

Coaching for responsibility and performance

*Good leaders create good followers.
Great leaders create leaders.*

Coaching helps with both of the above - but especially with the second.

To get really good at coaching, there are some key things to bear in mind, skills to develop, a simple mental model to learn and an understanding of the spectrum of helping behaviours that can accelerate and increase your effectiveness as a coach.

Key things to bear in mind

1. Coaching is more about asking and listening – to help someone clarify their own thinking, and take responsibility for themselves and their performance.
2. Mentoring is more about telling, sharing and guiding by giving tips and insights from your own experience and expertise.
3. Both are useful to help others...but providing answers can make people more dependent on you (a good follower) and less responsible for themselves - holding them back (from becoming a leader).

*Give someone a fish and they'll come back for more.
Teach someone to fish and they'll never go hungry.*

Skills and behaviours

For some people in their coaching improvement journey, the hardest thing to do may be to give up advising others so quickly, to start helping them identify their own. Some key skills of great coaches are:

- **Building rapport** – making people feel comfortable enough to trust and be open
- **Asking great questions** – more open/Tell/Explain/Describe/If...
- **Discerning but non-judgmental listening**
- **Reflecting back** what's been said and what's not been said – especially patterns in thinking, feeling, communicating and behaving
- **Helping identify alternatives** – perspectives/views/options for action
- **Helping people envision & commit to change**
- **Enabling a sense of curiosity and outcome-oriented experimentation**

Structuring the approach for outcome-oriented thinking

Coaching helps improving planning and reviewing.

In order to improve planning and reviewing, many coaches use a simple model:

- TGROW: Topic / Goal / Reality / Options / What will you do

T	Topic	What would you like to talk about? What do we need to focus on? What would your key stakeholders think we should spend time working on?
G	Goal	Why is this goal valuable and to whom? What will success look like? How will you know when you have been successful? What will be the evidence? Who else will witness that, how, where and when?
R	Reality	Where are you now? What have you done so far? What's worked? What hasn't? What needs to change? Why? How do you know? What of your plan do you like? What are your current concerns or risks? What in your plan needs to change or develop further?
O	Options	Generate some options – lots of them. Identify criteria for choosing which are worth pursuing. What are some ways you could develop yourself in that area for the future? Choose which options would be best and why.
W	What Will you do?	Options are just “could” items...which will you actually do? When, With whom? Why? How? What will be the barriers? How will you overcome them? What will be your plan B for those barriers? How committed are you to this course of action? (1-10) How confident are you that you'll succeed? (1-10) How can you improve those scores? When shall we review progress?

Communication styles and behaviours in coaching & leadership

When helping others learn, communication can range from the more directive (“push”/mentor/tell/instruct) to the less directive (“pull”, ask, coach, elicit etc)

Spectrum of “helping” behaviours from
From more → to less directive

“Pull” - Non-Directive, coaching

