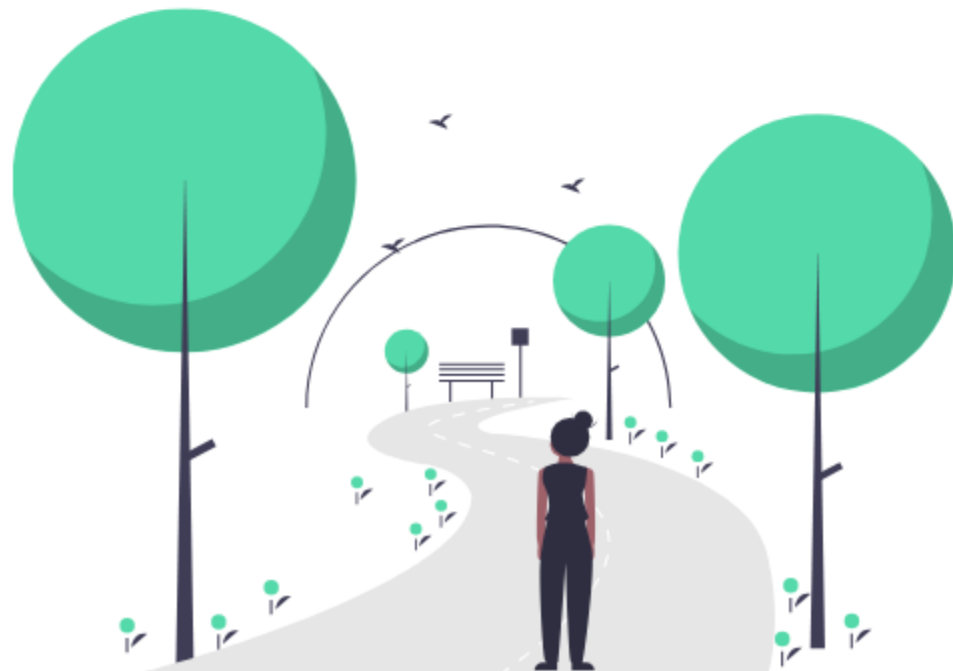


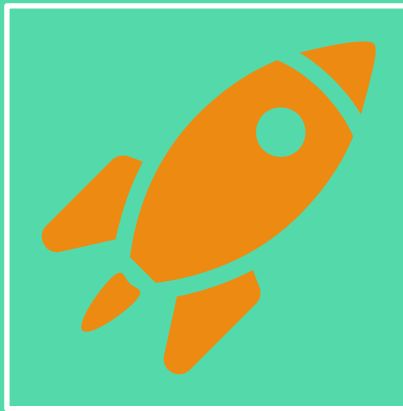
Coaching as a Leadership Skill

Sallyann Weston-Scales
Sarah Hopkins



WUN
womens utilities network

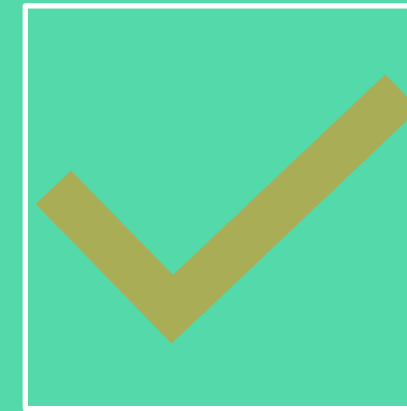
Objectives of this Session



To give you the essential ingredients to coach others in your role



To introduce you to the GROW model to use as a framework for your coaching



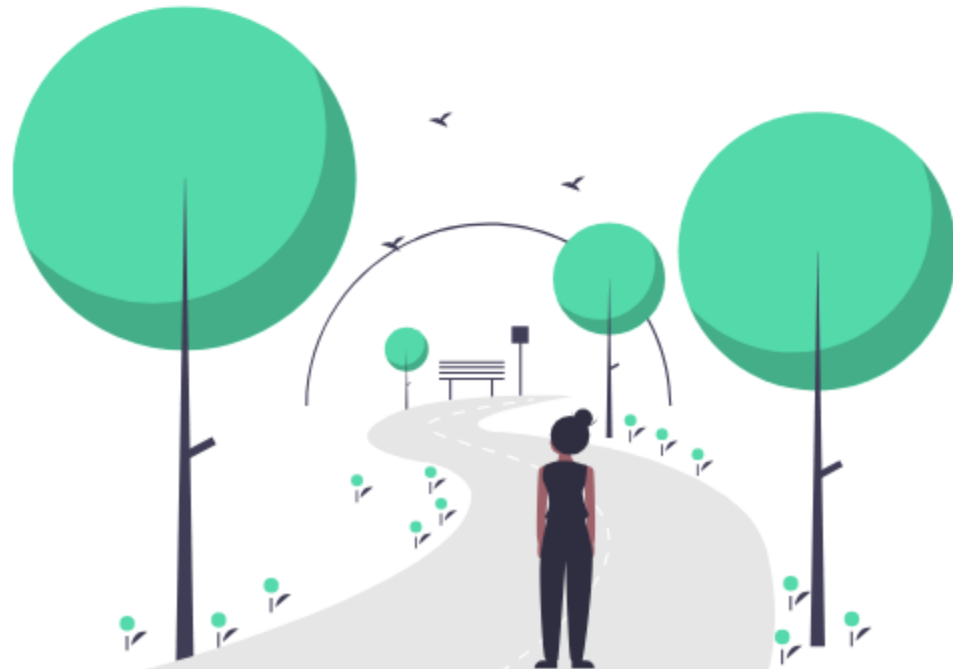
To give you the opportunity to practise and get feedback on your coaching

What We Will Cover in 'Coaching as a Leadership Skill'

- Definition of coaching
- The coaching continuum
- Being in a COACH state
- Core coaching competencies
- Levels of listening
- Fundamental questions
- The GROW model
- Practising coaching each other
- Peer coaching between modules to build skills



How Would You Define Coaching?



Definitions of Coaching

The ICF defines coaching as 'partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.'

'Coaching is about change, about making changes. A coach is a magician of change who takes the cards you have and helps you to play your hand better, or sometimes to change the rules of the game, or find a better game.' Joseph O'Connor (Coaching With NLP)



The Coaching Continuum

Directive

- Tell
- Provide solutions
- Share experience



Non- Directive

- Ask questions
- Partners
- Coachee has the answer

Coaching Is Non-directive

Where are you on the continuum generally?

What's the Difference between Coach, Mentor and Sponsor?

COACH

A Coach is someone who...

- Helps you find your own solutions
- Does not tell you what you must do – enables you to decide for yourself
- Challenges your thinking and provides a neutral 'sounding board'

Find a Coach if you want to...

- Progress to the next level or achieve a goal
- Increase your self-awareness and/or self confidence
- Improve your relationships with other people
- Gain clarity about where to go next

MENTOR

A Mentor is someone who...

- Is usually more senior than you
- Has a leadership skill that you want to master
- Can provide practical advice and guidance on where to go next in your career
- Can open doors for you/ connect you to key stakeholders

Find a Mentor if you want to...

Learn from their own career journey, get help if you are at a cross-roads or advice on how to solve a challenge you have at work

SPONSOR

A Sponsor is someone who...

- Holds a senior, decision-making position
- Has influence
- Is well connected within and/or outside the organisation

Find a Sponsor if you want to...

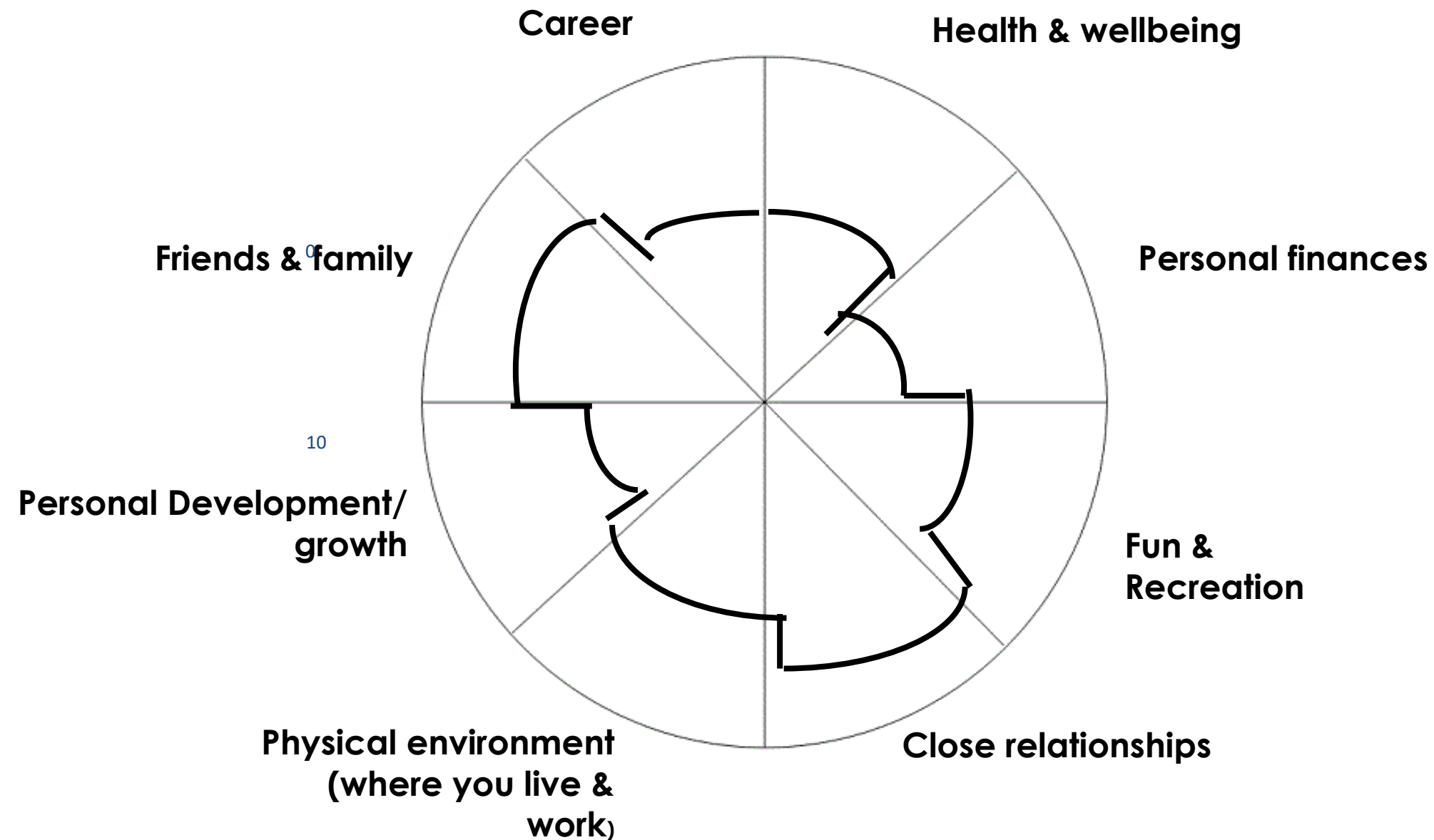
- Apply for a role or to be on a project team and you need someone to champion you
- Get support for a project or proposal at a senior level

Wheel of Life



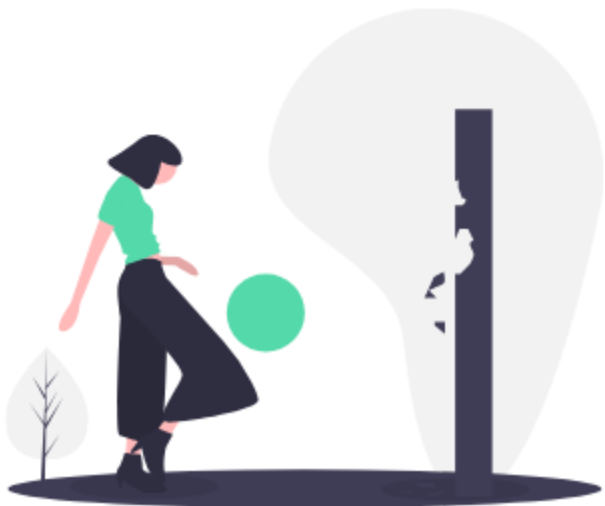
- Complete the Wheel of Life
- Score each segment out of 10 (with 10 being high)
- Select a topic (likely to be the lowest score in the wheel) to be coached on by a peer during the session

Example Wheel of Life

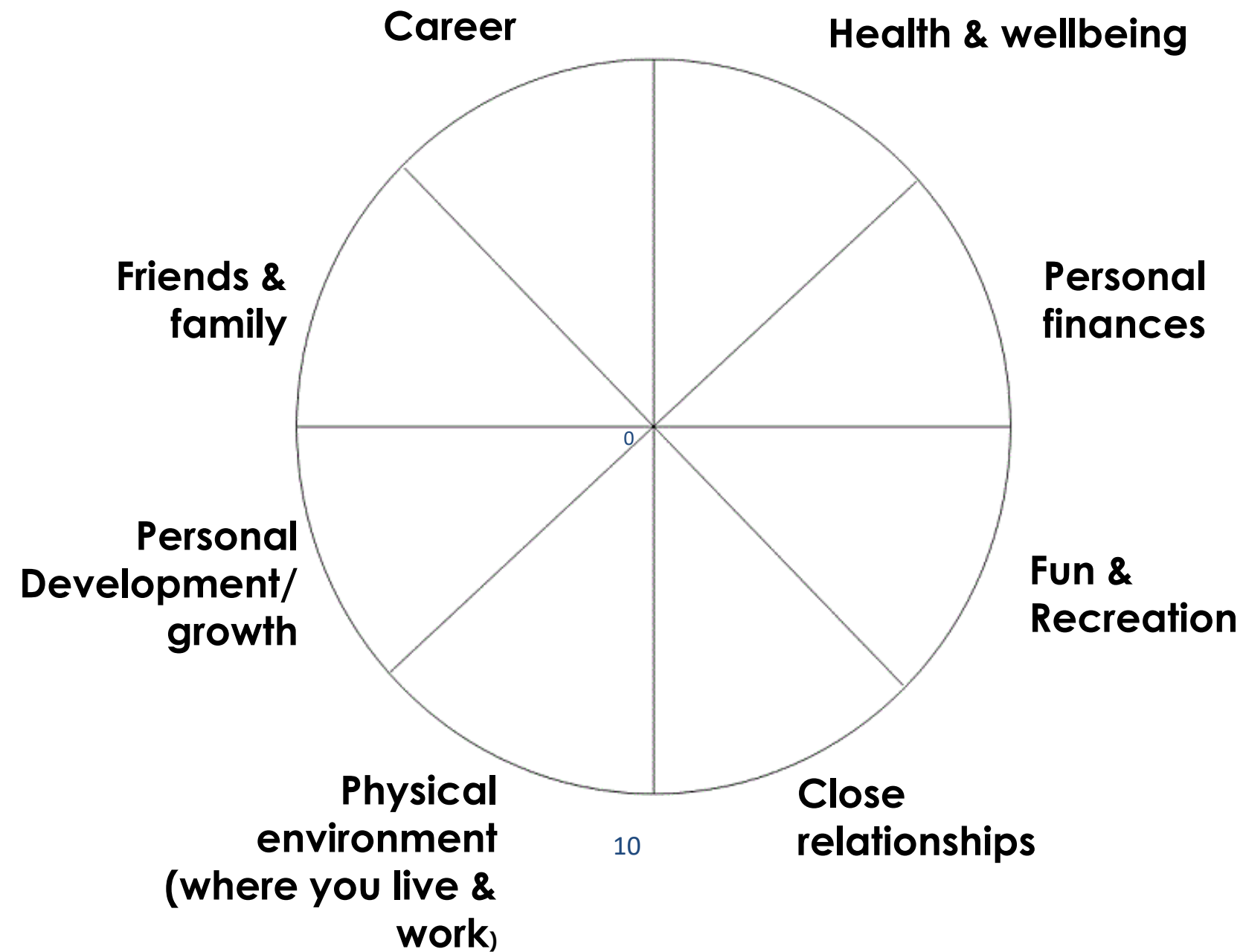


On the next page score each segment in the Wheel Of Life out of 10 (with 10 being high)

Select a topic (likely to be the lowest score) to bring to a peer coaching session in the Coaching Skills module



Your Wheel Of Life

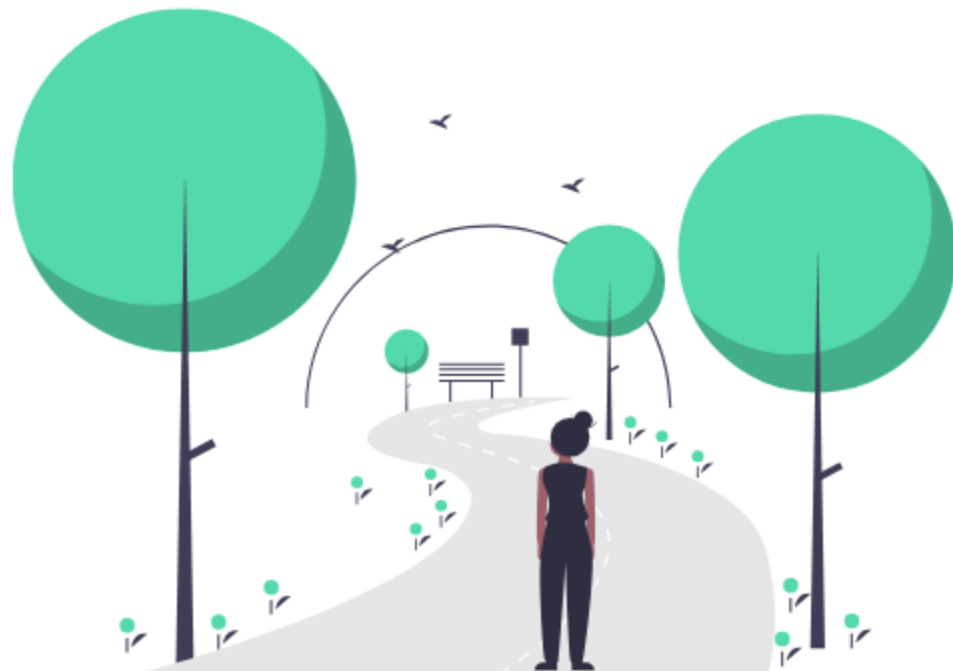


ICF Core Competencies 2019 – What to focus on

1	Demonstrates Ethical Practice	Understands and consistently applies coaching ethics and standards of coaching
2	Embodies a coaching mindset	Develops and maintains a mindset that is open, curious, flexible and client-centred
3	Establishes and Maintains Agreements	Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, processes, plans and goal. Establishes agreements for the overall coaching engagement as well as those for each coaching session
4	Cultivates Trust and Safety	Partners with the client to create a safe, supportive environment that allows the client to share freely . Maintains a relationship of mutual trust and respect
5	Maintains Presence	Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident
6	Listens Actively	Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client's systems and to support client self-expression
7	Evokes Awareness	Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence , metaphor or analogy
8	Facilitates Client Growth	Partners with the client to transform learning and insight into action . Promotes client autonomy in the coaching process'

Competency 2 – Embodies a coaching mindset

Develops and maintains a mindset that is **open, curious, flexible and client-centred**



Presuppositions Of Coaching

- The Coachee has all the answers
 - The Coachee does not need to be fixed
 - The Coachee can create their own reality
 - The Coachee has a different map of the world to the Coach's map
-
- The Coach has time to truly listen
 - The Coach believes in the Coachee
 - The Coach is curious and asks open questions
 - The Coach respects the action the Coachee wants to take, no judgement



Competency 6 – Listens Actively

The ICF defines 'listens actively as: *'Focuses on what **the client is and is not saying** to fully understand what is being communicated in the context of the client's systems and to support client self-expression:*

- Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating
- Reflects or summarises what the client communicated to ensure clarity and understanding
- Recognises and inquires when there is more to what the client is communicating
- Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviours

<https://coachingfederation.org/credentials-and-standards/core-competencies>



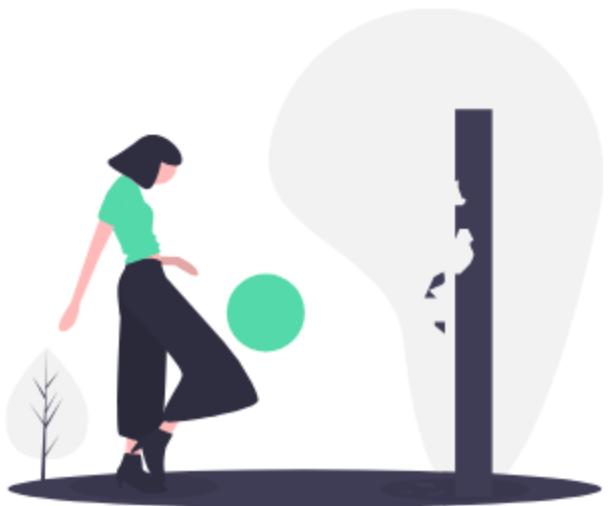
Otto Scharmer – Four Levels of Listening



Pair Exercise - Listening

1. Client shares what she learned about herself from the Wheel of Life exercise
2. Coach uses level 3 listening skills to listen beyond the words
3. Coach is silent, can only nod & use facial expressions
4. Receive feedback on your level of listening
5. What was it like not to be able to speak?
6. SWAP roles

3 mins listening, 2 mins feedback each (timer)



Competency 7 – Evokes Awareness

The ICF defines 'evokes awareness' as: '*facilitates client insight and learning by using tools and techniques such as **powerful questioning, silence, metaphor or analogy***:'

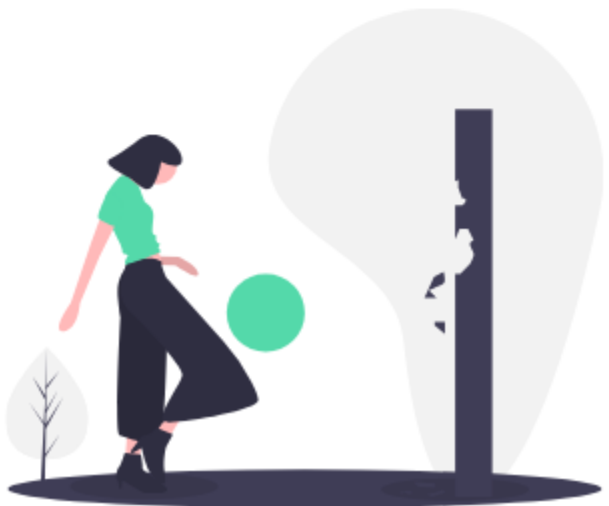
- **Challenges** the client in a way to evoke awareness or insight
- **Asks questions** about the client, such as their way of thinking, values, needs, wants and beliefs
- Asks questions that help the client **explore beyond current thinking**
- Invites the client to **share more** about their experience in the moment
- Invites the client to **generate ideas** about how they can move forward and what they are willing or able to do
- Supports the client in **reframing perspectives**
- Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client

<https://coachingfederation.org/credentials-and-standards/core-competencies>



Remember Open Questions

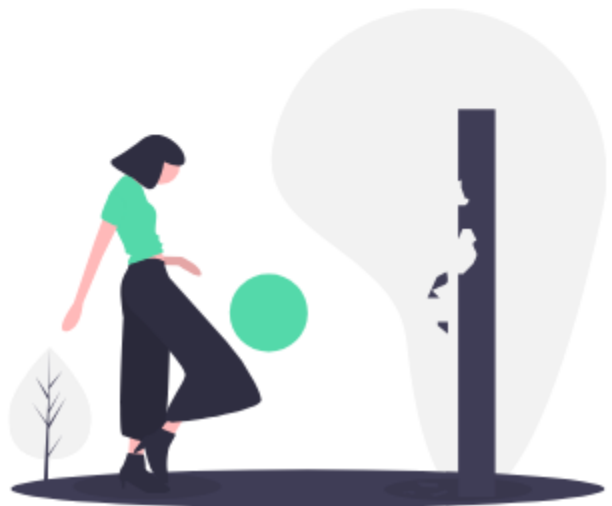
- Ask one question at a time, keep them short and leave enough time for the Coachee to finish what they want to say:
 - WHAT ... (specifically did she say?)
 - WHEN ... (did she say that?)
 - WHERE ... (did she do that?)
 - HOW did it make you feel?
 - TELL ME MORE about that
- What is the impact of using **WHY**?
- Watch out for leading question



Silent Coaching Exercise:

Which questions are powerful for you?

- Pick a segment from the Wheel of Life exercise which you scored low
- Write down the answers to the questions that I will read out (you won't have to share it)
- If the question is not relevant just move on and answer the next question
- We will review the impact that the questions had, not your answers

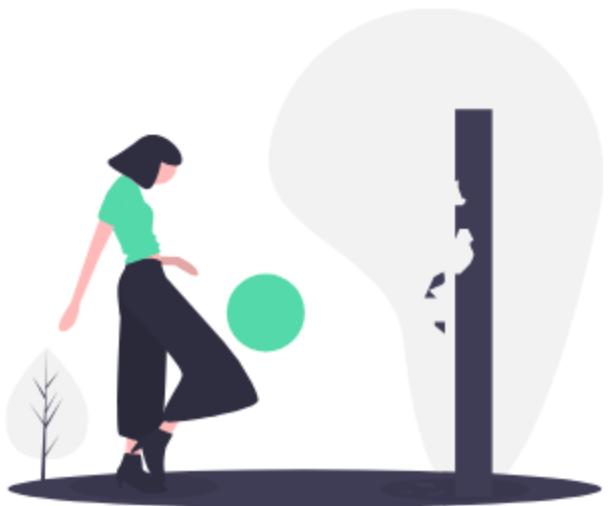


Pair Exercise – Listening & Asking Open Questions

1. Client shares what she learned from the Wheel of Life exercise
2. Coach uses level 3 listening skills to listen beyond the words
3. Coach asks **open questions** to invite the Client to share more about their current situation
4. Receive feedback on your level of listening and the questions which had the most impact on the Client
5. SWAP roles



8 mins plus 2 mins feedback each way (timer)



Reflections

- What have you learned about your natural style?
- Are you a good listener?
- Are you thinking about the next question rather than listening?
- What is your action?



Competency 4 - Cultivates Trust & Safety

Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual trust and respect



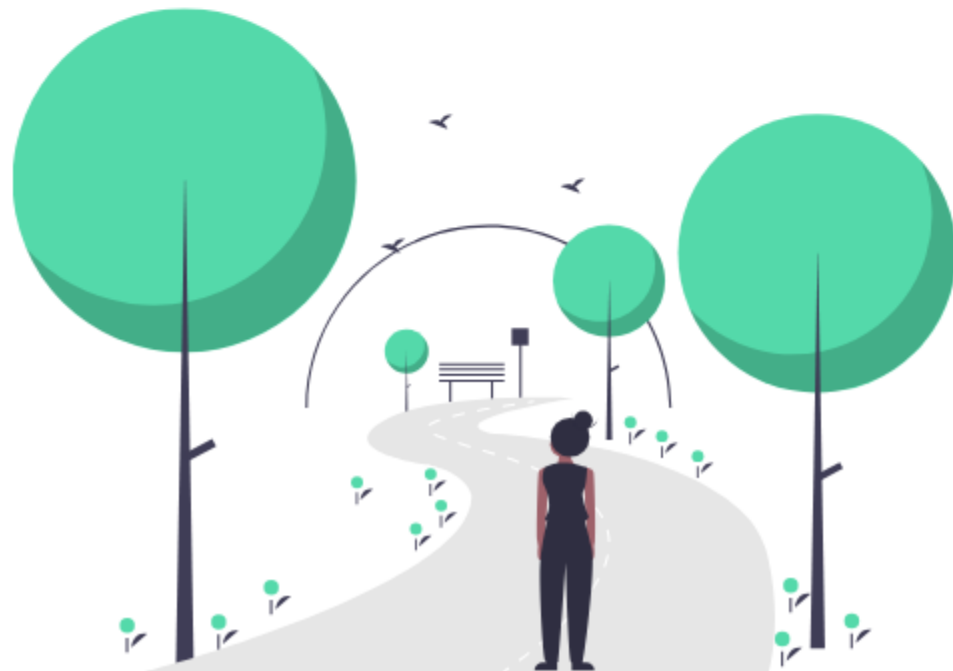
The Importance of Building Rapport



Definition Of Rapport

“If two people or groups have a **rapport**, they have a good relationship in which they are able to understand each other’s ideas or feelings very well”

Collins Dictionary



The Impact of Rapport

Research has shown that **83% of all sales are based on the buyer liking the salesperson**

Many business decisions are based on rapport rather than technical merit

If you have rapport with your team, they are more likely to trust you and communicate openly with you

How Do You Know You Are In Rapport?

1	Warmth	You feel an openness/warmth between you
2	Agreement	You find yourselves agreeing with each other
3	Matching	When you move, the other person adjusts their posture to match yours
4	Open	They are open to your suggestions even though they may not necessarily be in agreement with you.

Building Rapport by Matching & Mirroring



What to Match & Mirror

B	Body language	Posture, gestures, facial expressions, eye contact, blinking, breathing pattern
V	Voice qualities	Speed, rhythm, volume, tone, timbre
W	Words	Key words and phrases as well as types of words
I	Interests	Be interested in what the other person is saying

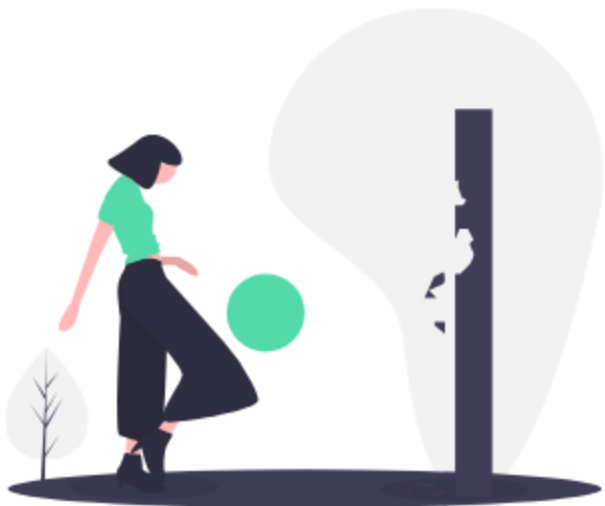
Matching & Mirroring Exercise

In threes:

- **Person A** tells shares a current work challenge
- **Person B** pays attention to A and matches posture, gestures, position in the chair, breathing, expressions etc
- **Observer** notes what B may have missed and gives feedback, watches time
- **Person A** gives feedback on what it was like to be matched and what he/she has learnt about their own body language



30 mins in total (10 minutes each)



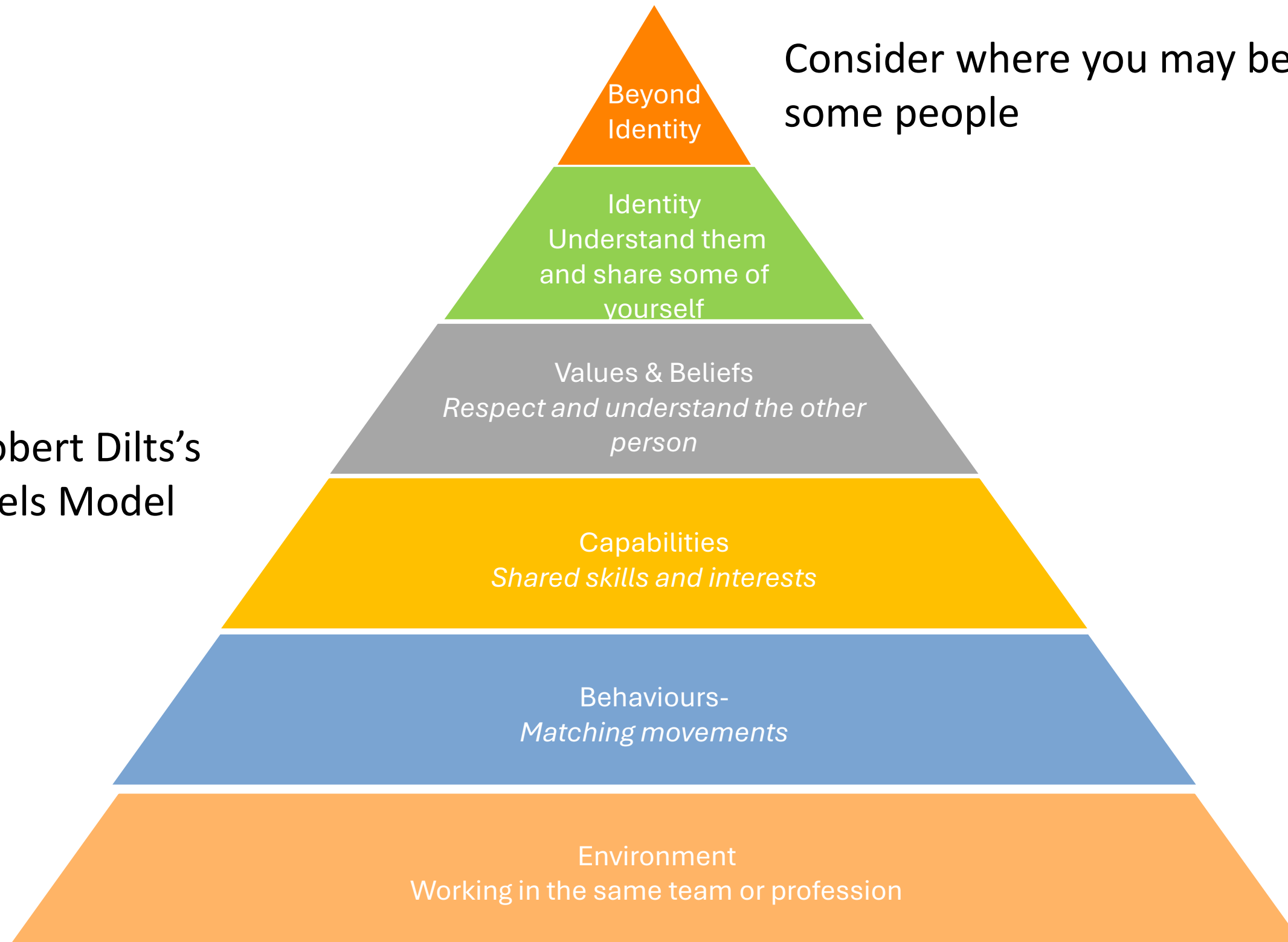
Pacing and Leading

- To build rapport start by **pacing** the other person
- Step into their shoes and experience the world from **their perspective**
- Once you have built rapport you can **lead/influence** them
- People won't be lead unless they have been **paced sufficiently**
- We must **pace ourselves** too and understand our own experience



What Do You Have In Common to Build Rapport?

Adapted from Robert Dilts's
Neurological Levels Model



Consider where you may be 'mismatching'
some people

COACH State Exercise



As A Coach Your State is Important

C	Centre	Center yourself, be fully present
O	Open	Your field of awareness and to all possibilities for the coachee and you as a coach
A	Aware	Tune in with all your senses to what is going on in you and your coachee
C	Connect	To your coachee, yourself & all your resources
H	Hold	The space for what wants to emerge through your coaching with curiosity

Coaching Models



Competency 8 – Facilitates Client Growth

The ICF defines 'facilitates client growth' as: *'Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process'*:

Partners with the client to design goals, actions and accountability measures ...

Acknowledges and supports **client autonomy** in the design of goals, actions and methods of accountability

Invites the client to consider how to **move forward**, including **resources**, **support** and **potential barriers**

Partners with the client to **summarise learning and insight** within or between sessions

Celebrates the client's progress and successes

Partners with the client to **close the session**

<https://coachingfederation.org/credentials-and-standards/core-competencies>



Well-Formed Outcomes Model

Question	Response
What do you want? (state in the positive)	
Why is this important to you?	
What specifically will you see, hear and feel when you have achieved this goal?	
What is the first step? And the next one?	
What do you need to do to keep it going?	
When do you want to have achieved the goal?	
Context: when, where and with whom do you want it?	
What good things do you get from the present situation that could change if you achieved this goal?	
What will be the cost of going for this goal (time, money etc.)? Are the costs worth it to you?	

The SBI Model

- SITUATION
- BEHAVIOUR
- IMPACT
- ALTERNATIVE BEHAVIOUR
- IMPACT



The Grow Model

G	GOAL	<ul style="list-style-type: none">• What do you want?• What is important to you about achieving that goal?• What are the consequences of doing nothing about it?• Make the goal SMART (Specific, Measurable, Achievable, Realistic, Time-bounded)
R	REALITY	<ul style="list-style-type: none">• What's going on right now?• What have you already tried?• What's worked/not worked so far?
O	OPTIONS	<ul style="list-style-type: none">• What could you do ...(<i>generate ideas</i>)• What would 'X' do in this situation?• Which option are you most drawn to?• What are the pros and cons?
W	WAY FORWARD	<ul style="list-style-type: none">• What will you do? What is the next step?• What obstacles might come up?• What resources do you have? What support do you need?• On a scale of 1 – 10 scale how motivated are you to carrying out that action?

Top tips

- Ask one question at a time
- Leave your Coachee enough time to answer the question and don't ask the next one until she has said what she wants to say
- Become comfortable with silence
- Tune into your intuition and feedback what emotions you notice and explore them further with your Coachee



Time to Practice GROW

1. Client selects another segment from their Wheel of Life to focus on
2. Coach uses GROW model to coach the Client on that topic
3. Coach asks open questions & demonstrates level 3 listening skills
4. Observer completes the Feedback Sheet
5. Coach receives feedback on her coaching
6. SWAP roles so everyone takes a turn as Coach, Coachee and Observer

15 mins each way plus 5 mins feedback each



Demonstration of GROW Coaching



Your Peer Coaching Sessions

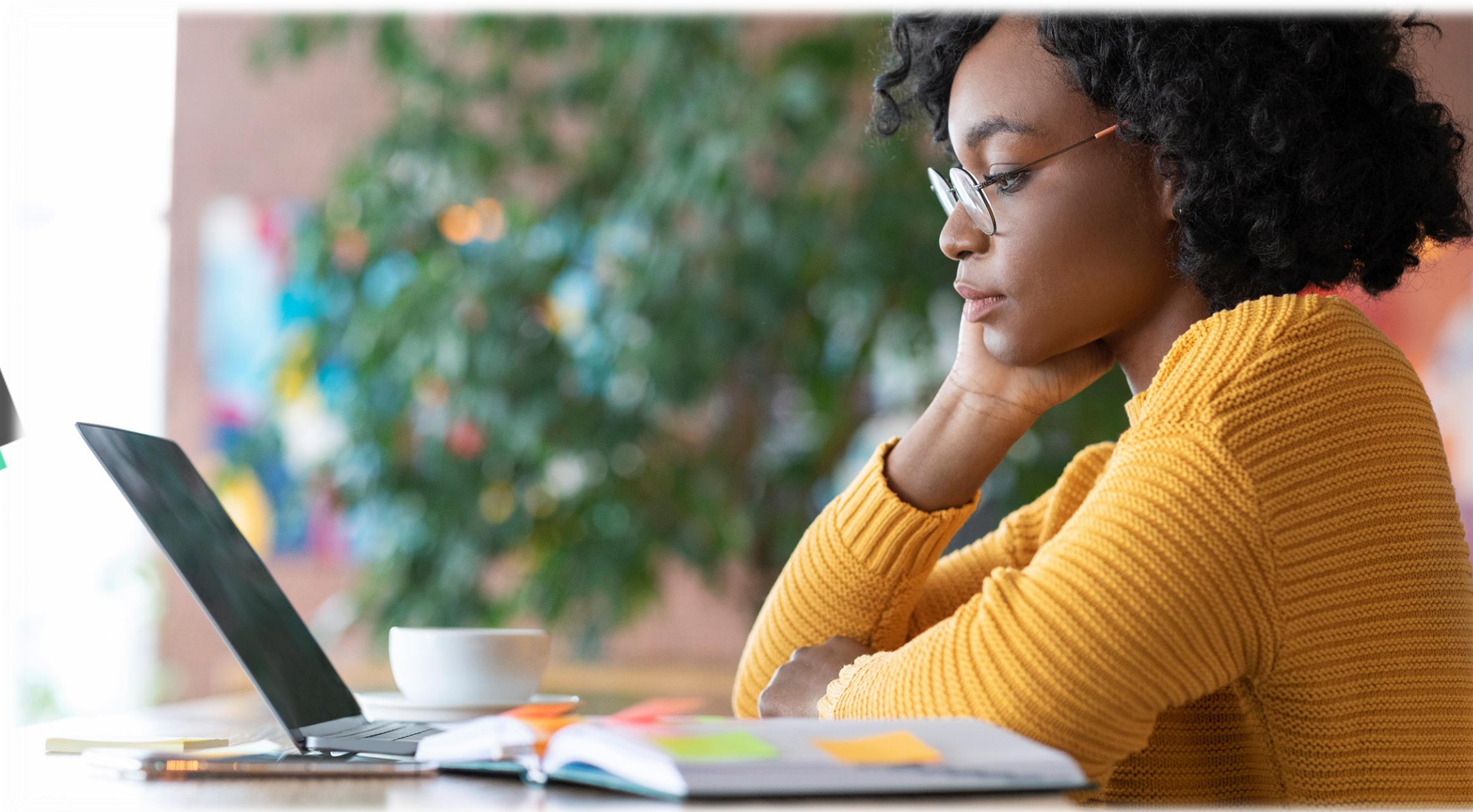
1. Pick a coaching partner during Module One and book **three** peer coaching sessions (one per month)
2. Take it in turns to be Coach & Client (and Observer if you are in a three), the Coach should coach for 30 minutes
3. Use the sessions to practise listening, asking open questions and the coaching models to coach your Client on their chosen topic
 - In session 1 the person who is the Coach will use the **GROW model**
 - In session 2 the person who is the Coach will use the **Well Formed Outcomes**
 - In session 3 the person who is the Coach will use the **GROW model**
4. After each session give feedback (10 mins):
 - a) The Coach shares what she did well and what she wants to improve next time
 - b) Client gives feedback to the Coach on what questions etc moved her forward and what would have made the session even better
 - c) The Observer or Client (if in a pair) completes the feedback sheet on the Coach, emails a copy to Sallyann to track progress and gives a copy to the Coach.



Feedback on Key Core Competencies

Coach:		Coachee:
	Definition of Competency	What the Coach did well?
Cultivates Trust and Safety	Partners with the client to create a safe, supportive environment that allows the client to share freely . Maintains a relationship of mutual trust and respect	
Maintains Presence	Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident	
Listens Actively	Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client's systems and to support client self-expression	
Evokes Awareness	Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence , metaphor or analogy	
Facilitates Client Growth	Partners with the client to transform learning and insight into action . Promotes client autonomy in the coaching process'	

Additional ICF Competencies to Practice in Your Peer Coaching



Competency 4 - Cultivates Trust & Safety

The ICF defines 'cultivates trust and safety' as: *'Partners with the client to create a **safe, supportive environment** that allows the client to **share freely**. Maintains a relationship of **mutual trust and respect**.'*

- Seeks to understand the client within their context
- Demonstrates respect for the client's identity, perceptions, style and language and adapts ones coaching to the client
- Acknowledges and respects the client's unique talents
- Shows support, empathy and concern for the client
- Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions
- Demonstrates openness and transparency as a way to display vulnerability and build trust with the client

<https://coachingfederation.org/credentials-and-standards/core-competencies>



Competency 5 - Maintains Presence

The ICF defines 'maintains presence' as: *'Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident':*

- Remains focused, observant, empathetic and responsive to the client
- Demonstrates curiosity during the coaching process
- Manages ones emotions to stay present with the client
- Demonstrates confidence in working with strong client emotions
- Is comfortable working in a space of not knowing
- Creates or allows space for silence, pause or reflection

<https://coachingfederation.org/credentials-and-standards/core-competencies>



We hope you've enjoyed this session

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