel coachee's egos with praise, rather than challenging them with honest feedback.

An effective coach is one who provides the coachee with the opportunity to grow through ambitious challenges, pushing them to leave the comfort zone for areas of new growth.

Now that we've explored what's wrong with traditional coaching, let's focus on how you should be doing it!

# TAKEAWAY

**TRADITIONAL COACHING'S SUPPORT ORIENTED PRINCIPLES PREVENT IT FROM YIELDING OPTIMAL RESULTS. MODERN COACHING IS ABOUT CHALLENGE, FEEDBACK AND SUPPORT**



## NOTES

.....

.....

.....

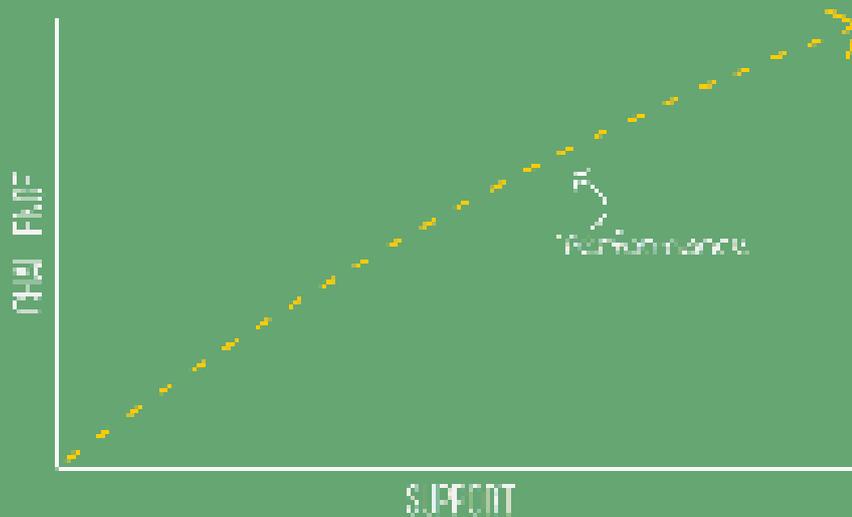
.....

.....

.....

.....

# FACT SYSTEM



## THE THEORY

FACTS coaching is an innovative and acclaimed coaching approach developed by Ian Day and John Blakey in their book “Challenging Coaching: going beyond traditional coaching to face the FACTS”.

The approach is based on front line experience of coaching at board and management level and handily, the essence of years of coaching experience has been distilled into five cornerstones:

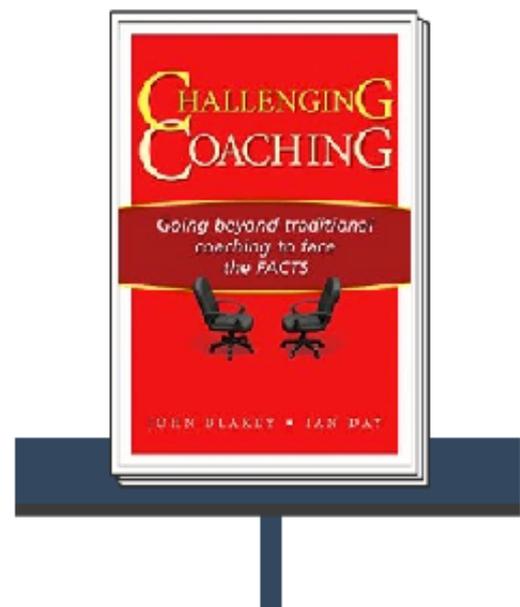
**Feedback**

**Accountability**

**Courageous goals**

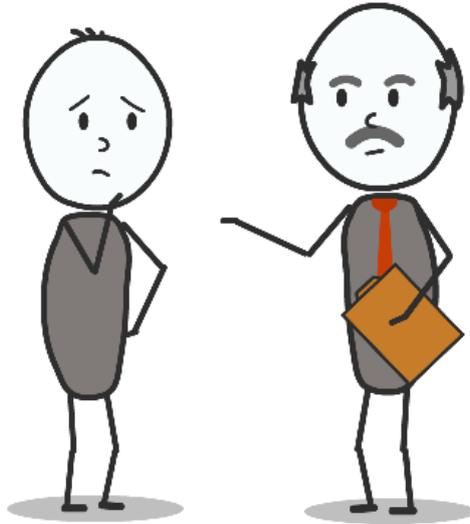
**Tension**

**System thinking**



Let's explore the individual concepts of the FACTS approach in more detail.

# FEEDBACK



## THE THEORY

To become a successful coach you must overcome your fear of giving feedback.

It's always good to have a system and a well-established method for giving feedback is the four stage approach;

First observe the facts.

Then judge their impact.

Next invite your coachee to a conversation about your observations and assumptions.

And finally agree on future action.

If you want to provide quality feedback, this means breaking out of the 'cosy club' – and providing highly challenging, highly supportive feedback.

## THE CHALLENGE

What picture does the title 'Giving and Receiving Feedback' generate in your mind? Close your eyes for a few seconds and look at your mental picture...

What did you see? Write it down:

.....

.....

.....

.....

.....

**Chances are you have written down one or more of the following images:**

- Two people
- Sitting down
- One giving, the other receiving
- A special event that doesn't happen very often
- A power game
- An ordeal
- Important things left unsaid

**When you learn to see feedback as a positive you will start to see:**

- Lots of people
- Moving around
- Everyone giving and receiving
- A frequent event that is part of a friendly learning culture
- An empowering exercise
- A fun and satisfying experience
- Focused on what matters

## SELF-ASSESSMENT - HOW GOOD ARE YOU AT GIVING FEEDBACK?

Circle the number that best represents your thinking in most cases that involve giving feedback to someone else.

4 = Strongly agree    3 = Somewhat agree    2 = Somewhat disagree    1 = Strongly disagree

If I wait, the situation will probably resolve itself.	4	3	2	1
I don't like to get criticism, so others must feel that way too.	4	3	2	1
I criticise indirectly by using sarcasm or jokes.	4	3	2	1
I can't seem to find the right time to give feedback.	4	3	2	1
I don't have time to give all the constructive feedback that's needed. It's easier and quicker to pick up the slack myself.	4	3	2	1
I'm unsure about how the other person will respond.	4	3	2	1
I'm not perfect, so who am I to judge anybody else.	4	3	2	1
Giving my boss negative feedback may be used against me.	4	3	2	1
I've let the situation go for so long that saying something now seems inappropriate or futile.	4	3	2	1
I'm not certain whether I can keep my emotions in check.	4	3	2	1
I shouldn't have to give people feedback for something that's expected in their jobs.	4	3	2	1
I don't get any feedback from my Manager, so I don't have to give it to anyone else either.	4	3	2	1
If I give positive feedback for good work, it might make it harder to criticise that person's work when it's needed later.	4	3	2	1
If I give praise for an individual's (or team's) work, it may appear that I'm playing favourites.	4	3	2	1
If I provide negative criticism to someone, that person's attitude or morale might get worse.	4	3	2	1

My Score: .....

**18 or fewer** = Superior    **19-34** = There's a little room to grow  
**35-49** = Needs improvement    **50 or more** = Needs lots of work

# TAKEAWAYS

**AS A COACH YOU NEED TO LOOK AT FEEDBACK  
AS A VALUABLE ASSET RATHER THAN A  
JUDGEMENT OR CRITICISM**

---

**YOU CAN UNCOVER COACHEE'S BLIND SPOTS WITH  
THE POWERFUL TOOL OF FEEDBACK**

**NOTES**

---

---

---

---

---

---

---

---



# ACCOUNTABILITY

What Many Coachee's Lack Is Somebody To Hold Them Accountable



## THE THEORY

Research shows that when someone is held accountable for their goals, they're far more likely to reach them.

Human nature is such that when we know someone else is going to ask us about it, we are much more motivated to get it done.

In the basic sense, there are two kinds of accountability: Internal and External.

Internal accountability relies on the coachee holding themselves responsible, doing what they said they would do.

But effective coaches must move beyond traditional models where coachee's hold themselves responsible, to a new model where coachee's have external accountability linked to personal and corporate goals.

Accountability can be a tremendous thing. It's about letting actions rise above excuses.

## BUT HOW DO YOU DO THIS?

Actually, it's SIMPLE. Here are some tips to keep in mind:

### **SET EXPECTATIONS**

Your coachee needs to know what is expected of them before you can hold them accountable.

### **INVITE COMMITMENT**

Show the coachee why achieving the goals will benefit them so they can commit to achieving them.

### **MEASURE PROGRESS**

You need information to hold your coachee accountable and measure their ongoing performance.

### **PROVIDE FEEDBACK**

Setting expectations followed by quality feedback is the backbone of holding someone accountable for results.

### **LINK TO CONSEQUENCES**

Consequences will guide and focus employees' behaviour and encourage them to take their commitments more seriously.

### **EVALUATE EFFECTIVENESS**

Evaluate results against quantifiable goals and see how successful they've been.

## THE CHALLENGE

### LIFE VALUES

Our values influence what we do, how we think and how we feel about the world around us. When we do or see things that go against our values we feel sad, bad or get mad! And when we live life in a way that aligns with our values we feel good - we're authentic, fulfilled and happy!

You can perform this simple prioritisation exercise with your coachee's, but first, have a go yourself so you understand how it makes you feel.

First, brainstorm everything that makes you happy in life:

(E.g. Health, Family, Shoes!)

.....

.....

.....

.....

.....

.....

**Now narrow the list down to your Top 10 values and prioritising them.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

The biggest learning actually comes from the prioritisation - where our coachee's might realise that happiness or love is ultimately more important than almost anything else...

# TAKEAWAY

**COACHES MUST MOVE BEYOND TRADITIONAL MODELS WHERE COACHEE'S HOLD THEMSELVES RESPONSIBLE**

---

**ACCOUNTABILITY IS THE GLUE THAT TIES COMMITMENT TO THE RESULT**

**NOTES**

---

---

---

---

---

---

---

---

# COURAGEOUS GOALS

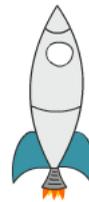
Real Transformation Happens When We Set Courageous Goals



## THE THEORY

We're all familiar with the popular guidelines used in traditional goal setting, models such as SMART, which focus on rational, realistic goals.

Yes, this kind of focus can lead to consistent outcomes, but aiming only for 'realistic' goals prevents the leap of faith necessary to achieve huge innovations - like sending man to the moon.



# CONSISTENT OUTCOMES

Maybe the clue is in the 'r' for realistic. What is exciting about a realistic goal?

Real transformation happens when we set courageous goals.

Courageous goals move beyond SMART goals as they tap into creative resources involving excitement, imagination and adventure.

## THE CHALLENGE

To help you set courageous goals - Day and Blakey in their book 'Challenging Coaching' identify three simple and practical stages known as dream, share and start.

### STAGE ONE – DREAM

You need to encourage the coachee to forget the constraints of the present moment and dream about what 'could be'.

Start by asking the right kind of questions such as:

"If you believed that anything is possible, what would you want to achieve?"

...and...

"What inspires you about this goal?"

### STAGE TWO – SHARE

The next stage is to share the goal. Sharing is a kind of public declaration which creates accountability.

As a coach you can ask:

"Who could help you if you shared this goal with them?"

...and...

"If you were at your most courageous, who else would you share this goal with?"

### STAGE THREE – START

The final stage is to start. This is when the dream shifts from fantasy to reality. As a coach, you must be supportive, encouraging the coachee to take a step forward with confidence.

To help, you could ask:

"What is the smallest tangible step you could make next week towards this goal?"

...or...

"What step would an Olympian take to start this journey?"

## EXERCISE

You can use this life list with your coachee's to help set courageous goals. Why not fill it in yourself...

### MY LIFE LIST

Places to explore

People to meet

Adventures

“Some people want it to happen,  
some wish it would happen,  
others make it happen.”

- Michael Jordan

Learning

Achievements

# TAKEAWAY

**THE REAL VALUE OF SETTING GOALS IS NOT THE RECOGNITION OR REWARD, IT'S THE PERSON WE BECOME BY FINDING DISCIPLINE, COURAGE AND COMMITMENT TO ACHIEVE THEM**

**NOTES**

.....

.....

.....

.....

.....

.....

.....

# TENSION

Keep Your Coachee's On Their Toes

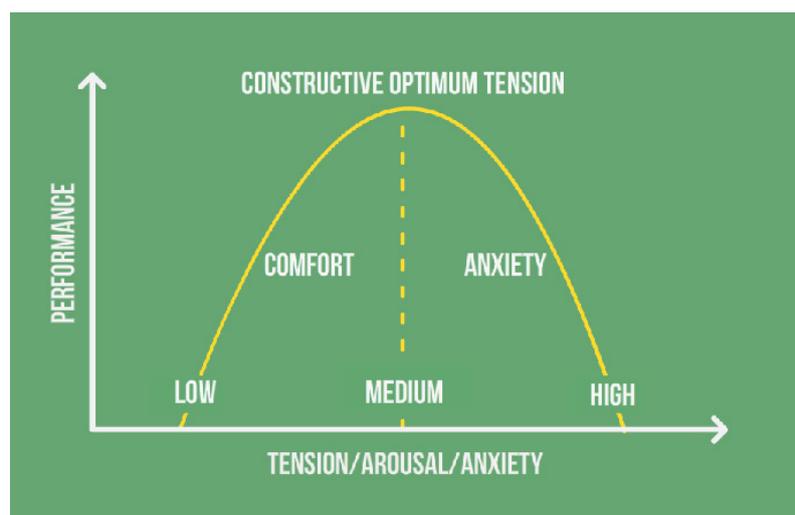


## THE THEORY

Psychological findings confirm that humans have an optimal level in between anxiety and comfort where we enter a state of flow and peak performance.

We've all experienced the boost we get from a certain level of adrenalin... and what triggers the production of adrenalin?

**TENSION, AROUSAL AND ANXIETY.**



Traditional coaching, with its foundations in support disciplines, would actually tell you to support your coachee by reducing stress levels, making the coachee feel comfortable and secure.

But in doing this you're selling your coachee short!

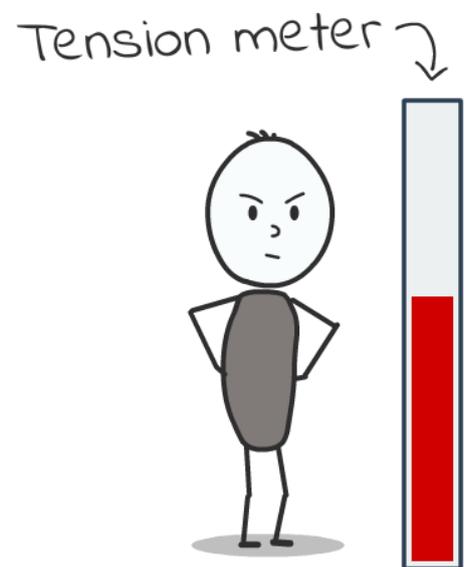
If they become a little lax or complacent, there is always someone else that bit more aggressive, or a little hungrier for success.

Stress exists because it gives us an evolutionary advantage.

It may be a bit counterintuitive, but tension is good.

A little bit of tension or lack of complacency keeps the coachee on their toes and will improve their productivity.

Each individual will have a natural starting point of tension. Your interventions as a coach will either raise tension levels or reduce them.



Let's look at some tension techniques you can use in a coaching conversation:

- Use of silence: ask the coachee a question or make a statement and let the resulting silence do the 'heavy lifting'
- Use probing questions: questions like "What else?", "what more could you do?", "what are you avoiding?"
- Use challenging statements: statements such as "I think you could aim higher than that" or "that sounds too easy"
- Use an approach opposite to the coachee's style: if the individual has a fast paced, active approach, you could adopt a slower, reflective style to get them out of their comfort zone

# TAKEAWAYS

**IN AN ENVIRONMENT WHERE EVERYONE NEEDS TO  
'UP THEIR GAME' CAN YOU ALLOW YOUR COACHEE TO  
GET COMPLACENT?**

---

**A GOOD COACH KNOWS THAT THE RIGHT AMOUNT  
OF TENSION CAN DRIVE THE COACHEE TO ACHIEVE  
THEIR FULL POTENTIAL**



## NOTES

---

---

---

---

---

---

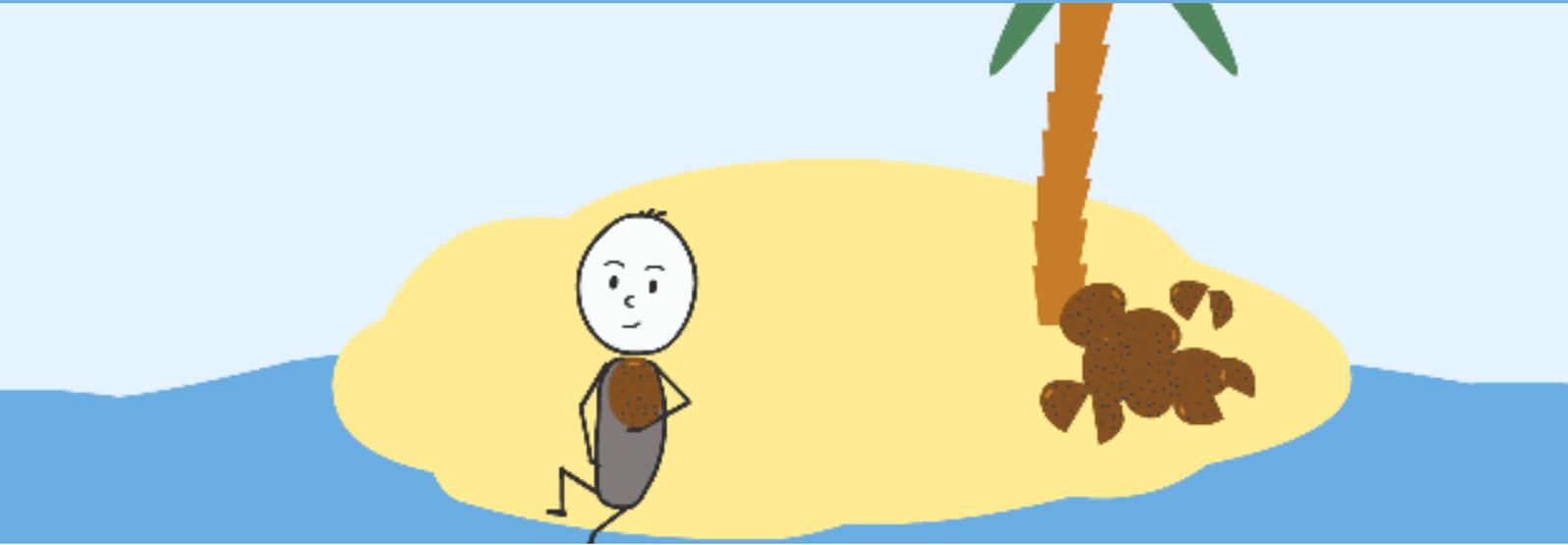
---

---



# SYSTEM THINKING

Avoid Island Thinking & Think Of The System As A Whole



## THE THEORY

First popularised by Peter Senge in his book 'The Fifth Discipline: The Art and Practice of the Learning Organization', system thinking is popular in academic circles but it still an underutilised tool in corporate life or coaching.

At its core, system thinking is a belief that everything is interconnected.

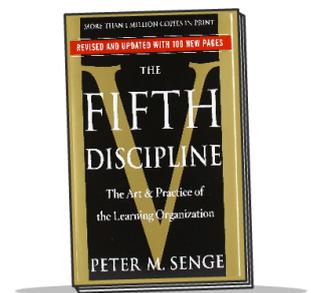
The human body is a system. A family is a system. A business is a system.

As a coach, there are rules of behaviour associated with system thinking that can help you:

Sub-optimisation is the awareness that systems are often embedded in other systems. When you are working with one individual it can be tempting to think that the individual is an island and their actions are independent of what is happening in the rest of the organisation.

This type of thinking needs to be avoided as it leads us to focus upon maximising the individual's performance irrespective of their wider impact.

One only needs to think of the banking crisis, where individuals took down whole banks. Motivated by individual goals and bonuses, bankers made increasingly risky trades, eventually resulting in the demise of entire banks.



It's a coach's job to raise an individual's awareness of the system as a whole.

You can do this by repeatedly asking questions that probe the wider implications of the coachee's actions.

You must do this without offering an opinion and avoiding taking the moral high ground. The goal is intelligent growth. Not moralising.

If you and your coachee embrace a systems thinking mind set you shift from a focus on "me, me, me" to focus on "we, we, we". This helps guard against pandering to personal wants rather than fulfilling organisational needs.

## THE CHALLENGE

Add these additional system thinking questions to your next coaching conversation:

Help yourself apply systems thinking to an issue by asking the following questions.

- What is your vision for how things might be in the future related to this issue?
- What system(s) and parts of the system(s) are at work in this issue?
- What are the relationships among system components?
- How does the issue with which you are dealing reveal trouble in the system?
- How are you a part of the system(s)? How do your behaviours affect the system and how does the system affect your behaviours?
- How do you want to influence the system(s) and parts of the system(s)?
- What experience, skills, relationships, and resources do you bring to this effort?

# TAKEAWAYS

**INDIVIDUALS CAN RUIN WHOLE ORGANISATIONS**

---

**KEEPING THIS IN THE MINDS OF THE COACHEE  
WITHOUT INHIBITING THEIR POTENTIAL IS A  
SENSITIVE BUT ESSENTIAL TASK**

**NOTES**

---

---

---

---

---

---

---

---

# ACTION PLAN

KEY SKILLS (WHAT ARE THE KEY SKILLS YOU HAVE LEARNT DURING THIS COURSE)

WHAT WILL YOU DO DIFFERENTLY IN THE WORKPLACE?

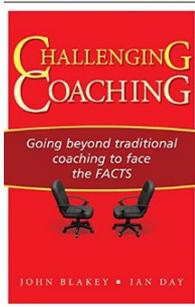
WHAT OBSTACLES MIGHT GET IN THE WAY OF YOU ACHIEVING THIS?

WHAT, OR WHO MAY HELP YOU OVERCOME THESE BARRIERS?



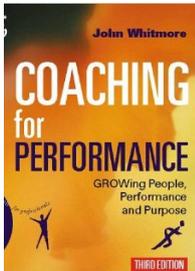
# SUGGESTED READING

If you would like more detailed explanations or additional advice on the topic of Coaching you should consult the following literature:



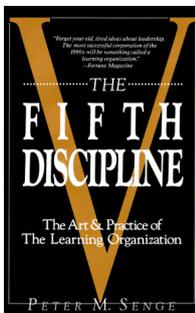
## CHALLENGING COACHING: GOING BEYOND TRADITIONAL COACHING TO FACE THE FACTS

John Blakey & Ian Day



## COACHING FOR PERFORMANCE: GROWING PEOPLE, PERFORMANCE AND PURPOSE

Sir John Whitmore



## THE FIFTH DISCIPLINE: THE ART AND PRACTICE OF THE LEARNING ORGANIZATION

Peter Senge

This workbook was produced by:

