

Preview
Version

The Manager as Coach



User Guide

Written by: John Armstrong



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Introduction to the pack

The coaching challenge

Coaching has the potential to underpin everything a manager does - a way of managing people rather than just something used occasionally to address performance issues. Underlying this approach is an awareness of emotional intelligence that helps build effective working relationships based on trust and mutual respect. This in turn helps create a climate that supports learning, continuous improvement, and performance management.

The video-based learning resource **The Manager as Coach** has been designed to help promote a coaching culture in the workplace. It challenges managers at all levels to consider how they can embrace a coaching approach and encourages them to:

- reflect on the power and potential of adopting a coaching approach
- understand how coaching can underpin everything a manager does
- explore how 'The Manager as Coach' might support learning and development using a range of different styles
- adopt a framework within which coaching can be facilitated
- consider and practise the skills required to deliver intelligent coaching.

What it contains

The Manager as Coach contains a DVD and a User Guide.

Video: The Manager as Coach video is a work-based drama (14 minutes). It shows how a manager, Yvonne, learns that adopting a more inclusive emotionally intelligent approach to coaching has positive outcomes, enabling her to find a solution to a staffing issue. The video demonstrates how coaching can be an inspirational and motivational way of managing people rather than just a means of addressing performance.

The programme can be viewed from start to finish but is also organised in 'chapters' so that scenes and key learning points can be revisited easily.

User Guide: This Guide provides a flexible thought-provoking resource for raising the profile of coaching at work. It contains everything needed to run a group training session - training notes and presentation materials. Please see the Copyright Notice at the front of this guide regarding copying of the material.

Detailed training notes are provided for running a one-day workshop. The notes are not prescriptive. Trainers can adapt the training notes to suit their own styles and training context. The workshop is structured as eight key sessions:

- welcome and introductions
- what is coaching?
- the manager as coach video
- what is coaching NOT!
- coaching approach
- coaching framework
- coaching skills
- putting it into practice.

Each session contains:

- an overview
- key points
- resources and activities
- training notes.

The pack has been designed primarily with a shared learning experience in mind. One of its underpinning principles is the importance of creating effective working relationships based on trust and openness. Whilst recognising that it is not always possible, learners using the resource are likely to benefit from supporting each other and sharing ideas and experiences.

Who it is for

The Manager as Coach will be helpful to anyone who manages and coaches in the workplace. The video provides a realistic context in which an effective manager has her eyes opened to the potential of coaching to inspire and motivate a member of her team. The approach is presented as a way of working for managers who are leading people in challenging times.

The story will also resonate with people who may not have management responsibilities at work, but who see an opportunity to adopt a coaching approach in other contexts – in the home, at a club, society or association, with a friend or acquaintance, or in other social networks. The values, principles, techniques and skills are transferable across all aspects of our lives.

The ideal number of people for a group-training event is eight to ten. This allows for greater flexibility and engagement with the exercises provided in the training notes.

Self study

You can also use this Guide to watch the video and work through the materials on your own. Read through the chapter 'Running a Workshop'. Use the commentary to challenge your own thinking and to support your learning.

Make use of the handouts. **Handout 1: The Lessons Learned and Action Plan**, and **Handout 2: The Self Assessment Questionnaire**, will be of particular relevance and help. Many of the exercises can't be done working on your own. You may want to look for other opportunities to practise your coaching skills and to share your learning with colleagues.

Synopsis of the video

The Manager as Coach video (14 mins) shows how a positive approach to coaching provides a solution to a workplace problem. It can be watched as a story but is also organised in chapters so that individual scenes and training points can be revisited.

CHAPTER 1: SETTING THE CONTEXT

Scenes 1 - 3

Yvonne arrives at work to be told that she will not be able to replace Marsha, one of her team leaders.

Ed is on the phone to a friend. He is concerned about an important presentation that did not go well and a subsequent conversation with his manager, Yvonne. Ed agrees that Yvonne is supportive and gets things done, but feels that she doesn't listen.

Yvonne seeks the advice of Anita a friend and former colleague. Ed asks Yvonne if they can talk some more about the presentation. Yvonne puts him off.

Key points

- a pressured working environment can make it difficult for people to find the time to build effective working relationships.

CHAPTER 2: COACHING APPROACH (1)

Scenes 4*

Yvonne describes her staffing problem. Anita compliments her on being a supportive manager and encourages her to consider her options.

Yvonne questions Ed's capability based on the problem with yesterday's presentation and his subsequent response to her coaching.

Anita helps Yvonne to reflect on her part in what happened. Yvonne starts to see that her attempt to coach might not have been the right approach for Ed. But while she accepts she has taken a very direct approach she argues that it was necessary.

Anita encourages Yvonne to consider how approaching Ed in a constructive way might foster a more effective working relationship. She suggests being more open about one's own thoughts and feelings. Yvonne starts to recognise that developing her relationship with Ed could help her find a solution to her staffing problem.

Key points

- coaching is something that can underpin everything a manager does - a way of managing people in the workplace
- coaching helps build effective working relationships
- opportunities to coach occur all the time
- coaching needs to be tailored to the individual and the context
- intelligent coaching helps people learn for themselves. Sometimes it may involve showing someone how to do something
- we can learn from the past but inspirational coaching focuses on making a difference in the future.

CHAPTER 3: WHAT IS COACHING NOT!

Scenes 5*

In a flashback Yvonne buttonholes Ed at his desk immediately after an important presentation. Rather than hear his side of things, she jumps straight in with her criticism. She decides what the problem is and that the solution is to do some coaching there and then. She runs out of time.

Key points

Poor coaching practice includes:

- not allowing enough time
- presenting feedback negatively
- failing to listen and interrupting to give opinions and provide answers
- not trying to find out the cause of a problem
- assuming that telling the other person what to do is the best answer.

CHAPTER 4: COACHING APPROACH (2)

Scenes 6

Yvonne organises a more appropriate opportunity for Ed to talk to her about the presentation.

She starts by asking Ed why he seemed unprepared for the presentation. Ed explains that his colleague Sean failed to provide him with important data. Rather than allocate blame, Ed accepts responsibility for his part in what happened. When Yvonne reacts impatiently and questions why Ed hadn't told her before, Ed reminds Yvonne that he had tried to. She acknowledges that she had not given him time to explain and had jumped to conclusions. She agrees that her "fudged" description may not have been constructive or helpful and discloses to Ed that she has been under pressure too.

Key points

The '**Manager as Coach**':

- uses a proactive and structured approach but also reacts to coaching opportunities as they arise
- creates time and opportunity for people to think and learn
- allows learners to take responsibility for their own learning and action plan
- focuses on the future rather than on past behaviour
- adapts a range of approaches to support the learner
- helps someone learn for themselves as well as showing them how to do something.

CHAPTER 5: COACHING FRAMEWORK

Scenes 7

They explore the underlying cause of the problem and what Ed might find helpful in addressing it. They agree that the opportunity to think it through in a coaching context would be helpful. Yvonne encourages Ed to say what he wants to achieve from the coaching and what the focus will be. She also provides specific feedback in recognition of Ed's and his team's achievements.

Both Yvonne and Ed recognise that each has made assumptions about what the other thinks. Yvonne encourages Ed to take ownership for his learning and to help shape how the coaching will be facilitated. Ed shows his commitment and willingness to accept responsibility by making his own notes and action points. Having agreed the purpose of the coaching and how it will be measured and assessed, he helps design the process by confirming the timeframe and number of meetings.

Key points

The '**Manager as Coach**':

- shares responsibility with the learner for the design and delivery of the coaching. Ensures it is fit for purpose, and focused on achieving clear goals with measurable outcomes
- explores with and challenges the learner to uncover problems and opportunities and to see the bigger picture
- reviews progress and explores new challenges as part of the coaching process
- summarises and gets agreement to next steps
- commits to following up with the person being coached.

CHAPTER 6: COACHING SKILLS

Scenes 8

Yvonne helps Ed think through how he can handle performance management more effectively. Using a range of practical communication skills, she encourages him to think about how he could have managed Sean's deadline better. She encourages him to suggest what questions would have worked best with Sean and what kind of reporting process might be helpful. She empathises with Ed, drawing on her own relevant professional experience to help Ed develop his own thinking.

Finally Yvonne asks Ed to assess and review what they have achieved during the meeting and to start developing his action plan.

The scene ends with Yvonne telling Ed that Marsha is not going to be replaced. She suggests that merging teams may be the answer, and to Ed's surprise and pleasure, asks him to think about how this could be best done.

Key points**The 'Manager as Coach':**

- asks open questions to help the learner think and take responsibility for doing so
- listens actively by giving their full attention and minimising distractions
- uses body language that is appropriate to the individual and to the context
- responds positively to opportunities to share feedback with the learner to recognise their achievement and contribution
- reviews and summarises
- encourages people to learn from the past, but focuses more on how they might influence their performance and learning in the future.

* Please note that in the video Scenes 4 and 5 are intercut. For use as chapters they have been reformatted as discrete scenes.

Planning a Workshop

Preparation

To help make best use of **The Manager as Coach** pack:

- watch and enjoy the video
- explore and navigate through the scenes and chapters on the DVD (see Synopsis above)
- read through the section 'Running a Workshop' and where appropriate develop notes and ideas for your workshop
- share your thinking with another colleague and "play" through the exercises suggested in the Training Notes
- based on your knowledge of the people attending the workshop, identify points to emphasise, and allocate time and opportunities to practise
- familiarise yourself with the learning resources included and produce any additional materials needed for your workshop.

The Learner

As part of your preparation, try and get to know more about the participants: their expectations and what they already know about coaching; what their hopes and fears are; and what will be expected of them back at work after the learning event. You may be able to meet formally or informally, speak by telephone, or email. It might also be helpful to talk to other key people, such as the participant's line manager, to get their perspective and to encourage them to discuss this learning opportunity.

At the appropriate time, send an invitation to the participants with details of the date, time and location of the workshop. Explain the purpose of the workshop and give an insight into its content and learning style.

The Venue

Choice of venue has an important influence on the success of a learning event. Use the checklist below to create a comfortable and safe learning environment:

- create a space where participants feel relaxed, can view the visual aids used, and can participate in the exercises without feeling pressured and restricted
- provide natural light and be able to control heating / air conditioning
- design a layout that allows participants to move around easily to complete tasks and exercises
- check that your supporting resources are working and can be viewed comfortably.

Resources will include:

- a laptop, data projector and screen
- flip chart stand, paper and pens
- DVD player and TV
- handouts
- materials needed for the exercises.

Timetable

The Manager as Coach is designed as a flexible resource that can be adapted to meet the learning needs and aspirations of your participants and organisation. It is important to 'get a feel' for how to use the learning material and to provide adequate time for discussion, reflection and the exercises. The 'Running a Workshop' section provides a starting point and template. Adapt it to help participants secure the learning they need in order to adopt a 'Manager as Coach' approach.

The timetable below provides an outline for a one-day workshop. The structure and content could also provide the basis for a more comprehensive programme. How much time is required, will depend largely on the number of skill practice sessions and exercises that you incorporate into the workshop. Participants need time to practise and develop their coaching skills, in a safe and trusted environment. You also need to allow time for breaks and refreshments.

Timetable continued

SESSION NUMBER	SESSION TITLE	TIMETABLE FOR 1 DAY WORKSHOP
1	welcome and introductions	30 minutes
2	what is coaching?	45 minutes
3	the manager as coach video	30 minutes
4	what is coaching NOT!	30 minutes
5	coaching approach	60 minutes
6	coaching framework	75 minutes
7	coaching skills	75 minutes
8	putting it into practice	15 minutes
Total session time:		6 hours

Running a Workshop (sample)

1. Welcome and introductions

Overview

This section introduces the purpose of the workshop. It allows you to introduce participants and to encourage them to reflect on their use of coaching and what they can gain from the workshop.

Key Points

Welcome and introduce yourself
Outline the purpose of the workshop
Facilitate introductions
Encourage questions and feedback
Introduce The Manager as Coach video

Resources and Activities

Slide 1: The Manager as Coach Workshop
Slide 2: Contents of Workshop
Exercise 1: Getting to Know You
Handout 1: Lessons Learned and Action Plan

Training Notes

Welcome the participants and describe any 'housekeeping' arrangements. Explain that the group will be exploring the power and potential of adopting a coaching approach to managing people in the workplace.

SLIDE

Use **Slide 1: The Manager as Coach Workshop** to summarise the purpose of the workshop:

- to reflect on the power and potential of adopting a coaching approach
- to understand how coaching can underpin everything a manager does
- to explore how 'The Manager as Coach' uses a range of coaching styles
- to use a framework to facilitate coaching
- to practise the skills required to facilitate intelligent coaching.

SLIDE

Use **Slide 2: Contents of Workshop** to outline the workshop's content:

- welcome and introductions
- what is coaching?
- the Manager as Coach video
- what is coaching NOT!
- coaching approach
- coaching framework
- coaching skills
- putting it into practice.

Exercise 1: Getting to Know You

In pairs, ask the participants to interview each other. The purpose is to learn a little more about their colleague, including what they want from today's workshop. Invite each participant to introduce their colleague rather than themselves. Use the flip chart to capture their expectations of the programme.

Finish by asking the group what skills they used to solicit the information they required. Draw a link to the purpose of today's learning event.

HAND
OUT**Handout 1: Lessons Learned and Action Plan**

Issue the Handout. Encourage participants to use it during the workshop as a learning journal and aide memoire. Confirm that there will be time to complete it at the end of the workshop.

Invite any questions about the purpose and content of the workshop. Note on the flip chart any specific and relevant issues that need to be addressed.

Appendix 1:

Workshop materials



PowerPoint / OHP slides

- 1: The Manager as Coach Workshop
- 2: Contents of Workshop
- 3: What is Coaching?
- 4: The Coaching Range
- 5: Framework and Focus
- 6: Feedback for the Future



Handouts

- 1: Lessons Learned and Action Plan
- 2: Self Assessment Questionnaire
- 3: Evaluation Form

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OWEN-STEWART PERFORMANCE RESOURCES INC.

163 North Port Road, Port Perry, ON L9L 1B2

Toll Free: 1-800-263-3399 • Fax: (905) 985-6100

E-mail: sales@owenstewart.com • Website: www.owenstewart.com
