

### **ACTIVITY: THE VALUE OF COACHING**

What might these quotations suggest about the value of Coaching to the employee, the Coach and the organization, and the skills required of the Coach to perform this function effectively?

1) *The goal of Coaching is the goal of good management: to make the most of an organization's valuable resources.* (Harvard Business Review)

2) *A Coach is someone who can give correction without causing resentment.*  
(John Wooden, University of California basketball coach)

10) *I never cease to be amazed at the power of the Coaching process to draw out the skills or talent that was previously hidden within an individual, and which invariably finds a way to solve a problem previously thought unsolvable.*  
(John Russel, coach of the Baltimore Orioles baseball team)



3) *No one learns as much about a subject as one who is forced to teach it.*  
(Peter F Drucker, Management Consultant)

4) *A manager is a title, it does not guarantee success. Coaching is an action, not a title and actions will result in successes!*  
(Catherine Pulsifer, author of 'Words Of Wisdom')

9) *One common thought Managers have is that they will lose their power if they take on a Coaching role. What they don't realize is that they end up with more power by being a Coach rather than a Manager.*  
(Catherine Pulsifer, author of 'What Are The Benefits To Me')



5) *You get the best effort from others not by lighting a fire beneath them, but by building a fire within.*  
(Bob Nelson)

8) *Coaching is a conversation, a dialogue, whereby the Coach and the individual interact in a dynamic exchange to achieve goals, enhance performance and move the individual forward to greater success.*  
(Perry Zeus and Suzanne Skiffington, authors of 'The Complete Guide To Coaching At Work')



6) *Coaching is a profession of love. You can't Coach people unless you love them.*  
(Eddie Robinson, Grambling State University football coach)

7) *My father gave me the greatest gift anyone could give another person. He believed in me.*  
(Jim Valvano, US college basketball player, coach and broadcaster)

## ACTIVITY: AN INTRODUCTION TO COACHING SKILLS

**What does the word *Coaching* mean to you? Write a one-sentence definition.**

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**There are four principal types of Coaching. What are they?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Typical Coaches

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- Line Manager
- External Coach
- Internal Coach
- Buddy / Peer

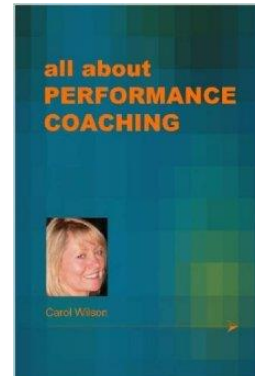
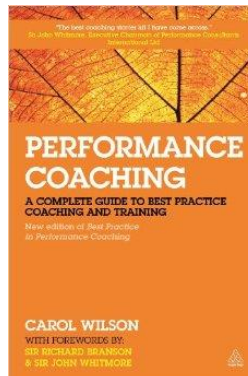


### What do you see as the particular features of Training vs Coaching vs Mentoring?

Features of TRAINING	Features of COACHING	Features of MENTORING

### **ACTIVITY: WHAT IS A COACHING LEADER?**

Watch the YouTube video and complete the worksheet below. ([www.youtube.com/watch?v=kek4Lu4Jmro](http://www.youtube.com/watch?v=kek4Lu4Jmro))



Carol Wilson (Managing Director, Performance Coach Training)

**Write down the name of someone who was in a position of Leadership to you, business or personal, and who you had a close one-to-one relationship with.**

**Write down three things that they *did* which made them such a great Leader to you?**

1. ....
2. ....
3. ....

**Write down three things that you *felt* when you were with that Leader?**

1. ....
2. ....
3. ....

**What is *Coaching* to Carol Wilson?**

## **COACHING STYLES**

### **COACH AS EXPERT**

#### ***Characteristics***

1. Decides what the issue is
2. Gives instructions
3. Provides advice on the best way
4. Motivates the learner
5. Is enthusiastic
6. Believes what has worked in the past is fine
7. Has a position of power over the learner



### **COACH AS FACILITATOR**

#### ***Characteristics***

1. Builds rapport with the learner
2. Listens actively
3. Asks questions
4. Raises the learner's awareness
5. Encourages responsibility
6. Encourages learner to solve own problems
7. Has respect for the learner

### **THE G.R.O.W. MODEL**

#### **FOR FACILITATIVE COACHING**

- G**oal: What do you want to accomplish?  
Over what time frame?
- R**eality: What is happening at the moment?
- O**ptions: What are your options?  
What else could you do?  
What steps could you take?  
What would someone else do?
- W**ill: What will you do about that? When?

The GROW model can be very effectively used by managers to help their employees improve job performance, solve problems, make better decisions, learn new skills and achieve career goals. The model is all about **the Coach asking the right questions at the right times so that the employee arrives at his/her own answers to their particular situation.**

**ACTIVITY: LISTENING SKILLS: SELF-EVALUATION QUESTIONNAIRE**

How do you rate your own Listening Skills? This self-analysis questionnaire is a self-measurement tool to indicate the areas that may need improvement and to demonstrate your areas of strength.

**Consider each statement honestly below and indicate the extent to which you feel it applies to you at this time by using the scale given in this table to give yourself a rating.**

<b>5</b>	<b>Always</b>
<b>4</b>	<b>Almost Always</b>
<b>3</b>	<b>Sometimes</b>
<b>2</b>	<b>Rarely</b>
<b>1</b>	<b>Never</b>

	<b>MY LISTENING SKILLS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I allow the speaker to finish expressing themselves without interrupting.					
2	I actively try to develop my ability to retain important information.					
3	In a meeting or important phone conversation, I write down the most important details of the message.					
4	I avoid becoming defensive or excited if a speaker's views differ from mine.					
5	I repeat the essential details of a conversation back to the speaker to confirm I have understood correctly.					
6	I exercise tact/diplomacy in bringing the speaker back to the point if they wander away from it.					
7	I do not allow myself to become distracted when listening.					
8	I make an effort to show interest in the other person's conversation.					
9	I understand that I am learning little when I am talking (i.e. I talk too much and listen too little).					
10	I use verbal strategies to show that I am listening (e.g. paraphrasing the speaker's message, asking questions).					
11	I remember that people are less defensive when they feel they are being understood.					
12	I understand that I don't have to agree with the speaker.					
13	In face-to-face communication, I look for non-verbal forms of communication (e.g. body language, tone of voice etc.) which give additional information to the speaker's words.					
14	I look as if I am listening in face-to-face communications (e.g. leaning forward, making eye contact etc.).					
15	I ask for the spelling of names and places when taking a message.					

(Questionnaire taken from 'Brilliant Customer Service', (Debra Stevens, 2010))

**SCORING SCALE**

**0-38** You're not an effective listener and need more practice.

**39-49** You require improvement.

**50-63** You're a better than average listener.

**64-75** You're an excellent listener.



## THE THREE LEVELS OF LISTENING

### LEVEL 0 (ZERO) LISTENING

The listener is simply not listening to the speaker at all. This type of behaviour is **always bad** and disrespectful.



### LEVEL 1 LISTENING

The listener is listening to the speaker but is distracted while doing so.

This is **bad** when a person is only 'listening' because they are busy thinking about how they can turn the conversation towards themselves and their experiences and opinions.

Most people do not listen with the intent to **understand**. Most people listen with the intent to **reply**.

– Stephen R. Covey  
#lovenylsl.com

This is **good** when the listener has gone inside of themselves either to connect to a question or something in their experience which they can then relate to the speaker. The listener must be aware s/he is in L1 mode and move into L2 as quickly as they can.



### LEVEL 2 LISTENING

This is *focused listening* and is **always good** as the listener has his/her full attention on the speaker. The listener uses Active Listening strategies which send a powerful sub-conscious message to the speaker: *I value you and what you are saying.*



**L** = Look interested - get interested  
**I** = Involve yourself by responding  
**S** = Stay on target  
**T** = Test your understanding  
**E** = Evaluate the message  
**N** = Neutralise your feelings

### ACTIVITY: THE THREE LEVELS OF LISTENING (EXPERIENTIAL)

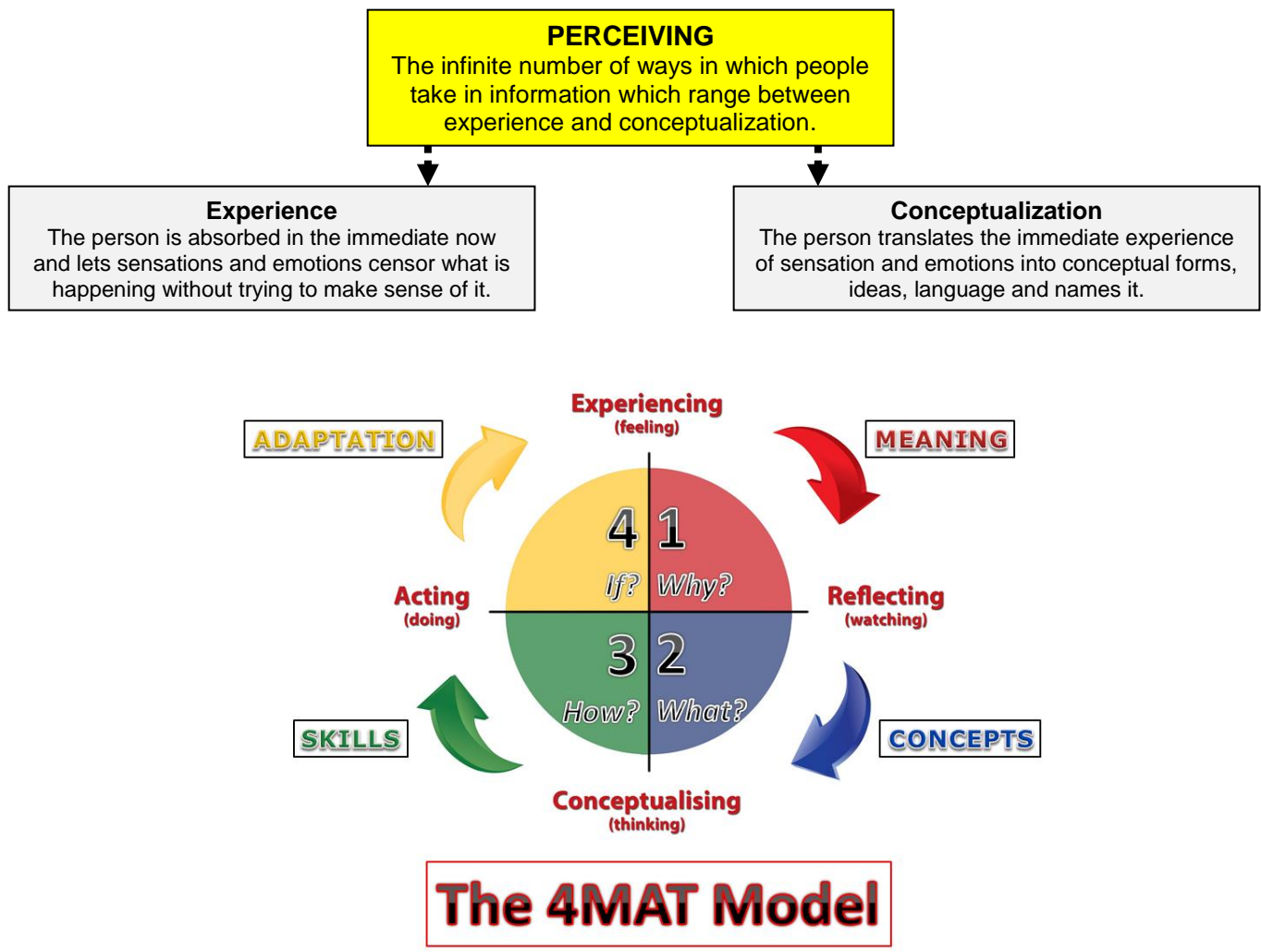
- Delegate A: Tell delegate B about a time in your life when you were enjoying an activity either at work or outside of it.
- Delegate B: Listen firstly in Level 0 mode and then listen again in Level 2 mode.

Now Delegate B will do the talking on their subject and delegate A will listen in both modes.

- How did you feel when your partner was talking in Level 0 mode vs Level 2 mode?

## THE 4MAT LEARNING MODEL: PERCEIVING AND PROCESSING (Dr. Bernice McCarthy)

The 4MAT Model is very effective when training/Coaching a skill or process. Watch the you tube video in which Janine O'Neil Blackwell, President of 'Format For Business, introduces '4MAT Learning Styles: What Defines Your Learning and Training Style?' (<https://www.youtube.com/watch?v=2kpavUGp80w>)



## THE 4MAT LEARNING MODEL: LEARNING STYLES (Dr. Bernice McCarthy)

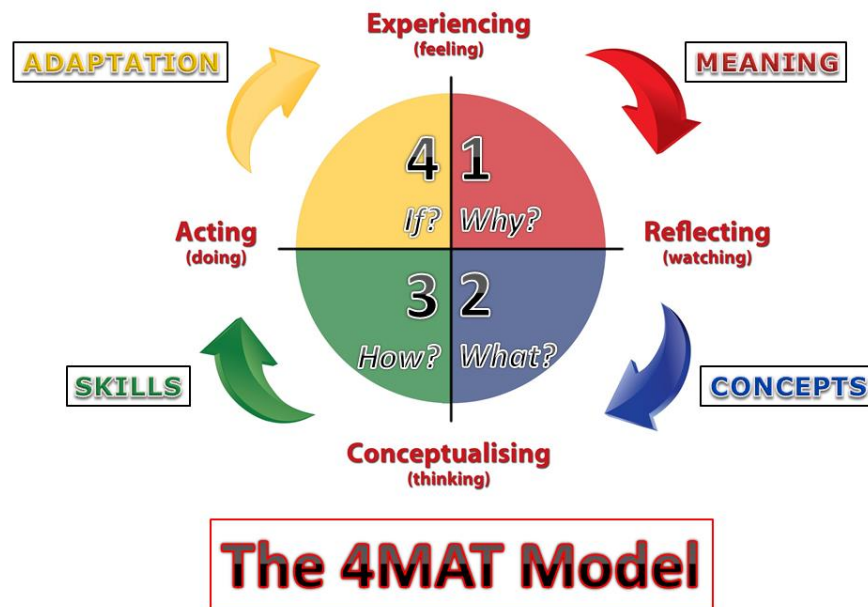
Together, perceiving and processing describes the whole range of the learning and communication experience. All learners engage in all types of learning, but most seem to favour one particular type:

### Type 4: Adaptation: Wants To Know WHAT IF

These dynamic learners like doing and feeling, constantly seeking hidden possibilities, exploring ideas, learning by trial & error and self-discovery. Such learners like to create original adaptations. Approx. 25% of learners are WHAT IF people.

### Type 1: Meaning: Wants To Know WHY

These imaginative learners like being absorbed into feelings and spending time reflecting, seeking personal meaning and involvement. Such learners enjoy discussions with others. Approx. 35% of learners are WHY people.



### Type 3: Skills: Wants To Know HOW

These practical learners like thinking and doing, and are happiest experimenting, building and creating usability. They like tinkering and applying useful ideas.

Such learners like activities/exercises. Approx. 18% of learners are HOW people.

### Type 2: Concepts: Wants To Know WHAT

These analytical learners like listening to and thinking about information, seeking facts, thinking through ideas, formulating ideas and learning what experts think.

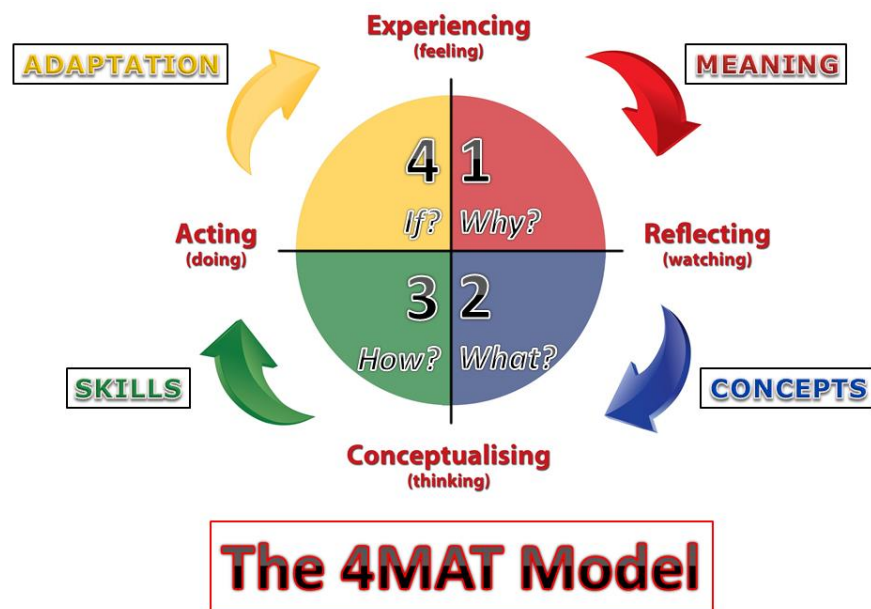
Such learners relate well to data and numbers. Approx. 22% of learners are WHAT people.



### **ACTIVITY. THE 4MAT LEARNING MODEL IN ACTION**

Watch as your facilitator uses the 4MAT Learning Model to Coach some volunteers on how to deliver a powerful 'Open' to a Presentation. As you do so, note down how he directs the Coaching session to meet the 4 primary learning styles of the Coachees.

Type 4: Adaptation: Wants To Know WHAT IF	Type 1: Meaning: Wants To Know WHY



Type 3: Skills: Wants To Know HOW	Type 2: Concepts: Wants To Know WHAT

## BENEFITS OF GOAL-SETTING

1. Gives employees a sense of direction.
2. Helps focus employee attention.
3. Increases motivation when goals are achieved.
4. Provides an objective measure of performance.
5. Raises employee pride and job satisfaction.
6. Enables employees to see where they fit in the company.
7. Helps employees know what is expected of them.
8. Gives an opportunity for employee / manager discussions on progress towards goal accomplishment.



## DIFFICULTIES WHEN GOAL-SETTING

1. They tend to be imposed from the top.
2. There is little or no involvement of the employee in the goal-setting process. (\*)
3. It is often seen by managers as 'something I have to do for HR', but once completed, goals are rarely act on.
4. Goals can seem insurmountable if they are unrealistic.
5. Managers expect goal achievement but do not provide employees with the resources necessary to do so.
6. Standards of performance are unclear so employees do not know how well they are doing.
7. There is no link between accomplishment and reward.
8. They can be confusing if poorly written and so do not follow the SMART criteria for good goal-setting.

\* This is why NBK's Performance Management Program replaces the 'A' of 'Achievable' with 'Agreed On'.

