



**MANDATORY PRE-
WORKSHOP
ACTIVITIES**

THE GLL MANAGEMENT COACHING AWARD

WORKSHOP JOINING INSTRUCTIONS

**GLL CMI Level 5 Award in
Management Coaching and Mentoring and Induction**



GLL

Please note, there are significant pre-workshop activities that must be carried out before attending. The Skills Channel TV facilitator has the right to refuse continued workshop attendance if they feel the work has not been completed **before** the day as this will affect the flow and timings of the session as well as the necessary requirements towards completing the qualification.

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Workshop Title:	The GLL Management Coaching Award Induction
CMI Unit:	5017V1 Coaching Practice and Theory (Successful completion leads towards the CMI Level 5 Award in Management Coaching and Mentoring)
Timings:	Registration – 0915 prompt Workshop - 0930 to 1700
Location and Date:	As per your GLL email invite.
Learning Aim:	The aim of the workshop is to develop the essential skills required to deliver stretching and supportive management coaching and mentoring within GLL
Session Facilitator:	Alec McPhedran, Skills Channel TV, 0121 366 87 99
Partner:	The partner organisation working with Skills Channel TV on this event is Enabling Maximum Potential (EMP). EMP are our CMI strategic partner who are offering the CMI accreditation. Skills Channel TV's Alec McPhedran is an associate of EMP.
Workshop Content:	The workshop will cover the following: <ul style="list-style-type: none">• Training, Coaching and Mentoring• Key Coaching and Mentoring Skills• Coaching Cycles and Interventions• Developing Coaching Relationships• Coaching Skills Development
Pre-Workshop:	<p>The delivery of the workshop is based on being as practical as possible. In order to gain maximum benefit from the day you must complete the following before attending the day as we will go straight into some of these as activities:</p> <ol style="list-style-type: none">1. Research and identify a definition of coaching, and separately, mentoring, that you feel best sums up your view or approach to coaching and mentoring. Print both definitions off in large font on a sheet of landscape A4 and bring along to the workshop.2. Identify two people that you will coach following the workshop. Ideally, individuals who would benefit from personal development or career coaching in improving their performance or behaviour. This is essential as this will form part of the assessment following the workshop. The identified coachees must not be selected on developing their knowledge on processes or procedures, that is

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typical for level 3 coaching. This is about management coaching and mentoring. Once identified, complete the attached Coachee Outline and bring to the workshop.

3. Read through and fully understand the separate **Assessment Guide** for 5017V1 requirements before attending the workshop. This will help you focus on the sessions which are directly linked to helping you complete the assignment. Make a note of any questions or queries that you can ask at the workshop.
4. Plan time to read through the various attached handouts which will be discussed during the workshop as well as them giving you post-workshop ideas for your assignment.
5. Within GLL, talk to your line manager to see if they too have completed this programme (or know of someone who has) and seek their advice and thoughts on how to complete the assignment. You should also discuss how and when you will find time to complete the written part of the assignment and how they can support you. If your line manager has not completed the award, then contact the skills team to find a GLL Coaching Champion who will support you through the module.
6. Before the workshop take a look at the following three coaching videos and be ready to discuss GROW at the event.
[Coaching with GROW](#)
[Giving feedback with AID](#)
[An introduction to questioning skills](#)
7. Finally, **print off and bring along** this document and the Assessment Guide with you to the workshop.
8. **Please remember, failure to complete these before the day of the workshop may result in you being asked to re-join a future session. It will not be acceptable to complete these activities on the morning of the workshop. The Skills Channel TV facilitator reserves the right to suspend completion of the award subject to completing the above before the workshop.**

“Enjoy your workshop.”

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GLL Management Coaching and Mentoring Skills and Induction Workshop

Time **Workshop Session**

0930

Welcome

- An outline of the day, domestics specific to the location and a very brief introduction from the participants of the session.
- An overview of the CMI and the assessment process

Training, Coaching and Mentoring:

- A short reflection and general agreement of the key differences and uses of training, coaching and mentoring within the workplace and the responsibilities for each role.

Key Coaching and Mentoring Skills

- An opportunity to reflect on the key leadership skills you have and how they can be effectively utilized within a coaching or mentoring session. This will also provide an opportunity to focus on the main skills required and test your current capability.

Coaching Cycles and Interventions

- We explore the importance of the manager effectively coordinating and managing the structure of the session to allow maximum benefit from the time available and determining the appropriate development intervention.

Coaching Skills Development

- The session provides an opportunity to review your coaching skills by providing a real life coaching/mentoring session to a workshop colleague to work them through an idea or an issue.

Developing Coaching Relationships

- A short overview of contracting and ethics within coaching and mentoring and factors that must be considered.

Workshop Review

- Some time to reflect on the ideas and thoughts from the session and to think about how you move forward to further develop your coaching or mentoring skills.

1630

Close

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Some useful reference material

GLL Level 5 Award in Management Coaching and Mentoring Skills



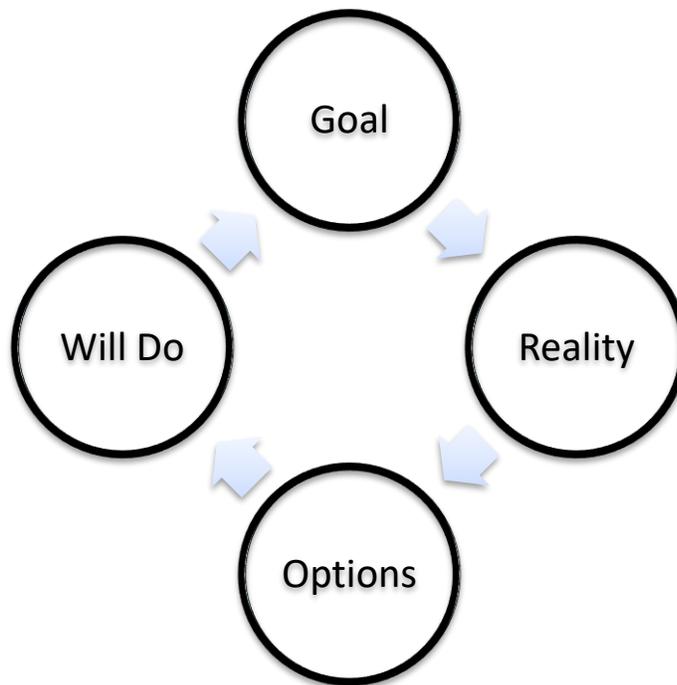
Coachee Outline

Name and role of coachee
Relationship to the coach
What have you discussed about them possibly being coached by you as part of a qualification?
Why is coaching, as an intervention, the most appropriate form of development for them?
What is the initial coaching objective to be achieved with the individual?
What do they know about coaching as a development intervention?
Once you have successfully coached the individual, how will you measure success?
By developing the coachee, how will this contribute to the success of your team and GLL objectives?

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GROW Coaching



Goal	What is it we can achieve within the coaching session?
Reality.	Briefly, what is happening at the moment?
Options	What options do we have and what could be the
obstacles?	
Will Do	As a result of our conversation, what WILL you do?

The model was originally developed in the 1980s by performance coach Sir John Whitmore, although other coaches, such as Alan Fine and Graham Alexander, have also helped to enhance it.

A good way of thinking about the GROW Model is to think about how you'd plan a journey. First, you decide where you are going (the goal), and establish where you currently are (your current reality).

You then explore various routes (the options) to your destination. In the final step, establishing the will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way.

OSCAR Model of Coaching

The OSCAR Model of Coaching was developed as an enhancement to the popular GROW Coaching Model. It was developed by Andrew Gilbert and Karen Whittleworth and is widely recognised, having won a National Training Award. The OSCAR acronym stands for Outcome, Situation, Choices and Consequences, Actions and Review.

- Outcome** - This is where you help the team member to clarify their outcomes from the issue they've raised. What would you like to achieve from today's session? What is your long-term outcome? What would success look like?
- O**
- Situation** - This is where you get clarity around where the team member is right now. The questions here are developed to help the person being coached; to raise their understanding and awareness. What is the current situation? What's actually happening? Who is involved? What makes it an issue now?
- S**
- Choices and Consequences** - This is where you help the team member to generate as many alternative choices as possible and raise awareness about the consequences of each possible choice. What have you already tried? What choices do you have? What options can you choose from? What are the consequences of each choice? Which choices have the best consequences?
- C**
- Actions** - This is where you help the team member to clarify their next steps forward and to take responsibility for their own action plan. What actions will you take? When will you take those actions? Who will support you in taking action? On a scale of 1 to 10 how willing are you to take those actions?
- A**
- Review** - This step creates an ongoing process of review and evaluation. This is where you help the team member to continually check that they are on course. What steps will you take to review your progress? When are we going to get together to review progress? Are the actions being taken? Are the actions moving you towards your outcome?
- R**

How can this help me?

Focusing your sessions with a clear structure will improve your coaching processes and make your time more effective. Remember, coaching is for the benefit of the team member being coached; this structure allows for them to take ownership and responsibility for their issue.

Find out more:

Read Rogers, Jenny; Gilbert, Andrew; and Whittleworth, Karen Manager as Coach (2012), or visit www.worthconsulting.co.uk/oscar-model.

CLEAR Model of Coaching

The CLEAR Model of Coaching was developed by Peter Hawkins and preceded the popular GROW Coaching Model, yet still is considered as a popular alternative - as it incorporates catalytic intervention to empower the team member being coached. The CLEAR acronym stands for Contracting, Listening, Exploring, Action and Review.

C **Contracting** - Start the coaching process, establish the issue and its scope, the team member's desired outcomes and agree basic ground rules and/or roles.

L **Listening** - Use catalytic questions and active listening to encourage the team member to think openly, encouraging them to gain greater understanding of the issue they wish to overcome.

E **Exploring** - Encourage the team member to understand how they are affected and made to feel by the situation, and using more catalytic questions; construct different options for tackling the issue with the team member.

A **Action** - Support the team member to choose an appropriate path to tackle the issue and help them in developing a set of first steps to take.

R **Review** - Summarise, review and confirm the set of actions to take. Encourage feedback from the team member about the session, what helped, what they may have struggled with or found difficult, and what they would like to be different in future coaching sessions.

How can this help me?

This open, yet still focused structure allows you to direct the sessions to help your team member as they take the necessary steps to tackle their issue. The contracting element emphasises the need to establish the scope of the coaching intervention; the review element ensures that the team member is gaining what they wanted to out of the session and understands the value of the session and acknowledges the actions to be taken.

Find out more:

Read: [Creating a coaching culture](#) by Peter Hawkins (2012). See also [Coaching for Improved Performance](#) (CMI management checklist 089).

ACHIEVE Coaching Model©

The Achieve Coaching Model© was developed by The Coaching Centre. It is reported to be an adaptive yet systematic coaching process. It was found that experienced executive coaches go beyond the confines of the GROW model to achieve measurable and sustainable results with their clients. The seven stages of the ACHIEVE Coaching Model© are:

Assess current situation;
Creative brainstorming;
Hone goals;
Initiate options;
Evaluate options;
Valid action programme design; and
Encourage momentum.



In stage 1, it is important to obtain an overview of the client's current circumstances before focusing on the chosen area. The most critical coaching skills at this stage are: rapport building, the use of open-ended questions and active listening. Stage 2 increases the clients' range of choices and creates a sound foundation for the development of creative solutions and behavioural change. Stage 3 is to refine the established alternatives into specific goals and is where SMART goals are created and/or refined. In Stage 4, the aim is to develop a range of ways of achieving the desired goal(s). The purpose is not to find the 'right' option but to develop a range of options for achieving the goal(s). Having generated a range of options, stage 5 is to evaluate these options and prioritise them for the action plan. In stage 6, an action plan is designed with the goals broken down into achievable chunks. Stage 7 is about encouraging momentum and helping the client stay on track and should be an ongoing process.

How can this help me?

Makes the executive coaching process transparent, enhances executive coaches own coaching practice allowing for flexibility and individuality. It can also assist executives thinking about embarking on a coaching programme themselves and who want to know what to expect and can help with evaluating coaches when choosing with whom to work.

Find out more

Read *The Seven Steps of Effective Executive Coaching* by Sabine Dembkowski, Fiona Eldridge and Ian Hunter, available for loan to members in the UK from the **CMI Library**

The Coaching Conversation Model

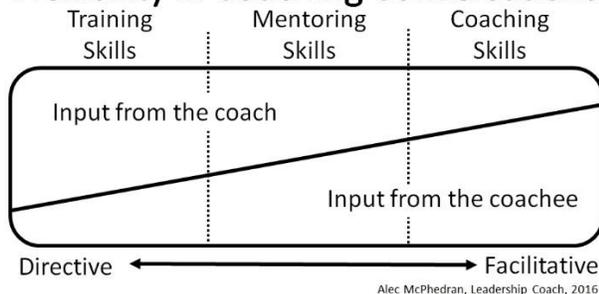
The Coaching Conversation Model is a tool to explain the way a coaching discussion may at times flex into training, teaching or mentoring mode as well as the ideal coaching approach. Here leading creative sector coach Alec McPhedran of Skills Channel TV explains the model to help new coaches appreciate the skill in flexing coaching conversations.

When I was being trained to become a coach, much of the advice was to mainly use open-ended questions such as who, what, why, where, when and how. Equally to make use of TED, tell me about, explain to me or describe to me, which are of course powerful open-ended questions. The aim therefore was to ensure that I the coach contributed very little by way of advice or influence to the coachee and that the answer sits within them.

This of course is true in one sense. Indeed, that would be the perfect coaching session – I ask profound questions, the you answer them, sort yourself out, you leave happy and I send my invoice. What a life.

As we develop out coaching understanding, we recognise that the perfect approach to coaching conversation doesn't always happen. Sometimes we need to use and trust our experience and step back a bit into training mode to explain a concept and then return to coaching on how they can use that concept to develop their ideas. We may well also throw in some personal experience by way of example, which in turn means I may well be in mentoring mode.

Flexibility in Coaching Conversations



As I try to explain this to people when I deliver workshops on coaching, managing coaching conversations can come over a bit contradictory or confusing. On that basis, and being a visual type, I developed the Coaching Conversation Model. This has evolved over a number of years but what is great about the model is that it helps to initiate valuable discussions on the flexibility needed in coaching conversations.

Directive to Facilitative Coaching

The more we instruct or influence the conversation, the less the coachee contributes to the conversation. That is directive coaching. If for example, I am trying to help a manager work through giving feedback on a colleague's behaviour, I tend to see how they would approach it and what the likely outcomes would be based on that approach. If we agreed that it might not be the best approach or the manager was not familiar with feedback theory, I could offer some ideas on feedback theory to help move the situation forward.

A typical model I use, because of its simplicity and usefulness, is the AID feedback model. That is A for action or actions I have seen, heard or felt. I is for the impact of those actions and the likely consequences and D for what should they do about it in the future. On that basis, I am in training or teaching mode using my training skills. Once I have put the theory across we then move back to a coaching approach by getting back to asking them how they could use that model in that particular situation. I am back to guiding the thinking of the

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coachee, not contributing ideas but simply coaching. That is facilitative coaching – the main conversation coming from the coachee.

Much of this approach has strong links to Heron's Six Categories of Intervention (1975, in Hawkins & Smith, 2006) offering approaches from an authoritative set of interventions to facilitative interventions. Heron's models confirm that as a coach, we need to flex our approach as we work with our coachees.

Development Through Coaching

A frequent misunderstanding I find when coaching managers is their understanding of development. Many people feel that development means training. To me, development is how do we give people new knowledge, skills and behaviours. This widens our options with development opportunities such as coaching, mentoring, teaching, shadowing, secondment and so on. Training may or may not be a part of development.

In developing the Coaching Conversations model, and for the sake of simplicity, I have used training, coaching and mentoring by way of example. You can use whatever is appropriate to your learning group with headings such as educating, teaching, facilitating. For me, the basics of training, coaching and mentoring work well.

As a pre-activity to discussing coaching conversations, I run an activity in which the group is normally split in to three. Each group is allocated either training, coaching or mentoring. They then write words on a Post-It that reflects clearly their development option. They then select the top three words and create a simple sentence defining training, coaching or mentoring. During feedback and discussion, we then evolve their work in a way that explains each and differentiates the three. Before the session, they are encouraged to bring along a preferred description on coaching and mentoring.

We all have our view on what each development option is but the point of the exercise is to understand those options and develop a way in which to explain them simply and clearly in a coaching session. The value of the exercise is that participants gain a better understanding of each and recognise the differences – especially between mentoring and coaching. I often support this with an anecdote that highlights those differences.

From this we can then move on to discussing coaching conversations, and on my events, I tend to use training, coaching and mentoring. Very simply, for me:

Training

In training mode, we instruct, tell. Much of the input to the conversation is from the coach. It is explaining ideas, concepts or theories.

Coaching

This is where the coach concentrates on the objective of the coaching session – be it coachee or jointly identified. This uses questioning, active listening, feedback, problem solving, idea generation and summarising skills to guide the coachee. It's asking rather than telling. It allows the coachee to develop their thinking capability and self-belief in their capability. The main input on the conversation is ideally from the coachee. Coaching is facilitating the learning of others to help them reach their unique potential.

Mentoring

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A mentor is a more experienced or senior person who offers guidance, support, pastoral care or wisdom to another in developing them as a person. This is where the coach applies their mentoring skills jointly contributes to the conversation with the coachee. The mentoring approach allows the coach to offer ideas from their experiences, points ideas in an appropriate direction and guides based on their wisdom.

I'm conscious that my definitions of training, coaching and mentoring will not sit well with others. In fact, when I search on a web browser for 'definition of coaching', it tells me it has found 233,000,000 pages with thousands of definitions and interpretations of definitions.

We all have our own views, beliefs and versions of each based on our unique experiences. The key thing is you have a description in which you feel is right and it helps to explain what it is to a coachee yet it is simple and easy to understand. I also feel it must clearly differentiate between the three development approaches.

The Coaching Conversation Model

The purpose of the coaching conversation model is to help a new coach understand that the conversation will flex in to the territory of teaching, training, education or mentoring but with the aim of making sure we focus on and always returning to the coaching approach where appropriate. A pure coaching session is the Utopia but in cases I have experienced, we do have to flex for the benefit of the coachee and the coaching session or programme goal.

The Coaching Conversation Model has been developed by Alec McPhedran FCIIPD, Chtd Mngr CMI, MAC, MCMI as a tool for people who coach; to help understand the conversation management of a coaching session. Alec is the managing director of Skills Channel TV, the training company for busy creative people. He specialises in one to one coaching, facilitated learning, media training and team development. He developed the GENIUS Coaching Model, a guide to managing the flow of a coaching conversation. For further information, contact 0121 366 87 99 or visit www.skillschannel.tv.

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RAM Model of Coaching Evaluation

The RAM Model of Evaluation was developed by John McGurk of the Chartered Institute of Personnel and Development (CIPD) as a direct challenge to the argued overuse of the Kirkpatrick model of evaluation. Starting out as addressing three simple issues, it is presented as a useful thought tool for coaching. The three components - Relevance, Alignment and Measurement - relate to each other to form a strong process of evaluation.

	Item	Description	How is this measured?
Relevance ↓	Reach	Relevance of coaching to the business, to stakeholder relationships. Outcomes are clearly described.	Records of tasks, clearly defined expectations, cost for coaching process etc. Q: <i>What problems/issues would this solve and how will this improve business performance?</i>
	Personnel	Identify relevant stakeholders and relationships.	All involved parties recognised,. Regular dialogue to update on progress and to gain feedback. Q: <i>Is what is being delivered going to meet/meeting their needs?</i>
Alignment ↓	Learning	Describe the skills, capabilities, and knowledge that is already held and is required for the future.	Self and coach assessment to highlight progress, benchmarking and tuning both internally and externally where appropriate.
	Application	Provide evidence of implementation and progress.	Regular personal reviews using 360 degree feedback, performance appraisal, stakeholder surveys, or department meetings .
Measurement ↓	Performance	Indicators related to the areas to which the coaching and the expectations outlined are aligned to.	KPIs with appropriate sensitivities and probabilities, appropriate to the coaching delivered and outcomes outlined.
	Return on Investment (where appropriate)	Analyse financial returns for the department and/or business, as appropriate.	Develop a ROI formula measuring benefits against costs

How can this help me?

Use this tool as an alternative to the Kirkpatrick model. Use the RAM approach for all learning and talent interventions and not just coaching, to keep you focused on the outcome, not the process. Ensure coaching is relevant to the business and stakeholders, is aligned to have real business impact , and the ROI is measured.

Find out more

Read: McGurk, John [Real-world Coaching](#), Training Journal, Feb 2011 or [Real-world coaching evaluation](#), CIPD

Heron's Six Categories of Intervention

All managers have a supporting or coaching role with their team. Heron's Six Categories of Intervention, developed in 1975, helps you to understand the different ways we can intervene. Authoritative intervention is used most when managers are required to take responsibility for a specific team member, and facilitative intervention is used when a manager supports the team member in developing a sense of responsibility for an issue, for example.

Authoritative	Facilitative
<p>Prescriptive Offer guidance to your team member, advising them in the best course of action to take to resolve their issue and how they should behave when tackling it.</p>	<p>Cathartic Used to allow your team member to express and/or confront their feelings and/or fears. You should look to support and empathise with them and gain appropriate information to greater understand their perspective.</p>
<p>Informative Provide information to guide the team member, utilising your own experience, views and knowledge. Aim to inform the team member's understanding of the issue, explaining relevant background information and principles.</p>	<p>Catalytic The form of intervention most commonly used in coaching, with the team member supported in reflection, discovery and learning for themselves. Support should be provided for making decisions and choosing the routes to take but ultimately, the control should be with the team member.</p>
<p>Confronting Confronting, in this sense, should be positive, constructive and used to challenge your team member's thinking. It can be used to help them to self-evaluate; inform them of their impact on a situation; avoid making similar mistakes; and direct them as to what might be holding them back.</p>	<p>Supportive Used to praise and to build the confidence of your team member, by reinforcing and explaining their value to the organisation; their contributions and by highlighting their achievements and the wider positive impact of their work.</p>

How can this help me?

Knowing how you can help people more effectively is crucial for those at work who support, give advice or share their own expertise regularly. This model is useful for planning communications and adapting them to the needs of your individual team members as well as reflective on your own practice.

Find out more:

To understand how John Heron expanded his view of facilitation read *The Complete facilitator's handbook* (1999)

Kirkpatrick's Evaluation of Training Model

Level 1: Reaction

Measure participant's reaction to the training.
Often done with feedback sheets at the end – sometimes described as 'happy sheets'.

Level 2: Learning

Test or evaluate participant's retention of knowledge, skills, etc.
Usually done through testing, questioning, demonstration or observation, but should be done during as well as at the end of training, so that comparisons can be made.

Level 3: Behaviour

Assess changes in behaviour, skills, or attitudes that demonstrate the transfer of learning or knowledge into the workplace.
Can be done through testing or observation at work, after training ends.

Level 4: Results

Evaluation of organisational benefits in terms of impact on the business, or return on investment.
Quantification of gains or establishing of outcomes that contribute to organisational objectives.

Dr Donald Kirkpatrick's four-level model for training evaluation should be part of a broader process of training design and implementation into which the evaluative levels can be integrated. The four levels of the model are: Level 1: Reaction; Level 2: Learning; Level 3: Behaviour; and Level 4: Results. Each of these levels are described more fully in the boxes opposite.

Evaluation of training is often thought of as a complicated process, but Kirkpatrick's four levels set out simple stages that make the process easier to understand. Many organisations use the model, though some focus only on its first two levels, and this will reduce its effectiveness, since the third and fourth levels aim to assess transfer of training and impacts in the workplace.

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Some writers suggest that the model should be extended with a fifth stage of establishing the ROI (return on investment) for training that takes place. Establishing ROI is difficult, however, because of the need to identify and control for many variables in any organisational context.

How can this help me?

Kirkpatrick's model gives a frame of reference within which it is possible to validate training by showing its progress and outcomes in terms of increased knowledge or ability, together with its benefit and impact within the organisation.

Find out more

Read ***Evaluating training programs: the four levels*** by Donald L. Kirkpatrick, available for loan to members in the UK from the [CMI Library](#)

Kirkpatrick-Phillips Evaluation of Learning Model

Because of its appropriateness to the business setting, the evaluation model that emerged from the work of Dr. Donald Kirkpatrick and Dr. Jack Phillips has become the most credible and most widely used training and HRD evaluation methodology in the world. In particular, the Phillips ROI Methodology™ offers a practical way to forecast the potential payoff—return on investment (ROI)—of a proposed training or human resources development initiative before funds are committed.

Level 1 – Satisfaction

Measure your learners satisfaction with the training and their plans for action. You can easily start measuring customer satisfaction using post-training surveys. Consider using the Net Promoter Score methodology for measuring customer satisfaction. It provides great guidance for writing your survey questions, measuring the results, and establishing benchmarks.

Level 2 – Learning

Measure whether learning transfer occurred using tests, skill practice, role playing, simulations, group evaluations, or other assessment tools. Be sure to make your assessments as objective as possible so you can gain valuable insights when comparing results against different learners, time periods, and instructors.

Level 3 – Impact

Measure whether the training impacted your learners daily actions and attitudes. Measuring impact requires pre-training and post-training surveys from those who regularly witness the behaviours you want your learners to change. These observers need to be able to provide objective feedback on the knowledge, skill, and attitudes of the learner.

Note, it is important to allow sufficient time following the training event for the observers to have enough interactions with the learner.

(When training or products impact behaviour, others take notice and become interested in learning more about the cause of these changes. This is an essential step to becoming truly viral.)

Level 4 – Results

Measure how the training impacted measurable performance goals. Before training results can be measured, your learners must establish and start measuring the performance goals you desire to improve. Typically performance metrics are based on output, quality, costs, or time. Once performance goals have been established and measured, and performance goal improvement related training has been provided, you need to compare the difference between your learner performance before training, to their post training performance. You also need to determine the financial benefits associated with increasing the learners performance metrics. As with measuring impact, you need to allow sufficient time for results to be achieved.

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Level 5 – ROI (Return on Investment)

Measure the benefits of training against the cost of training. To do this you must first calculate the financial value of the training provided. In other words, what is the dollar value associated with a learner's performance improving from X% to Y%? For example, if a sales representative is able to close 20% more sales because of your training, how much additional profit does that improved close rate provide the company?

Note, while applying a dollar value to intangible benefits is possible, such as increased happiness, these measurements are often inaccurate and costly.

Next, you need to calculate the total direct and indirect cost of training. With those two variables in hand, you can calculate the ROI of your training as follows:

ROI = (Financial benefit from training – total cost of training) / (Total cost of training) X 100%

Source:

GoSignMeUp 2014

Coaching Chemistry: Building a Collaborative Relationship

Key Concept

The best circumstances for successful coaching include a number of factors, from the skill, style, and experience of the coach, to the desire of the coachee to develop, to the actual process of coaching sessions. But none of these will work effectively if the relationship between the two is lacking. What can leaders do to get the best out of their teams, and the best out of themselves as coaches?

Idea Summary

Leaders cannot succeed in isolation. By definition, leadership is about getting the best from other people throughout the organization. The cumulative improvement leaders can generate in their teams through successful coaching will have far more impact than any efforts as an individual. It is therefore vital to foster the best in your people by embedding a positive coaching culture. And that can start with you, as you impart your skills and knowledge and take on the role of coach.

The use of coaching as a leadership style can have a real impact on organizational culture, because it allows people to take responsibility for their own development; it creates an opportunity for stronger working relationships; and it builds organizational performance levels. The knock-on effect of individuals wanting to manifest a level of change in themselves is that they will be able to perform their role more effectively and therefore be of more benefit to the organization.

Leaders are most likely to use their coaching style when time is not a major issue, and when forward planning is possible. Crisis management or a state of flux within the organization calls for more personal leadership intervention. But for many other situations, coaching can be a useful approach, allowing the leader to step out of their own reference zone, and see things from their coachee's point of view.

A leader will invariably already have a relationship with their coachee/s, but the key to succeeding with coaching is to use that connection and strengthen it further, to develop a deeper rapport. Having established that you want to introduce more coaching into your schedule, be aware of the stages involved in developing a good coaching relationship with your team members, and recognise the needs of both parties.

At first, your coachee may be looking at you to see how much you are 'like' them, and whether they can relate to you. If you can fit in with their own identity, next examine what your/their needs are relating to control. Control in a coaching relationship can swing back and forth, depending on the issue being discussed, so you need to know when to take over, i.e. if they are unsure in a certain situation, and when to let them hold the reins, helping the conversation with them move forward by active listening. Finally, be mindful of maintaining a balance between appropriate closeness to gain your coachee's confidence and openness, and a professional distance so you can conduct the relationship in a work setting.

Business Application

Having considered how to establish the relationship, how do you get the best out of this 'working alliance'? Flexibility is key, because you need to constantly monitor the nature of the relationship, listening to your coachee's view and adapting to their levels of need. A useful comparable here would be the doctor/patient relationship in which the doctor may have to adapt his/her approach to get maximum input from the patient. In the same way, you may need to adapt your style or the approach you take within the coaching sessions, considering the *suggestions* below, for example.

- **Be yourself** – you need to let your coachee see the 'real you' not only to build trust, but also because letting your own self shine through will be a much easier state for you to maintain.
- **Agree arrangements** – work out how you want to conduct coaching, whether informal ad hoc meetings as the need arises, or more structured sessions in a specific setting.
- **Active listening** – pay attention, and use body language to demonstrate that attention to your coachee. By making the effort to really listen and understand their view of the world, you will gain their trust and achieve a much more productive relationship that can bring about significant and lasting change. It's common sense really – the more attention you give, and the more intensely you listen to their issues, the more likely they are to want to change and reach their goals.
- **Ask incisive questions** – don't be afraid to put forward questions or ideas that challenge assumptions the coachee (or you) may have, and that limit ideas or possibilities. Every now and then, summarise what you are hearing in response, and reflect on it, to show you have really listened.
- **Empathy, rapport, openness and trust** – looking at the world through the lens of you coachee will help you support them better because you become sensitised to their particular issues. Clear your head of your own needs and thoughts, this time is about your coachee.
- **Be mindful** – take space and time to think so that you can both approach coaching sessions clearly and with fresh eyes.
- **Appreciation** – treat your coachee as your thinking peer, encouraging them to move beyond assumptions that limit their thinking and their ideas. Practice the art of appreciation over criticism. The ratio of the former to the latter should be high, so that coachees grow in confidence and feel that they matter, both as individuals, and to the organization.

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- **Enjoy the learning journey** – the process of coaching can help build self-awareness in you as well as your coachee. However experienced you may be, interaction of this sort can really help you as you work with others in a coaching setting.

Source: Ideas for Leaders 2016

VAK - Visual, Auditory and Kinaesthetic Communication

Engaging in small talk with colleagues, clients, suppliers and potential contacts is an effective means of breaking down barriers and establishing common ground. However, this superficial level of communication fails to develop the all-important rapport and trust necessary for building strong, long-lasting relationships.

The visual, auditory and kinaesthetic (VAK) theory demonstrates how effective communication isn't just about what we say. More importantly it is about the way we say it. The choice of words used to express ourselves communicates to others how we view the world. This in turn can influence how we are perceived and whether it is likely that trust and rapport will develop between parties.

Visual (sight) - "The design for the new logo looks really great"

Auditory (hearing) - "I can't recall the speaker's name but the quote rings a bell"

Kinaesthetic (feeling) - "I think we learn much better through hands-on experience"

Olfactory (smell) - "I trust my instincts and this supplier's motives smell distinctly suspicious"

Gustatory (taste) - "It's a shame that the partnership turned sour in the end"

The majority of people communicate using the visual, auditory or kinaesthetic senses.

Examples of language used in everyday communications:

Visual	Auditory	Kinaesthetic
Look	Tell	Grasp
Clear	Listen	Make contact
Imagine	Loud and clear	Catch-on
Focus	Resonate	Firm foundation

How can this help me?

The VAK approach to communication helps us to identify our own communication style and to find others who share or complement our style and world view. By understanding how we communicate, we can gain an appreciation of how others may perceive us too. VAK can also assist in recognising how others like to communicate, work and learn, as well as predicting how someone may react in a particular situation.

When assessing the potential of a relationship, listening is equally as important as talking. Listening carefully can effectively highlight whether rapport is in evidence from the outset and thus whether the connection has the potential to become long-lasting.

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Coaching Guidelines and Protocols

Association of Coaching Code of Ethics and Good Practice

The Association for Coaching is committed to maintaining and promoting excellence in coaching practice. It therefore expects all members, whether coaches or coaching supervisors, to adhere to the essential elements of ethical, competent and effective practice as set out in this Code of Ethics and Good Practice. Please note: 'Client' refers to anyone receiving coaching or coaching supervision from you.

Fitness to Practise

1. You will have qualifications, skills and experience appropriate to the needs of your Client. If not, you should refer your Client to those who do, such as more experienced coaches, coaching supervisors, counsellors, psychotherapists or others offering specialist services.
2. You will be fit and healthy enough to practise. If not, you should stop until you are and, if necessary, your Clients should be offered alternative support.
3. You will have professional indemnity insurance adequate to cover your coaching and/or coaching supervision practice.

Maintaining Good Practice

4. You will always act in a manner that shows respect for people and organisations, and enhances the reputation of the coaching profession. Any claims you make about coaching or coaching supervision will be honest and reflect current knowledge and understanding.
5. You will be sensitive to issues of culture, religion, gender, sexuality, disability, race and all other aspects of diversity.
6. You will monitor the quality of your work through feedback from Clients and other appropriate professionals.
7. You will complete each year at least 30 hours of continuing professional development (CPD) in the theory and practice of coaching. For coaching supervisors, there shall be an additional 10 hours of Coaching Supervisor specific CPD per year. This is a condition of continued AC Membership and individual coach or coaching supervisor accreditation.
8. Both coaches and coaching supervisors will regularly reflect on their practice and development with a suitably qualified and experienced coaching supervisor.
9. A Client may need levels of psychological support you are not competent to provide. If so, the Client should be referred to an appropriate source of care, such as the Client's GP, a counsellor, psychotherapist, or another appropriate service or agency.

Contracting

10. You will explain and make explicit your commitment to abide by this Code of Ethics and Good Practice.
11. Before starting work with a Client, you will ensure that they know and fully understand the nature of and terms and conditions of any coaching or coaching supervision contract, including session cost and frequency. You will be open about the methods you use, and be ready to supply your Client with information about the processes involved on request.
12. You will consider the impact on your Client of any relationships you have with other clients and sponsoring organizations, and discuss any potential conflict of interest with those who might be affected.
13. While confidentiality will be an essential aspect of your commitment to Clients, your contract will make clear that if evidence of illegal activity or the potential for harm to the Client or others is disclosed during the engagement, you may have to inform the appropriate

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authorities. If possible and appropriate, this should be done with the Client's consent and permission. If the Client is a child or vulnerable adult, arrangements should be made with their sponsors to ensure a level of confidentiality in the best interests of that person while working within current legislation.

14. You will respect the Client's right to terminate the engagement at any point in the process.

Statutory and Legal Duties

15. You will keep up to date and comply with statutory or legal requirements that affect your work.

16. In particular, you will be aware of and comply with legislation related to working with children or vulnerable adults, including the need for a Disclosure and Barring Service (DBS) check before starting.

17. You will keep appropriate and accurate records of your work with Clients and ensure they remain confidential, are stored securely, and comply with the Data Protection Act.

Individual v's Team Coaching

The difference between team coaching and individual coaching is that in team coaching a complete team is working together towards a set goal. The working methods and used techniques are equal to individual coaching.

Individual coaching takes place in one to one meetings where confidentiality is the first consideration, even though reporting back to managers on the progress of the individual based on their development plan.

Reasons to choose team coaching may be for building a sense of team, creating clarity on various roles and responsibilities within the team, improving team co-operation by raising awareness on cross cultural differences. The manager as a coach should always aim for improvement of effective co-operation in order to meet team targets more efficiently.

Reasons to choose individual coaching may be for personal empowerment, improved time management, improving delegating competencies, improved team leading by raised awareness regarding the influence of cross cultural diversity in teams.

Coaching supports the individual or the team in discovering their strong points, thereby empowering them to solve and overcome any obstacle there may be. This is brought about by a tangible plan of action, 'mile-stones' and agreed goals.

In professional development there is always a link with the company goals.

Source: Munro Global Perspectives 2014

Coaching the Team at Work

Team coaching is about making things happen faster, making things happen differently and it's about enhancing learning.

David Clutterbuck, in 'Coaching the team at work', defines team coaching as: Helping the team improve performance, and the processes by which performance is improved, through reflection and dialogue.

Clutterbuck, D, 'Coaching the team at work', 2007, p77

Team and individual mentoring and coaching share the same core skill set. However, working with a team adds to complexity. Clutterbuck believes that the same themes will occur but that a number of extra dimensions need to be considered:

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- **Confidentiality:** This is key in any mentoring or coaching relationship. In teams, a new dynamic is that the transparency of conversations between the team and the organisation is high, yet individual conversations need to be held in confidence.
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- **Relationship scope:** Coaching or mentoring happens not just between the team and the coach or mentor, but between team members. Clutterbuck believes that this is positive as it 'not only shares the learning, it also deepens and expands the learning that the individual extracts' (Clutterbuck, p87).
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- **Reaching decisions:** Decisions can be made with varying degrees of understanding and commitment. This is heightened in a team situation, where individuals operate at different speeds and from different perspectives, with multiple inner dialogues. The coach or mentor therefore needs to work with the team to reach a good decision that works for the whole. The mentor or coach draws on facilitation skills to support this.
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Clutterbuck's book 'Coaching the team at work' is suggested further reading to explore the area of coaching beyond this resource.

Source: National College for Leadership and Management 2017