

# 1. What is coaching?

Coaching involves facilitating the development, learning and enhanced performance of another person. It is about:

‘helping them to learn rather than telling them what to do.’ (Whitmore, 2009).

Coaching is a philosophy and a mindset when working with other people, as much as it is a set of skills and strategies. Acting as a ‘skilled helper, the coach helps the other person to reflect on prior experiences, evaluate current practice, identify resources, clarify the benefits of action and most importantly to commit to action and be clear about next steps and longer term goals.

If a person is ‘blocked’, inexperienced or in need of a ‘quick fix’ to achieve a particular goal, a coach might give advice, suggest an approach and share relevant experience. Usually though, coaching is about:

- asking thought provoking questions and holding back on giving advice
- focusing on next steps
- clarifying the benefits of action
- exploring ways to manage problems and obstacles
- encouraging the other person to be reflective to gain understanding
- helping the other person to ‘think outside the box’ (e.g. divergent thinking).



## **2. What research says about the benefits of coaching**

There are sound reasons for developing an overarching coaching and mentoring strategy for an organisation, which come out of wider research on professional and personal development. Training alone rarely delivers changes in behaviour, attitude or performance at work and theories about motivation suggest that carrot and stick approaches, whilst effective for mechanistic tasks, rarely foster engagement in the workplace.

### **Training has little or no impact on its own. Training plus coaching can be highly effective**

Research by Joyce and Showers (2002) indicates the rate of transfer from training into practice can be as low as 5% with no coaching follow up but as high as 95% with a coach in place. The following quotation indicates how coaching can effectively support the transference of training-based learning to real work contexts:

“Relatively few persons, having mastered a new skill, will then transfer that skill into active work contexts. Continuous practice, feedback, and the companionship of coaches is essential to enable even highly motivated persons to bring additions to their repertoire under effective control.”

### **Organisations see the benefits of coaching**

According to a Chartered Institute of Personnel and Development (CIPD) survey report (2004) called, ‘Training and Development’:

“only 5% of organisations do not expect line managers to coach, but fewer than 20% have trained all or most of their managers to deliver coaching”.

In the same survey, 97% of respondents agreed with the statement that coaching skills are a necessary part of a manager’s skills-set.

Coaching has also become a key part of professional development strategies in many companies in the UK because of the benefits it can offer for improving performance and wider development of staff, in cost effective, tailored ways. In a CIPD survey called ‘Taking the Temperature of Coaching’ where more than 500 companies were surveyed, 51% of them see coaching as a key part of learning and development and consider it ‘crucial to their strategy’. According to the survey, coaching is being used:

“at all levels to build on good performance (23%) and improve poor performance (20%), and also in leadership development (23%).”

### **Coaching is inexpensive and highly effective**

Dr John McGurk, a CIPD advisor says:

“It is not surprising that so many people are turning to coaching and mentoring to improve performance when budgets are tightened. It’s a relatively inexpensive way to develop staff, and it also has the benefit of being tailored to an organisation’s specific needs. As well as this, coaching has great scope to improve employee engagement, empower people and boost morale at a time of great uncertainty.”  
(Charlton, 2009)

## **Coaching boosts motivation and promotes employee engagement**

Daniel Pink (2009) in his influential book 'Drive: The surprising truth about what motivates us' unequivocally asserts that most people's motivations are intrinsic, rather than extrinsic, 'external' or imposed by someone else. These intrinsic motivations are divided into three connected yet discrete areas:

- (1) **autonomy** (appropriate self direction within stated parameters);
- (2) **mastery** (the desire to get better at things); and
- (3) **purpose** (awareness of one's contribution to the team, the organisation and the wider community).

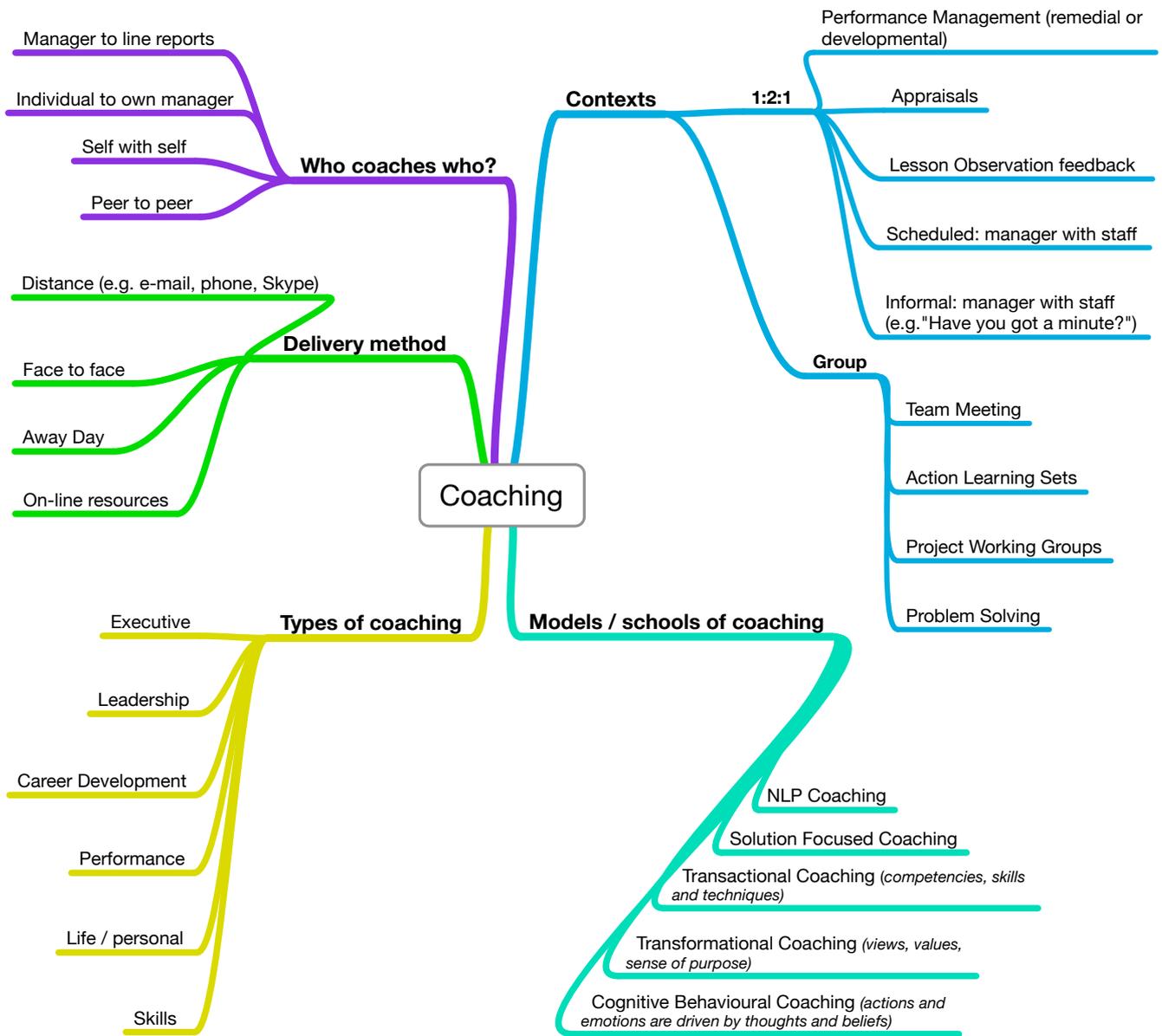
Each of Pink's three motivation drivers are fostered through coaching interactions rather than command and control, authoritarian approaches to instructing and managing. At an individual and personal level, coaching can harness motivation and help channel it in productive directions at work. In a culture where coaching is widely used, this does not negate the need for other approaches to working with each other. Directive micro-managing, peer mentoring and many other approaches continue to be part of the flexible and agile instructor's tool-kit and manager's tool-kit.

### **A coaching culture takes a lot of time and effort to embed and there will be many challenges to overcome**

A note of caution is given by Clutterbuck and Megginson (2005) who warn against coaching being perceived as a panacea for all an organisation's problems:

"A coaching culture is an attractive proposition for a variety of reasons. However, there may be a tendency for organisations who have invested in a journey towards it to overstate its benefits and to overlook the obstacles that exist."

### 3. Overview of coaching (mind-map)



## 4. Aims of coaching

### Aim

### How

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#### Culture

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Establishing and sustaining a modern, flexible and agile workforce by creating and embedding a culture of reflective practice, innovation and collaboration.

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Improving how sustainable organisational change is managed by adopting a forward-looking, collaborative and solution-focused approach to most change contexts.

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Improving staff satisfaction and morale by improved management and leadership skills.

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#### Leadership and management

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Supporting talent management and succession planning by developing people in their current roles to perform to their optimum and to develop readiness for their next role.

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Building management and leadership capability at all levels by exposure to coaching on a daily basis and the transference of skills and techniques.

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#### Performance and well being

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Increased student outcomes by working with teachers who help them to 'learn how to learn', evaluate their own performance and focus on specific steps for improved performance

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Teachers and managers who work 'smarter' by implementing strategies to prioritise work-load and meet deadlines.

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Building confidence by identifying past successes and current resources (people and things).

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Building confidence	by	agreeing small, achievable steps and achieving these.
Challenging limiting beliefs about own capabilities and potential	by	disputing these on the basis of evidence, logic and usefulness.
Boosting motivation	by	exploring the benefits of change to self and one's colleagues and stakeholders (e.g. employers, students).
Improving health and well-being	by	employing strategies to cope with stress and periods of high work-load.
Rediscovering a member of staff's 'sense of purpose'	by	refocusing on one's contribution to the team, the College and most importantly to learners' progress, engagement and satisfaction

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### **In summary**

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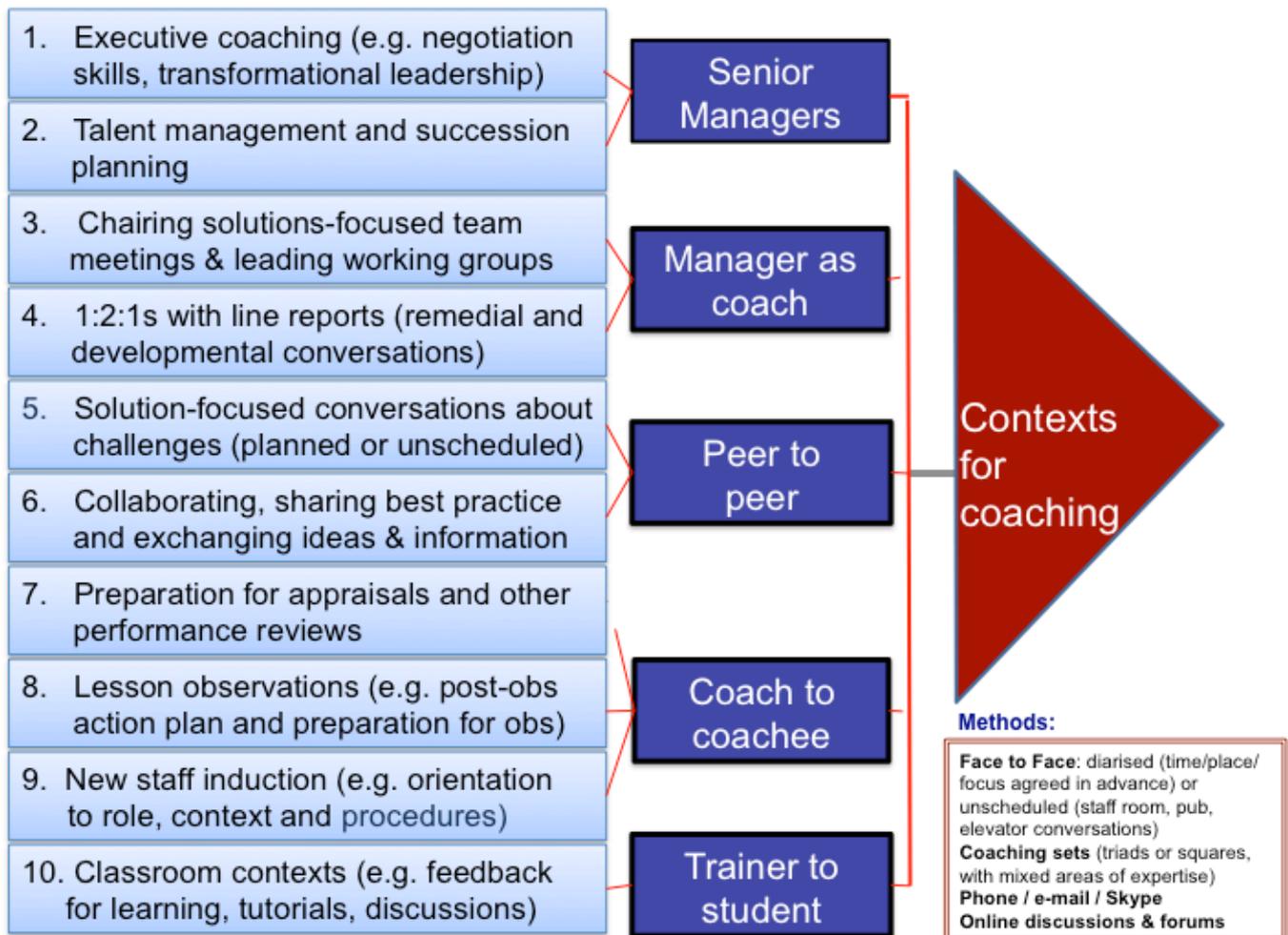
Building confidence, increasing motivation and improving performance	by	adopting a solutions-focused approach to things that can and should be changed and not focusing attention on things that are outside one's control and sphere of influence.
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## 5. Who coaches who?

Coachee	Coach	Focus
Senior Staff	External coach or senior staff	<ul style="list-style-type: none"> <li>▪ Talent Management</li> <li>▪ Succession Planning</li> <li>▪ Strategic Planning</li> <li>▪ Leading change</li> <li>▪ Personal skills: e.g. leadership, persuasiveness, negotiation</li> </ul>
Manager	Other managers or external coach	<ul style="list-style-type: none"> <li>▪ Leadership style</li> <li>▪ Leadership in relation to a specific event or context</li> <li>▪ Chairing team meetings</li> <li>▪ Leading steering groups and committees</li> <li>▪ Challenging conversations with under performing staff</li> <li>▪ Developmental conversations to motivate and bring out the best in other people</li> <li>▪ Making the most out of lesson observations, appraisals and other performance review and quality improvement contexts</li> </ul>
Line Reports	Manager	<ul style="list-style-type: none"> <li>▪ Frank and 'fierce' performance management coaching about overall performance or a specific event or complaint.</li> <li>▪ Solution focused approach to a specific challenge, recurring weakness or future event</li> <li>▪ Personal development (e.g. exploring blind spots, realising potential, overcoming limiting beliefs and behaviours)</li> <li>▪ Professional and career development (e.g. taking risks, thriving in a changing work environment, seeking promotion)</li> <li>▪ Any remedial or development issue or event</li> </ul>
Peer (e.g. teacher)	Peer (e.g. teacher)	<ul style="list-style-type: none"> <li>▪ Preparation for a lesson observation (e.g. discuss flow and coherence of lesson, explore teaching methods, differentiation and assessment strategies)</li> <li>▪ After a lesson observation (e.g. ways to improve areas for development)</li> <li>▪ Prepare for imminent events (e.g. performance review, promotion interview / board)</li> </ul>

<b>New starter (to role or organisation)</b>	<b>Internal coach</b>	<ul style="list-style-type: none"> <li>▪ Induction to organisation (e.g. orientation to context, procedures and resources)</li> <li>▪ Induction to role (e.g. making the most of shadowing, observation of practice &amp; conversations with experienced staff)</li> <li>▪ Classroom practice (e.g. feedback for learning, conducting whole class discussions, co-operative learning strategies, managing inappropriate behaviour)</li> <li>▪ Preparation for lesson observation</li> <li>▪ Post-observation improvement plan</li> </ul>
<b>Student</b>	<b>Trainer</b>	<ul style="list-style-type: none"> <li>▪ Tutorials and performance reviews</li> <li>▪ Assessment for learning conversations in relation to written work or practicals</li> <li>▪ Beachball conversations to problem solve</li> <li>▪ Solution Focused and reflective questioning during class discussions</li> </ul>

## 6. Contexts for Coaching



## 7. Coaching courses and one to one coaching

Course	For who	Format
📄 <b>One to one coaching</b>	Anyone!	All face to face or first session face to face then remote (e.g. via telephone)
📄 <b>Coaching skills for teachers</b>	All teachers, regardless of prior knowledge and experience of coaching	One to three days
📄 <b>Coaching skills for managers</b>	All managers, regardless of prior knowledge and experience of coaching	One to three days
📄 <b>ILM Level 5 'Certificate in Coaching and Mentoring'</b>	All managers, regardless of prior knowledge and experience of coaching	5 days delivery, spanned over 6 to 8 weeks
📄 <b>ILM Level 7 'Certificate in Executive Coaching and Leadership Mentoring'</b>	Managers at Director level and above. No prior knowledge and experience is required, but introductory reading materials can be provided prior to starting the course.	5 days delivery, spanned over 6 to 8 weeks

## 8. ILM Level 5 ‘Certificate in Coaching and Mentoring’

Module Title	How assessed
Understanding the skills, principles and practice of effective management coaching and mentoring	Assignment (around 3,000 words) exploring some of the issues outlined below and addressing specific ILM assessment criteria.  <b>Detailed guidance will be given.</b>
Undertaking management coaching or mentoring in the workplace	Candidates will undertake a minimum of 12 hours coaching (typically made up of 2 or 3 coachees).  They will submit a portfolio based around this coaching where they demonstrate evidence of planning, submit coaching contracts, reflect on feedback from coachees, evaluate their own performance and address all ILM assessment criteria.
Reviewing own ability as a management coach or mentor	<b>Detailed guidance will be given.</b>

### A sample of course content:

#### Definitions & perspectives on mentoring and coaching

**Range of formal and informal learning opportunities besides coaching** (e.g. the limitations of training events on their own, action learning sets, innovation projects, 360° feedback, peer observation, shadowing).

**Strategies for overcoming or minimising organisational and operational barriers:** (e.g. time, attitudes & values, culture, ownership, etc).

#### Coaching and corporate objectives

**Costs and benefits of coaching and mentoring:** financial, personal, social, emotional.

#### Skills and competencies of a coach

**The impact of the coach and the coachee’s personal beliefs and values on attitudes, behaviours: objectivity & empathy.**

**Verbal and non-verbal communication skills:** (e.g. questioning, listening, body language, summarising. Good practice when coaching via telephone or e-mail).

**Communication theories:** (e.g. rapport building, Transactional Analysis (TA), turn taking, language and non verbal sensitivities in terms of region, culture and religion)

**Concepts of power and authority** (personal/positional etc) and power dynamics. Abuses of power and authority, personal intimacy and sexual harassment.

**Models of coaching and mentoring for performance improvement:** e.g. OSKAR, Gardner's Multiple Intelligences, Myers-Briggs, Hemispherical dominance, Transformational learning, Johari Window.

**Contracting, expectations and confidentiality**

**The principles and practice of supervision**

**Factors influencing the effective embedding of coaching and mentoring in an organisation**

**Overcoming barriers to coaching within organisations** (e.g. individual, team, operational, organisational)

**Standards and indications of a coach's competence.**

**Standards, indicators and success measures to assess learning and development outcomes for individuals and the organisation:** (e.g. behavioural, cognitive and emotional; ROI, KPIs, evaluation tools).

## 9. List of references relating to coaching

Association for Coaching, (2010) 'The Code of Ethics and Good Coaching Practice' in <http://www.associationforcoaching.com/about/about02.html> accessed on 08/12/13

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CIPD Survey Report (2009) 'Taking the Temperature of Coaching'

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Clutterbuck, D. (2003) 'Creating a Coaching Climate' article in <http://www.coachingnetwork.org.uk/resourcecentre/articles/ViewArticle.asp?artId=92> accessed on 12/12/13

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