

THE COACHING POCKETBOOK

3rd Edition

Ian Fleming & Allan J. D. Taylor

Drawings by Phil Hailstone

“For UK plc to win a global marketplace it is essential for managers and leaders to understand learning and to develop coaching skills. This pocketbook provides a very readable insight into understanding the challenge.”

Colin Ions, Consultant

“An amazing amount of ground has been covered in this little book – it unravels a complex subject in a very practical and easy to understand format.”

Sarah Armstrong, Customer Services Manager

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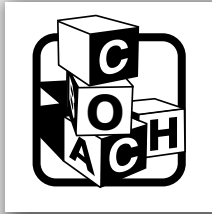
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A STRUCTURE FOR COACHING

A STRUCTURE FOR COACHING



In simple practical terms, coaching involves four key stages:

- C**ompetency - assessing current level of performance
- O**utcomes - setting outcomes for learning
- A**ction - agreeing tactics and initiating action
- CH**ecking - giving feedback and make sense of what's been learnt

There are numerous coaching models and structures, each with its own merits. Bear in mind though that they are for guidance only and should not be seen as some form of a straitjacket that will inhibit the coach's natural inclinations, intuition and knowledge of the individual.

A STRUCTURE FOR COACHING

COACH

COMPETENCY



When an opportunity to coach arises, **avoid** the temptation to jump in, take over and tell people what to do. You might think you are coaching but actually this is instructing.

The first stage of coaching is to find out what people are currently doing or have already tried. In so doing, you are aiming to get an idea of their abilities in order to:

- Give you a starting point for coaching
- Understand what style might be appropriate to use

What to do

Try asking: *'Show me what you've done'*
 'Tell me what you've tried'

Key skills are the ability to build rapport, and to get good quality information through skilful questioning, listening and observing.

A STRUCTURE FOR COACHING

COACH OUTCOMES

Having found out what people are capable of, you need to agree outcomes or goals for them to achieve.

Outcomes are objectives. However, all too often objectives – though technically correct – fail to excite and enthuse those on the receiving end.

When setting outcomes, you have an opportunity to change people's perceptions of themselves. People often have more ability than they realise. If you have spotted hidden talent, now's the time to feed it back.

The task of the coach at this stage is to create a compelling vision for people to buy into.



A STRUCTURE FOR COACHING

COACH OUTCOMES



The successful coach creates a picture, in the minds of those being coached, of what success will look like.

What to do

You can motivate people by asking challenging questions:

- *'What do you really want to achieve?'*
- *'What will success look like, what will you see happening, hear yourself saying, feel?'*
- *'How worthwhile is that?'*
- *'In what ways does this inspire you?'*
- *'How far will it challenge and stretch you? (Is it worth putting energy into?)'*

It's important that their success doesn't depend on others and that it fits with the kind of person that they are or want to be.



You see things as they are and say why - but I dream of things that never were and say why not
- George Bernard Shaw



A STRUCTURE FOR COACHING

C O A C H

ACTION

The action stage is where people have a go and actually do something.

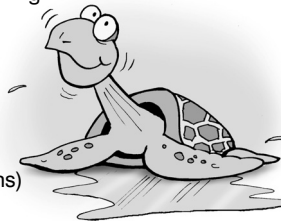
To do this both parties have a part to play in:

- Looking for opportunities to try something
- Creating situations to practise and experiment
- Agreeing
 - what can and can't be done
 - what authority people will have
 - the approach they are going to take(be careful about activities with safety implications)

What to do

Set up the action stage by asking questions and exploring options, eg:

- *'So what could we do/try?'*
- *'How might we go about it?'*
- *'What opportunities have we got?'*
- *'What if we tried...?'*



“ Behold the turtle... he makes progress only when he sticks his neck out

- James B Conant

A STRUCTURE FOR COACHING

COACH

CHECKING



As a coach you're trying to help the learner:

- Check progress against their outcome, ie: how they are doing
- Make sense of what they have learnt
- Improve through listening to feedback
- Set higher outcomes if necessary; some skills are acquired slowly and in stages
- Have the confidence to do it without your help

What to do

You need to get them thinking; so ask plenty of open questions:

- *'How do you feel/how are you getting on?'*
- *'What appears to be working?'*
- *'Why do you think that is?'*
- *'What isn't working? I've noticed that you ...'* (Feed back what you have seen/heard)
- *'Why do you think that is?'*

A STRUCTURE FOR COACHING

COACH

CHECKING



If you are building up a skill in stages then you may need to go back and re-set the outcomes; possibly make them more demanding and raise the standards.

Look for opportunities for trying things out. You may need to adjust your style as people become more confident. You will also need to agree a different role for yourself as coach (ie: become more or less involved).

What to do

Again, use lots of questions, eg:

- 'So where are we?'
- 'What have we learnt so far?'
- 'How do you feel about it?'
- 'How might we apply this to?'
- 'What about going on to/trying ... (the next stage if appropriate)?'
- 'How confident do you feel?'
- 'What help might you still want?'
- 'What are you going to do now?'

About the Authors

Ian Fleming MA DMS Dip Ed, worked as a coach with individuals and teams helping them achieve results by raising their level of performance and confidence.

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Allan J.D. Taylor has over 20 years' experience as a training and development manager, mainly in the brewing industry. His interest in coaching resulted from realising that most of what he did as a trainer didn't work.

Coaching is becoming an increasingly important skill for managers and those interested in improving performance and developing individuals. Practical experience has led the authors to believe that, done well, coaching can raise performance levels beyond the accepted norm.

However, the current emphasis on winning and achieving targets - rather than raising performance levels - is, perhaps, the wrong focus. If you want people to reach what they think is their potential, and go beyond it, you don't need to impose a ceiling.

