

QQI Coaching Models of Practice



Andrew Gibson

Course Aim

- To Equip the learner with the knowledge, skill, and competence to apply a range of coaching models either in private practice or within the workplace.



Course Objectives

- Understand how & why individual performance can be improved through coaching and the use of coaching tools
- Assess and apply a number of coaching models and interventions to their current and future work with clients
- To use and develop powerful questions to reframe situations and challenge clients
- Utilise a range of effective questioning techniques to enable clients to format options and solutions to issues arising.

Course Objectives

- Understand the unique nature of the coaching relationship to ensure client accountability and embedding a clear boundary management strategy
- Resolve differences, handle team wide resistance, and confront excuses in a constructive manner.
- Help people accept, adjust to, and acquire personal ownership of organisational change

Course Objectives

- Conduct development and none performance related coaching session
- Build positive and supportive relationships with team members.
- Coach in formal situations as well as during informal opportunities

Key topics...

- What is Coaching? How is it different from Mentoring or Counselling? How can it be used in a workplace setting
- Coaching framework and process
- What does it take to be a good coach? What skills are required?
- Why is Emotional Intelligence so Important

Key topics...

- How do we set up a coaching relationship?
- What coaching tools will help in setting goals?
- Why is coaching so focused on behaviour not the person themselves?
- How do I help my clients overcome challenges to change? Motivate themselves and overcome self limiting beliefs?

How will the course work?

- Video Lectures
- Video demonstration
- Course workbook
- Recommended reading & external reference links

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In This Module

- What is Coaching
- Coaching – Mentoring - Counselling
- Workplace Coaching
- Coaching Framework & Process



What is Coaching?

Definitions of Coaching...

There are many definitions of coaching, although upon a close examination they share a common theme...

"Unlocking a person's potential at maximise their own performance. If is helping them to learn rather than teaching them"

-Whitmore, 2003

"A professional partnership between a qualified coach and an individual or team that supports the achievement of results, based on goals set by the individual or team."

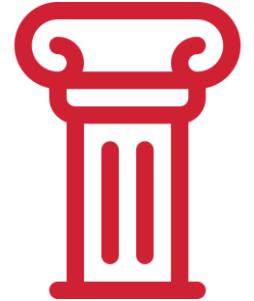
- IFC, 2005

"The art of facilitating the performance, learning and development of another"

- Downey, 2003

A Brief History

- Thomas J Leonard 1982
- Spent 10 years working researching and promoting
- Coaching University in 1992
- Came to Ireland in 1999
- Demand and awareness grows everyday





When to use Coaching?

Coaching programmes were first created to manage a number of performance related problems, this is not the sole role today...

When to use Coaching?

- Networking
- Team Building
- Leadership Development
- Career Mobility
- Enhance Communication Skills
- Develop Interpersonal Skills
- Building self-confidence



Types & Application...

Personal / Life

Life Planning, Life balance, Relationships, Parenting, Health, Finance, Spirituality.

Career

Individuals at different stages of their career, Preparing for promotion, career change, transition, redundancy, retirement.

Executive

CEO, Top team, Non-executive directors, Strategic planning, Setting new directions, restructuring, Organizational culture.

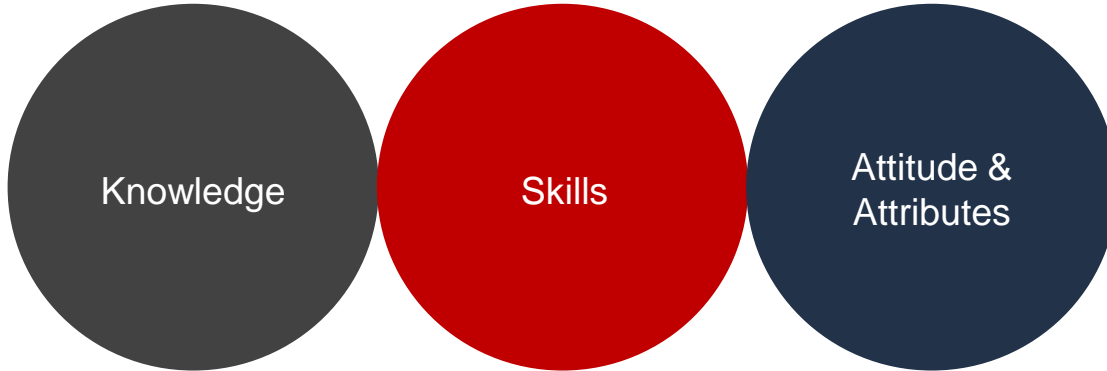
Workplace

Underperformance, role development, upskilling, team building, HR issues.

Business

Owner/Managers of SMEs, Professionals in private practice, Business planning, marketing, product development, process creation.

Coaching can help develop three key areas of within a person...





Coaching – Mentoring - Counselling

What is the role of a Mentor?

- A mentor is a trusted counsellor or teacher. Mentoring is the process of walking alongside someone to learn from them.
- The term mentor describes a wide variety of relationships and behaviors. The mentor helps with technical skill, career development, and psychosocial functions.
- Mentoring in organisations often takes place on an informal basis. More recently organisations have developed more formal mentoring relationships.

Mentoring Models

Didactic

The Didactic “teacher student method”

Modelling

A teacher student method is not always effective with adults. It can disregard a very important resource – the students’ knowledge and experience

Advising

Brokering

Facilitative

Blended



Mentoring is not Coaching!

People often confuse the coaching and mentoring

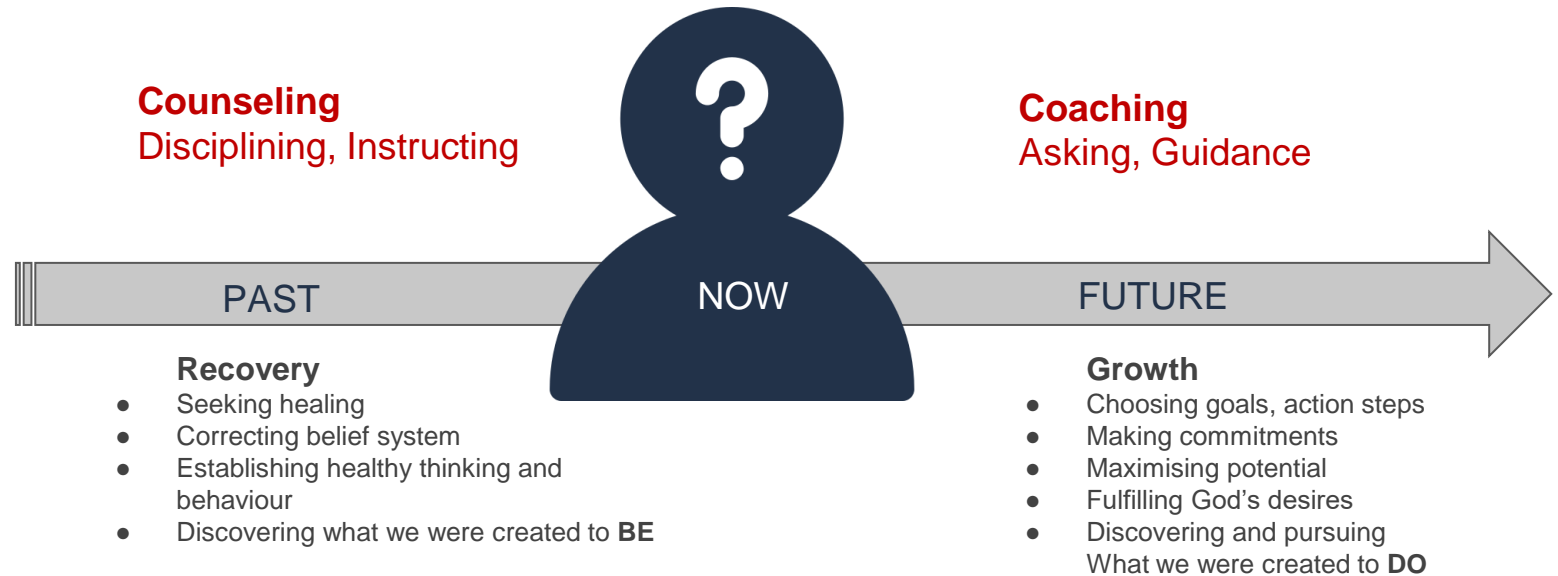
Though related, they are not the same!

Understanding the difference is crucial...



**A Mentor may Coach, But a
Coach does not Mentor!**

Coaching or Counselling?





Workplace Coaching

Planning & Development

A competence is defined as,

'the cluster of Knowledge, Skills and Attitudes required to perform a particular job or role'

It is worth noting at this point that all three can be learned throughout one's life, and also that *'attitudes'* is sometimes referred to as *'attributes'* or *'abilities'*.

Questions...

- What topics suit workplace coaching?
- What topics **do not** suit workplace coaching?

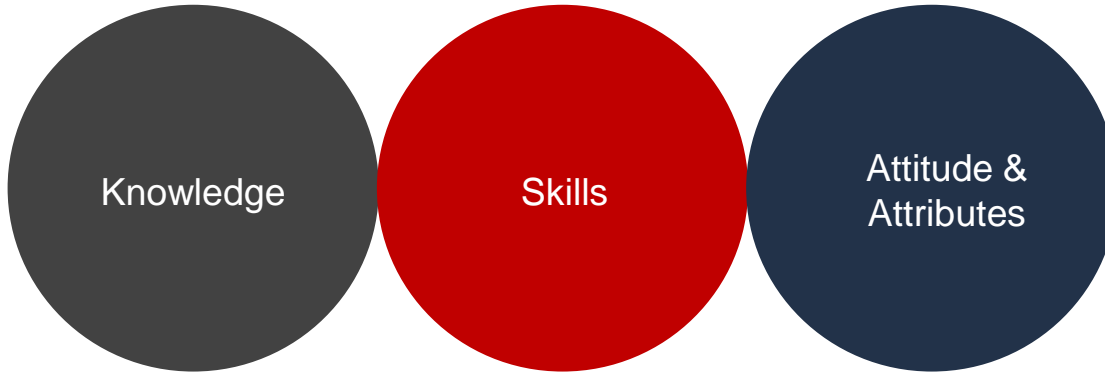


Competency Audit

When either an individual, themselves, or the management of an organisation conduct an assessment of competency they are looking at the level of Knowledge, Skill and Attitude a person or team has at this point in time.

A competency audit compares the above to the required level of knowledge, skill and attitude required by the individual or team.

Coaching can help develop three key areas of within a person...





K, S or A	Required / Who	Actions

Items Needed for a KSA Audit

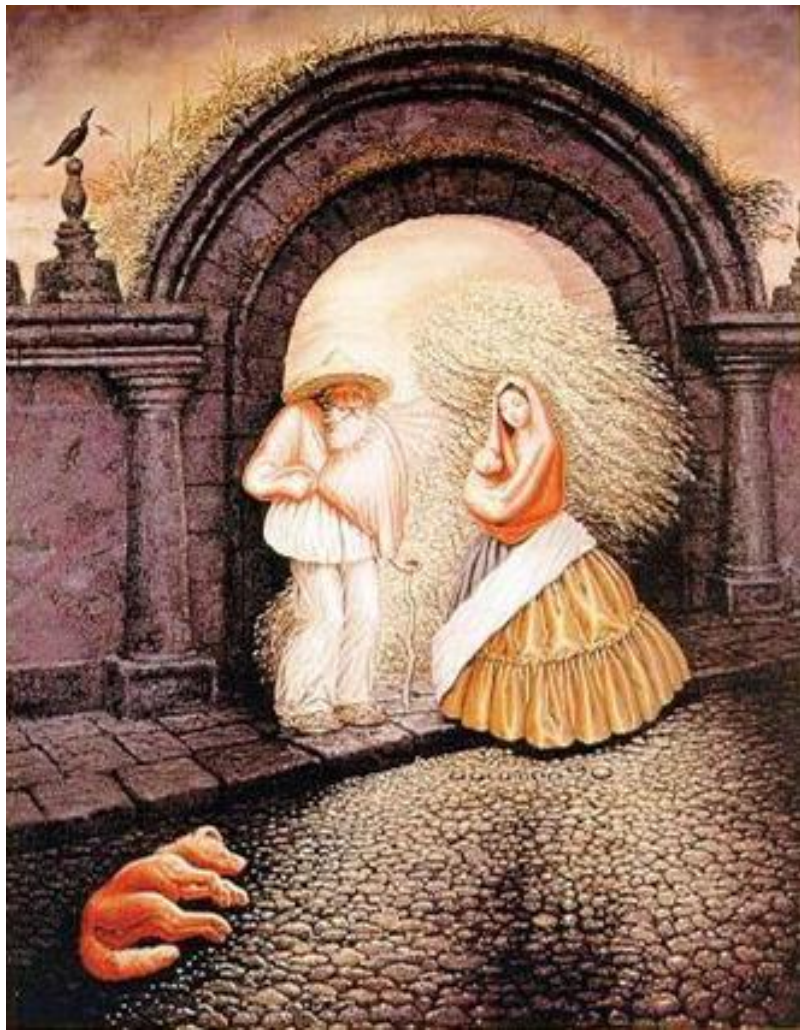
- Job Description
- Standard Operating Procedures
- Roles & Responsibilities
- Employment Contract
- Other?

“

If we do not change direction, we are liable to end up where we are headed!

- *Whitmore, 2002*





**Say what
you see!**



Coaching Framework



What's the difference between...

- Having a conversation with someone?
- Coaching someone?

What is needed to make a conversation coaching?

“

When forced to work within a strict framework, the imagination is taxed to its utmost and will produce its richest ideas. Given total freedom, the work is likely to sprawl

T. S. Eliot



Coaching Framework



1. Vague notion of a goal...

- Why did the client come to coaching
- What Knowledge, Skill or Attitude do they want to achieve?
- What is their motivation for the change?

2. Assess the here and now...

- Clarity in current ability
- Understanding of belief, values and behaviours
- Establishing evidence to support the above!
- Identifying support systems and structures

3. Vision of the there and then...

- Goal setting
- Client taking ownership of the goal
- Reality Check – Is the decision around the goal informed and supported?

4. Planning the route...

- Looking at options for achievement
- Investigate sustainability
- Brainstorm – thinking outside the box!
- Action plan for delivery of the goal

I want to be able to get that promotion but I need to up skill! The gap seems so far!!!



HERE & NOW



COACHING



With Coaching I bridged the gap and I got the job I wanted!



THERE & THEN

5. Journeying to the destination...

- Implementing the plan
- Assessing Success
- Gather and action Feedback
- Identify & implement needed course corrections

6. Assessing Progress...

- Encourage perseverance
- Build resilience
- Identify level of fulfilment from progress to date
- Retrospective on achievement

Coaching Framework



Coaching Process

- 1. Intake session = Stages 1 – 3 of framework**
- 2. Session Two - Three = Stage 3 – 4 of the framework**
- 3. Session Four – Five = Stage 5 of the framework**
- 4. Session Six = Stage 6 of the framework**

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In This Module

- Being a good coach
 - Awareness
 - KSA's of a coach

- Being a good communicator
 - Being a Good Communicator
 - Listening Skills
 - Questioning Skills
 - Reframing & Clarifying

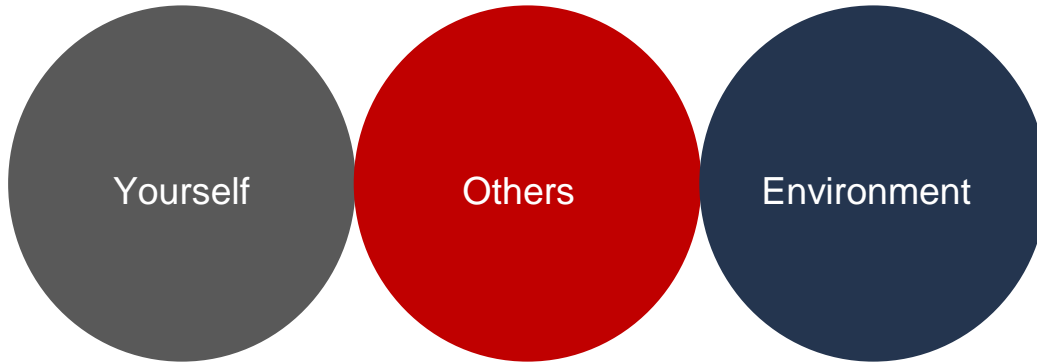
- Emotional Intelligence

- Barriers and enablers to coaching



Being a good coach

Course Theme: Awareness



Awareness: Yourself

- Need for self-awareness
- How you see yourself
- Your self talk
- How to support yourself



STORY BY KENNEDY

"What are you laughing at? We haven't gone in yet. That's just a normal mirror."

Awareness: Others

- Group awareness
- Impact you have on others
- Understanding of others
- Relationship management



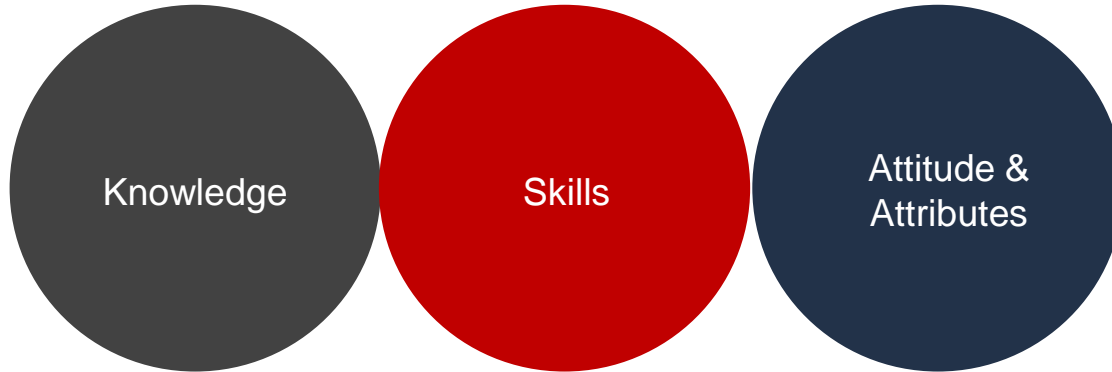
"I didn't get where I am by trying to please."

Awareness: Environment

- Physical awareness
- Adaptability
- Impulse control
- Positive attitude



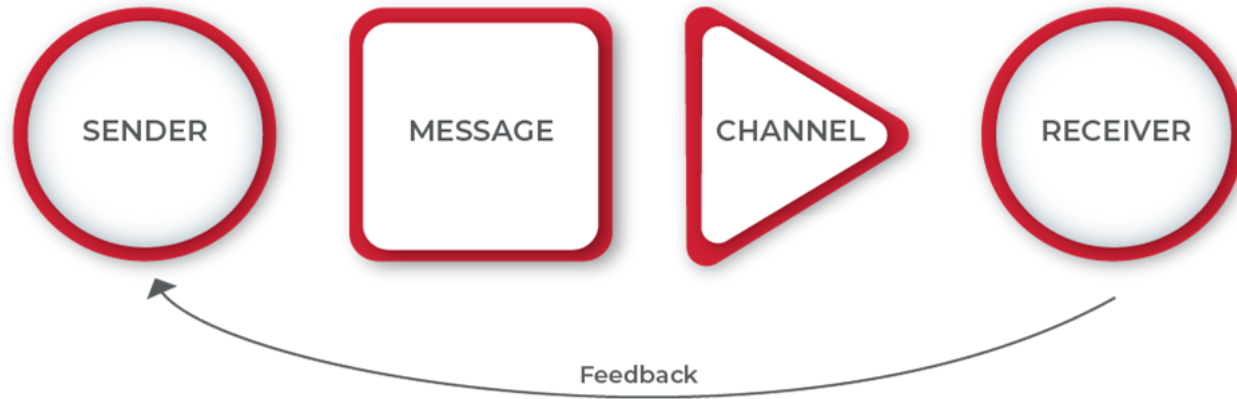
What KSA does a coach need to have?

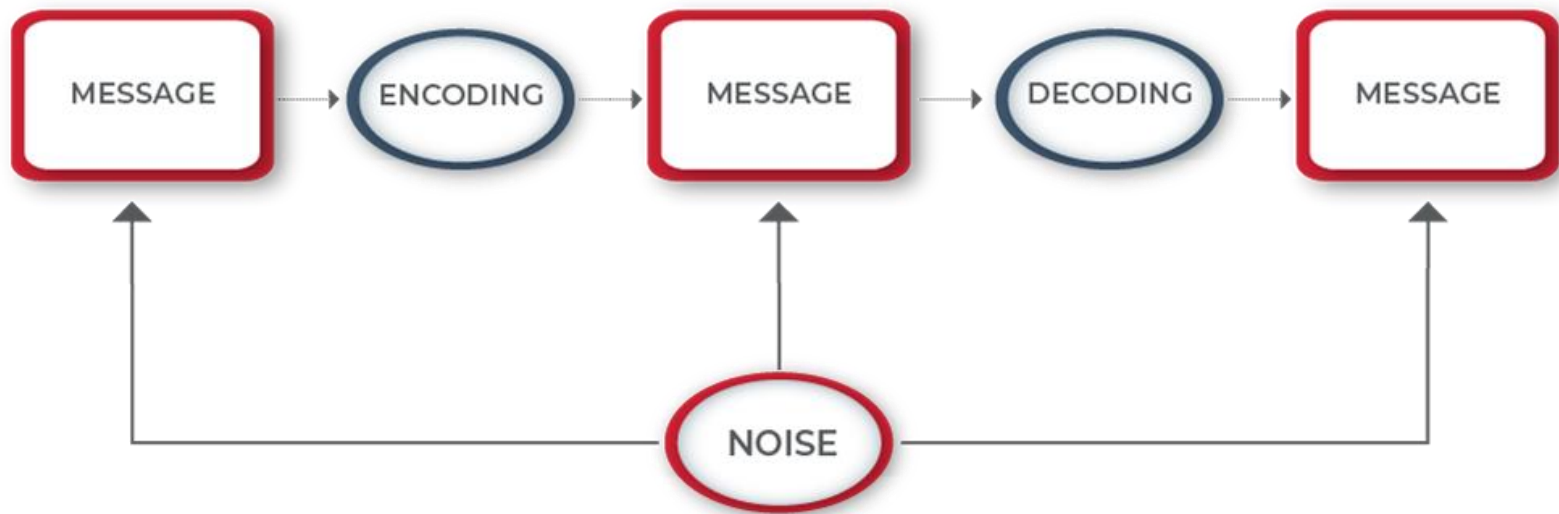




Being a good communicator...

Communication Process







What does it take to be a good Communicator?



Barriers to communication...

- Physical & environmental
- Language & Culture
- Emotional & Psychological

As a coach you must be able to effectively communicate.



Information Processing & Learning Styles

- Activist
- Reflector
- Theorist
- Pragmatist



Active Listening



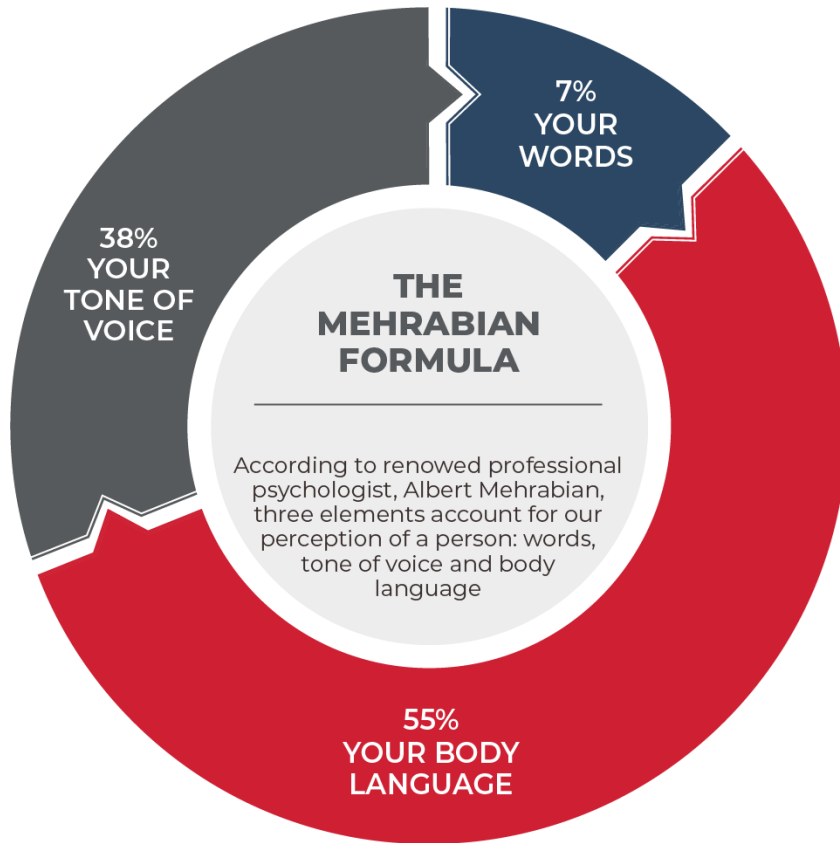
What is the most important...

Listening or Hearing?



5 Levels of Listening

The Elements of Communication – Face to Face



ELEMENT/METHOD	FACE TO FACE	AUDIO	WRITTEN
Words	7%	20%	80%
Tone	38%	70%	20%
Body language	55%	10%	n/a

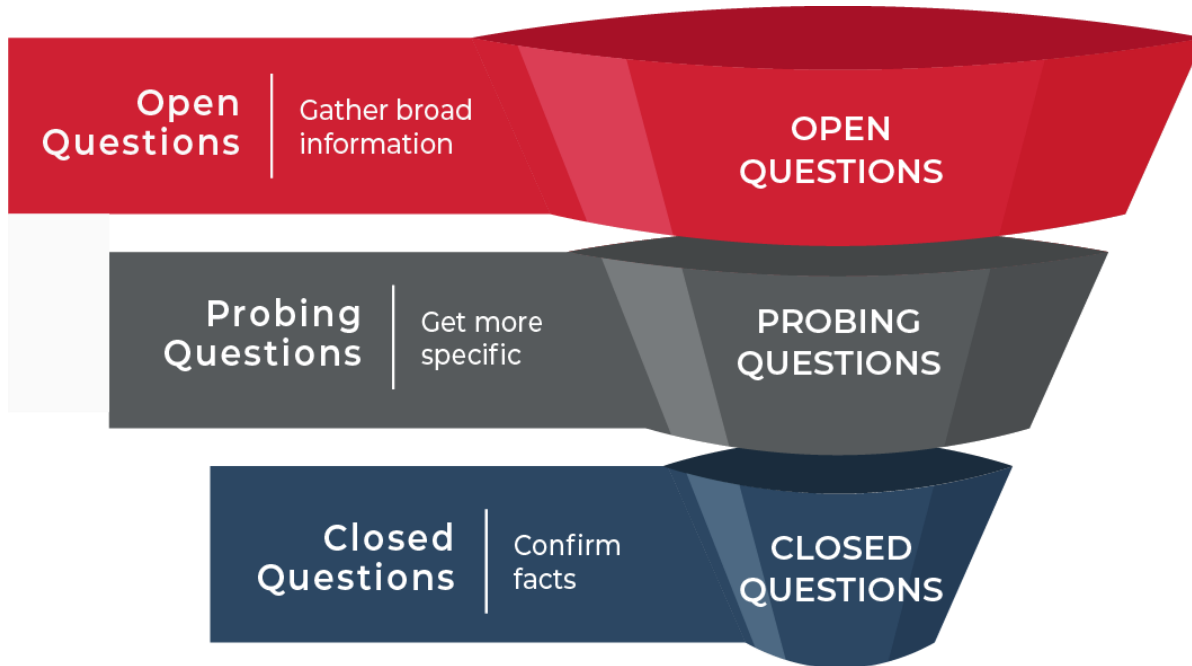
Story Time



How Well Did You Listen?

1. Goldilocks was a little girl?
2. Goldilocks knocked on the door before entering the house?
3. The bears had porridge for breakfast
4. Papa Bear's porridge was too hot
5. There were 3 bears
6. Goldilocks ate all of the porridge in one bowl
7. There were 3 chairs in the lounge
8. Goldilocks broke Baby Bear's chair
9. Goldilocks went upstairs to the bedroom
10. Mama Bear's bed was too soft
11. When Goldilocks saw the bears, she was frightened!
12. Goldilocks ran off into the forest

Questions



Reframing

- Take the information received from the client and reconstruct it in a more positive and realistic way
- Altering the frame of reference
- Looking at the situation from different perspective

Clarifying

- Remove ambiguity
- Take away mistruth
- Be specific
- Be detailed
- Be clear

Ask further questions to clarify!



Emotional Intelligence



He who knows the universe and does
not know himself knows nothing

Jean De La Fontaine, 1679

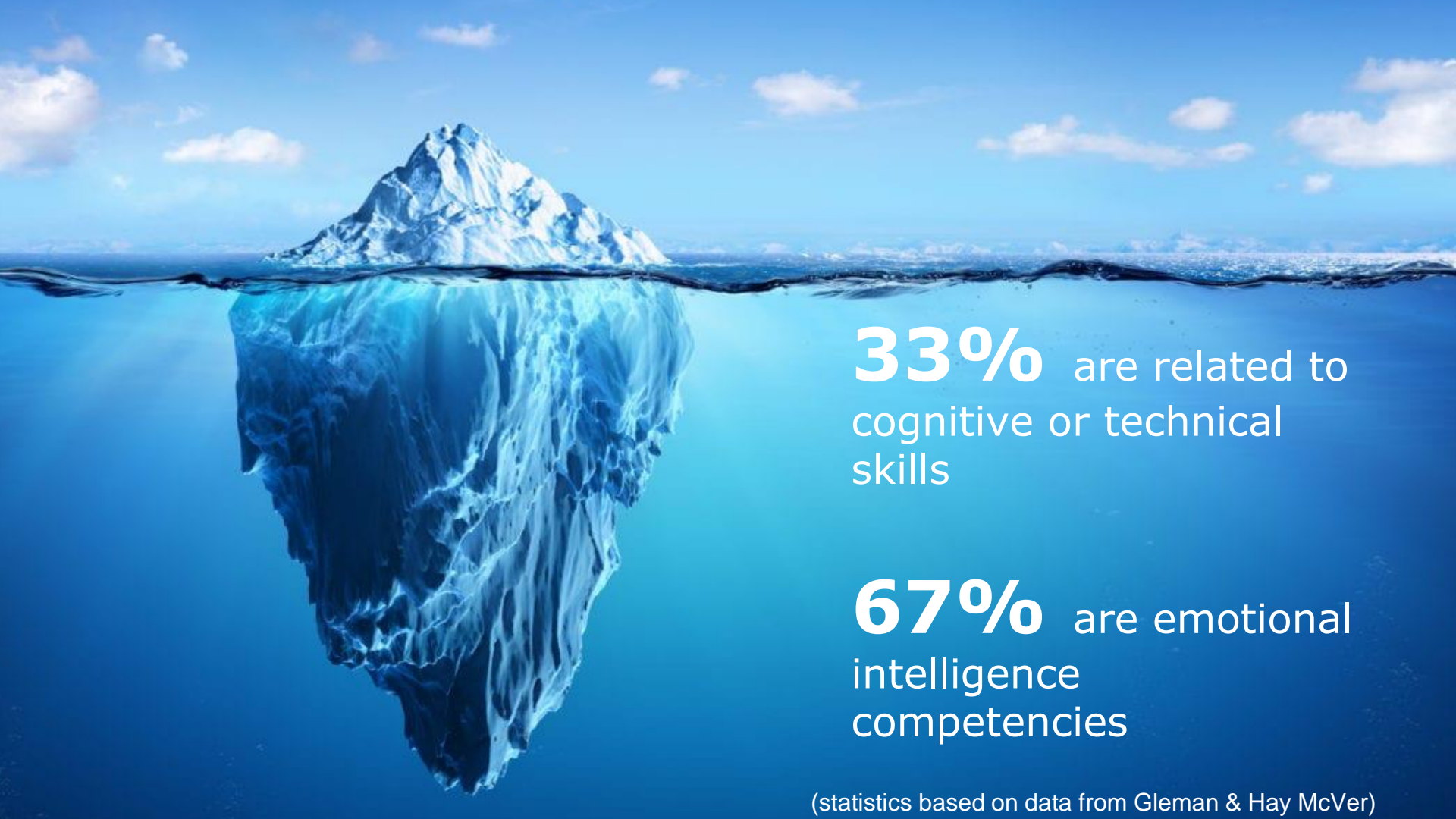


“

Emotional self-awareness is the ability to recognise your feelings, differentiate between them, know why you are feeling these things, and recognise the impact your feelings have on others around you

Ruevan Bar-On, 1997





33% are related to
cognitive or technical
skills

67% are emotional
intelligence
competencies

(statistics based on data from Gleman & Hay McVer)



EQ-i^{2.0}

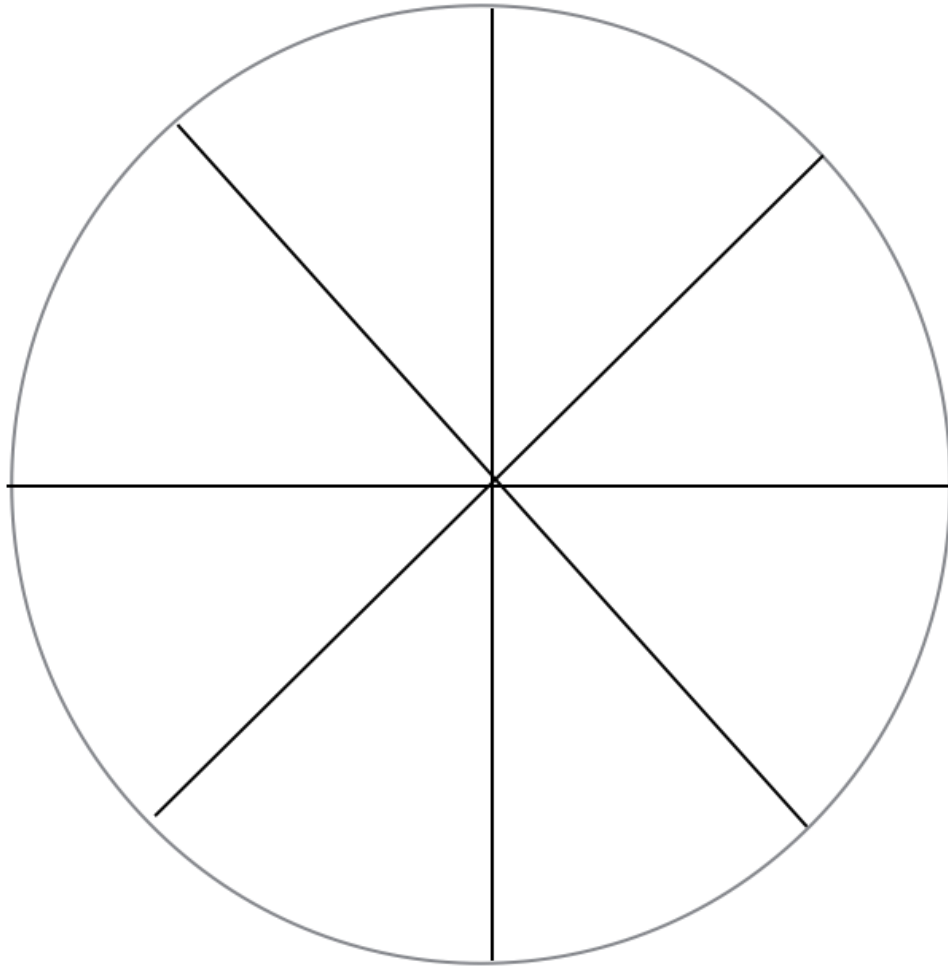
assess. predict. perform.

***EQ* is widely accepted by all leading experts as
the No. 1 predictor of professional and personal
success.**



BarOn Emotional Quotient Inventory

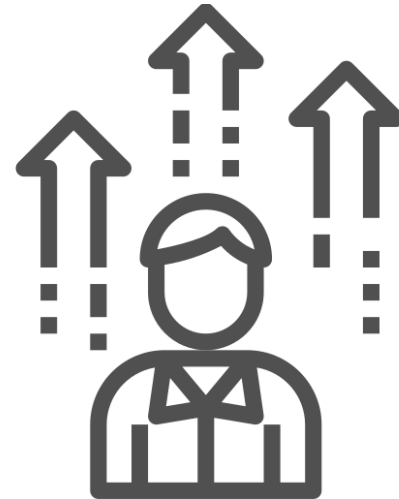




- Self Perception
- Self Expression
- Interpersonal
- Decision Making
- Stress Management

How can I improve?

- Commitment to improvement
- Welcome feedback
- Get some coaching
- Reading and meditating, making personal application





Barriers & enablers to Coaching

Barriers to Coaching...


Identify barriers to coaching...

- Internal – thoughts & Beliefs
- External – support & logistics

Enablers to Coaching...

Identify enablers to coaching...

- Internal – thoughts & Beliefs
- External – support & logistics



Coachability Attitudes

- Attitudes / Emotions that suit coaching...
- Attitudes / emotions that do not suit coaching...

Why is this important?

Guards against...

- Distorted understanding or view
- Assumptions based on misinformation
- Untrue beliefs about oneself, others or a situation



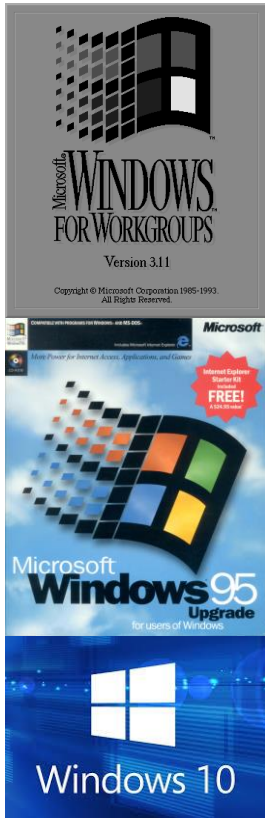
Check inside & outside...

Outside

Behaviours

Inside

Values and Beliefs





Personal Values & Beliefs...

- What happens when our behaviours are not in harmony with our values?
- What happens when our thinking and values are based on untrue beliefs?

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In This Module

The Coaching Environment

- Physical meetings face-to-face
- Remote Coaching
- Online Coaching

Intake Session

- Coaching Agreement
- Building Rapport
- Vague notion of goals

Intake Session Tools

- The wheel

Session Demo



The Coaching Environment

Awareness: Environment

- Physical awareness
- Adaptability
- Impulse control
- Positive attitude



Physical Environment...

- Selecting the right location for the coaching sessions.
 - Convenient to both the coach and the client.
 - Somewhere you as the coach know and feel comfortable.
 - On or off site – depending on the working environment and topic

Many coaching sessions take place in hotel lobbies, coffee shops, office breakout areas.



Factors to consider...

- What time of day will the session take place
- How long will it take for the client to get to the session
- Could you arrange for a number of sessions in the same location.
- Is the employer sponsoring the coaching or is this a private client?



Emotional Environment...

- Client must feel safe and comfortable to open up and engage.
- The voice of the client must be heard.
- Do not go beyond your remit as a coach
- Maintain appropriate boundaries within the client/coach relationship
- Communicate and agree the limits of confidentiality and what information from the sessions will be communicated back to an sponsor of the coaching sessions.

Remote Coaching

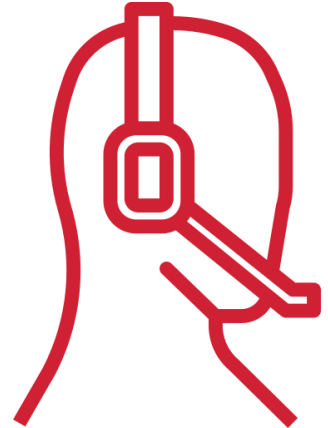
- Telephone
- Text Messaging
- Email
- Instant Messaging
- Video Conferencing



Remote Coaching

Telephone

- Establish a time for the call to start and end
- Make sure you are in a quiet place and are able to focus
- Use headset to enable your hand to be free and able to take notes
- Send any needed materials to the client before the session



Remote Coaching

Video Conferencing

- Be failure with the application being used
- Make sure the client has all required technology and knows how it works
- Send instructions on how to login and use the platform to the client.
- Do not record or allow recording of the session
- Have all needed materials ready to upload and download





The Intake Session

Purpose of this session...

- Agree parameters of the coaching relationship and establish ground rules
- Build Rapport
- Investigate the reason for the coaching
- Establish a vague notion of goals

Setting up an Intake Session

Coaching Commissioned by a sponsor organisation:

- Establish the parameters and purpose of the coaching
- Establish the aims and objective of the coaching
- Establish the levels of confidentiality and any reports required by the organisation
- Research the industry of the organisation
- Review the values and organisation environment
- Establish where and when the coaching will take place

Coaching Agreement

- Outline how the coaching will take place
- What the coach will expect of the client
- What the client can expect from the coach
- Coaching values
- Confidentiality
- Cancellations policy
- Fee structure
- Duration and termination
- Records and data protection



The Intake Session

- Introduce yourself – little bit of background
- Introduction to what is coaching
- Answer any questions
- Agree the number of sessions
- Sign coaching agreement
- Discuss what brought them to coaching and what their vague notion of goals are
- Assess the here and now – right now, today what does your client have to support their future potential?

Logistics review

- Number of sessions
- Location
- Safe environment
- Not too many distractions
- Away from familiar environment
- No alcohol
- Assess the here and now
– right now, today what
does your client have to
support their future
potential?
- The Coach brings
everything needed

During the Session

- Good eye contact
- Keep your hand free of props and distractions
- Good body language
- Open posture
- Art of mirroring
- Keep a comfortable distance

Develop your skills...

Mirroring

Not mimicking

Like attracts like

Body Language,
Linguistics and
breathing

Gestures

Keep your hands free

Builds trust and
confidence

Displays empathy

Interrupting

Always with
permission

Get prior agreement
on how this will be
done by you the
coach

Develop your skills...

Summarising

Recap what has been said with clarity and direction

Not a statement of fact

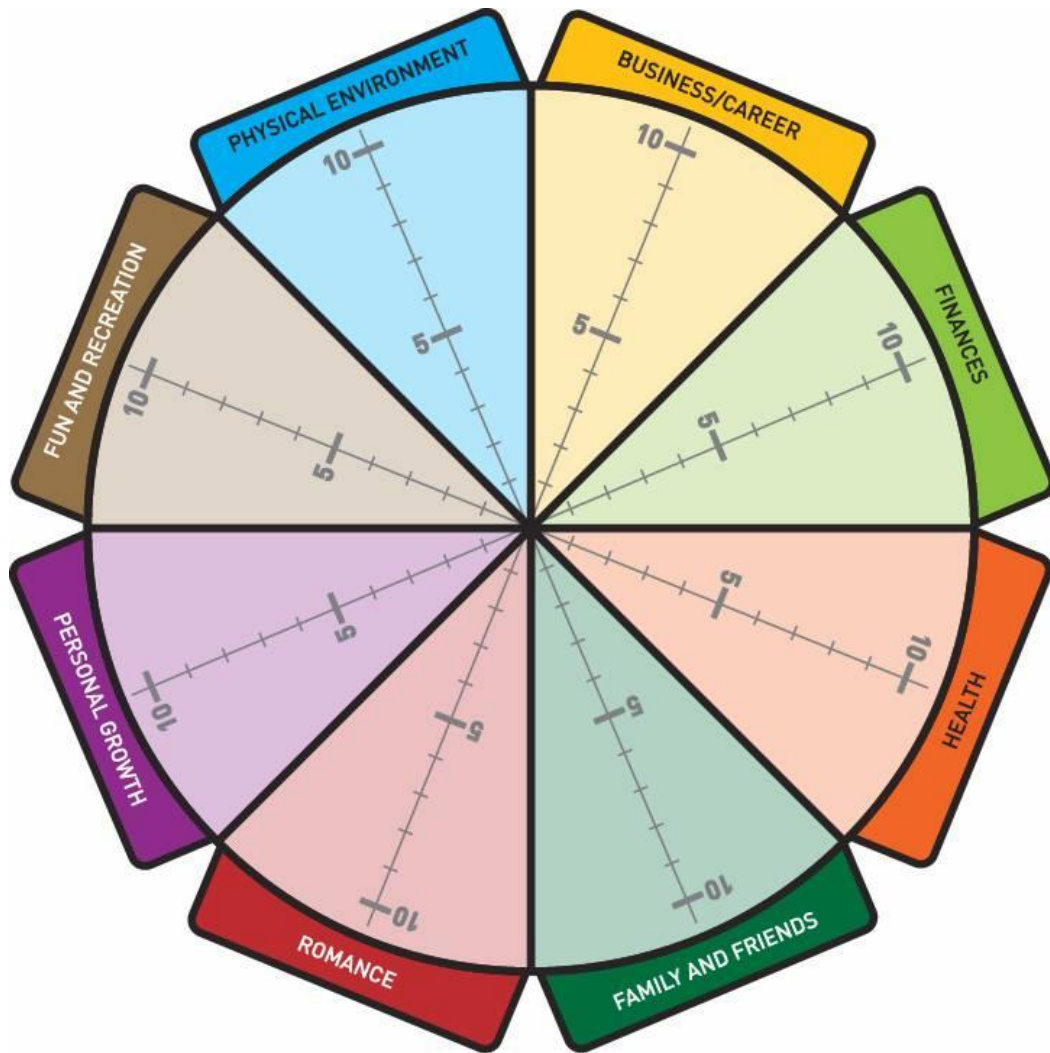
Ownership remains with client

Firm up positive attitudes

Personal.... "I am..."
Positive.... "Healthy"
Present.... "Now" or "today"
Possible.... "to the best of my ability"

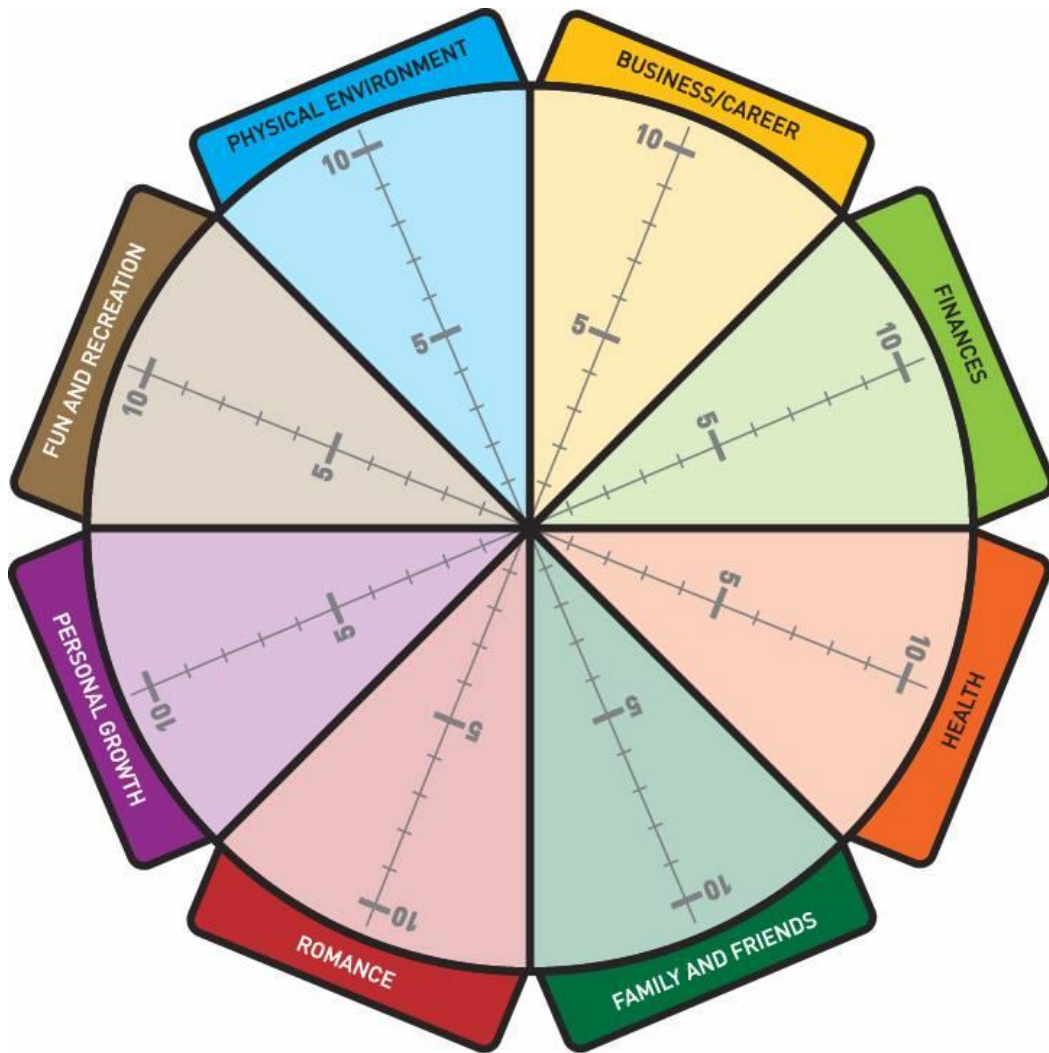


Intake Session Tools: The Wheel



The Wheel

- Used to gain a snapshot of your clients perspective on their current situation
- Provides a starting point for discussions around goal setting
- See manual for example of different wheel areas



The Wheel

- Always introduce with rationale – why used and the benefits
- To use this tool effectively you must understand it – further reading and study of this tool is required.
- See sample intake session video for example of how to use this tool.



Intake session Review...

1. Introduction

agreements

Build rapport

Answer question

2. Vague notion of goals

Why are they here
and what to they
hope to get from
coaching

Topic to be coached
on

3. Use the wheel

Establish reality

Snapshot of the here
and now

Pinpoint areas to
work on



Ending the Intake Session...

4. Conclusion

Ask the client to now consider the pinpointed are that could be a specific goal

Next session we will develop this subject further

5. Setup for goal setting session

Establish a date and time for the next session

Highlight anything the client need to do before that session

6. Coach's post meeting Reflections

Observations

What did you discuss?

What will you discuss next time?

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In This Module

- Why focus on goal setting
- Session One – Creating a plan
- Goal development – **T-GROW** Model
- Goal selection and planning future sessions




Why focus on goal setting

Goals

- What does having a goal give us?
- Which of the following would you consider a goal?
 - I will start exercising
 - I want a new job
 - I'd like to quit smoking
 - All of the above
 - None of the above





Question for personal reflection...

- How do I set Goals?
- What do you need in order to get started on your goal?
- How do you stay motivated to achieve your goal?
- How do you reward achievement?



3 things that keep you focused on your goals...

- If there are rewards / benefits tied to the success of your goals
- If there is a loss associated with failure that you value
- If you enjoy working on the goal

Important

- Goals set with and by the client, not for the client
- Client retains ownership of the goal at all times



Goal setting tools...

- Smart
- Needs, Wants, Wishes
- TEFCAS
- T-GROW



Session One: Creating a plan

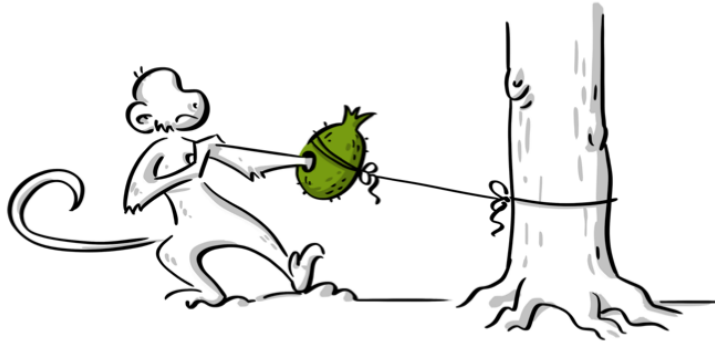


To cope with a changing world, an entity must develop the capacity of shifting and changing - of developing new skills and attitudes; in short, the capability of learning

A. Degues, The Living Company



How to make change work...



- Resistance to change
- Coping skills
- Don't let your client get course in a monkey trap!

Session One...

- Review vague notion of the goal from the intake session
 - Do they still feel the same way?
 - What developments have there been if any since the last session?

- Introduce the focus of this session as Goal investigation!

T GROW

- Topic** – Vague notion of goals identified during intake session
- Gaol** – What do you want?
- Reality** – Where are you now?
- Options** – What could you do?
- Way Forward** – What will you do?



The Power of good questions...

- During goal setting the coach is tasked with digging down deep, helping the client to have a factual approach to decision making based on verifiable evidence to support their beliefs and assumptions.

Don't rush the process?

- Goal setting through T-Grow may take a couple of sessions to complete
- Don't rush the client – let them investigate both reality and options
- The areas of Belief and Self Awareness may be identified as barriers to reaching the goal – set the goal and then assign future sessions to handle these barriers



Goals are great!

But...

- Goals (**what**) and strategies (**How**) are great, but unless they are integrated with the person (**the Who**), they will take longer to accomplish, if ever reached!
- We will look at ways to help your client reach their goal by overly-common internal challenges faced by clients!

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In This Module

- Dealing with self limiting beliefs
- Motivation theories
- Coaching under performance



Dealing with Self Limiting Beliefs

Our behaviours

- How would you define behaviours?
- Where do we get them from?
- What supports and instructs our behaviours?

Values & Beliefs

- How would you describe a value?
- How are values linked to Beliefs?
- Why do we need to clarify our Values and Beliefs?



What happens when we are in disharmony...

- What happens when our behaviours are not in-line with our personal values?
- Why can an employer expect our behaviours to be in-line with their core values?
- How can coaching help with this?

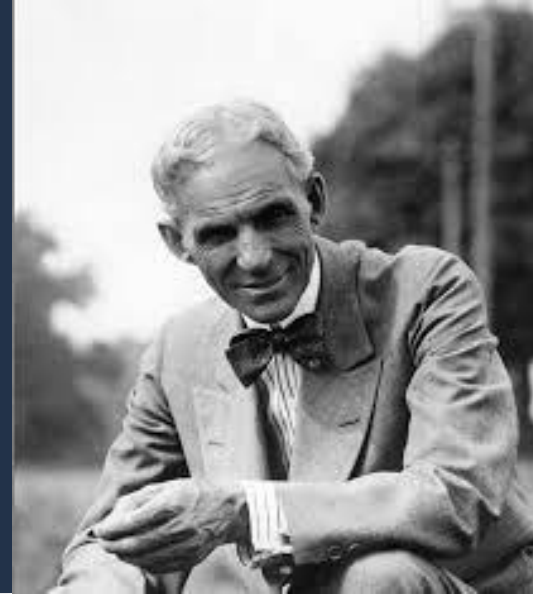
Important

- As a coach it is important that we elicit the values of our clients so they can operate true to themselves, and inform their decisions on how to behave
- This is also true when helping our clients understand the business values of their employer.
- A coach will often explore the degree to which a client is living true to their values on a day to day basis.

“

Whether you think you can or you think you can't you're probably right

Henry Ford



Self Limiting Beliefs (SLB)

- Old software on a new computer
- Thoughts created from our socialisation
- No sustainable evidence
- They hold us back from achieving our potential
- Create further SLB's



Enabling Beliefs(EB)

- Factual
- Realistic
- Positive
- True of you
- Create further EB's



Enabling Beliefs(EB)

Our chain of thoughts are really amazing and if you are not careful, the speed at which they occur can be a disadvantage when we are endeavouring to motivate yourself.

The human brain usually uses mental shortcuts, commonly known as heuristics in explaining what is happening in our surrounding. This is beneficial when in a fright mode but not good when choosing the candidate to vote for.

Therefore, it is important to be alert concerning our cognitive biases and individual prejudices. Most importantly, check at how they influence our apparently “objective” reasoning.





How we talk to ourselves matters

SLB	EB

Red Platform

Green Platform

RED PLATFORM	GREEN PLATFORM



Motivation Theories



To cope with a changing world, an entity must develop the capacity of shifting and changing - of developing new skills and attitudes; in short, the capability of learning

A. Degues, The Living Company



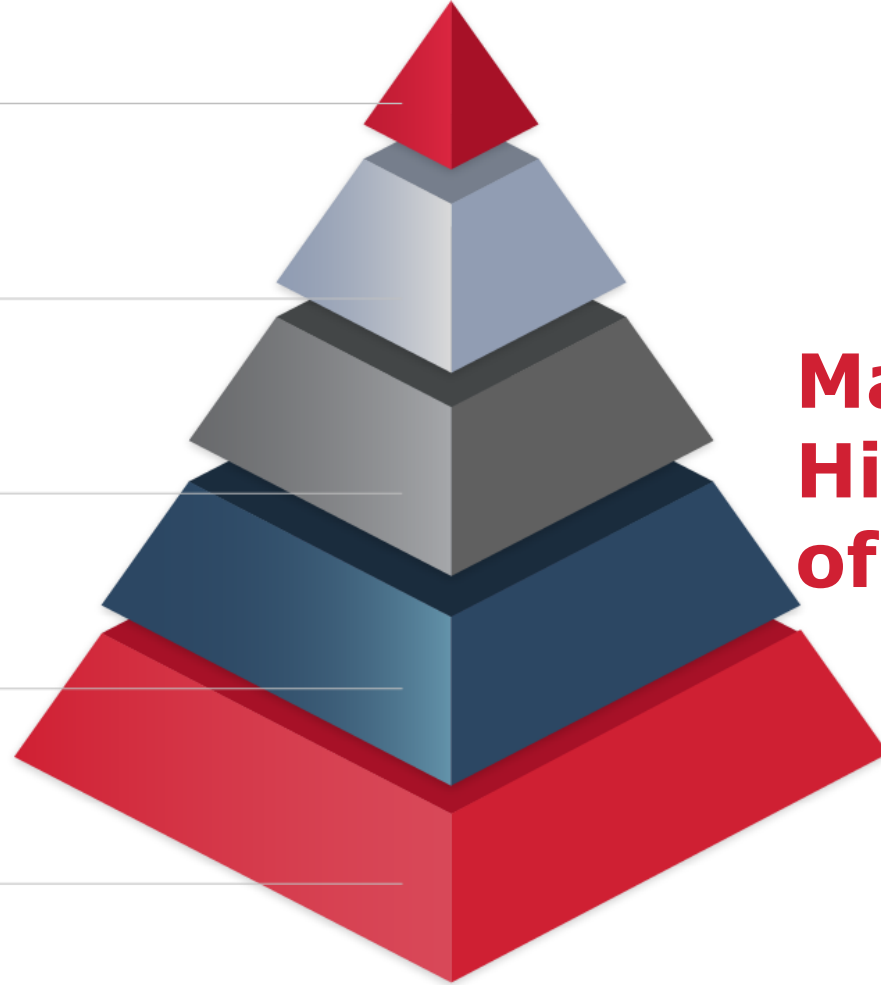


Maslow's Hierarchy of Needs

There are literally thousands of studies, theories, tools and models in the area of personal development, management and organisational behaviour. One of the most tried and tested models is Maslow's Hierarchy of Needs, and it is often useful to use this with a client.

It can help them to understand their motivation, actions and other behaviour; equally it might help explain that of others e.g. colleagues, subordinates, competitors.

Maslow's Hierarchy of Needs



SELF ACTUALISATION

Morality, creativity, spontaneity, problem-solving, lack of prejudice and acceptance of facts

ESTEEM

Self-esteem, confidence, achievement, respect of others and respect by others

LOVE & BELONGING

Friendships, family and sexual intimacy

SAFETY

Security of: body, employment, resources, morality, the family, health and property.

PHYSIOLOGICAL

Breathing, food, water, sex, sleep, homeostasis and excretion



The basic premise of Maslow's work...

- Humans need to have their needs fulfilled at the lower levels before they can attempt to meet their needs at higher levels
- A personal ability to thrive in the workplace is based on the fulfilment of their needs elsewhere

The basic premise of Maslow's work...

- You can't motivate someone to achieve their sales target (level 4) when they're having problems in their marriage (level 3)
- You can't expect someone to work as a team member (level 3) when they're having their house repossessed (level 2)



Theory X *versus* Theory Y

- Theory X assumes that most people find work inherently distasteful, lack ambition, have little desire for responsibility, prefer to be directed.
- Theory Y assumes that people are not naturally lazy or unreliable, and that a properly motivated worker is capable of directing his or her own efforts to accomplish organised goals.



Theory X *versus* Theory Y

- Most important conclusion from McGregor's theory is it's not about workers, but about managers.
- Managers do what they do for or to workers because of what they believe about workers



People are different, but that's OK...

- In the workbook for more detailed information and links to further reading.
- A good understanding of motivational theory is key to being able to help Coach clients around the topic of under performance.



Coaching Underperformance



Requirements for successfully eliminating under performance through coaching

Employee:

- You must accurately identify what behaviour needs to change
- The employees behaviour must affect results
- There must be maximum engagement form the employee
- Employees must understand they are responsible for their behaviour



Requirements for successfully eliminating under performance through coaching

Employer:

- Employer must perceive that the coaching is in their interest and support the intervention
- Employer must be committed to the same things they want employees to do
- Employers must acknowledge and praise employee achievements

What will guarantee failure of change in the employee behaviour

- Don't get employee involved
- Don't give specific feedback, talk in generalities
- Concentrate on attitude, rather than behaviours
- Assume the employee understands the problem exists
- Assume the employee knows what has to be done to solve the problem
- Don't follow up to insure the agreed upon action has been taken by the employee
- Don't acknowledge or praise the employee when he or she corrects the problem

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QQI Coaching Models of Practice



Andrew Gibson

In This Module

- Goal review & ending the coaching process
- The magic of feedback
- But what if it doesn't work?



Goal review & ending the coaching process

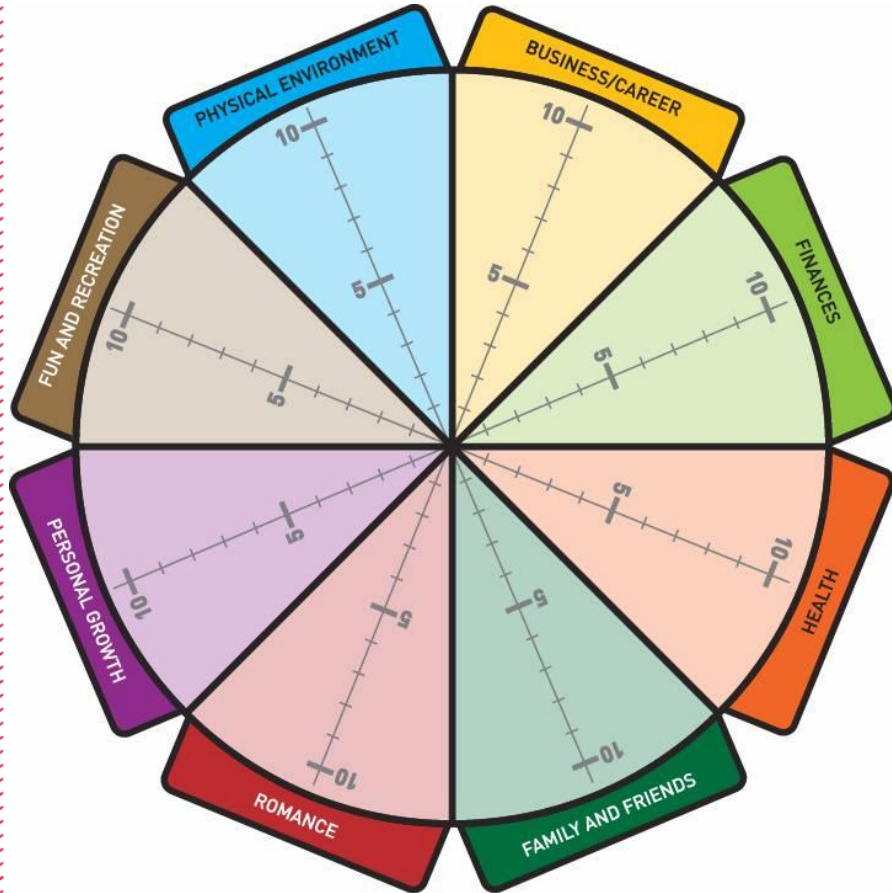
Goals Change a lot!

- Don't be surprised if goals change or new goals are identified along the way.
- Keep the client focused on reaching the desired behaviour, how that is achieved may require new and further goals to be identified.
- Be aware of the client looking to extend the coaching process, help them develop the skills to self coach.

Ending the process

- Review the initial agreed goal
- Discuss the success to date
- Ask questions of the client to solicit how they now feel about the achievement and the benefits gained from the behavioural change.
- Complete a new wheel analysis based on the same categories as the original wheel used during the intake session.

The Wheel



- Used to gain a snapshot of your clients perspective on their current situation
- Provides a new standard and reinforces the benefit of the behavioural change
- Coach always keeps and later destroys the wheel tool, never leave it with the client!

Ending the process

If the coach is contracted by a sponsor:

- Agree with the client what will be reported back to the sponsor or employer
- Encourage the client to be proactive about personally reporting back to the sponsor or employer
- Only report back information that was agreed with the sponsor and client – formally end the process.



The Magic of Feedback

Feedback Key points...

- Managers and facilitator often avoid giving feedback – As a coach you must be comfortable doing so!
- Feedback can change people perception, once perception changes, behaviour has a chance at changing as well
- You offer it from a position of strength as a coach, as you are not personally involved, you ultimately lack investment in a continuing relationship with them, this give you freedom to be candid.

Feedback

- ❑ The words feedback or criticism are used interchangeably in modern society, this is dangerous
- ❑ Feedback can be positive or negative and is always given in the best interests of the receiver. It is developmental. It is specific, descriptive and about behaviour.
- ❑ Criticism carries negative connotation. Often offered angrily, it is also vague and generalised, coming across as an attack on the whole person, it is generally rejected by the receiver.

Feedback should be...

- Descriptive not evaluative
- Specific not generalised
- Based on behaviours you have seen
- Based on verifiable facts, not opinion



Feedback: 3 stage model

- Start with something positive
- Raise the specific concern, linked to behaviour
- Discuss how improvement can be made, what assistance can be given

Remember...

- Be clear about what you want to say before you say it
- Focus on behaviour, describe what the client is doing or correctly / incorrectly rather than what you think of the person



But what if it doesn't work?

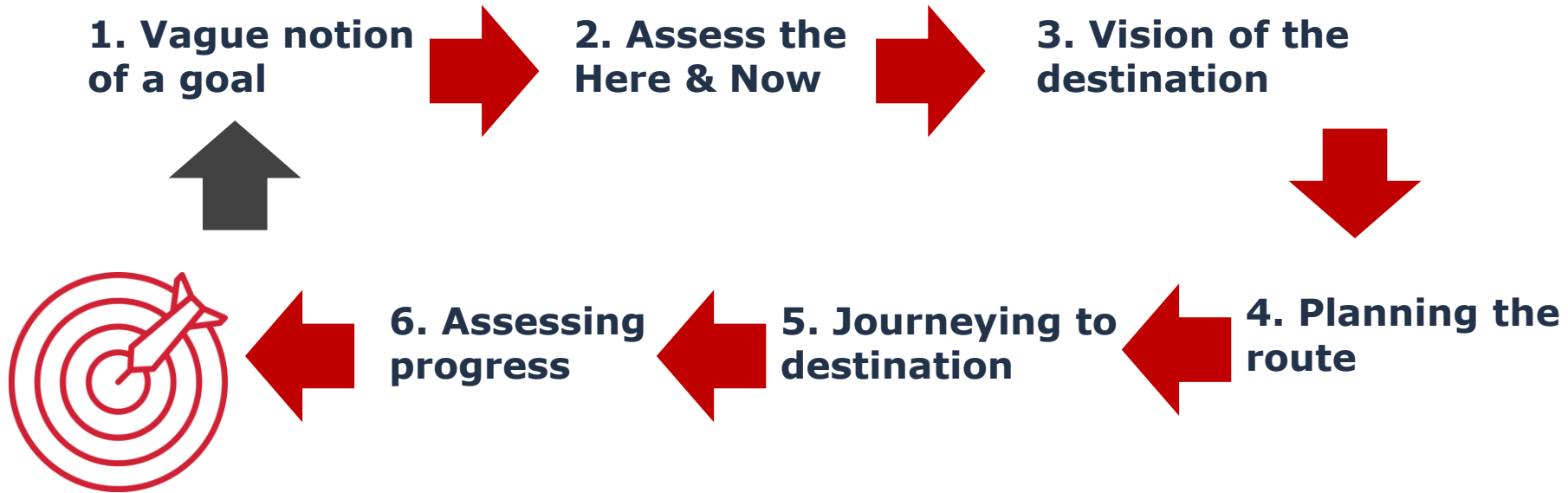
It can & does happen!

- Remember the ownership of progress sits with the client, they have to be committed to change!
- What do you do...

It's simple you should undertake a new coaching discussion, except this time it's not priorities of the goal you are going to discuss, it is not doing what the client said he or she was going to do.

- This new discussion may take you back to a vague notion of goals. Selecting the appropriate tool to help them find a corrective action that will work for them

Coaching Framework



Feedback to help underperformance

SAID Model:

- Standard
- Action
- Impact
- Do or Develop

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