

*"THE WORKPLACE SPECIALISTS WITH
A DIFFERENCE"*



Providing Mentoring and Coaching in the Workplace

Coaching and Mentoring programs now exist in 85% of the Fortune 1000 companies. This course is to introduce you to the concepts of Coaching and Mentoring.

Key Learning Outcomes:

- Facilitate the exploration of needs, motivations, desires, skills and thought processes to assist the individual in making real, lasting change.
- Use questioning techniques to facilitate individual's own thought processes in order to identify solutions and actions rather than takes a wholly directive approach
- Support the individual in setting appropriate goals and methods of assessing progress in relation to these goals
- Observe, listen and ask questions to understand the individual's situation
- Creatively apply tools and techniques, which may include one-to-one training, facilitating, counseling & networking.
- Encourage a commitment to action and the development of lasting personal growth & change.
- Maintain unconditional positive regard for the individual, which means that the coach is at all times supportive and non-judgmental of the individual, their views, lifestyle and aspirations.
- Ensure that individuals develop personal competencies and do not develop unhealthy dependencies on the coaching or mentoring relationship.
- Evaluate the outcomes of the process, using objective measures wherever possible to ensure the relationship is successful and the individual is achieving their personal goals.
- Encourage individuals to continually improve competencies and to develop new developmental alliances where necessary to achieve their goals.

Providing Mentoring and Coaching in the Workplace

In our roles as leaders we need to be able to identify when people need mentoring vs coaching. Coaching is a different process to mentoring and it is important you are clear on which is needed and identify what will contribute most to developing your team member.

What do you understand the term Coaching to mean?

What do you understand the term Mentoring to mean?

Give examples of when you think Coaching would be appropriate vs Mentoring and vice versa.

Providing Mentoring and Coaching in the Workplace

What is coaching?

Many people associate coaching with sport. The sports coach is often seen as an expert who guides and directs the behaviour of individuals or teams based on his or her greater experience and knowledge.

The Wikipedia definition is ‘A coach is a person who teaches and directs another person via encouragement and advice.’

Wikipedia goes on to say: ‘Current practice in performance coaching in non-sporting environments focuses on non-directive questioning and helping coachees to analyse and address their own challenges rather than offering advice or direction’ (<http://en.wikipedia.org/wiki/Coaching>)

The latter definition is more consistent with the definition supplied by the International Coach Federation (ICF) website. The ICF is the body taking the lead in defining coaching and setting professional and ethical standards for coaches.

‘Professional coaches provide an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. Coaches help people improve their performances and enhance the quality of their lives.

Coaches are trained to listen, to observe and to customise their approach to individual client needs. They seek to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful. The coach's job is to provide support to enhance the skills, resources, and creativity that the client already has’.

(<http://www.coachfederation.org/ICF/>)

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What is coaching?

A successful coaching approach would use the following:

- The manager listens effectively to their employee
- The manager minimises the amount of advising and encourages the employee to their solve issues and challenges
- The manager allows the employee to devise their own actions and strategies so long as these are in alignment with the shared vision and strategy of the organisation and the specific team.

Think of a time in your past when someone really listened to you and provided the space to think through issues. You had time to work out how you felt and decide what actions to take that were appropriate for you. Record your thoughts in the space provided below

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What is Mentoring

The Wikipedia definition is **of mentoring is** “**Mentoring** refers to a developmental relationship between a more experienced **mentor** and a less experienced partner referred to as a **mentee** or **protégé**.”

Wikipedia goes on to say: “There are two of mentoring relationships: formal and informal. Informal relationships develop on their own between partners. Formal mentoring, on the other hand, refers to assigned relationships, often associated with organizational mentoring program designed to promote employee development. In well designed formal mentoring programs, there are program goals, schedules, training (for mentors and mentees), and evaluation. Mentors inspire their mentee to follow their dreams.”

Discuss in what contexts you think mentoring would be more appropriate in Gallagher Bassett and think of a time when you would consider you have either been a mentor or mentee.

Providing Mentoring and Coaching in the Workplace

Performance discussions versus Coaching.

Often in your role as Team Leader or Manager you will be conducting call monitoring or performance reviews. While performance reviews or performance discussions may sound similar to coaching there is a difference.

Performance discussions

A performance discussion provides feedback about specific, measurable performance and will be often delivered directly by telling the team member.

Coaching conversations

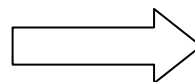
A coaching conversation is around asking questions and focuses on developing the team member's skills and knowledge. It is not advice giving or telling.

FEEDBACK



What has happened

COACHING

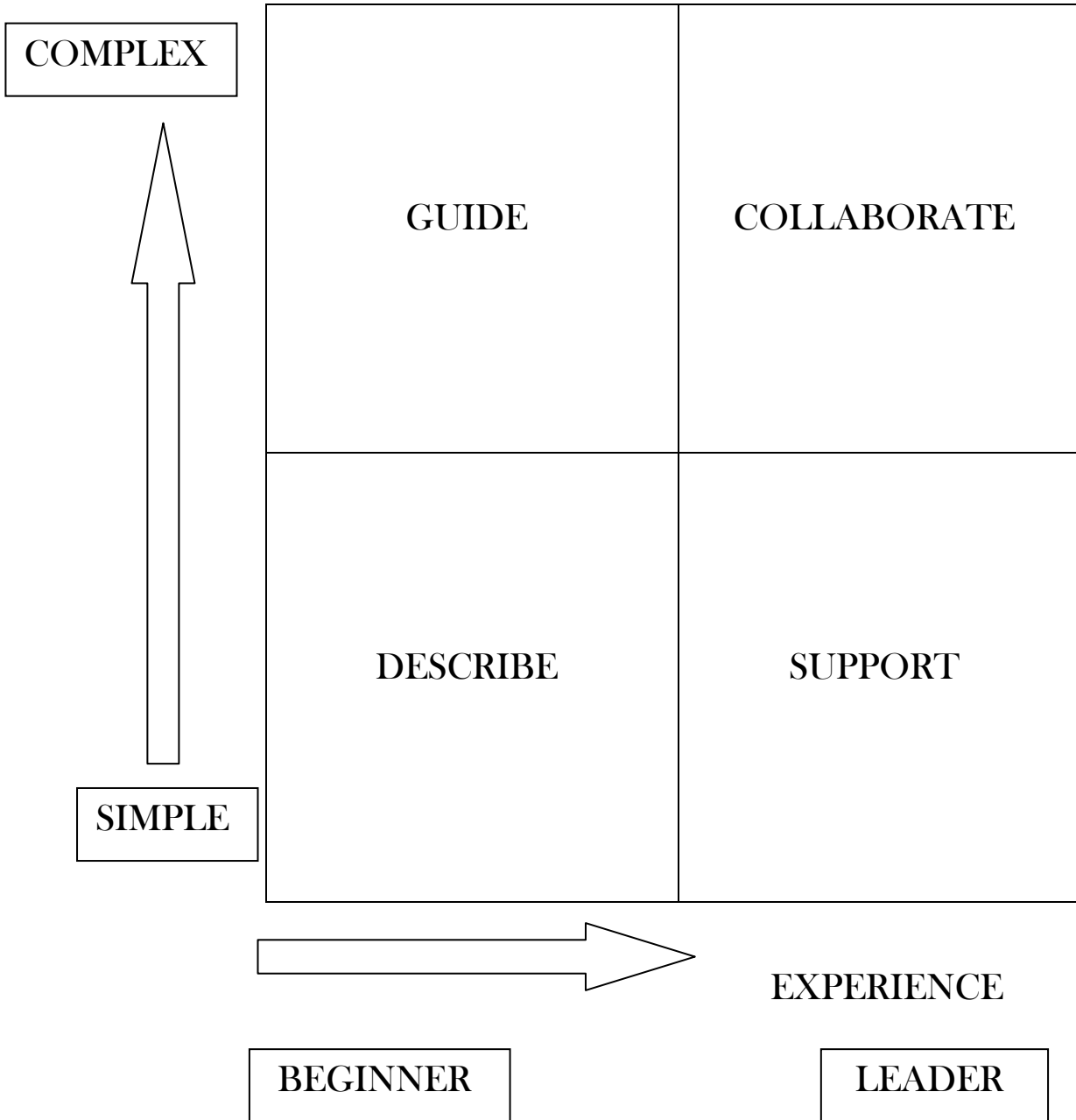


Let's move forward

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Thinking about implementing a coaching strategy

**TASK
COMPLEXITY**



Basic Coaching Session Outline

Build Rapport

- Matching and mirroring tone, pitch and speed of speech
- Use softeners and backtracking

Contract

- Establish what your coachee wants to achieve in the time you have (30,45,60 mins)
- Coachee discusses what is important to them and focuses on goals, values and commitments
- If needed the coach guides the team member from complainer/visitor mode
- Use motivational language and reframe as required

Outcome Frame

- What do you want?
- How will you know when you get it?
- How might you commit to this long term?
- How might you be really sure to make this happen? Any commitments needed?
- How will you know if you have reached your goal?
- Is it a SMART Goal
- Is it within the person's control?
- Is it stated positively?

Value of the session

- What has been of value to you most in this session?
- What actions will you take as a result of this session?

Basic Coaching Session Outline

In a group of 3 you will conduct a coaching session of a predetermined time.

Begin your coaching session and “yellow curtain” every 7 minutes for 2 minutes to review the progress of the session.

Ask:

How is it going?

Is the person on track?

Did you get a clear contract?

Is the Outcome Frame in place?

Continue

At the conclusion:

Have they got their result?

How do they know?

Do they have an implementation plan?

Committed Listening Guidelines for Coaching

Becoming an effective coach requires high level listening skills.

You can adjust yourself and learn to think on different channels.

P106 Masterful Coaching

A recipe for coaching conversations

1. Open by clarifying the purpose of the conversation
2. Find out how others perceive their world
3. Listen to their issues and assess which patterns are operating.
4. Get clear on what the current issue is
5. What is the recurring pattern?
6. What is the underlying mental model, thinking?
7. How does it need to change?

Committed Listening Guidelines for Coaching

- Communicate from a commitment to listen and respecting another person's model of the world whether you agree or not
- Listen for beliefs or assumptions that are creating blind spots and counterproductive behaviour
- Listen for discrepancies between verbal and non verbal communication
- Listen for rut stories that get people stuck - excuses for why things are the way they are - blame frames and encourage 'river' stories that will move people along
- Listen for interpretations people make about their world that get them into trouble.

Listen *to* the words

Listen *for*:

Stories - river versus rut

Facts versus interpretations

Verbal explanations versus emotional subtitles

Rigorous thinking versus jumping to conclusions

Unexamined beliefs, assumptions.

Practice a coaching conversation now and identify some examples

Coaching Solution Focused Results For Individuals, Teams and Projects

(thanks to Marilyn Atkinson Erickson International - Taken from The Manager as Coach Workshop)

1. General Assumptions that inform effective coaching:

- Change is constant and inevitable.
- Changes come from many sources and directions.
- Small change leads to big changes.
- Building solution is more effective than problem solving
- Everything in life is interconnected and interrelated.
- All players have the resources to build their own solutions.

2. Guidelines for Well-Formed Goals

- Is it a SMART Goal
- Small, rather than large.
- Presence of sign of solutions, not an absence of problem.
- Focus is first on the beginning steps and early signs of progress, with only a glance to the end of the project to ‘see and get inspired.’

3. Effective Groups and how they relate to Goals

- Visitor-type relationships?
- Complainant-type relationships?
- Customer-type relationships?

Discuss these issues in relation to the people you will be coaching.

*Coaching Solution Focused Results For Individuals,
Teams and Projects*

4. Useful Questions for Group Relationship and Results

- Button or Miracle questions (possible as-if actions and results)?
- Exceptions to problems?
- Scaling questions?
- Coping questions?
- What else?

5. Central Philosophy

- If it works, don't fix it.
- If it worked once, do it again.
- If it doesn't work, don't do it again. Do Something Different.

Solution Based Future Practice

(thanks to Marilyn Atkinson Erickson International - Taken from The Manager as Coach workshop)

The language we use creates images in our listener's mind. Careful selection of our words can assist our teams in creating images that are more positive, successful and resourceful.

We use "future pacing" to take the person into the future, allowing her/him to experience "in her/his mind's eye" the new learning or the resourcefulness s/he feels.

Informal future pace language can be used at any time, with phrases such as:

- "I suspect that you'll find this keeps getting easier and easier."
- "It's likely that you continue, you'll keep getting faster and faster."
- "Watch for the changes. Chances are good you'll notice yourself becoming more effective each time!"
- "Imagine what you'll be saying to yourself by this time next month?"
- "I'll wager that by next month, you'll look back and remember when it used to be difficult."
- "You accomplished that? Look out! You're just getting started!"
- "As soon as you finish your project, you will be amazed at what a difference for everyone."
- "I'll bet you'll find ways to make this project really unroll productively."
- "Wow! What's she going to be dreaming up next week! (next month, etc.)"

Think of some of your own examples.

Solution Based Future Practice

(thanks to Marilyn Atkinson Erickson International - Taken from The Manager as Coach workshop)

Future Pacing Activity

You can also do a more formal associative future pace, with your coachee, which involves the following steps:

1. Suggest the person to see himself in the future (tomorrow, next week, next time X happens) as if watching a movie with himself in it (using this new behaviour).
2. Have him step into the picture and look out from his own eyes, noticing what he notices around him, listening to the sounds he hears and feeling how he feels being in that situation now. To test for value ask questions that elicit pictures, sounds and feelings of the best situation as if it were happening Now. Once tested, see, again, the whole small movie. The person is viewing themselves in the movie of the 'best solution.'
3. Lead him again though the new choice or method he has just planned so that he will have seen himself practice it once again (in his mind) in this new way. Then, when the future situation arrives, he will have already experienced it successfully and that will make the actual occurrence easier and smoother.
4. Always end these explorations by seeing once again the successful self image.

The outcome frame

The outcome frame has the power to accelerate the rate at which you progress towards your goals. The outcome frame has 6 steps which clarify what you want and focus you towards what you really desire.

Decide on the desired outcome.

What do you want?

How is this different from now?

Make sure your goal is stated in the positive.

Make it measurable and specific.

How will you know when you have got it? What will you be seeing? What will you be hearing? What will you be feeling?

What consistent action will result in achieving progress towards your goal.

Check if it is Self Initiated and Self Motivated?

Is this an outcome the person can achieve through personal action - ensure it is not dependent on another person's actions or the environment changing - if it is - refine the outcome.

Set a date by which you want to achieve your goal.

Check for the consequences of achieving your goal.

What are the advantages of getting the outcome?

What will happen if you get it?

What will happen if you do not get it?

What will not happen if you get it?

If there is any undesirable consequences of achieving your goal refine it and start again.