



Coaching Training Course Workbook

Facilitated by

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Table of contents

| Contents | Page |
|--|------|
| 1 Coaching..... | 2 |
| 1.1 Background..... | 2 |
| 1.2 What is coaching?..... | 2 |
| 1.3 Benefits of Coaching..... | 2 |
| 1.4 Prevalence of coaching..... | 2 |
| 2 The objective of this course..... | 2 |
| 3 Differences between coaching and similar professions | 3 |
| 4 Management versus Leadership..... | 3 |
| 5 Managing with a coaching style | 4 |
| 6 Your best experience with a manager..... | 5 |
| 7 The Coach..... | 6 |
| 7.1 The Ideal Coach..... | 6 |
| 7.1 The Role of a Coach | 6 |
| 8 The Do's and Don'ts of Coaching..... | 7 |
| 9 The Coachee..... | 9 |
| 9.1 The Role of the Coachee | 9 |
| 9.2 Potential Benefits of Coaching..... | 9 |
| 10 Coaching Skills..... | 10 |
| 10.1 Listening Skills | 11 |
| 10.2 Self-Disclosure | 11 |
| 10.3 Rapport building..... | 12 |
| 11 The Power of Questions..... | 13 |
| 12 The GROW model..... | 17 |
| 12.1 Summary of the GROW Model | 18 |
| 13 The Coaching Contract (formal or Informal)..... | 19 |
| APPENDICES..... | 21 |
| Our Agreement and Ground Rules..... | 21 |

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1 Coaching

1.1 Background

The English term “coach” traces its origins to the Hungarian word kocsi meaning “carriage.” The first use of the term coaching to mean an instructor or trainer arose around 1830 in Oxford University slang for a tutor who “carries” a student through an exam. Coaching thus, has been used to describe the process used to transport people from where they are, to where they want to be.

While many think of athletics coaching when they hear this term, business and personal coaching as professions are growing exponentially every year. There are numerous coaching schools that offer various degrees of personal and executive coach training. As a governing body, the International Coaching Federation sets professional standards for certified coaches.

1.2 What is coaching?

In the business world coaching is defined as a relationship in which a coach works with an individual to help them discover more about themselves, their potential and their capability. Coaching assists someone to gain fresh perspectives, enhance their thinking and decision-making, significantly improve their effectiveness and increase their confidence. A coach helps their coachee tap into their wealth of existing resources and produce extraordinary results.

The International Coach Federation defines coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” The coach is the subject matter expert at coaching, not necessarily the subject matter expert of the client’s coaching topic.

Coaching is purely non-directive. A coach acts to enable their coachee to take responsibility for solving their own challenges, and to find their own solutions to the issues they bring to the sessions.

1.3 Benefits of Coaching

Through the process of effective questioning, coaches help coachees explore their ideas further by continuing to ask questions that direct their attention to areas that will lead to deepening awareness and greater insight, enabling them to come up with practical, testable and effective strategies and solutions.

Other benefits of coaching include improvements in communication and interpersonal skills, leadership and management, conflict resolution, personal confidence, attitudes and motivation, management performance and preparation for a new role or promotion.

1.4 Prevalence of coaching

Coaching is now used in majority organisations. According to a recent study conducted by the Institute of Leadership and Management, 80% of all organisations use coaching and 91% of companies with more than 2,000 employees use coaching.

2 The objective of this course

Qualified professional coaches undertake hundreds of hours of coach training. This one day course will not be training you to become coaches; the goal of this course is to teach you some valuable coaching skills and techniques.

We will be talking about coaching today in its more pure form, but it is up to you which coaching skills you choose to add to your management style.

3 Differences between coaching and similar professions

It is common for the terms for some of the following professions to be used interchangeably. While there are common communication skills used by these professions – such as asking questions, active listening, summarizing, motivating etc., there are clear differences between them. Here are some distinctions:

| | |
|-------------|--|
| Coaching | <p>A coach works with a coachee for a shorter period of time than a mentor does. A coach does not have to have direct experience in the field or role of their coachee.</p> <p>The role of the coach is to listen, ‘hold up a mirror’,ask questions, challenge, celebrate, and partner with the coachee to come up creative ways to address their professional challenges and meet their goals.</p> <p>A coach is not a therapist or social worker and cannot provide professional counselling.</p> |
| Mentoring | <p>A mentor is an experienced worker who establishes a long term relationship (formal or informal) with a more junior employee for the purpose of supporting the long-term progression of the junior’s career.</p> <p>The mentor`s role is to listen, ask questions, provide perspective and share their experience. The mentor will help the mentee form their own views, develop different perspectives and develop as a person. A mentor`s role is not to give advice, manage or evaluate their mentee.</p> |
| Counselling | <p>Counselors are trained to diagnose and help clients with emotional problems, discuss the past or address a specific dysfunction.</p> |
| Teaching | <p>Teaching takes place when one person imparts knowledge, gives new information on a subject, or instructs someone how to do something.</p> |
| Consulting | <p>A consultant is an expert who is called on for professional or technical advice or opinions on a specific issue. They are relied on to understand the problem and present solutions.</p> |
| Managing | <p>Managing is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. There is often a supervision element to management.</p> |

4 Management versus Leadership

There is a profound difference between management and leadership, and both are important. To manage means “to bring about, to accomplish, to have charge of or responsibility for, to conduct.” Leading is “influencing, guiding in direction, course, action, opinion.” The distinction is crucial.

A leader is someone who has the capacity to create a compelling vision that takes people to a new place, and to translate that vision into action. Leaders draw other people to them by enrolling them in their vision. What leaders do is inspire people, empower them. They pull rather than push.

This “pull” style of leadership attracts and energises people to enrol in a vision of the future. It motivates people by helping them identify with the task and the goal rather than by rewarding or punishing them.

The American Sign Language sign for the word ‘**manage**’ is a person ‘holding onto the reins of a horse, or restraining something.’

The sign for the word ‘**lead**’ is shown when someone ‘cradles their arms and rocking back and forth, the way a parent would to support and nurture a child.’

7 The Coach

7.1 The Ideal Coach

If you were to work with a coach, what qualities would you want your ideal coach to have?

Exercise 3 - Continue the sentence below:

Adjectives that would describe my ideal coach are:

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The sort of things my coach might say are:

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7.1 The Role of a Coach

The role of a coach is to:

- listen
- encourage
- champion
- ask lots of open questions
- challenge
- celebrate
- reflect back what they hear
- hold the coachee to higher standard and expect great things from them
- assume that your coachee can overcome their challenges using their resources and intelligence.

DON'T:

- Try to solve all the coachee's problems in one meeting
- Promise what you are unable to deliver
- Postpone or cancel meetings unless absolutely necessary
- Jump to conclusions or simply give answers
- Be judgemental
- Talk too much or be dictatorial – the coachee should do 80% of the coaching
- Forget how important you are to your coachee
- Try to inflict your beliefs on a coachee
- Breach the confidentiality boundaries that you and your coachee have agreed to and don't discuss your coaching relationship with others without your coachee's consent

Coaching is not a place to:

- Complain or spread gossip
- Dread going to
- Be told exactly what to do
- Waste time
- Find easy options
- Forget that learning is an active and continual process
- Ignore those things that need to be changed and done differently
- Expect answers to everything
- Have only a cosy chat that achieves nothing
- Receive counselling or therapy.
- Leave without measurable action steps.

Benefits to the Coachee

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Benefits to the Organisation

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10 Coaching Skills

Coaching is essentially a practical exercise and you will find that your skill as a coach will get better with practice. No two situations are identical and what works within one relationship will not necessarily work for another. There are very few instances when you can apply a standard answer to any particular problem, and thus there are no right or wrong solutions you will be able to apply universally. Nevertheless, there are certain good practices that will help you to tackle the role in a positive manner. Likewise, there are several bad practices to be avoided.

Exercise 5 - Mark the Following with A for Always; S for Sometimes and N for Never depending on whether you believe they should be used in coaching.

- Listening with empathy
- Discipline
- Providing support
- Developing insight through reflection
- Performance management
- Being a sounding board
- Supervision
- Professional friend
- Challenging
- Holding the coachee to a high standard
- Assessment for a third party

10.1 Listening Skills

*“We hear ½ of what is being said
we listen to ½ of that
we remember ½ of that.”*

Because of this it is vital that we listen effectively. We have the capacity to hear up to 400 words per minute but can only speak 125 words per minute (with certain exceptions); therefore our minds tend to wander ahead of what the speaker is saying. This also means that we often make judgements or decisions before we have listened to all the information.

Exercise 6 - Listening is one of the most important skills you will have as a coach.

The trainer will give you this exercise to highlight the importance of this.

Based on exercise 6, what are you more aware of about your listening style?

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10.2 Self-Disclosure

Exercise 7 - Sharing a bit about the challenges you had in your career or times when you needed support are valuable ways to help your coachee open up about what is getting in their way.

Some self-disclosure on the part of the coach can help to build rapport and give the coachee permission to talk about issues they feel embarrassed to discuss or think will be judged over.

In pairs, take turns being coach and coachee. Coachee discuss something you are finding challenging at work at the moment. Coach, display active listening behaviour and when and if appropriate at any time, disclose a time that something like that happened to you or when you felt that way. The goal is NOT to offer advice, the key is to simply share your experience and then return to listening.

What was the impact of having your coach disclose some information about themselves while you were explaining your challenge?

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Exercise 9 - How much the coach values this relationship has a big impact.

The importance that that the coach gives the coaching relationship the degree of priority that the coach gives each meeting has a significant impact on the coachee and on the relationship.

In pairs, have a discussion where one of you takes the role of coach and the other the role of the coachee and have the coach have no time at all for the meeting or for the coachee's questions.

List below what it was like trying to have a discussion with someone who had no time for you:

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11 The Power of Questions

Exercise 10 - Types of questions

The trainer will give you this exercise to highlight the importance of this.

Asking questions and challenging your coachee to problem solve for themselves and come up with creative solutions is an essential part of your role as a coach.

Some types of questions include:

1. Open
2. Closed
3. Leading
4. Hypothetical
5. Paraphrasing.

Let's look at these in more detail.

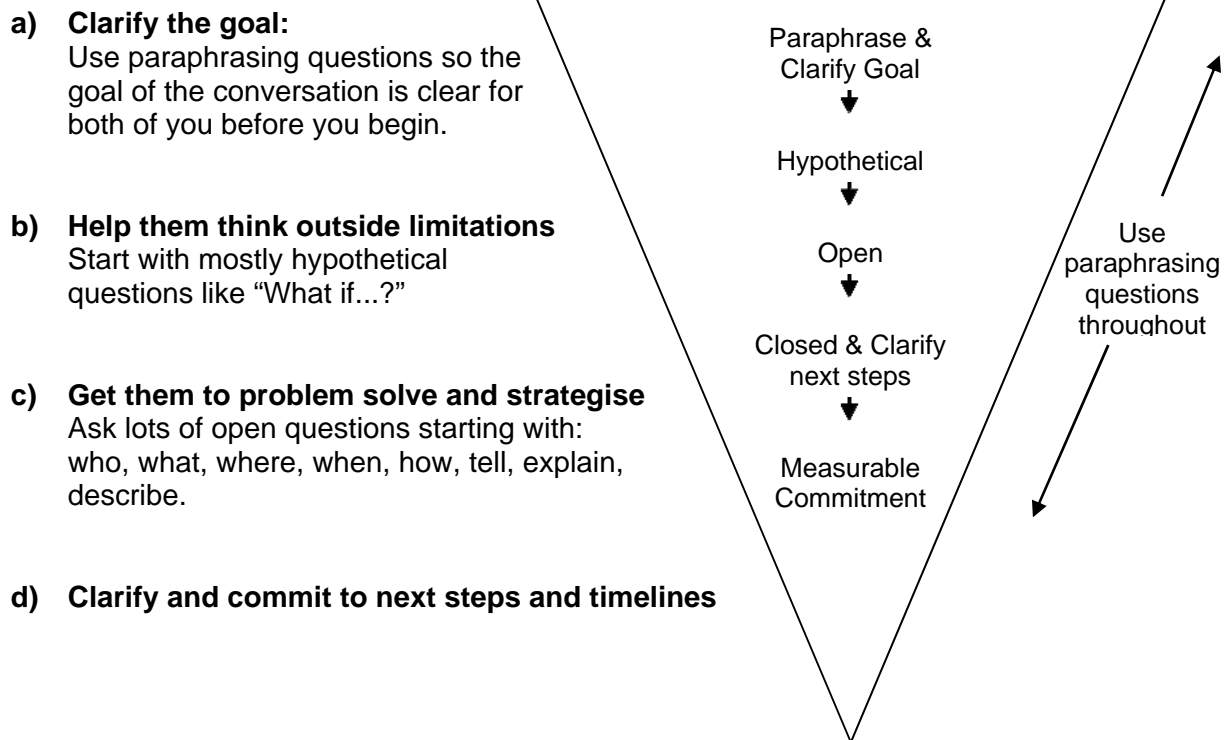
1. Open Questions

Open questions usually begin with "Who", "What", "When", "Where", "Why", "How", "Tell", "Explain" and "Describe". These require a lengthier response.

For example, rather than saying "Do you enjoy working in your team?" you could ask "How do you feel about working in your team?" This open question will encourage a more detailed response.

Exercise 11 – A quick and easy model for using questions to have empowering conversations where your coachee problem solves for themselves.

The trainer will give you an exercise to practice this model.



Focus on possibilities, not problems.

Notice if your coachee says things like, “but that’s not possible because of ...” or “but I would never get buy in for that..” Follow what is possible, not what is limiting.

Examples of ways to follow what is possible:

Coachee: “But I wouldn’t have time for that solution...”
Coach: “What would you do if you did have enough time..?”

Coachee: “But that’s not realistic..”
Coach: “What if it were realistic..”

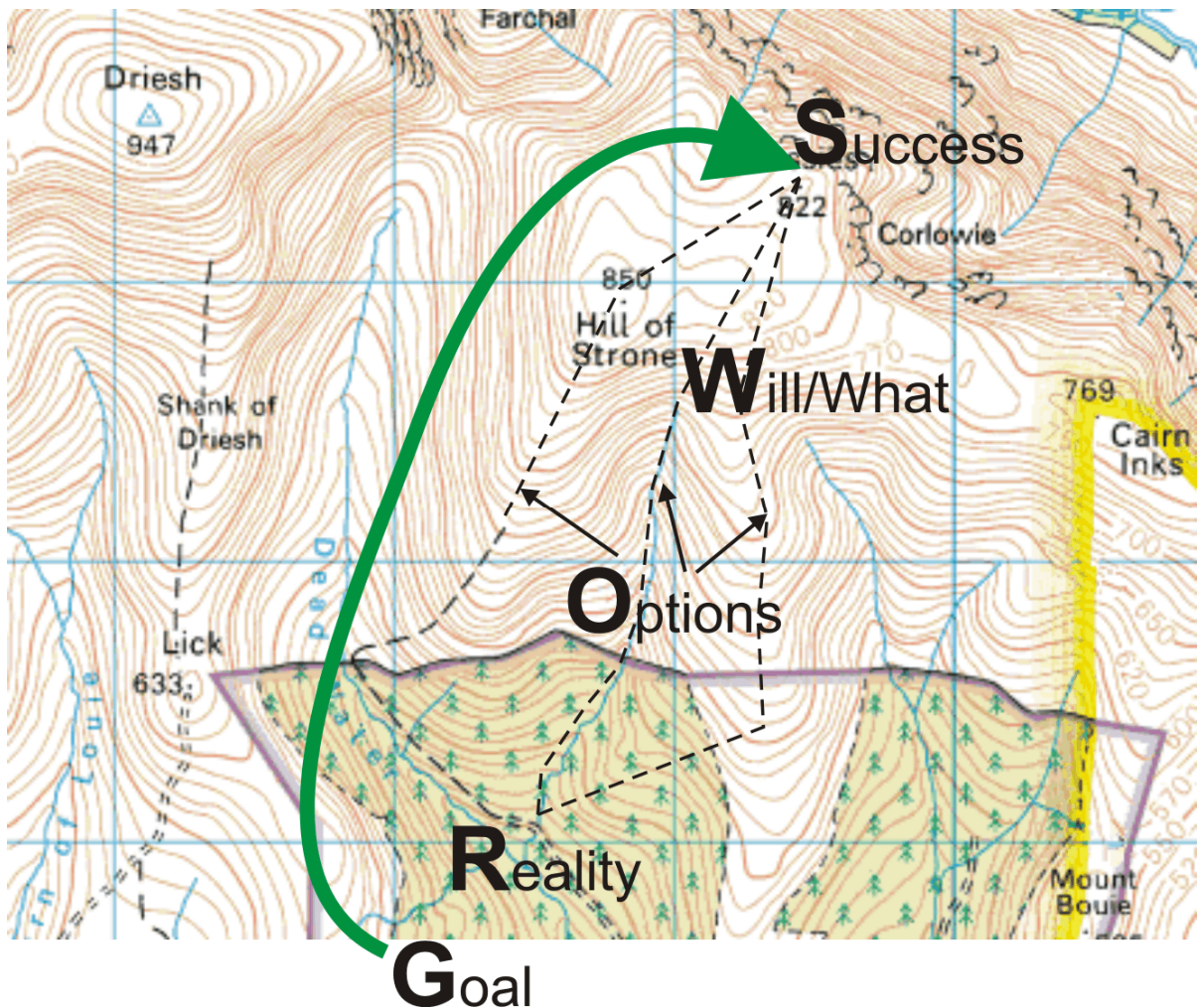
Coachee: “That wouldn’t work for x and y reasons...”
Coach: “What are reasons why it would work...?”

12 The GROW model

The GROW Model is deservedly one of the best known and widely used coaching models.

It provides a simple yet powerful framework for navigating a route through a coaching session, as well as providing a means of finding your way when lost.

A useful metaphor for GROW is a map: once you know where you are going (the **G**oal) and where you are (current **R**eality), you can explore possible ways of making the journey (**O**ptions). Next you must have the motivation or **W**ill to make the journey. Once you reach your goal you can celebrate your success.



The GROW Model is described here as it applies to an individual coaching session but part of its strength is that it can equally well be applied to a part of a session, or to series of sessions. In each case, the principle is the same.

Use the GROW model to structure a coaching conversation and deliver a meaningful result.

The framework provides a simple four-step structure for a coaching session:

Goal

The discussion should start by defining the topic in order to understand what specifically the coachee wants to talk about, what territory they are in, the scale of the problem, the importance and emotional significance of the topic to the player and the player's long-term goal for the topic.

Reality

As well as knowing where you are trying to get to, you need to know where you are starting from - the Current Reality. It is surprising how often this is the key part of a coaching session and that by just seeing clearly the situation (rather than what was thought or imagined to be the situation), the resolution becomes obvious and straightforward.

Options

In the options stage the coach's intention is to draw out a list of everything that is possible for the player to do without judgment and evaluation. The coach elicits suggestions from the coachee by asking effective questions and guides him/her towards making the right choices.

Will or Wrap Up

In this stage the coachee's intention is to gain commitment to action. The coachee selects the most appropriate options, commits to action, defines the action plan, the next steps and a timeframe for achieving the agreed objectives and identifies how to overcome obstacles.

12.1 Summary of the GROW Model

Goal

- What do you want from this discussion?
- Agree SMART objectives
- What are the consequences if you do not reach this goal?

Reality

- What's happening?
- What have you tried so far?
- What were the results?
- What's your sense of the obstacles?
- Is the goal still realistic?

- Both the coach and the coachee can agree to terminate the coaching relationship if either believes that the coaching is not working as it is intended.
- Clarification of agreements
- Get them to let you know if it's working
- Expectations
- Confidentiality (what are the boundaries? What can and cannot be confidential?)
- Define your role: What it is/what it is not
- Goal of the relationship
- Your level of commitment/their level of commitment
- What you can and cannot do for them as their coach

Exercise 13 – Coaching Contract: Practicing this important conversation.

With your partner, take turns where one of you is the coach and the other is the coachee. Have a practice conversation where the coach leads the conversation about what they would both like to get from the relationship, what expectations they both have, and what boundaries exist.

After you have had both practice conversations, write down what are the things you think are the most important to discuss in this conversation?

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See Appendix A for an example of a formal coaching contract. It is up to you whether you choose to use a form or have a discussion.