Week 10 - Coaching techniques for effective leadership

- **What is coaching?**
- Change and transformation …
- A method of directing and instructing people with the aim of achieving some goal or developing specific skills
- "Facilitating self-improvement, not in the sense of 'knowing' but in the sense of 'doing' (Borkowski and Alaily, 2002)

- **Coaching borrows from both consulting and therapy**

Coaching

Consulting		Coaching		Therapy
Paid to come up with answers	Advises individual leaders on business matters	**Focuses on the future**	Paid to ask the right questions	Focuses on the past
Focuses on organiza-tional performance	Involves manage-ment in goal setting	**Fosters individual performance in a business context**	Tackles difficult issues at work and home	Diagnoses and treats dysfunctionality
Strives for objectivity	Based on organiza-tional ethics		Focuses on individual behavioral change	Based on medical ethics
Provides quantitative analysis of problems	Paid for by the company	**Helps executives discover their own path**	Explores subjective experience	Paid for by the individual

- **Coaching vs. Mentoring:**

Mentoring:
Is the deliberate pairing of a more skilled or experienced person with a less skilled or experienced person. It can be either formal or informal
Coaching:
Is a structured process that helps build skills. Can be either formal or informal. Takes place on the job and assumes people can learn from everything they do

- Why coach?

- Promotes creativity, high performance, resilience, and offers a competitive edge
- Leads to improved job performance, motivation and job satisfaction
- Empowers individuals and encourages them to take responsibility

- Who can be a coach?

- **Manager** as coach
- **Peer** as coach
- Coaching 'up'
- Self coaching
- External coach

- How do you learn to coach?

- Increased awareness of self and others
- Education on coaching tools and techniques
- Identify own coaching style
- Learn to tailor coaching style to others' preferred style
- Practice coaching using best practice coaching tools
- Continuous improving

- **The learning journey**
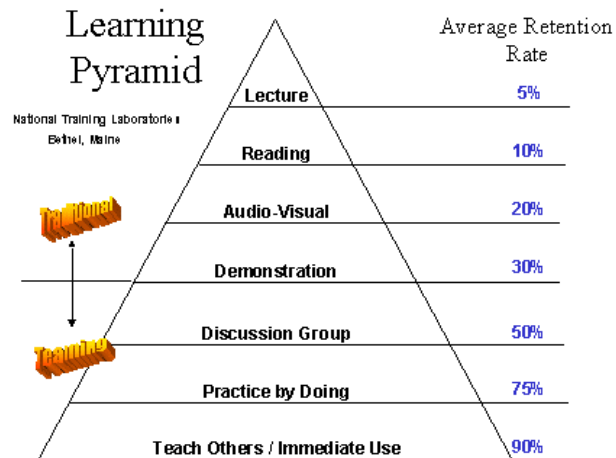
Kolb's Experiential Learning Model (1984)

- Concrete Experience: The learner's perception and awareness of their own unique participation in an experience
- Reflective Observation: The learner reflects deeply on that experience from a personal perspective
- Abstract Conceptualisation: The learner integrates and generalises the experience for future application
- Active Experimentation: Application of newly assimilated learning to a similar but new situation

Models –

GROW(4 steps)

4-step structure for a coaching session

- **G**oal – agree specific topic and objective for discussion
- **R**eality – self-assessment, feedback,
- **O**ptions – suggestions are offered, choices made
- **W**rap-up – commit to action, timeframe, obstacles

Criticised for its simplicity as well as lack of a theoretical underpinning

ACHIEVE (7 steps)

- **A**ssess the current situation (what is preventing them from success)
- **C**reative brainstorming (identify alternatives)
- **H**one the goal (Use SMART), be prepared to assist with goal setting.
- **I**nitiate option generation (resist urge to tell, they must come up with idea to commit and action)
- **E**valuate options (Write them down)
- **V**alid action programme design (where do they want to be? Identify each step in the journey)
- **E**ncourage momentum (May need to "nag" to get it done)

OUTCOMES (8 steps)

- **O**bjectives for the session (manage expectations/ break down challenges into manageable chunks)
- **U**nderstanding (why this objective?) (Must be theirs not what someone else wants)
- **T**ake stock (do we have required resources)
- **C**larify the gap (Understand what has to be done in order to meet objective)
- **O**ptions generation (Identifying what has been done to date and what could be done)
- **M**otivate to action
- **E**nthusiasm and encouragement
- **S**upport – what support is needed?