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COACHING @ CSU





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Coaching at CSU

CSU encourages coaching as an integral professional learning and development activity. The university supports the adaptation of a “coaching culture” to develop the skills, knowledge and capability of our workforce to enhance both current and future job performance. A coaching culture at CSU will require the development of coaching skills that can be used in daily work by managers, supervisors and those who have a ‘specialisation’ or skill useful to others.

This guide explores the elements and benefits of coaching. It is a guide aimed at both the ‘coach’ and the ‘coached’ and provides an overview of what coaching is, how it can be used, by whom, when and where. The guide is an introduction to coaching and will be complemented by other training resources.

What is coaching?

‘Coaching is a process of helping people enhance or improve their performance through reflection on how they apply a specific skill and/or knowledge.’

Thorpe & Clifford, 2003

Coaching is not merely a technique to be used in certain circumstances. It is a way of managing, a way of treating people, a way of thinking, a way of being. Coaching is concerned with getting the best out of people through getting them to realise their potential and ensuring they have the skills, understanding, knowledge and motivation to succeed. The underlying intent of every coaching interaction is to build the coachee’s self belief.

‘Coaching is unlocking a person’s potential to maximise their own performance. It is helping them learn rather than teaching them’

Whitmore, 2009

The benefits of coaching

For those who receive coaching:

- Learning to solve their own problems and be accountable
- Improving work-related skills and performance
- Learning how to identify and act on development needs
- Having greater confidence and accepting responsibility
- Becoming more effective and assertive in dealing with people
- Having a positive impact on interpersonal relationships
- Developing greater self-awareness and gaining new perspectives on ability
- Acquiring new skills and abilities
- Developing greater adaptability to change

For teams:

- Encouraging communication and feedback between team members
- Developing openness to new ways of working
- Working in a culture of shared understanding, possibilities, options and decision- making

Source: University College London

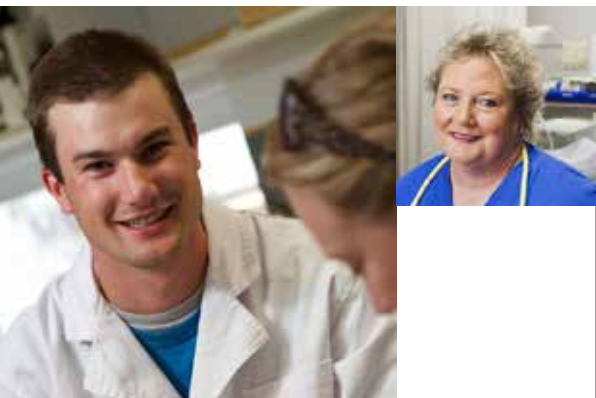
For Managers and Supervisors

- Taking time to understand an issue that is affecting the performance of a team member
- Demonstrating commitment and developing the skills, knowledge and abilities of a team member
- Developing skills that are valued and transferable across many roles within work and outside
- Developing effective working relationships and managing these in a more constructive and rewarding way
- Promoting effective change management and leadership of problem resolution

Source: University College London

‘Better personnel management uses coaching instead of command and control...(because) employees who feel valued and find personal satisfaction in their jobs will go to extraordinary lengths to meet and exceed ... expectations’

Supervision, July 1994



Who should coach?

There are four types of coaches we can use at CSU:

A specialist coach

'A one-to-one developmental intervention supported by the organisation and provided by a colleague of those coached who is trusted to shape and deliver a program yielding individual professional growth'

Frisch, 2001

Specialist coaches are found both within and outside the organisation and provide expertise or expert knowledge in a particular subject area. This can include IT or system projects, teaching practice, subject expertise and use/repair of specialist equipment. This type of coaching is 'coach centred' where the coach instructs the coachee on how to complete a task. This is effective when the coach is expert in what is required.

A Peer Coach

'Peer coaching is as individual and unique as the people who engage in it. Some peer coaching involves two or more colleagues working together around the shared observation of teaching. In this instance, there is generally a pre-conference, an observation, and a post-conference'

Robbins, 1991

Peer coaching is an interactive process which is used to share successful practices through collaboration and reflective practice. There are many benefits of peer coaching including overcoming isolation on the job, increasing motivation, problem solving and team work. Peer coaching promotes support amongst peers by creating a forum for addressing problems and assisting new staff in their practice. It is not about one member of staff acting as an expert and the other a novice but working together as equals who are looking to collaboratively improve their skills. It is also not based on evaluating and judging performance. This is a system for continual development and growth for the staff involved.

Source: <http://education.qld.gov.au/staff/development/performance/resources/readings/peer-coaching-models.pdf>

A professional coach

'Using coaching instead of sending executives and managers to seminars two or three times a year can be more beneficial to ongoing career development, not to mention less expensive...'

– PC Week

Professional coaches are external or internal and work with senior people to develop their capacities in leadership and management, at both strategic and operational levels. This type of coaching is 'coachee centred' where the coach asks what the coachee thinks they should do. In this context, the coach is expert in listening and asking meaningful questions, guiding the process to enable the coachee to access their own resources. They frequently have experience as senior members/directors of organisations, hold a coaching qualification, undertake regular supervision of their work and maintain a CPD portfolio.

Source: University College London

Manager / supervisor coach

'the most effective way of providing for the growth and development of people is through the conscious coaching of subordinates by their immediate supervisors'

Mace, 1950

Managers may use coaching skills to enable staff to be successful in their role and this is the most common approach to coaching at CSU. A manager may adopt various approaches to coaching and use it to compliment other training, performance management and development and problem solving. To coach staff means that the manager is developing their skills and capacity to enable them to perform at their best. The table below shows some examples of the transition from 'Manager' to 'Coach':

FROM MANAGER	TO COACH
'REPORT TO ME'	'TELL ME HOW I CAN HELP YOU'
TELLING STAFF HOW TO BEHAVE	COMMUNICATING EXPECTATIONS AND BEING AN EXEMPLARY ROLE MODEL
SOLVING ALL PROBLEMS	FACILITATING STAFF TO RESOLVE PROBLEMS
TELLING STAFF WHAT TO DO	BUILDING INITIATIVE AND SELF-DIRECTED ACTION

Source: University of South Australia, available at: w3.unisa.edu.au/staffdev/guides/manager_as_coach.pdf

Managing = telling, directing, authority, immediate needs, and a specific outcome.

Coaching = exploring, facilitating, partnership, long-term improvement, and many possible outcomes.

A productive manager-employee coaching relationship includes these elements:

- Self-Direction. The employee initiates areas for learning and relies on the manager for support when necessary
- Self-Responsibility. The coaching manager encourages employees to make decisions through reflective questions
- Focus on Learning. Employee develops new skills with the support of the coaching manager, and then sets new goals and standards.

Three To-Dos for managers who coach

1. Set clear expectations for results and let your people find their own best way to get the job done
2. Give people as much responsibility as they can handle, then support them. People grow from being stretched
3. Develop the habit of asking "How can we. . .?" instead of "Why did you. . .?" Think about the distinction.

www.allthingsworkplace.com/coachingmentoring

Team coaching

'A process, by which a team coach works with a whole team, both when they are together and when they are apart, in order to help them improve their collective performance and how they work together, and also how they develop their collective leadership to more effectively engage with all their key stakeholder groups to jointly transform the wider business.'

(Hawkins, 2001)

Working in a team environment can bring about complexities – Individuals may struggle to work cooperatively with each other due to a variety of personalities, opinions, varying skills, time pressures and so on. Simply throwing a group of people together doesn't mean they will necessarily jell as a team.

Teams can fail to achieve their potential due to a variety of reasons, including:

- Lack of clarity around team goals and objectives — and accountability to each other to meet those responsibilities (who will do what by when)
- Ineffective decision-making and/or conflict resolution — either conflict is avoided or dealt with in a way that harms team performance
- Lack of trust between members
- Lack of emotional intelligence among members.

Source: www.pathtochange.com

Facing these kinds of challenges is difficult and typical off-the-shelf team building solutions may provide temporary relief but rarely address the long-term issues.

Coaching has a very important role to play in helping people to work well together. The coaching of a team to perform a task is based on the same principles as coaching an individual. The more aware a team is both individually and collectively, the better it will perform.

Coaching teams

Teams need effective leadership to get to a high-performance stage. It is a team leader's job to create the conditions for teams to be successful. These include:

- Establishing structure — clear direction, objectives, decision-making, meeting processes and team member roles
- Establishing effective team norms (how we will solve problems, communicate openly, honestly and constructively with each other)
- Setting an emotional tone for the team and establishing an environment that maximizes collaboration and creativity and ensures the team benefits from the talents of each member.

Source: www.pathtochange.com

Suggestions to achieve team cooperation by using a coaching approach

- Discuss and agree the definition of a set of common goals for the team – Each team member should be invited to contribute and also to add any personal goals that might be embraced within the overall team goal
- Develop a set of ground rules or operating principles acceptable to all team members and to which all have contributed
- Set aside time on a regular basis for group process work
- Put support systems in place to deal with individual troubles or concerns in confidence (if requested or as they arise)
- Learn a new skill together
- Hold group discussions on individual and collective meaning and purpose as perceived by group members.

Coaching and Mentoring

The absence of direct advice distinguishes coaching from other forms of development activity, such as mentoring.

A “coach” assists another colleague to improve their job performance. Mentoring, on the other hand, is far more personal and friendship-based, offering non-judgmental support as a positive role model and focusing on a mentee's longer term personal development.

	COACHING	MENTORING
GOALS	IMPROVE JOB PERFORMANCE OR SKILLS	SUPPORT AND GUIDE PERSONAL CAREER GROWTH
INITIATIVE	COACH DIRECTS LEARNING	MENTEE IS IN CHARGE OF LEARNING
VOLUNTERISM	PROTÉGÉ AGREES TO ACCEPT COACHING; MAY NOT BE VOLUNTARY	BOTH MENTOR AND MENTEE ARE VOLUNTEERS
FOCUS	IMMEDIATE PROBLEMS & LEARNING OPPORTUNITIES	LONGER TERM PERSONAL DEVELOPMENT
ROLE	FOCUS ON TELLING WITH APPROPRIATE FEEDBACK	FOCUS ON LISTENING, BEHAVIORAL ROLE MODEL, MAKING SUGGESTIONS AND CONNECTIONS
DURATION	SHORT TERM NEEDS; “AS NEEDED”	LONGER TERM

Source: Harvard Business Essentials – 2004

Models of coaching

A coaching model is a framework which does not tell you how to coach but rather an underlying structure that can be used. Most coaching approaches share the following things in common:

- The establishment of a relationship that's built on trust, unfeigned communication and confidentiality.
- The formulation of client-based, agreed upon goals and expectations.
- A deep questioning and learning dynamic in relation to people's goals.

www.what-is-coaching.com/coaching-models.html#UdO-Afknoou

The 'GROW' model

One of the most popular models used to structure coaching is the GROW model (Whitmore, J, 2009).

- Goals –what do you want to achieve?
- Reality – what have you done so far? What has been the result?
- Options – what alternatives are available?
- Way forward – what are you going to do?

This model emphasizes the idea that coaching is based on establishing clear goals and leads to action rather than just exploring the feelings of the coachee with no specific outcome.

The benefits of using such a model are that it puts the other person at the centre of learning and thus engages them at the outset. It also helps consolidate learning and apply it to other situations because it helps solve problems *with* the person rather than *for* them.

GROW Guidance

Goal:

- What is your goal? What are you aiming to achieve/solve?
- What aspect of this would you like to discuss/work on first?
- What specifically needs to change?
- How does this contribute to longer term aims?

Reality:

- What is the current reality?
- How far are you from your goal?
- What is stopping you reaching it?
- What have you tried so far?
- What influencing factors are there?
- What assumptions are being made that have/have not been explored?

Options:

- What could you do to change things?
- What other options do you have?
- What are the pros and cons?
- What/who do you need to help you?
- What resources/skills do you already have?
- Which option would you most like to act on?

Way forward:

- Which of these actions are you going to take?
- When will you do what?
- What helps/hinders progress?
- What support might you need to ensure you take action and how can you get it?

Source: University College London

Other models

GROW is just one model for coaching. Other models for coaching include:

OSCAR

The model builds upon and enhances the popular GROW model and is particularly useful for managers seeking to adopt a coaching style.

STEPPPA

This model focuses on your emotions to achieve goals.

WHAT

This model allows you to ask the right questions, it is a simple yet effective strategy towards finding a solution.

ABC TECHNIQUE

A simple process containing three steps – Understanding the situation, understanding what could be better, understanding how it could be better.

For further information on the GROW model, refer to: Coaching for Performance; Whitmore J., 2009



Coaching and employee development and review

Coaching skills can be used to create a good employee development and review experience for both manager and team member. With the manager using coaching skills and demonstrating commitment to the team member's success, the experience can be rewarding and productive.

Simple coaching questions can reframe the team member's experience, creating a positive, goal-oriented environment. Here are some useful questions you might like to ask during the performance review meeting:

- What is the objective/issue/dilemma?
- Whose issue is it?
- What is going well/ what is working (even if only partially)?
- How can we build on this success?
- What would be ideal?
- What is do-able?
- How does this make you feel?
- What are the challenges you are dealing with?
- What resources do you need?
- What are your next steps?

Source: University College London

SMART Objectives

Objectives provide the focus for coaching conversations. The "SMARTer" the objectives the sharper the focus of the coaching conversation. An objective should be:

Specific: The objective clearly defines what needs to be achieved.

Measurable: The qualitative and/or quantitative measures to ensure that the objective is achieved.

Achievable: The objective is realistic given the workload and classification level of the employee.

Relevant: The objective is aligned to the strategic objectives and priorities of the University and relevant School/Division/Section and the employee's position description.

Time constrained: The defined timeframe for the achievement of the objective.

Skills for the coach: asking questions

There is a wide variety of questioning techniques which can be used during coaching, incorporating mainly open questions. Open questions can be as follows:

Probe

Follow up, open questions can be used when the person has only partially answered your question but you haven't got all the details.

'And. . .?' If you're not sure which direction to go in, or if you feel there's more the person needs to say.

'Because. . .?' enables the person to explore their rationale or assumptions

Reflect

Reflective questions summarize or rephrase what the person has said and allows them to specify exactly what they mean or add to their answer. The skill from the coach's point of view is ensuring it is their views you are reflecting and not yours.

'When you say....what you mean is that....is that correct?'

Hypothesise

This can be used to introduce a new idea or help someone decide between two alternative ways forward. These questions are useful in brainstorming various options and can stretch the person mentally.

'If you did know, what might it be?' / 'What would be a good question for me to ask right now?'/ What if....?

Justify

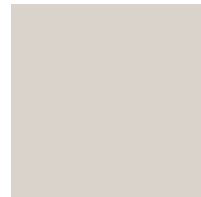
This requires the person to justify what they are saying to help the individual think through an idea.

'What makes you say that...?' / 'How do you explain...?'

Compare

This can be used to obtain more detail and to introduce new ideas.

'How would that compare with...?'



Skills for the coach: listening

Active listening means the coach takes responsibility to listen for the full meaning of the communication. This goes beyond the words that are used, into the meanings which are unspoken to ensure there are no barriers to clear communication. It is the role of the coach to recognise and eliminate those barriers.

Some tips:

- Non-verbal signals are important and you should learn to recognise them in order to get the full picture
- Beware of cultural differences in communication habits
- Recognise that your own emotions affect the signals you send
- Don't let your own values, attitudes, and beliefs get in the way
- Concentrate and pay attention to details
- Take accurate notes to avoid misunderstanding
- Tone of voice is often as important as what is said
- If you want to understand you must be prepared to listen and show you are listening actively
- Establish the performance criteria before you begin to observe or listen to issues relating to performance
- Plan in advance to avoid distractions.

It is also important to create the right atmosphere:

- make sure the person knows you want to listen to them, look interested and maintain eye contact without staring
- give the other person your full attention
- address the person by the name they want to be called, usually their first name
- be patient — allow the person time to say all they want to say (within reason)
- maintain a relaxed posture and encourage the speaker to feel relaxed
- be encouraging by leaning forward, nodding, putting your head to one side, smiling whenever appropriate
- empathise as necessary, if something difficult or painful or different from your own beliefs or values is being discussed
- don't take any views personally and try not to be defensive.

Source: University of Leeds

Skills for the coach: a coaching framework

This is a simple structure where you can outline and plan the session, discuss ideas and opinions, decide upon action and summarise the session.

Outline and plan the session

What would you like to achieve by the end of this session?

What are your objectives?

Discuss options

What do you already know/do about the issue?

What experience have you got that might help?

What ideas can you think of?

What options are available?

What are the pros and cons of each option?

Decide upon action

Which do you think is the best option and why?

What are the advantages?

What support will you need from me and others?

What authority will you need delegated to you?

Summarise the session

What have we agreed at this meeting?

How does that help us meet the objectives for this session?

When shall we hold our next meeting?

Source: Baker & Clare, 1997

Skills for the coachee

What you do in preparation very much depends on your own situation but the key points may include all or any of the following:

- Making notes on your current circumstances: Identify the key issues you wish to discuss
- Thinking through the various options or courses of action you could take to address those key issues
- Deciding what you want to achieve from the session, what the objective of the meeting is
- Collecting and collating any papers or documents you need to take along
- Listing your development needs, in line with your preferred work style
- Deciding whose support you need to achieve your objective and any other resources that will help you i.e time, equipment, finances.

Further resources to find out more:

- A Brain-Based Approach to Coaching
www.workplacecoaching.com/pdf/CoachingTheBrainIJO.pdf
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- Does coaching work or are we asking the wrong question? (International Coaching Psychology Review)
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- Hear what Global Leaders and the Media have to say about the Power of Coaching:
www.abetterperspective.com/Quotes.html
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www.worthconsulting.co.uk/oscar-model
- Six Coaching Strategies You Can Apply in the Workplace:
www.inc.com/articles/2001/04/22404.html
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www.instituteofcoaching.org/images/pdfs/QueensMagazine_Coaching.pdf
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- <http://education.qld.gov.au/staff/development/performance/resources/readings/peer-coaching-models.pdf>

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