

Contribution Framework 2.0

Achieving high performance one conversation at a time

Coaching Conversations



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What is coaching?

*“Coaching is the **facilitation of learning** and development with the purpose of **improving performance** and enhancing effective action, **goal achievement**, personal satisfaction and fulfillment of potential. It invariably involves **growth and change**, whether that be in perspective, attitude or behaviour.”*

Peter Bluckert

*“Coaching is the **art of facilitating the performance**, learning and development of another.”*

Myles Downey

*“Coaching is the **unlocking of a person’s potential** to maximize their own performance.”*

John Whitmore

What is a coaching conversation?

You don't have to be a qualified coach to use a coaching style in conversations. Fundamentally, a coaching conversation is a shift from telling, problem solving and giving advice, to enabling the other person to have ownership of their challenges and take responsibility for their actions. This is done by taking an 'ask' approach, by listening and asking questions to enable them to find their own solutions. There are times to direct or give answers, but coaching conversations are about the other person's learning – not your opinion or expertise.



When can I use a coaching style?

Coaching skills can be used in multiple different leadership settings.

- Aid personal development conversations, **contribution discussions**, clinical supervision
- Support colleagues, new in roles, to develop confidence/ competence
- Build leadership capacity in managerial roles and informally at all levels
- Provide support to fellow professionals within the Trust
- Build a culture that focuses on helping people to reach their full potential

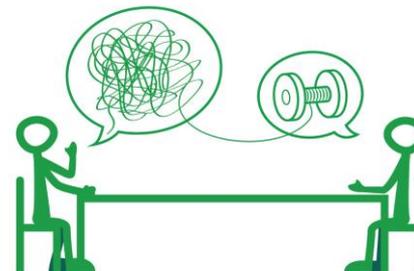
When is coaching not the right approach?

- In an emergency or urgent situation that requires a quick solution
- When the member of staff does not have the skills or knowledge to find their own solution e.g. the task is new or they are new in role
- When tasks have to be performed the 'right' way over and over, and the outcome needs to be consistent and predictable. This does not provide any freedom for the staff member to find their own way of doing things.

Why is using a coaching style advantageous?

1. Increased skills and development

Coaching is directly associated with the potential for a staff member to improve their competence at every level. When staff are coached into finding their own solutions, they learn in the process. This means that when they come across a similar situation in the future, they feel empowered and resourceful, and are less likely to rely on their manager to give them advice/ solve their problem for them.



2. Increased commitment

When an individual is coached to find their own solution, they feel more ownership to the action than if they are given the answer by their manager. They are much more likely to feel committed to seeing it through and genuinely believe it's the right thing to do, as opposed to compliancy in doing what they have been asked.

3. Helps identify staff with talent/ high potentials

When we tell somebody what to do or give them advice, we create a ceiling at our own level of competence or style, that doesn't allow the individual to stretch beyond. When we use a coaching approach, we give them freedom to unlock their own potential and this enables us to identify who are talented staff are.

4. It is often the most underutilized leadership style

Often leaders are very experienced at giving instructions and advice, and solving problems for others, but more often than not do not use a coaching very frequently in their conversations with staff. Using a coaching style is shown to improve staff engagement, motivation and overall team performance.

Coaching Fundamentals

A non-directive approach

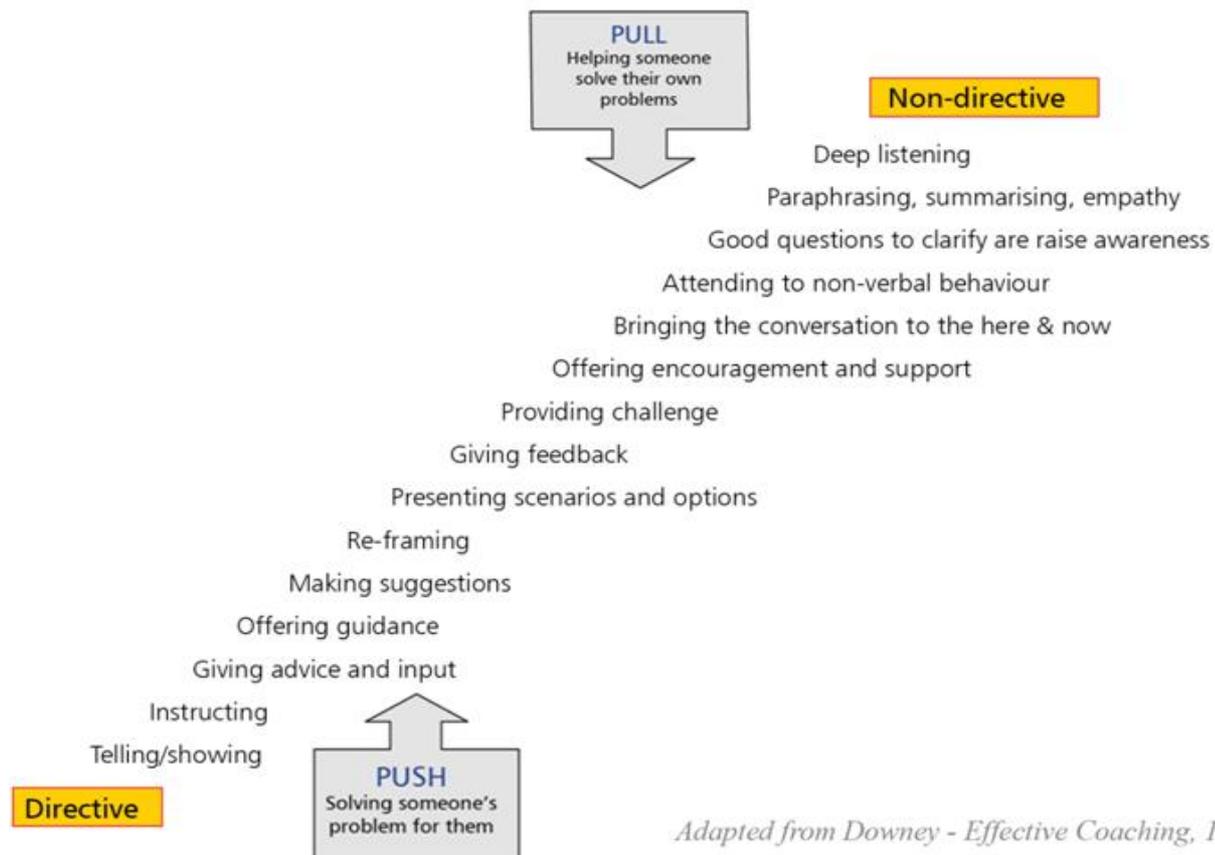
A contribution discussion is about the member of staff, so it's really important that they lead the way.

The conversations spectrum (see below) shows different types of leadership conversations from directive telling/showing styles, to non-directive coaching styles.

As a CF2 Coach, you will likely move up and down this spectrum in different situations or conversations, and the key in knowing what approach to use and when. For example, if during a contribution discussion it comes clear that no amount of questioning, reflecting, listening or clarifying is going to move the person on, then sometimes you need to move more towards the directive end

of the spectrum and make a suggestion. There is nothing wrong with this, although it may be helpful to be explicit when taking a different stance by asking the permission of your CF2 Coachee – ‘Would it be alright if I suggest a possible course of action here?’

Conversations Spectrum



Questions for reflection:

- Where is your default style on the spectrum?
- What opportunities have you got to integrate a coaching style into your day-day and contribution conversations?

Questioning Skills

In a coaching conversation, good questions are key to enable an individual to identify their own solutions.

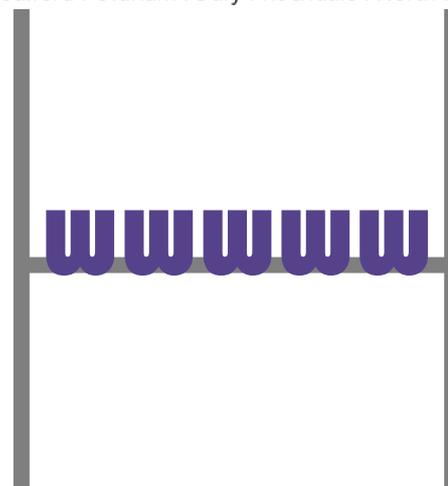
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Open questions, as opposed to closed questions, direct the respondent away from a 'yes' or 'no' answer, towards a longer more reflective response. Open questions are excellent questions when to use when adopting a coaching, as they encourage the member of staff to work through their response and subsequently their challenge or problem.

Rudyard Kipling identified a powerful set of openers that will always ensure the question asked is open:

WHAT... WHEN... WHERE... WHO... WHY... HOW...

Tip: a good way to remember this is "5 bums on a rugby post!"



Clarifying Questions

The purpose of this type of questioning is to clarify the issue to clear the way for deeper thinking. For example:

- *Tell me more about...*
- *What aspect of this do you want to discuss today?*
- *When have you succeeded at something similar? Tell me about that...*
- *What makes you think that this is an issue?*

Reflective Questions

Reflective questions encourage the individual to think about and reflect on their practice. For example:

- *What do you want to achieve by our next conversation?*
- *What factors do you take into account when planning your work?*
- *What would you have to change in order for...?*
- *What's another way you might look at this?*
- *How was... different from...?*

Summarizing Questions

These are useful when the conversation has drifted away and you want to get the focus back. They are also useful to check that you have listened effectively and that the coachee has communicated accurately. For example:

- *So to summarize... is that right?*
- *So, you are saying the key issue is...?*
- *So, in order to achieve this, you say you are going to...?*

Outcome Questions

Towards the end of the coaching conversation, you will want the member of staff to commit to action. For example:

- *What is your first step to achieve this?*
- *What will you do next?*
- *What support do you need?*
- *On a scale of 1-10, how committed to do feel to the actions you have reached?*
- *What will it look like when you are successful?*

Effective questioning in a coaching conversation is not defined by having a set of pre-prepared questions to ask, rather, it is about asking the most appropriate question in the moment, which does take practice and skill. A big contributor to asking the right questions at the right time is your listening skills.

Effective Listening

Listening is actually a very difficult skill! When having a coaching conversation we must work hard to focus on the individual's words, tone of voice, body language and what is not being said, as well as what is, in order to ask the right question at the right time. So our listening skills need to be acute and, of course, they will develop with practice.

It is useful to recognise that we listen at three different levels:

Internal listening

Here we are listening to the self-talk inside our heads. Our CF2 Coachee's comments can, and often do, prompt thoughts of our own. How many times, whilst in conversation, have you found yourself thinking, 'That's just what happened to me the other day ...' or 'I felt exactly the same when ...'? Such internal listening acts as 'interference' and prevents you from giving your staff member your undivided attention. With practice, you will be able to learn to filter out the interference and are able to listen actively.

Active listening

This occurs when the coach is paying full attention to the coachee's words, tone of voice, images and figures of speech. This enables you to ask those (usually open-ended) questions that help the individual to move towards their own solution. Moreover, by giving your member of staff your full attention, it really motivates them. There is something very special about really being listened to in the hectic world of the NCA!

Intuitive Listening

As you frequently have contribution discussions with your CF2 Coachees, you may begin to learn the thought patterns and detect areas that are left unsaid and sense the feelings that lie under the surface of the conversation. This may lead you to ask questions that will help the individual to

explore important and challenging aspects of issues. Such questions as, ‘What are your feelings about ...?’ or ‘Is it significant that you haven’t mentioned ...?’ may be helpful here.

Questions for reflection:

- How has it felt when you have been truly listened to by another person?
- What level of listening do you tend to take in your contribution discussions?
- What could prevent you from listening effectively?

Silence

Our personality often dictates how comfortable we feel with silence. Some people feel silence is energizing and provides space to reflect, while others find silence draining and prefer to talk things through.

During a coaching conversation, it is important to allow thinking time, and resisting breaking periods of silence with another question. Often staff members may need a lengthy pause to explore and formulate thoughts and feelings. Have confidence to hold the silence; be attentive and encouraging, but don’t speak!

Coaching Models

Coaching models can provide helpful prompts for different stages of a coaching conversation.

The GROW Model

The GROW model is one of the best known and most widely used coaching models. It provides a simple, yet powerful framework for navigating a route through a problem. It describes in a number of books, including *Coaching for Performance*, by John Whitmore (2002).

Goal	What is the outcome to be achieved? The goal should be as specific as possible and it must be possible to measure whether it has been achieved. Having identified the goal, questions like ‘ <i>how will you know when you have achieved that goal</i> ’ are useful.
Reality	What are things like now? What’s stopping you from getting there?
Options	What options do you have to help you get there?
Wrap up / Way forward	This is the What, Where, Why, When and How part of the process. At this stage, having explored all of the options, the individual makes a commitment to action.

Video of the GROW model being used: <https://www.youtube.com/watch?v=6f3X2PEsV-Q>

The KIPPER TIE Model

Developed by Management Futures Consulting Limited 2013, The Kipper Tie model provides more stages than the Grow model, and as such more structure for your coaching conversation.

KEY ISSUES & GOALS

Getting clarity for the coachee on what they would like to talk about, and specifically what they would like to take away from the conversation.

K

IMPORTANCE & IMPLICATIONS

Helping them to understand how important the issue is and what the implications are.

I

PRESENT SITUATION

Understanding what is going on currently around this issue.

P

PERFECT WORLD AND POSSIBILITIES

Exploring what they would like to be happening.

P

EVALUATING CHOICES

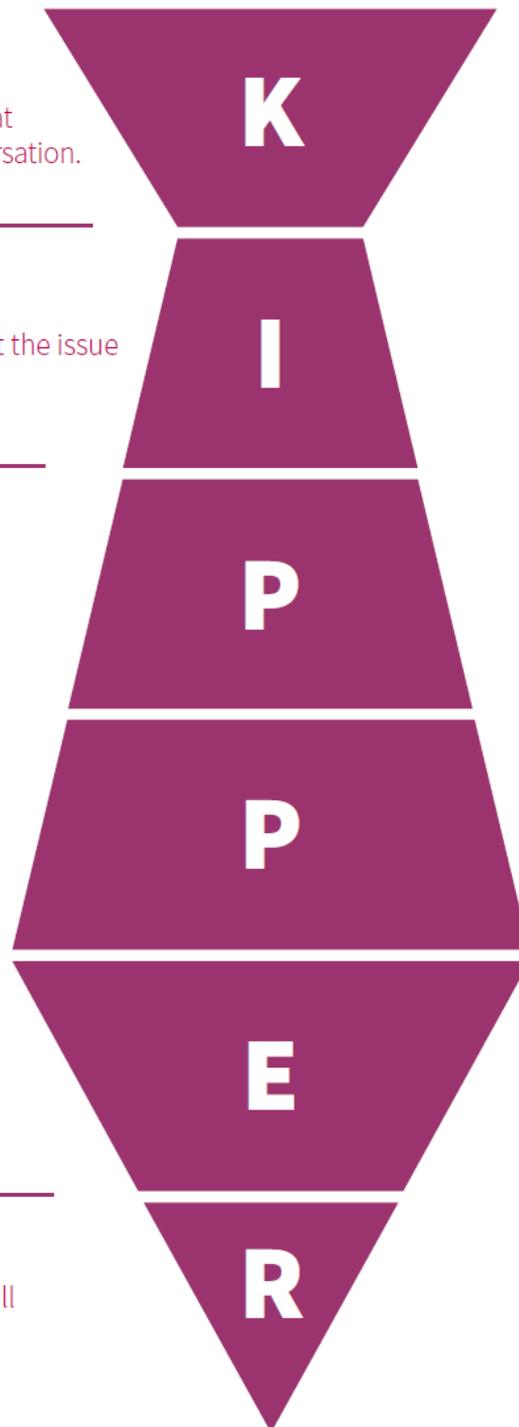
Generating options for action.

E

RESOLUTIONS & REVIEWS

Deciding what they will do and how they will ensure they do it.

R



Additional Resources

E-Learning

Coaching Skills e-learning programme hosted by the National E-Learning Platform (easily accessible – just click the link!)

<http://www.nwyhelearning.nhs.uk/elearning/yorksandhumber/shared/CoachingSkills/PREVIEW/index.html>

At the end of this module delegates will

- Be able to identify and understand the principles of coaching
- Understand how coaching can be used in the work context
- Be able to apply a simple model for coaching – GROW
- Be clear about the coach / coachee relationship.

Resources available at NCA Libraries

Hardcopy books available for loan

The libraries have a substantial collection of coaching books available.

Clutterbuck, D. *et al.* (2016) *Building and sustaining a coaching culture.*

Cox, E *et al.* (2014) *The complete handbook of coaching.*

Dexter, J. *et al.* (2011) *An introduction to coaching.*

Downey, M. (2014) *Effective modern coaching: The principles and art of successful business coaching.*

Hicks, R.F. (2014) *Coaching as a leadership style: the art and science of coaching conversations for healthcare professionals.*

Meggison, D. and Clutterbuck, D. (2015) *Further techniques for coaching and mentoring.*
Parsloe, E. and Leedham, M. (2017) *Coaching and mentoring: Practical techniques for developing learning and performance.*

Rogers, J. (2012) *Coaching skills.*

Starr, J. (2011) *Brilliant coaching : how to be a brilliant coach in your workplace.*

Starr, J. (2016) *The coaching manual: The definitive guide to the process, principles and skills of personal coaching.*

Whitmore, J. (2017) *Coaching for performance: The principles and practice of coaching and leadership*.

E-books

E-books are available to all staff. You need to ask library staff to set up your Athens password; this can be done in minutes (ring 0161 720 2353 or 0161 206 8189).

Taylor, M. and Crabb, S. (2017) *Business coaching & mentoring for dummies*.

<https://www.dawsonera.com/readonline/9781119363934>

Wedding Kloster, T. and Sherwin Swire, W. (2015) *Anytime coaching: unleashing employee performance*.

<https://www.dawsonera.com/abstract/9781567264814>

St John-Brookes K. (2013) *Internal coaching*.

<https://www.dawsonera.com/abstract/9781782412021>

Connor, M. and Pokora, J. (2012) *Coaching and mentoring at work*.

<https://www.dawsonera.com/readonline/9780335243860>

Further reading

Articles

Leadership That Gets Results, *by Daniel Goleman (Harvard Business Review)*



Leadership that gets
results.pdf

Books

The Five Minute Coach: Coaching others to high performance in as little as five minutes, *by Lynne Cooper & Mariette Castellino (2012)*

The Tao of Coaching, *By Max Landsberg (1996)*

Psychological Dimensions to Executive Coaching, *by Peter Bluckert (2006)*