

## Coaching Skills for Managers

### Background

Coaching is about performance enhancement. Top sports people have coaches who work with them to help them improve their performance. Today, coaching at work is becoming more and more common. It has been increasingly recognised that individuals and groups perform better with coaching. This performance translates into better results. Coaching is about learning and growing, to alter behaviours, to develop new successful behaviours and actions. Today, coaching is being used to support and achieve top performance and to sharpen the skills of individuals.

The aim of this workshop is to enable participants explore and develop the different skills required for effective coaching and be an effective coach at work with their teams.

### Learning Outcomes

By the end of this programme participants will be able to

- Discuss the benefits of coaching and how it can be used to develop your team
- Develop the coaching skills that help to improve individual performance
- Practice and demonstrate behaviours and skills of an effective coach
- Identified your strengths and areas for development
- Prepare a personal action plans to develop the skills required and implement coaching with your team

### Workshop Format

The programme will be highly participative and include discussions, exercises and coaching practice to address the objectives. The participants will be encouraged to interact and discuss the relevant areas to ensure that knowledge and skills are developed. All participants will practice coaching. To get the most out of this programme and to develop their own coaching skills, it is recommended that each person practices peer coaching.

### Workshop Content

- Introductions, objectives and participant expectations.
- Module 1: Coaching in context. This module will discuss the role of coaching at work, the benefits, how it can be used as a management tool to support and develop people, coaching versus management and characteristics and role of a good coach. We will document some common reasons for resistance to coaching that will be covered as we go through the programme.
- Coaching Skills. In this module we will explore the essential skills of an effective coach discussing the importance of these skills to build the coaching relationship, supporting and encouraging the coachee and overcoming resistance: Active listening; powerful

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questions; non-judgemental; empathy; challenging assertively; creating a supportive versus a defensive environment through supportive communication; giving and requesting constructive feedback; generating options; agreeing the development plan and encouraging constructive review and reflection. Though these skills will be discussed here, they will be used and referred to throughout the programme.

- Coaching Models. Here we will explore how to use the G.R.O.W model effectively to create and implement a development plan for team members. The participants will work in pairs using the G.R.O.W. model to practice the essential skills. They will debrief by exploring how a supportive environment was gained or not, how they built rapport and managed the relationship, what challenges, barriers were experienced and how to overcome. The coaching practice will be debriefed as in a real coaching session. Other coaching models will also be covered and where to use with relevant practice sessions.
- Managing objections and resistance. At this point we will go back to reasons for general resistance, objectives to coaching and other blocks that may be experienced during the coaching experience. From the information covered the participants will explore options to manage and turn them into manageable actions to use back in the workplace.
- Agreeing and developing an action plan. The previous module will lead into the development of action plans. Here we will explore how the coach guides the team member into creating their action plan with measures and timelines, how to identify possible barriers, exploring options to manage the barriers, identifying support that may be needed and gaining commitment from the person to the plan.
- Managing a coaching programme. This module will explore how to support the team member in the implementation of their development plan; create an environment for reflective review of progress made and learnings; how to ensure behaviours and performance developed are maintained.
- Skill development and practice. Discussions on implementing coaching and development of an action plan.

The exact content of each workshop will be further tailored to the participants' needs, level and experience. A maximum of ten participants is recommended to ensure full interaction and benefits from the course.

It is recommended that day one and two are run with at least a week between the first and second days training. During this time each person should coach a colleague on the course. Therefore, each person should be coached and be coached. This experience will be essential to developing the skills. The experience will be reviewed and reflected on day 2. The participants will also be given guidance on how to give feedback constructively to their coach.

Day three can be held a minimum of one month after completion of day 2 to allow adequate coaching experience in the workplace. The focus of day 3 is on reflection, discussing the

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challenges, what has worked and ways to cement the positive results and identify options to address the challenges and further practice. Action Learning method will be used on day three which will also give the participants the opportunity to learn and experience this approach to solving real problems that involves taking real action and reflecting on the results.

**Action Learning:** Each participant presents their experience and current problems or challenges. Using good coaching skills of listening and asking powerful questions the group helps their colleague further explore their situation and identify options and action plan to move forward.

**Coaching Practice:** Each person should run a few coaching sessions between day 2 and 3. It is also recommended that each participant experiences being coached. In this way they experience firsthand positive factors and hindering factors deepening their awareness and understanding. This can be achieved either by

- a) Each participant acting as a coach for another course participant or
- b) Each participant being coached by the trainer.