

## Introduction

As a way of managing or leading people, coaching differs from the traditional corporate 'command and control' approach in the following ways:

- collaborating instead of controlling;
- delegating more responsibility;
- talking less, listening more;
- giving fewer orders, asking more questions;
- giving specific feedback instead of making judgements.

This is not simply a case of 'being kinder' to people – delegated responsibility brings pressure to perform and coaching managers maintain a rigorous focus on goals, results and quality.

The role of the manager/coach is very different to that of an external coach. Whereas an external coach has the luxury of a laser-like focus on the client and his or her development and performance, the manager/coach needs to balance the needs of a client with the needs of all team members – including their need to bond as a team – together with the needs of the organisation as a whole.

Some people argue that it is impossible for a manager to act as a coach, given his or her position of authority over a team. While authority is an important issue, it need not be an insurmountable obstacle – as long as the manager is able to demonstrate leadership competencies to win the hearts and minds of his or her people developing genuine trust and respect in the working relationship, a manager should be able to be an effective coach. It is also a fact that coaching frequently takes place between peers and even upwards on occasion, with some enlightened bosses happy to be coached by their team members.

In his book: *Coaching for Performance*, John Whitmore raises the issue of managerial responsibility and authority, and asks 'Can the manager, therefore, be a coach at all?' He believes the answer is 'yes,' but it demands the highest level of leadership competencies of that manager: empathy, integrity and detachment, as well as a willingness, in most cases, to adopt a fundamentally different approach to his or her staff – he or she may even have to cope with initial resistance from some staff, suspicious of any departure from a traditional management style.

## Aims

In a highly competitive market place your people are your key differentiator; this course will help you to develop your coaching & feedback skills together with a leadership style that builds a culture in which superior performance at all levels in your organisation is attained, while, at the same time, improving the morale of your employees.

## Objectives

By the end of the programme delegates will be able to:

- Explore the importance of coaching as a leadership skill.
- Identify specific ways to build an atmosphere where feedback and coaching are accepted as opportunities to learn and grow.
- Develop motivation and communication skills that support your role as a leader and as a coach.
- Discover techniques for introducing critical coaching aspects into your leadership style.
- Demonstrate an ability to use a range of tools to support a client in a one to one coaching session.
- Assess your present coaching style, its strengths and areas for improvement.
- Describe the techniques to improve performance effectively.
- Demonstrate how to coach an employee
- Demonstrate an ability to give feedback.

**Methods:** this course will make extensive use of role plays.

**Duration:** 3 days

## Who it's for:

This 3-day course is designed for managers and leaders, from all sectors of the economy, who wish to change their, or their organisations,' leadership/management style to one that is more inclusive and empowering, this includes: managing directors, general managers, operations managers and directors, financial managers and directors, HR managers and directors, sales managers and directors and marketing managers and directors.

## Course Content

### Day 1

#### **Introductions, programme objectives, programme methods and follow up.**

*Exercise: what is coaching? How does coaching differ from training, counselling and mentoring?*

#### **History and development of corporate coaching**

- The Inner Game;
- The influence of Tim Gallwey;
- The management authority/employee empowerment continuum.

*Exercise: what is leadership? How does it differ from management? How do communications from leaders differ from those of managers?*

#### **Leaders as Coaches**

- Are you a leader?
- Leadership style profiling;
- Personal drivers profiling.

*Exercise: working alone, delegates will be invited to complete their own Leadership Style and Personal Drivers profile following which they will work in groups to share their improvement plans.*

- The leaders' focus;
- The functions of leadership.

*Exercise: the Word Build leadership exercise (part 1).*

#### **Black Box Thinking**

- The principles of learning from failure;
- Contrasting the approach of the airline industry to other approaches;
- Feedback as the basis for human learning and development;
- Establishing an open culture in which people admit to failures;
- The Deming Cycle.

*Exercise: the Word Build leadership exercise (part 2).*

## Day 2

### Coaching and team working

- Team process roles – the Belbin Team roles;
- Hidden agendas;
- Self-perception;
- Tuckman's 5 Stages of Team Development – forming, storming, norming, performing and adjourning;
- Team Review.

### Communications skills for coaching and feedback

- The process of human communication;
- Effective questioning techniques;
- Active listening;

*Exercise: working in groups, delegates will have an opportunity to practise and improve their questioning techniques and their ability to demonstrate active listening.*

### Coaching demonstration

*Exercise: Delegates will be invited to participate in a demonstration of coaching designed to illustrate how, through coaching, people are able to develop new insights, new levels of awareness and greater clarity about an issue they have.*

### The coaching process

- Goal setting and establishing measures of success;
- The importance of developing an evidence-based approach to improve understanding of a person's issue;
- How to use a range of models to improve understanding of behaviour, including Transactional Analysis;
- How to use creative skills to identify a range of solutions to help solve a client's problems;
- How to use a number of strategies to help a client commit to action planning.

*Exercise: working in groups delegates will have an opportunity to explore their own coaching styles and, with feedback, will be offered areas of improvement to consider*

### Day 3

#### Non-verbal communication

- Using the Mehrabian communication model to explore the potential effectiveness of communications techniques;

*Exercise: demonstration and practice at recognising/reading non-verbal communications, including facial expressions, body language and tone of voice.*

*Exercise: how to develop rapport in a one to one situation – demonstration.*

#### The coach's toolkit

- The job performance wheel;
- The management wheel;
- The wheel of life.

*Exercise: working alone, delegates will complete their own job performance wheel, management effectiveness wheel and wheel of life.*

- The force-field analysis;
- Dealing with conflict;
- Dealing with multiple points of view.

*Exercise: working in groups, delegates will engage in role play exercises to practice the use of coaching tools and techniques while demonstrating active listening and an awareness of non-verbal communications.*

#### The scope of coaching

- When and where to engage in a one-to-one coaching session;
- Coaching as an organisation-wide management style;
- Coaching maxims – a guide to the ethics of coaching.

#### Using feedback skills to help people improve self-awareness

*Exercise: feedback demonstration – the challenges.*

- The importance of feedback in human development;
- Levels of feedback and feedback models;

*Exercise: feedback demonstration – delivering feedback, effectively.*

- The DESC Feedback Model;

*Exercise: working in groups, delegates will engage in role play exercises to practise using the DESC Feedback Model.*

- Why give feedback – the Johari Window;
- When and where to deliver feedback;
- Institutionalising feedback as a contribution to developing a learning organisation;
- The do more of, do less of, stop doing questions as an approach to culture change.

#### Action Plans and follow-up

## Who are MPower?

MPOWER (UK) Ltd are an association of organisational development practitioners with direct experience of delivering superior performance through the deployment of a range of techniques commonly referred to as: Quality Management, Business Excellence, Lean Thinking and Six Sigma.

Although we are entirely happy to run a range of training programmes to develop expertise within your company our preferred approach is to work with you and your people on a programme of change, providing expert consultancy when required together with relevant training when your people see the need to acquire new skills: a trainer/consultant approach. This way we will help you develop levels of efficiency that will dramatically reduce your cost base, improved processes for the effective delivery of your customer requirements and a resolution of your most important business issues while, at the same time, developing a level of self-sufficiency within your company.

**For more information, please contact us today.**

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