Coaching for sustainability

What is coaching?

'Coaching is the art of facilitating the performance, learning and development of another.'

(Downey.M *Effective Coaching* 2003)

Why coaching might be important..

- As a coachee for own career development
- As a coach to support others careers
- To use the skills needed for coaching within your role

Aims for today

- Explore the meaning and purpose of coaching at work.

- Explore the skills needed in coaching.

- Reflect on how a 'coaching approach' might be used in the day job

- Be enjoyable and challenging

- Consider what the next steps might be

Development of Coaching

- 1500s coach = carriage that moves people from one place to another place
- 1850s 'a tutor' to prepare for exams
- 1970s Timothy Gallwey at Harvard observed that sportspeople improved faster when he was absent – 'self directed learning'
  - 'The Inner Game of Tennis'
- 1980s Sir John Whitmore ; racing driver, tennis, ski-ing and then business
- Now becoming a natural element of leadership; a coaching style, team coaching, peer coaching

Baking a cake

Neale, Spencer-Arnell and Wilson in 'Emotional Intelligence Coaching'

◆Mentor -

share the recipe and the experience of how they did it

◆Coach -

ask about what you want to achieve, have you got everything you need to do it,

◆Counsellor –

explore any anxieties you have about baking the cake

◆Trainer –

demonstrate, give you the equipment, observe and feedback

Principles underpinning Coaching

◆ Based on Positive Psychology = ways in which individuals can increase and enhance their own well being

◆ Individuals are creative and have the capacity to change/adapt

◆ Individuals have strengths, sometimes hidden, that can be revealed and also enhanced

◆ The most effective and sustainable changes in behaviour/performance are those where the individual has identified them for her/his self

Workplace coaching

◆Helping someone perform a skill or solve a problem better than they would otherwise have been able to do (NOT doing it for them)

◆Connecting and engaging with people to provide a balanced amount of challenge and support

◆Improving performance at work, by turning things people do into learning situations, in a planned way, under guidance

What's happening with workplace coaching?

For the last 3 years CIPD survey - 50% say that their organisation sees coaching as a 'permanent style' of management and 73% of respondents expect to see coaching by line managers increase in the next few years.

HE sector

- Leadership Foundation
- Individual HEIs

Coaching in universities

◆ as part of leadership development programmes

◆ internal coaching programmes

◆ Internal coaches

◆ External coaches

◆ Accredited coaches

◆ Coaching as a subject being taught in wide range of disciplines

◆ Research into Coaching

◆ Coaching approach with students/patients/colleagues?

Five Key Skills

1. Building and maintaining rapport
2. Active Listening
3. Questioning
4. Reflecting back and summarising
5. Goal setting

Julie Starr 'The Coaching Manual'

1. Components of rapport

◆ Empathy (rather than sympathy)

◆ Acceptance (not judging or 'leaking' personal opinion)

◆ Genuineness

◆ Body language and gesture

◆ Voice – pace, pitch, tone,

◆ Language

Cosmetic

Conversational

Active

Deep

Starr 'Coaching Manual'

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Active listening skills

1. Get the Story
2. Probe / Clarify Meanings
3. Listen for Emotions
4. Summarize
5. Value Silence

3. Questioning

Open
What
How
Tell me..

Closed
Did
Would
Have
Will
Is
Could

Specific
When　　How many
Where　　How much
Who　　How often
Which

Analytical
Why **(with care!)!)**

Magic questions

- What's the issue?
- What makes it an issue now?
- Who owns the issue?
- How important is it on a scale1-10?
- What are implications of doing nothing?
- What have you already tried?
- Imagine its been solved; what would you see?

More magic questions

◆ What's standing in the way of that ideal outcome?

◆ What are the options for action here?

◆ What criteria will you use to judge the actions?
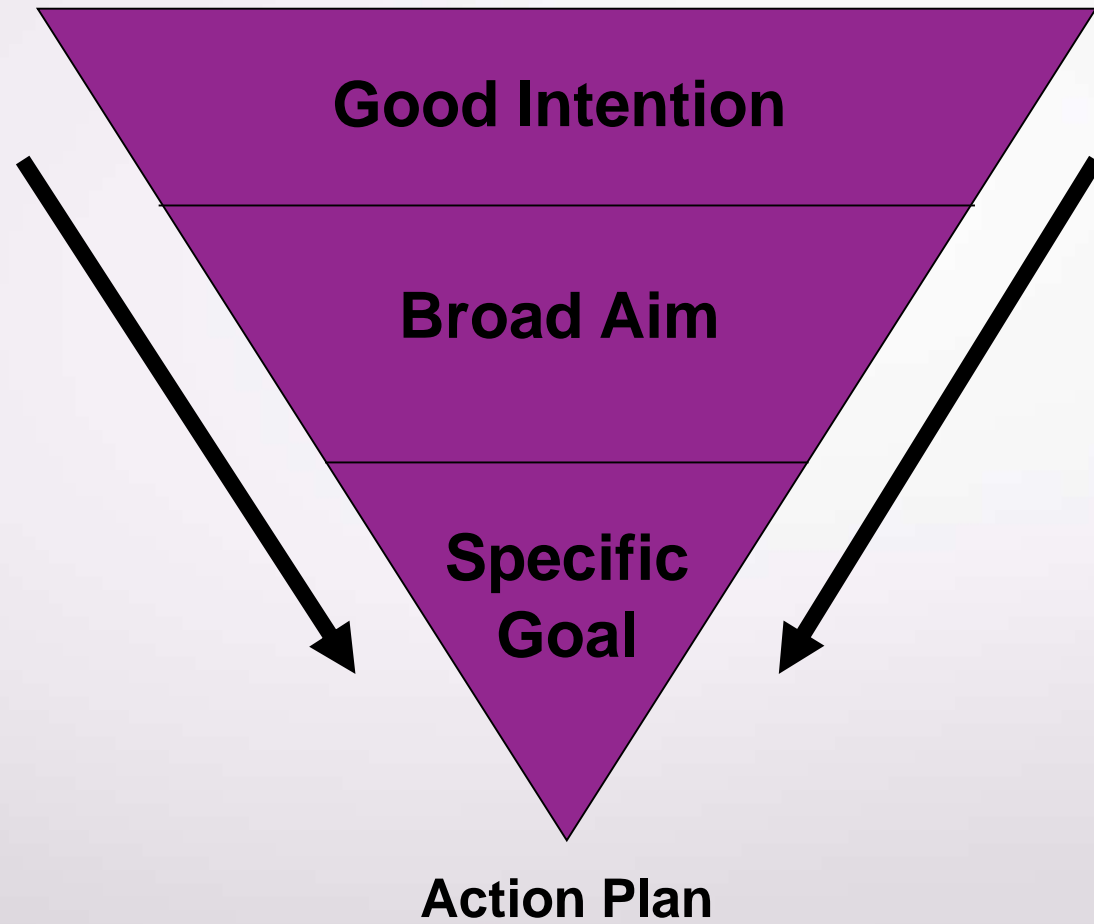
◆ What's the next step?

◆ When will you take it ?

4. Reflecting back and Summarising

◆ To confirm you've listened

◆ To confirm you've understood

◆ To move to another topic

◆ To pace the interaction if there's been a long download

◆ To act as a mirror, with no distortion, leading to greater self awareness for the other person….

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5. Goal setting

1. Stated in positive terms eg.' stop feeling so angry' becomes 'keep calm and relaxed'

2. Be specific i. e Specific, Measurable, Agreed, Realistic,Timebound

3. Impact and benefit e.g what will be different for you/how will you feel

4. Call to action e.g what's the first step, when will you take it

Clarifying the specific goals

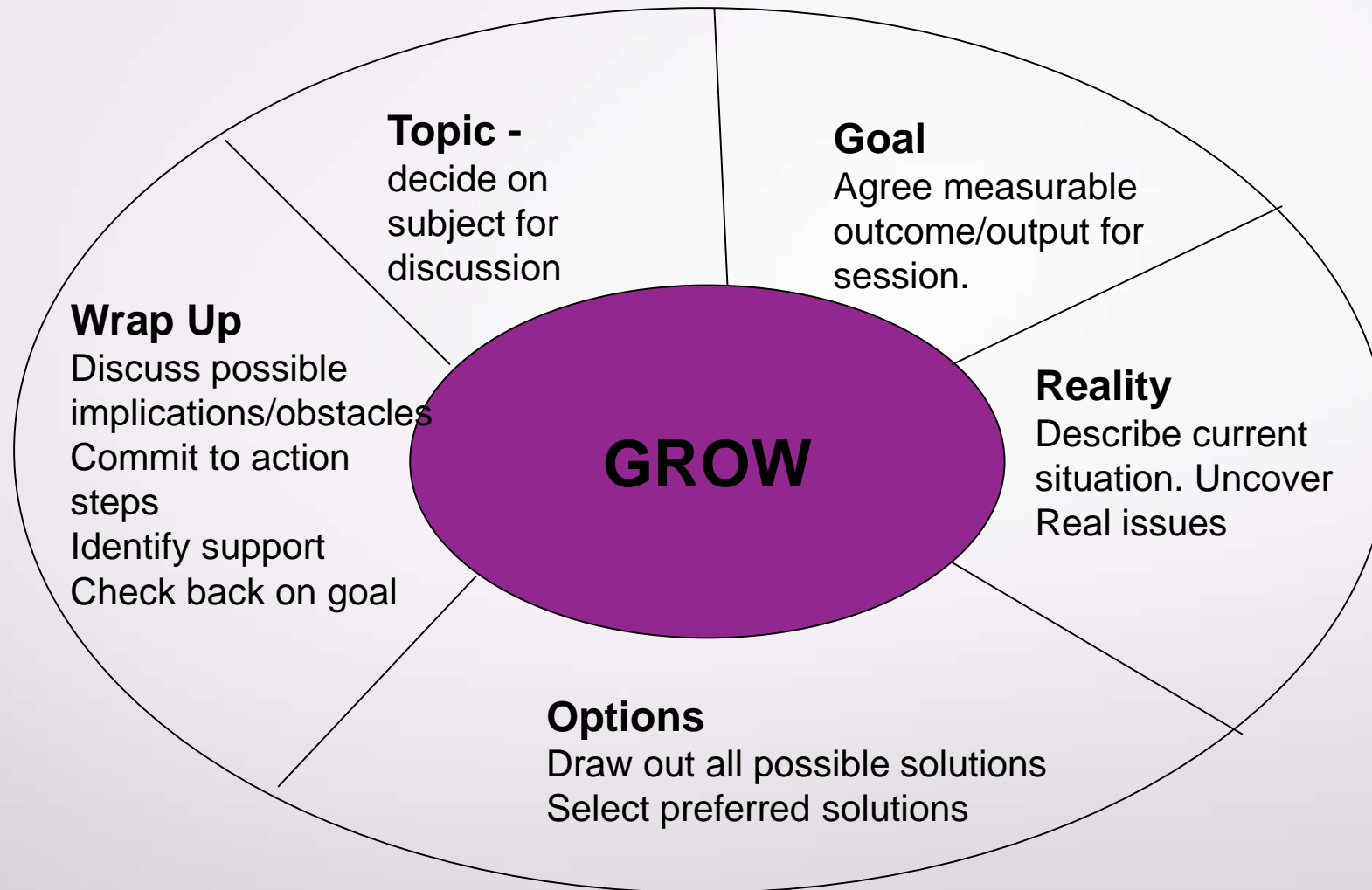Good Intention

Broad Aim

Specific Goal

Action Plan

Practice…..

- Round 1
  - Listener – no talking
  - Talker- talks for 3 mins about an issue
  - Observer – observes only
- Round 2
  - Listener – can only ask questions
  - Talker – 3 mins
  - Observer – observes only
- Round 3
  - Listener- asks questions and summarises at intervals
  - Talker – 3 mins
  - Observer – observes only

Coaching frameworks

◆ GROW – goal,reality, options, will

◆ TGROW – Topic plus GROW

◆ OSCAR – Outcome, Situation, Choices, Actions, Review

T - GROW model

Topic - decide on subject for discussion

Goal Agree measurable outcome/output for session.

Wrap Up Discuss possible implications/obstacles Commit to action steps Identify support Check back on goal

GROW

Reality Describe current situation. Uncover Real issues

Options Draw out all possible solutions Select preferred solutions

Whitmore/adapted by Alexander and Renshaw

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Practice using T-GROW

- T = What's the topic

- G= What would the person like to achieve within this topic

- R= What's the current position/situation

- O= What choices/options does the person have

- W= Of these options, which are most practical and how committed is the person to carrying out the action needed

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Use of GROW

- https://www.youtube.com/watch?v=6f3X2PEsV-Q

Coaching for Challenge
(Blakey and Day)

	Challenge	
S u p p o r t	**Cosy club** High support Low challenge	**Loving boot** High support High challenge
	Apathy Low challenge low support	**Stress** Low support High challenge

What should we challenge?

- Self-limiting ways of acting and thinking

  Performance = Potential - Interference

- Strengths and unused resources
- Generalisations
- Failure to understand and deal with others
- Believing own perceptions as if they were the truth

Challenging

- not just be seen as a "cosy chat".

- taken out of their comfort zone, within a "safe" environment.

- agree the level of challenge up front and explain the purpose of it within the coaching relationship.

- challenge ideas or perspectives and self limiting beliefs,

- challenge the way they see themselves, their organisations and their relations with colleagues.

- if a coachee is feeling uncomfortable by a challenge, it is possible that they are gaining insight about themselves and however painful this might be to recognise, it could be key to them moving forward.

Reframing

- Consider the frame, or 'lens' through which this reality is being created
- Consider alternative lenses, effectively saying 'Let's look at it another way.'
- Challenge the beliefs or other aspects of the frame.
- Stand in another frame and describe what you see.
- Change attributes of the frame to reverse meaning.
  - A problem as an opportunity
  - A weakness as a strength
  - An impossibility as a distant possibility
  - Oppression ('against me') as neutral ('doesn't care about me')
  - Unkindness as lack of understanding

Coaching conversations

Designed to:

◆Build rapport – promote discussion, relaxation and trust

◆Promote exploration – listening to understand – questioning – challenge and support

◆Facilitate goal setting

◆Guide action planning

◆Support maintenance of new behaviour

Core competencies (European Mentoring and Coaching Council)

- Understanding Self
- Commitment to Self-Development
- Managing the Contract
- Building the Relationship
- Enabling Insight and Learning
- Outcome and Action Orientation
- Use of Models and Techniques
- Evaluation

Practice

- One of the senior Faculty admin managers wants to encourage more of his team to get involved with 'green impact' projects in the admin area. You've got lots of ideas, naturally, but you're aware of presenting lists that never get adopted, people being very keen then losing interest, selecting easy tasks etc. You' re also a bit suspicious of his motives for this; other sources indicate that there are some difficult interpersonal relationships in the team and the Dean is 'on his case' for not sorting them out.….

- You've decided to use a coaching approach, based on TGROW. Plan your approach, and identify questions that will be useful.

Next steps

" Practice using a coaching approach in the day job with colleagues, students, family; reflect on this

" Seek out a coach for you

" More training as a coach in-house, externally

" Join an internal coaching academy

" Read more about it

" Join an action learning set