

THE COACHING POCKETBOOK

By Ian Fleming & Allan J. D. Taylor

Drawings by Phil Hailstone

“Encapsulated my belief in the potential of people, and showed me how to translate this into appropriate action.”

Jenny Hill, Training & Recruitment Manager, Gallaher Ltd.

“For UK plc to win a global marketplace it is essential for managers and leaders to understand learning and to develop coaching skills. This pocketbook provides a very readable insight into understanding the challenge.”

Colin Ions, Consultant, HR Network.

“An amazing amount of ground has been covered in this little book – it unravels a complex subject in a very practical and easy to understand format.”

Sarah Armstrong, Customer Services Manager, Eagle Star.



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CAUTION

Please don't read this book if:

- You don't enjoy working with people
- You haven't got the time to spend with them
- You don't believe that you can make an impact on their performance

as coaching could seriously change the way you operate at work!

If you've not done it before, coaching can take you out of your comfort zone; especially if you're used to controlling people and telling them what to do. You'll have to do some things differently.



WHAT IS COACHING?

WHAT IS COACHING?

A QUESTION



What do the world's top tennis players, golfers and athletes all have in common?

Apart from being very successful, and extremely rich, they each have a coach.

But why? The coach is there to help them:

- Build on their successes
- Work on the details that will sharpen up their skills, and improve their techniques
- Plan tactics ahead of important events
- Stay at the top in a very competitive world

Teams also can have coaches, where specialist individuals help certain groups or players. Coaches are also common in drama, speech, music; helping people through change as well as developing careers.

‘Excellence is never an accident’

WHAT IS COACHING?

DEFINITION



The dictionary definition of a coach includes: 'a means of transport - a large motor vehicle which carries passengers from one point to another'

'someone who trains in a particular sport, gives people special teaching in order to prepare them for, say, an exam'



WHAT IS COACHING?

BUSINESS DEFINITION



In a business context coaching means **improving performance** at work, by turning **things people do** into learning situations, in a **planned** way, under **guidance**.

The key words are:

- Improving performance** - using a range of learning experiences to bring about improvements
- Things people do** - which become opportunities from which all parties can learn
- Planned** - so as to get the most out of the situation
- Guidance** - where the coach transfers knowledge, skills and experience

In short, it's about:

- Helping someone perform a skill or solve a problem better than they would otherwise have been able to
- Bringing about improvements at work; especially where a change in performance is required

WHAT IS COACHING?

A COACH'S ROLE



You may have built up the image from sport of a cap-wearing, gum-chewing, harassed-looking coach who typically suffers from the sidelines. Is this what it's all about?

Not really! However, the sports coach:

- Concentrates on improving performance
- Is committed to the players
- Talks of 'we' and 'us', not 'you' and 'them'
- Imposes no limits to the performance of individuals and teams
- Acts as a role model for others to follow
- Patiently works with individuals on the details of their performance
- Stands back and lets others take the credit
- Continuously learns from situations and people

These are the same things that managers do when coaching their staff.



WHAT IS COACHING?

A COACH'S ROLE



A coach helps people to perform better than they are currently doing, and develops their skills and confidence **over a period of time**. Results rarely happen overnight.

A coach thinks and operates in a way that:

- Lets go rather than wants to be in control
- Shares knowledge rather than keeps it private
- Adopts an open style with others by being available
- Involves people rather than keeps them at a distance
- Encourages others to go beyond their current levels of abilities
- Is a partnership

“You cannot teach a man anything, you can only help him find it for himself”

WHAT IS COACHING?

A COACH'S ROLE



A coach:

- Builds up a special relationship where people are treated as equals
- Learns from failure, or what went wrong, as well as success
- Gets results by doing rather than simply talking
- Empowers others - by sharing skills and experiences as well as values
- Plans an on-going relationship rather than a one-off event

Coaching is the key to creating a more open organisation, one that values people - their skills, ideas and contribution - and genuinely seeks to empower individuals. To be effective coaching must happen at every level in the organisation.

WHAT IS COACHING?

WHY COACHES ARE NECESSARY



- The pace of change requires managers to produce results quicker than before
- Traditional ways of achieving this, eg: keeping control of everything and passing out instructions, no longer work in today's world
- People want more from their work
 - it's the responsibility of managers to ensure that work, therefore, becomes more rewarding and fulfilling
- Today's managers have to manage the paradox of time
 - to create more time they will have to invest more time in their people; there is no other way
- To invest in people effectively, the manager
 - must have a fundamental belief that people can achieve whatever they believe is achievable (**The first rule of coaching**)
 - needs to continually raise that level of belief (**The second rule of coaching**)

WHAT IS COACHING?

WHO TO COACH



A whole variety of people at work are suitable candidates for coaching.

New Starters

Use coaching to complement a range of techniques, such as instructing, courses and working alongside others, to give people the basic skills to do the job.

Current employees

Look at those, individuals or teams, who you want to encourage to improve their existing performance, do more or realise their potential.

People you want to develop

Suitable courses aren't always available, or necessary; it's often far easier to coach.

Don't forget that you can also coach people more senior than you.

WHAT IS COACHING?

BENEFITS FOR THE INDIVIDUAL



As an individual being coached, you:

- Gain from those you know and trust
- Learn at your own pace and from a one-to-one relationship
- Have an input over what and how you learn
- Develop the skills needed for your present as well as future jobs
- Can use the experience of those who have done it before and have learnt from their mistakes
- Will not be shown up and embarrassed if you make a blunder
- Can transfer the learning to situations you are facing
- Never stop learning and developing

Learning is a treasure that follows its owner everywhere

WHAT IS COACHING?

BENEFITS

FOR TEAM AND COACH

A team benefits by:

- Becoming clear about the goals it has to achieve
- Focusing people in the right direction
- Raising the skill levels of the team members

The coach gains:

- By developing closer relationships
- Through discovering new ways of helping people
- From the feedback received
- By seeing people grow



WHAT IS COACHING?

BENEFITS

FOR THE ORGANISATION



The organisation gains by:

- Bringing individuals closer together and sharing knowledge, skills and experiences, so that all parties learn
- Making the most of work-related opportunities to learn from **real** situations
- Saving time spent away from work whilst attending courses or workshops
- Aiding the transfer of learning to the work situation
- Providing cost-effective ways of developing people
- Promoting a climate of continuous learning, support and ownership
- Improving the quality of work

Improve people and their productivity and you will improve your bottom line.

WHAT IS COACHING?

SUITABLE OCCASIONS



You may have formed the impression that you can only coach at certain times, eg:

- through setting objectives
- when delegating
- by working with new staff, etc.

Whilst these are correct, coaching is not only restricted to managers or to work situations. Everyone can come across opportunities to coach, eg:

- formally, such as at an appraisal
- informally, on an ad hoc basis
- with colleagues, your boss, team members, peers, people in other parts of the organisation, outside it and even within your own family
- with individuals or groups of people.

You can coach people by passing on your knowledge and skills, as well as by helping them to realise their potential, and improve their skills.

It's not about how long you spend with people but how well you spend that time.

WHAT IS COACHING?

SUITABLE OCCASIONS



You have an opportunity to coach whenever:

- you are asked how to do something
- your advice is sought by others
- one of your staff says that they cannot do a particular job
- your opinion is asked for or a decision required
- you see a job or task that could be done quicker, better or cheaper
- mistakes are made.

In fact, any situation where you want people to raise their current levels of skills, abilities and overall performance.

Coaching always involves guidance and feedback; focuses on **how** to perform a skill or solve a problem; and can be planned but more often is ad hoc and 'on the spot'.

WHAT IS COACHING?

UNSUITABLE OCCASIONS



Coaching is not suitable:

- In an emergency that calls for action (but ensure you talk about it afterwards and the lessons learnt)
- If people don't really want to be coached
- When change is being forced through an organisation
- In formal disciplinary situations



WHAT IS COACHING?

WILL IT ALWAYS WORK?



No! Especially:

- In an **environment** where people are told what to do, given little freedom of choice and punished for their mistakes
- In an **atmosphere** that relies upon fear
- If the **relationship** between the coach and the other person(s) is not good (by itself coaching will not make a poor relationship better)
- When people are **forced** to learn; as coaching is a two-way process
- If people don't **believe** in it (should your natural style and preference be to tell, then coaching, and the spirit behind it, will sit uncomfortably with you)
- If you have **too many people** to manage or supervise
- Where people are working on **different agendas, goals or disagree about what has to be achieved**

WHAT IS COACHING?

LEVEL OF EXPERTISE



You don't have to be an expert. It helps your credibility, though, to know what you're talking about.

Being a good performer doesn't necessarily make you a good coach; top sports men and women don't always make successful coaches.

What you need above all else is the ability to encourage others to go beyond their current level of performance.

To do this you must:

- want to **share** what you know and your experiences with others
- be willing to **invest** time for the sake of others, and the organisation
- **believe** that people are capable of higher performance
- **not expect to take credit** for improvements in others
- **enjoy** working with people.

WHAT IS COACHING?

NECESSARY SKILLS



As a coach you need to be able to:

- Demonstrate excellent inter-personal skills in the areas of:
 - building rapport
 - asking questions/gaining information
 - giving and receiving feedback
 - listening
 - persuading, influencing and encouraging others
- Observe and correctly interpret what's happening; before, during and after
- Help others learn, and continue to learn yourself
- Think on your feet and tackle situations creatively
- Help others paint a picture of a higher level of performance

WHAT IS COACHING?

OTHER NECESSARY QUALITIES



Coaching is not only about having skills, but also about having:

- confidence in your own abilities and a knowledge of what you can't do
- a genuine affinity for people
- a belief in others and a real wish to see them succeed
- an ability to take second place and not seek any glory
- empathy, to see things from others' points of view
- sensitivity, especially knowing when to step in and when to be quiet
- patience and a willingness to make time for people
- a sense of humour



WHAT IS COACHING?

IS COACHING FOR EVERYONE?



Having said that we all have the potential to coach, it might not be for everyone.

Some people are just not suited to it. They may not see it as their job, lack the basic skills or the desire to help others, they may have excellent technical skills but be lousy with people.

Or, they may be under too much pressure to devote the time and energy required.

So, if you feel that it's not for you and that you can't coach, then ask someone who can. If you'd like to know more, and we hope that you will, then read on.



HELPING SKILLS

HELPING SKILLS

HELPING IN CONTEXT



VISION

Where does the organisation want to be?

VALUES & BELIEFS

What's important to both it and me?

CULTURE

How are things done around here?

JOB ROLE

What am I being asked/told to do?

COMPETENCY

What skills do I need to be good at?

ACTION

What plans do I have in place?

CHECKING

How will my progress be monitored?

HELPING

What resources are at hand to keep me on track and help me achieve?

HELPING SKILLS

TYPES OF HELPING SKILL



Coaching is but one way of helping individuals. What you choose depends on the:

- **Issue:** is it about performance or of a personal nature?
- **Style/method adopted:** whether you tell people what to do, or enable them to work it out themselves



(Source unknown)

HELPING SKILLS

DIFFERENCES



- Advising** - giving opinions or information
- Instructing** - teaching or informing others
- Counselling** - encouraging someone to take responsibility for a problem or for improving a situation (often of a personal nature); in other words, to make decisions for themselves
- Coaching** - a process by which the coach creates relationships with others that make it easier for them to learn; should coaching not work - for whatever reason - then the 'helper' may use counselling as a way of getting beneath the 'problem'
- Mentoring** - helping people to realise their potential; it is usually carried out by someone outside your department and can combine elements of giving advice, counselling and coaching

HELPING SKILLS

COACHING AND INSTRUCTING



There are some subtle yet important differences between the two.

When instructing, you	When coaching, you	Suitable applications
control the rate of information	allow the learners to be more in control of the pace	helping someone put together a personal development plan
often tell people what to do	guide people, and together work out a solution or method	working with a team to develop new procedures, systems or methods
can be distant and impersonal	rely on the strength of the personal relationship	coaching somebody to deputise or stand in for you
can supply the same information to everyone	tailor your help and style to suit the needs of individuals and/or the group	encouraging a change in someone's performance
provide the knowledge on how to do things	encourage people to transfer what they learn to a variety of situations	using newly acquired time planning skills both at work and at home

HELPING SKILLS

COACHING AND INSTRUCTING



When instructing, you	When coaching, you	Suitable applications
often expect learners to be passive	actively involve those being coached in the process	if coaching someone to handle a difficult individual, you would get them to play out likely reactions to a variety of approaches
may put across one right approach or method to follow	encourage a range of alternative methods to try out	working out/helping plan possible negotiation strategies
try to avoid the learner making mistakes	use mistakes as an opportunity to learn	capturing the learning from a sales call that didn't go as planned
provide answers to questions	pose problems and discuss the learners' ideas	if you're offering to help someone who is introducing a change
often sit in judgement	encourage others to assess their own progress	a weekly review session with an individual who is new to the job

(Developed from the work of Sylvia Downs)

HELPING SKILLS

COACHING AND EMPOWERMENT



Empowerment may be familiar to you. Basically, it involves giving individuals responsibility and authority for making decisions at their own level. It allows those people doing the job to be more in control of what they do and how they do it.

It's based on the belief that problems are best solved by those people actually doing the job. In so doing, it challenges the traditional role of the manager being both the giver of orders and the resolver of problems.

Coaching can help the empowerment process by:

- Encouraging individuals to see opportunities to develop
- Creating an atmosphere where people want to learn
- Helping others to 'shout', ie: to ask for what they want

Coaching is the **skill** to complement empowerment.

HELPING SKILLS

COACHING AND EMPOWERMENT



'Empowerment within a framework' devised by Mark Brown of Innovation Centre, Europe, involves deciding upon the following areas:

- 'No go' - where the rules have to be obeyed, eg: confidentiality, safety, etc
- 'Yes, then go' - things that you can let go but people need to check with you first before tackling them
- 'Go, then inform' - areas that you are happy to let go, providing that people keep you informed
- 'Go' - where total empowerment is appropriate

Coaching can be used to move people from stage to stage. For example, at a 'no go' area tell people why they may not yet have the skills or experience, although with time they could. When they reach the 'go' areas you say, *'don't ignore me, from time to time tell me how you're getting on'*.

HELPING SKILLS

ASSUMPTIONS MADE



Underlying all these helping skills are certain assumptions:

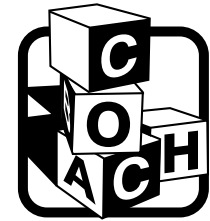
- We all want to learn (certainly we all need to keep learning)
- Developing people is part of a manager's job (this is true and coaching is an effective way of making it happen)
- Anyone can coach (well, almost everyone)
- It's both good and relatively easy to form a close working relationship with people (it's not impossible but some need more work than others!)
- People want to be coached (but there are some who, on occasions, still prefer to be told)

HELPING SKILLS

POINTS TO REMEMBER

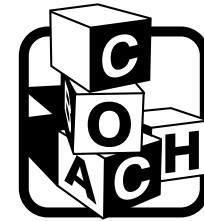
- Coaching is one of many ways of helping people
- There is a difference between **instructing**, which is essentially one-way, and **coaching**, where you enter a dialogue with others
- Empowering your staff is not simply letting them get on with their jobs; you have to be a good coach in order to make it work effectively





A STRUCTURE FOR COACHING

A STRUCTURE FOR COACHING

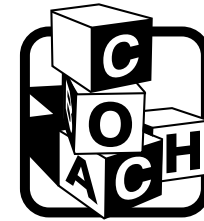


In simple practical terms, coaching involves four key stages:

- C**ompetency - assessing current level of performance
- O**utcomes - setting outcomes for learning
- A**ction - agreeing tactics and initiate action
- CH**ecking - giving feedback and make sense of what's been learnt

A STRUCTURE FOR COACHING

O A CH COMPETENCY



When an opportunity to coach arises, eg: through a request for help or when someone makes mistakes, **avoid** the quick fix approach. The temptation is to jump in and take over, and tell people what to do. But don't.

The first stage of coaching is to find out what people are currently doing or have tried. In other words, what are they competent at doing? You need to do this in order to:

- Give you a base for starting to coach
- Influence what you do and the style you use



What to do

Try asking: *'Show me what you've done'*
 'Tell me what you've tried'

Key skills are the ability to build rapport, and to get good quality information through skilful questioning, listening and observing.

A STRUCTURE FOR COACHING

COACH OUTCOMES

Having found out what a person can do, you need to agree outcomes or goals for the person or team to strive to achieve.

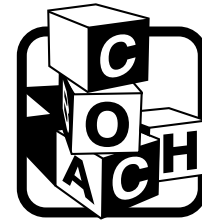
The secret for the coach is to create a compelling vision for people to buy into.

Outcomes are really objectives. However, all too often objectives - though technically correct - fail to excite and enthuse those on the receiving end.

The result is that they get lost somewhere in the organisation's appraisals system.

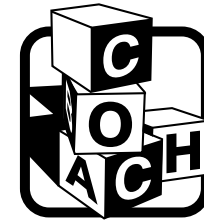
When setting outcomes you also have an opportunity to change people's perceptions of themselves.

For example, some people may have a view that they just do a job. However, you may see them as part of a team/organisation providing a key service to others.



A STRUCTURE FOR COACHING

COACH OUTCOMES



The successful sports coach creates a picture, in the minds of those being coached, of what success will look like.

What to do

As a coach in business you can do the same by asking the person:

- *'What do you really want to achieve?'*
- *'What will success look like, what will you see happening, hear yourself saying, feel?'*
- *'How worthwhile is that?'*
- *'How much does this inspire you?'*
- *'How far will it challenge and stretch you? (Is it worth putting energy into?)'*

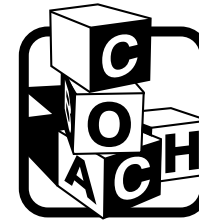
It's important that their success doesn't depend on others and that it fits with the kind of person that they are or want to be.

'You see things as they are and say why - but I dream of things that never were and say why not'

- George Bernard Shaw

A STRUCTURE FOR COACHING

COACH ACTION



The action stage is where people have a go and actually do something.

To do this both parties have a part to play in:

- Looking for opportunities to try something
- Creating situations to practise and experiment
- Agreeing
 - what can be done
 - what authority people will have
 - what freedom they have to make mistakes
(for this reason be careful about activities with safety implications)



What to do

Set up the action stage by asking questions and exploring options, eg:

- 'So what could we do/try?' - 'How might we go about it?'
- 'What opportunities have we got?' - 'What if we tried...?'

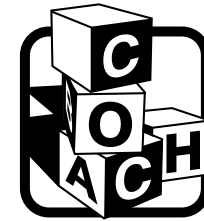
Behold the turtle... he makes progress only when he sticks his neck out

- James B Conant

A STRUCTURE FOR COACHING

C O A  CH

CHECKING



As a coach you're trying to help the learner:

- Check progress against their outcome, ie: how they are doing
- Make sense of what they have learnt
- Improve through providing feedback
- Set higher outcomes if necessary; some skills are acquired slowly and in stages
- Have the confidence to do it themselves without needing your help

 **What to do**

You need to get them thinking; so ask plenty of open questions:

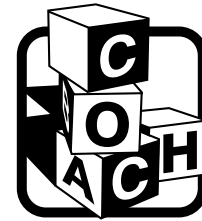
- *'How do you feel/how are you getting on?'*
- *'What appears to be working?'*
- *'Why do you think that is?'*
- *'What isn't working? I've noticed that you ...'* (Don't be afraid to tell people.)
- *'Why do you think that is?'*

‘Thinking is hard, which is why so few people do it’

A STRUCTURE FOR COACHING

COACH

CHECKING



If you are building up a skill in stages then you may need to go back and re-set the outcomes; possibly make them more demanding and raise the standards.

Look for opportunities for trying things out. You may need to adjust your style as people become more confident. You will also need to agree a different role for yourself as coach (ie: become more or less involved).

What to do

Again, use lots of questions, eg:

- *'So where are we?'*
- *'What have we learnt so far?'*
- *'How do you feel about it?'*
- *'How might we apply this to?'*
- *'What about going on to/trying ... (the next stage if appropriate)?'*
- *'How confident do you feel?'*
- *'What help might you still want?'*
- *'What are you going to do now?'*



COACHING SKILLS

COACHING SKILLS

RAPPORT



Coaching is built on the basis of creating and maintaining friendly relationships (you don't necessarily have to like people, but it certainly helps).

The success of this will depend on the amount of rapport that exists between those involved. Without it there is likely to be suspicion; with it there's the basis for trust and co-operation.

Rapport means getting your behaviour in harmony with others. It assumes that people like people who are like themselves (it's very rare that you'll buy something from a person that you dislike). It is not simply about getting people to like you, but having the flexibility to behave in the same way as others.

COACHING SKILLS

BUILDING RAPPORT



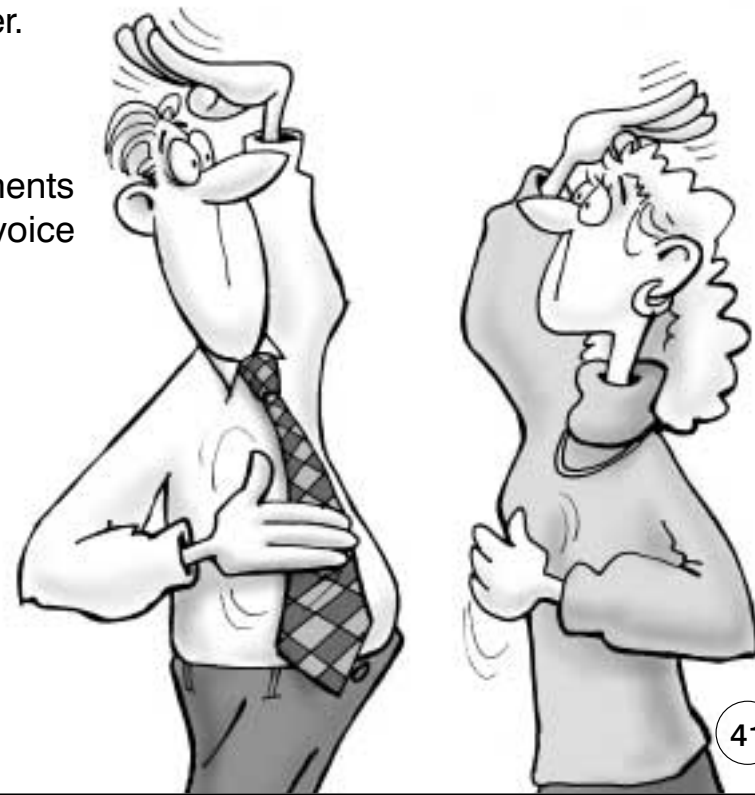
People in rapport typically 'match' one another.

 **What to do**

When coaching, try:

- adopting the same posture and movements
- talking in the same tone and speed of voice
- mirroring the person's breathing rate
- using the same type of language

Don't make it too obvious, as rapport that works is an unconscious process. You may be doing it anyway without being aware of it, as it happens quite naturally.



COACHING SKILLS

BUILDING RAPPORT



Rapport is a powerful form of influencing and a key skill throughout all stages of the coaching sequence.

Building rapport is an intrinsic part of NLP (Neuro Linguistic Programming). NLP promotes the idea of matching and pacing (literally going at their speed) as a way of creating and maintaining rapport.

When you can match and pace you can lead, so don't expect others to come to you unless you first go to them.



What to do

When building rapport with someone, it's essential that you:

- take care to avoid giving body signals showing disapproval of their actions
- try to put them at ease
- smile and use humour when appropriate
- share similar experiences
- work to gain their confidence
- use first names

COACHING SKILLS

QUESTIONING



When coaching you need information to help you find out where the person is coming from, what they have tried and what works.

Good information will increase your chances of providing appropriate help. However, you do need to be skilled at asking and using a range of questions.



What to do

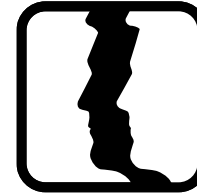
Use **open** questions to prompt a response and help you build a picture, eg:

- *'What have you tried?'*
- *'Why did you do it that way?'*
- *'What's worked what hasn't and why?'*
- *'What other ways ...?'*
- *'How could you?'*

COACHING SKILLS

QUESTIONING

TECHNIQUES



Blockbusting

When you are looking for more precise information, eg: *'what exactly have you tried?'*

Challenging

Questions to people who make generalisations, eg:

'it always happens' *'always?'*

'it never works' *'never?'*

Testing understanding

When you want to establish whether or not an earlier contribution has been understood, eg: *'can we just check that we're talking about the same thing?'*

Summarising

Restating in a compact form what has gone before, eg: *'so what you're saying is that you've tried?'*

COACHING SKILLS

OBSERVATION



“The real art of discovery consists not of finding new land but of seeing it with new eyes”

To be a skilled coach you may well have to change the way you look at both people and situations. We have a habit of:

- Putting individuals in boxes, ie: we form judgements about their abilities, potential and personalities
- Failing to spot situations where coaching may be appropriate, and failing to match people accordingly

Successful coaches open their eyes to all sorts of possibilities.

COACHING SKILLS

OBSERVATION



Observation is a key coaching skill. Many of us watch, but how many actually see what's happening? Observation is very powerful, especially when it brings to people's notice behaviour that is not normally commented upon. For example, if you were helping people improve their presentation skills you might notice and give feedback on their mannerisms.

As a coach you need to be able to:

- Spot what's happening and what's not
- Work out specifically what people are doing and how/why they do it
- Feed it back in a way that is constructive and helpful

What to do

When observing:

- take in the overall picture; standing back may help, as will seeing it from different viewpoints; literally move around
- look out for sequences in which people do things, or for patterns of behaviour
- pay attention to any non-verbal signs/cues whilst you're talking to people or watching them carry out a job and, as a result...
- look to see if any patterns of behaviours emerge

COACHING SKILLS

LISTENING



If as a coach you want to come across as credible, gain people's respect, encourage them to have confidence in themselves, then you must **listen** and understand them.

Most people aren't trained to listen. We are all guilty of daily displaying our lack of skills when we:

- Hear only what we want to hear
- Fail to put ourselves in other people's shoes
- Think we know what people are talking about
- Listen to the words but miss the 'music', ie: emotions behind them
- 'Already listen', which means that we have made up our minds and only hear what we want to hear

All are disastrous mistakes if you want to succeed as a coach.



COACHING SKILLS

LISTENING



When coaching, you need to listen carefully to what people are telling you about what they have tried and discovered.

What to do

You can show that you're doing this by:

- paying attention and showing an interest (don't only listen to the words but try to pick up the emotions behind them)
- reflecting back what you think they are saying (remember testing understanding and summarising)
- matching the behaviour of the speaker (rapport)
- avoiding distractions; don't look bored
- recognising that it's hard work
- keeping your mouth shut and not talking!

It is as though he listened and such listening as his enfolds us in a silence in which at last we begin to hear what we are meant to be

- Lao Tse

COACHING SKILLS

MATCHING PEOPLE'S WORLDS



Each of us represents and describes our world in a unique way. There are three main divisions:



Visually, in the form of pictures and images

(using words like *'I see'*, *'I get the picture'*, *'that's clear to me now'*)



Auditorially, through sounds and the spoken word

(*'rings a bell'*, *'strikes a chord'*, *'sounds good'*)

Kinaesthetically by physical or emotional feelings

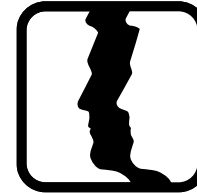
(*'feels good'*, *'my gut reaction is'*, *'picked up what you meant'*)

Communications can break down for a variety of reasons. However, all too often we use our preferred way of representing the world, and wonder why there are problems!

See The Learner's Pocketbook for more information

COACHING SKILLS

MATCHING PEOPLE'S WORLDS



The skilled coach will spot the way people represent their world, critical when setting outcomes, and adjust the approach accordingly.

What to do

To develop the skill next time you're having a conversation:

- listen to the words that people use
- see if a pattern emerges
- decide on their main preference (visual, sounds, feeling)
- now try to pick up on these signals and adjust your conversation accordingly



COACHING SKILLS

HELPING PEOPLE CHANGE



As a coach we often see potential or abilities in others that they don't see in themselves. Whilst a lot of our efforts are directed towards encouraging people to have a go, they might say '**I can't do that**'. This can prove to be a stumbling block to progress; where do you go from here?

Break down what they are saying and think of the implications.

- 'I' is an **identity** or a label that they put on themselves. Typical comments could be:
 - *'I've never been any good at that'*
 - *'I always make mistakes'*



What to do

Don't be afraid to challenge words like 'never' and 'always'

COACHING SKILLS

HELPING PEOPLE CHANGE



- **'can't'** is a **belief** that limits their ability to perform (beliefs strengthen and uphold values or what's important to people). What we value and what we believe determines why we do something.

Henry Ford said 'If you believe you can or can't do something, you're right'

 **What to do**

Ask questions, eg: *'how do you know that?'*

- **'do'** refers to **capabilities**, in other words how able are they to apply what they know and can do? Often this is influenced by how people see themselves (their identity) as well as what they value and believe.

 **What to do**

If people say *'that will never work here'* try replying *'but what would happen if it could?'*

COACHING SKILLS

HELPING PEOPLE CHANGE



- **'that'** is about **behaviour**, in other words what people say and do. Ideally, to encourage people to change, good role models are needed from whom to learn and grow in confidence. Sadly, all too often these are missing.

What to do

The role of the coach is to encourage people to take on new behaviours. When faced with an objection try saying *'why not?'*

When coaching bear in mind that:

- All the levels influence each other; a shift in one affects what happens below it
- If you are trying to encourage people to change the way they think about themselves, this will often mean tackling the corresponding values, beliefs and behaviours

‘Don't let what you can't do interfere with what you can do’

COACHING SKILLS

LEARNING TO LEARN



If coaching is about 'turning the things people do into learning situations' how do you get all parties to learn?

Learning is about gaining knowledge or skill by study, experience, or being taught.

Learning to learn is about capturing the lessons from everyday experiences, good or bad. Learning the lessons from change, in particular, is a key skill for individuals, teams and organisations.

Helping others to learn and learning ourselves is not the same as teaching and being taught.

COACHING SKILLS

LEARNING TO LEARN

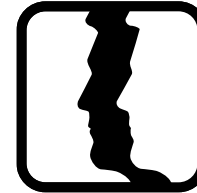


Help people develop their learning skills by:

- Consciously recognising and looking for everyday opportunities to learn, eg: within the job, by taking on more and working with others
- Raising its importance within the organisation, eg: include 'lessons learnt' into appraisal discussions and on the agenda of meetings
- Creating a climate which supports and encourages individuals to learn from each other and from things that actually happen (this will save you time, money and effort and stop you making the same mistakes)
- Bearing in mind that you're not trying to be a teacher, but someone who creates a situation in which others can learn

COACHING SKILLS

LEARNING TO LEARN



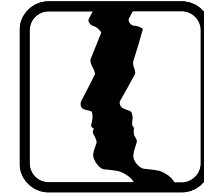
A coach needs to understand that effective learning only happens if people are able to:

- Involve themselves in actual experiences
(an **activist** learning style where people are prepared to have a go)
- Stand back, observe and consider what's happened
(a style known as **reflector**)
- Create abstract concepts and generalisations as a result
(**theorists** who try to understand why things are done in a particular way)
- Actively experiment and try out ideas
(**pragmatists** who are interested in putting the learning into practice)

Often because we learn best in a certain way, we assume that this will also work for others. Similar to ways in which people represent their world, this is not always the case.

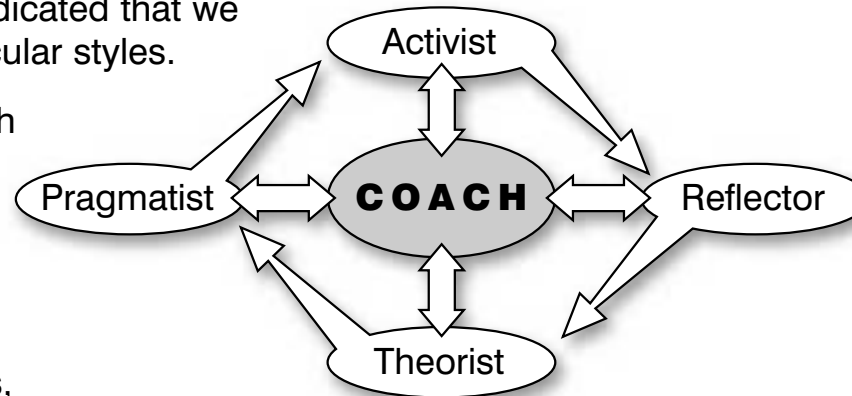
COACHING SKILLS

LEARNING TO LEARN



Few people develop all four styles equally well. Furthermore, research has indicated that we all have preferences for particular styles.

However, the role of the coach is to help people through each stage of learning:



Given our natural preferences, the challenge is to get the:

- activists** - to stand back and make sense of what they have learnt
- reflectors** - to have a go and not simply watch others or engage in discussion
- theorists** - to try things out before being given the chance to ask questions
- pragmatists** - to experiment with how to do things prior to being taught techniques or short cuts

COACHING SKILLS

LEARNING TO LEARN



Learning

is finding out what you already know

Doing

is demonstrating that you know it

Teaching

is reminding others that they know just as well as you

**therefore
we're all learners, doers and teachers**

From: Illusions - the Adventures of a Reluctant Messiah by Richard Bach

COACHING SKILLS

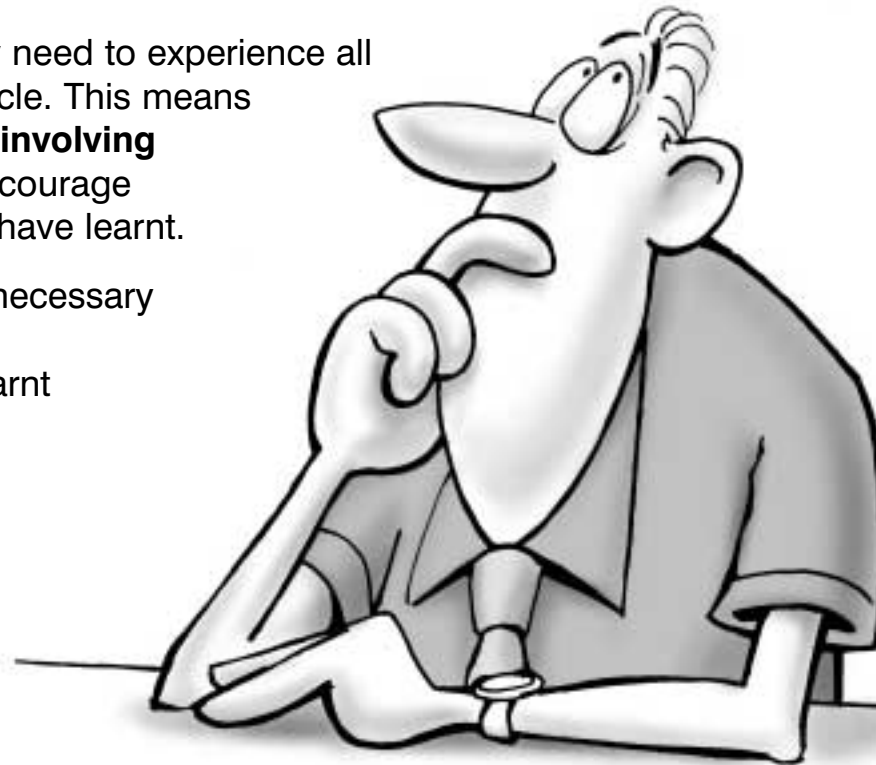
PLANNING LEARNING



For people truly to learn, they need to experience all four stages of the learning cycle. This means that you have to find ways of **involving** people, building in time to encourage them to **reflect** on what they have learnt.

Follow this by providing any necessary **explanations and reasons.**

Finally, link what has been learnt to **practical work situations.**



COACHING SKILLS

PLANNING LEARNING



Any element of learning will include facts to remember, concepts to understand, and skills to develop.

To help you coach, remember **MUD**

Memorise facts

Understand concepts

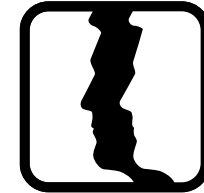
Do or practise skills

Help people develop the ability to:

- **M**emorise facts - by putting things in order, grouping them together, creating mnemonics
- **U**nderstand concepts - by explaining everything that can affect the issue, possible problems and how to get over them
- **D**emonstrate skills - by breaking them down into parts, building them up with practice, going at the learner's pace and not your own

COACHING SKILLS

CHOOSING A STYLE



At the action stage you are trying to give people the confidence:

- to have a go
- to discover what works and what doesn't
- to make mistakes and learn from them

You have to adopt a style that is suitable both to the situation and the person concerned.

Coach's involvement
Learner development

Use a **telling style**
for those with low
knowledge/skill

Help and guide
those with basic
abilities

Challenge and guide
capable performers

Encourage the
highly skilled
to set new goals

A good coach moves up and down the continuum as appropriate.

COACHING SKILLS

DEVELOPING TRUST



Coaching involves an element of risk; sometimes things work, sometimes they don't.

In a coaching relationship, those being coached have to trust that the advice being given and suggestions made are the right ones. The coach, in return, assumes that people will carry out what was agreed.

Trust is the basis of any coaching activity. As a coach you are trusted if:

- people understand why you are doing things
- you are true to your word and honest with yourself and others
- you have people's best interests at heart
- you know what you are doing
- your methods work and you're successful
- you trust people to be wrong

In the action stage trust is particularly important, especially when learning new skills or going outside one's comfort zones.

COACHING SKILLS

DEVELOPING TRUST



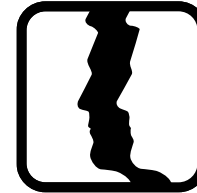
Ways to develop trust:

- Be yourself and share your experiences
- Show that you are open to ideas from those around you and prepared to give them a try
- Don't pre-judge people or situations
- Tell people how you feel
- Keep to your word; if you say you're going to do something, then do it
- Share relevant information when it's needed



COACHING SKILLS

GIVING FEEDBACK



Feedback is making people aware of what they are doing and the effect that it's having.

It's a valuable way of learning, especially in a coaching situation where you're trying to increase the learner's chances of success.

Remember that you can give feedback on what's working and what is not. The main point is to make it relevant and useful.

What to do

When giving feedback:

- focus on behaviour that you have observed, *'I saw you doing...'*
- describe what you see happening, *'I notice that'*, but don't sit in judgement
- share ideas, *'what if you tried?'*
- explore alternatives, *'how could you ... what other ways ...etc'*

***‘It's a funny thing about life - if you refuse to accept anything
but the best you very often get it’***

COACHING SKILLS

GIVING FEEDBACK



If you fail to give useful feedback an important component of learning is lost.

Some simple frameworks that you can use when coaching include:

- Saying '*well done*' (give examples) before adding '*next time try*' (offering suggestions for improvement)
- Ideas for them to do '*more of* and *less of*'
- Three things you have observed the person doing well and one suggestion

Remember

- Giving feedback is about providing plenty of reassurance and appropriate praise
- Take care not to demotivate people or revert to simply telling them how to do things
- Put yourself in their shoes and try to appreciate what they might be feeling and the difficulties they may be having
- Once they are armed with the feedback, you may very well want them to have another go

NOTES

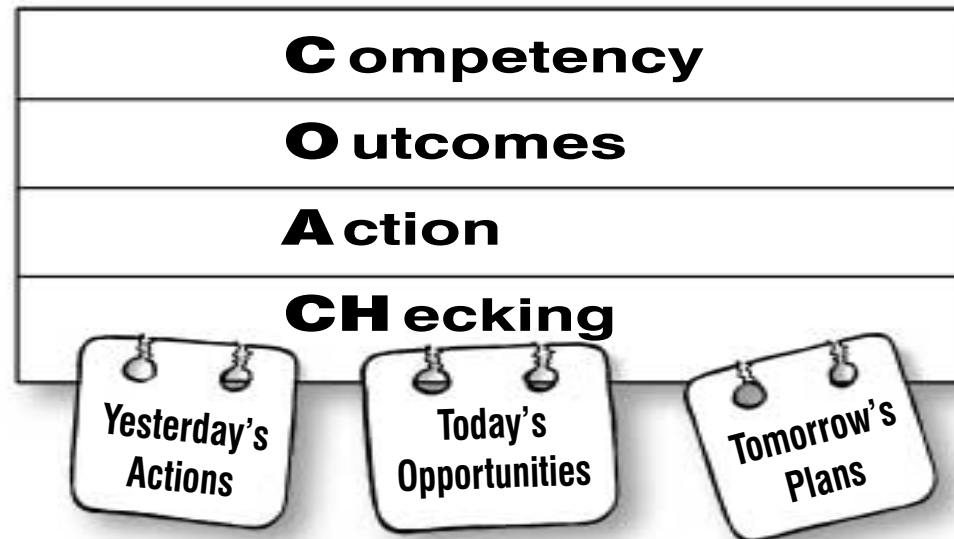




COACHING OPPORTUNITIES

COACHING OPPORTUNITIES

APPLYING THE STRUCTURE



When coaching:

- Don't ignore what happened yesterday
- Use what's happening today
- Think about what you want your people to be doing tomorrow

COACHING OPPORTUNITIES

APPLYING THE STRUCTURE



Before you start any coaching remember that:

- You need to approach it as someone who wants people to succeed, not as a boss, or a training and development specialist
- To be successful you have to demonstrate empathy, in other words get into other people's worlds (a common mistake is starting off from our own view and trying to get people to be more like ourselves)
- Coaching is about others, not about you (yet a lot of management training teaches us to think internally about ourselves, not externally about others)

When people's best work is done ... people say they did it themselves

- You need to plan what you are going to do; with experience it may come naturally but it can't initially be spontaneous, so read on for ways of making the most out of coaching situations

COACHING OPPORTUNITIES



APPLYING THE STRUCTURE



Review what has been learnt in order to understand what can be done better next time. In these situations you need to ask:

- 'what went well/not so well?'
- 'what do we need to stop doing/do differently, start doing, continue?'



Spend time continuously improving on-the-job performance as it relates to what's happening now. Try asking:

- 'what are the priorities at the moment, what could others do and learn from?'



Develop plans and ideas that will raise the level of performance:

- 'how can we gain a competitive advantage?'
- 'what do we need to do to ensure that we have a tomorrow?'

COACHING OPPORTUNITIES

YESTERDAY



Look for situations that have already happened, but don't leave it too long or else the moment will have passed.

Examples could be how individuals dealt with particular events, eg:

- Complaint from a customer
- Difficult member of staff
- Meeting that they ran
- An irate phone call
- A sales call/opportunity



COACHING OPPORTUNITIES



YESTERDAY

WHAT TO SAY

'Let's go back to what happened on

Competency *'How did you think it went? Why was that?'*

Refer to specific events: *'What about...? What was your view of that?'*

Outcomes *'What were you trying to do, and why?'*

Action

Referring to something that went badly: *'How could it have been prevented/what could you have done differently?'*

Picking up on something that went well: *'Why do you think that happened? What pleased you about it?'*

It's OK to tell people what they should have done and why.

CHecking

'What did you learn/what were the lessons for the future? What might you do differently next time (to prevent the same things happening again)?'

'How could you build on the good things that you did?'

'Experience is a severe teacher: it tests first and gives the lessons afterwards'

COACHING OPPORTUNITIES

TODAY



What you're doing today provides numerous opportunities to share your experience and coach others, eg:

- How you organise your day
- Working through your mail
- Preparing for a meeting
- Tackling a problem or business topic
- Getting things done



COACHING OPPORTUNITIES

TODAY



You can also find coaching opportunities in your staff's work:

- If someone attends a course, talk to them and work out ways of applying the ideas gained, and skills learnt, back at work
- If someone is avoiding a difficult phone call or failing to confront poor performance, try running through their approach and what they might say and do
- If they are designing a new system, make sure that they are clear about what they have to achieve and explore possible options with them
- If they are putting together a proposal, help them to think through the advantages and consider how they would overcome any possible objections

COACHING OPPORTUNITIES



TODAY

WHAT TO SAY

'Let's have a look at or tell me what are you doing today

Competency *'How capable/confident do you feel? Why/how come?'*

Outcomes *'So what is it that you're trying to do/achieve, and why?'*

Action *'How are you going to do it/show me what you are going to do.'*
'Let's run through it together.'

Checking *'How useful was that (in giving you what you wanted)?'*
'So, in conclusion, what are you going to do?'

COACHING OPPORTUNITIES

TOMORROW



There are jobs that you might be doing regularly that others could do, with the right help and assistance. For example:

Activity	Preparation
Meeting visitors and showing them around	Involve them in the planning, background and arrangements
Being part of a working party or a committee	Look for situations which will broaden their thinking/exposure to others
Chairing certain meetings	Run through the agenda, and any potentially tricky areas
Preparing a budget	Use last year's as an example and build up in stages
Leading a project	They don't have to be an expert, you can help them with organisational and project management skills
Covering for holidays	Brief them about what's happening and any anticipated problems

COACHING OPPORTUNITIES

TOMORROW



In addition, opportunities may arise which, if they could be organised, provide chances to coach, eg:

- Job swapping - to gain experience and see things from another viewpoint
- Secondments - both within your organisation and outside
- Deputising and standing in for a boss or colleague
- 'Shadowing' a colleague - to see how they approach situations
- Preparing a training programme - to see what's involved
- Carrying out an appraisal - especially for the first time
- Keeping a learning log - as part of your job or your studies
- Being part of an interview panel - to share your judgements with others
- Organising an event - seeing things through from the original idea to the finished item

COACHING OPPORTUNITIES



TOMORROW

WHAT TO SAY

'An opportunity has arisen which I think you could benefit from'

Competency *'How do you feel about it? What reservations might you have and why?'*

Outcomes *'This is what I would like you to do. How do you feel/what are your thoughts/ideas?'*

Action *'What could we do to make this happen? What if we did?'*

Checking *'So how do you feel about that?'*
'In conclusion what we've agreed then is to'

'Man's mind once stretched by a new idea never regains its original dimension'

- Oliver Wendle Holmes

COACHING OPPORTUNITIES

COACHING TEAMS



Coaching a team presents a different challenge from simply coaching individuals. For a start, there are more people, each with their own level of skill and needs.

In sport, specialist coaches concentrate on certain positions; in business, the coach has to deal with the whole team.

Teams have the potential to motivate each other, set their own goals and coach or help themselves. Don't forget that team members need the same coaching skills as individuals, especially if you want them to influence others' behaviours.

If you can get them to start working for each other and sharing their own experiences in a constructive way for the good of the team, then you have made a breakthrough in teamworking.

With teams there are more factors to consider, yet the same rules apply, eg: asking where we are now, where we want to be, how we can get there, etc.

COACHING OPPORTUNITIES

COACHING TEAMS



When you are coaching teams you're demonstrating leadership skills. The techniques you use are the same as with individuals.

What to do

To get the most from your team as a coach try:

- setting team goals, rather than working from individual ones or big mission statements
- spending time with them over and above any regular meetings to look at how they can work better together
- staying in touch with them; there's no substitute for knowing your people
- not imposing any limits on their potential performance; teams can do extraordinary things
- being a model of the behaviours that you want to encourage in the team. So, if you want respect, commitment, trust, then you must be prepared to demonstrate this. Lead from the front.

COACHING OPPORTUNITIES

SELF DEVELOPMENT



Coaching is a great way to bring about other people's self development:

- When you are coaching you are more able to help individuals and together come up with a realistic plan
- Should you not be skilled as a coach, the help you can offer may be limited

Paradoxically, if you're a good coach, you could also be doing yourself out of a job by providing people with what they need, and helping them become more confident. Once people understand how they learn, any learning needs less structure and often less from you.



COACHING OPPORTUNITIES

COACHING UPWARDS



- Most managers will see coaching colleagues and staff as an acceptable activity but will have difficulty in doing the same with their boss
- There is often a mindset that the boss knows better, yet in today's fast changing world, with flatter structures and cross-functional working, this isn't always the case
- Individuals need to break the mindset and view their boss differently and as less of an expert than they may previously have thought
- To coach upwards, you need all the skills already described and, in particular:
 - know what it is that you want to achieve and why
 - use your knowledge of the individual and your personal judgement of how best to approach them
 - make sure that they have confidence in you as a credible person
 - choose your moment ... timing is important

COACHING OPPORTUNITIES

MEASURING THE OUTCOME



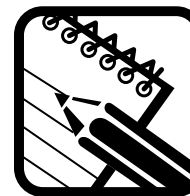
How do you go about measuring the success of your coaching efforts?

To do this you have to;

- be clear about what you want the coaching to achieve. This is where setting clear outcomes at the early stage of the coaching process is critical
- focus on what the coaching has achieved; in other words, look at the outcome or effect rather than the way that the coaching was carried out.

Ask yourself what people have done differently as a result.

NOTES





POTENTIAL PITFALLS

POTENTIAL PITFALLS

MISUNDERSTANDING



You realise that what you think you have said has not been heard

What should help

- ✓ Ask '*Can I test your understanding of what I'm asking you to do*'
- ✓ Break down what you want into 'bite size chunks' and go over the subject again

What would not

- ✗ Telling them to pay attention and start listening
- ✗ Being aggressive and starting to lecture
- ✗ Saying what you have said already

POTENTIAL PITFALLS

LECTURING



Half way through a coaching session you find yourself lecturing/telling

What should help

- ✓ Check for their level of understanding
- ✓ Ask for a view or opinion
- ✓ Ask *'What if what I just said is wrong?'*

What would not

- ✗ Continuing to lecture/tell
- ✗ Closing the discussion down
- ✗ Abruptly asking a question



POTENTIAL PITFALLS

INSUFFICIENT TIME



You have a busy schedule and only 30 minutes to coach one of your staff regarding a mistake that was made

What should help

- ✓ Allocate 30 minutes and avoid interruptions (phone, etc)
- ✓ Do it soon after the mistake was made
- ✓ Avoid making the other person feel guilty

What would not

- ✗ Using the 30 minutes to tell them where they have gone wrong and how to put it right
- ✗ Asking too many questions and running out of time
- ✗ Leaving the session with no agreement

POTENTIAL PITFALLS

NO IMPROVEMENT



You have had several coaching sessions on a particular issue and there is still no change in performance

What should help

- ✓ Ensure that you have a clear understanding of the area for improvement
- ✓ Review those aspects of their performance that are going well/not so well
- ✓ State the area that you want improved and ask for their suggestions/ideas

What would not

- ✗ Ignoring previous sessions as if they hadn't happened
- ✗ Getting angry at the individual
- ✗ Simply walking away in frustration



POTENTIAL PITFALLS

HARPING BACK



Instead of focusing on future performance you find yourself bogged down in the past (history)

What should help

- ✓ Acknowledge that the past has a part to play
- ✓ Establish/identify why the past is so important
- ✓ Link the past with the future in a positive way

What would not

- ✗ Telling the person that the past is the past and is not important
- ✗ Talking about your past and becoming embroiled in nostalgic trips down memory lane
- ✗ Arguing that your past was better/more important

Experience is the name men give to their mistakes

- Oscar Wilde

POTENTIAL PITFALLS

RELUCTANCE



One member of your staff does not want to make a presentation to directors. You believe only they can make it and that it will be important for their development.

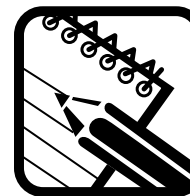
What should help

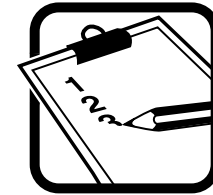
- ✓ Find out whether the anxiety relates to skills, confidence or content
- ✓ Offer support and encouragement
- ✓ Give them a simple process to follow when presenting
- ✓ Explain why you'd like them to do it, and how it might help develop their skills, confidence and reputation

What would not

- ✗ Telling them that it'll be OK and that everybody gets nervous
- ✗ Assuming that you know why they are reluctant
- ✗ Concentrating on content when skills or confidence are the problems
- ✗ Doing it for them without trying to convince them

NOTES

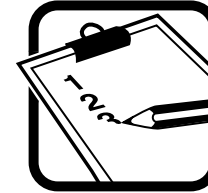




CHECKLIST

CHECKLIST

PLANNING TO COACH

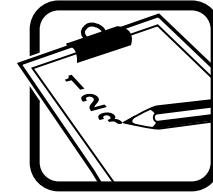


Questions to ask:

- *'What opportunities have I got in my current role to coach either my staff, peers or boss?'*
- *'Why would coaching help me or the situation we're in, as opposed to simply telling people what to do or ignoring what's happening?'*
- *'Which of my staff would coaching help?'*
- *'What specific improvements do I want to see?'*
- *'What level of performance is required or are people capable of?'*
- *'What actions do I/we need to take?'*
- *'What will success look like for us?'*
- *'What are the important questions that I need to ask?'*
- *'When will I have to be more directive and less questioning?'*
- *'How and when would we check progress?'*
- *'What might prevent us from succeeding and what would we do?'*

CHECKLIST

A WORKED EXAMPLE



Taking the earlier example of someone reluctant to make a presentation to the directors, a way of tackling the situation would be as follows:

Planning

Decide for yourself:

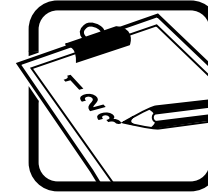
- What it is that you want them to do and why
- What their reactions are likely to be and how you might cope with them
- What you might be thinking if you were in their shoes and, again, how you would deal with any concerns
- What the timescale is (eg: next week or next month)
- Whether or not you have the time available to help them do it well if you offer to coach
- What your initial approach to them will be

First meeting

- Set out your position carefully, explaining what you want them to do and why
- Invite feedback and test understanding to clarify what they are saying
- Get agreement that a problem or concern exists, don't avoid the issue
- Seek solutions by offering your ideas, inviting theirs, and jointly seeking compromise or the best solution

CHECKLIST

A WORKED EXAMPLE



Working through the **C O A C H** model, ask:

Competency

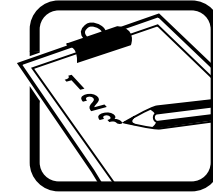
- *'Where are we starting from?'*
- *'What experience have you had in making presentations, to what sort of people?'*
- *'How did you find it went/what did you learn?'*
- *'How did you go about it?'*

Outcomes

- *'What I would like you to do ...'*
- *'How do you feel about that?'*
- *'What questions do you have?'*
- *'How do you see it?'*
- *'What do you need to know before you can start?'*
- *'Any ideas as to how you will put it together?'*
- *'What help do you want from me?'*
- *'Why don't you go away and start putting it together?'* (make sure you stay in touch in case they need you)

CHECKLIST

A WORKED EXAMPLE



Action

Set up a situation where you can watch them run through the content

- *'Let's run through what you're doing'*
- *'How have you approached it, what was the thinking behind this?'*

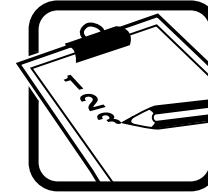
Challenge and influence their thinking

- *'Why are you planning to do it that way?'*
- *'What other ways could you tackle it?'*
- *'What if you?'*



CHECKLIST

A WORKED EXAMPLE



Checking

Give them feedback, eg:

- *'That worked well ... how about/what if you ...?'*
- *'How comfortable do you feel about that?'*
(don't impose your way of working, but make sure you influence standards)
- *'What further help do you want from me?'*

Face them with some potential situations:

- *'What if the meeting was running late and they only gave you 10 minutes, what's the main message that you want to get over?'*
- *'What's the most difficult question they could ask, how would you respond?'*

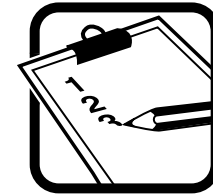
Review

Don't forget to have a follow up:

- *'How did that go?'*
- *'What went well (and why)? What didn't go as you expected (why)?'*
- *'How did you feel when you were doing it? How do you feel now? What did you learn from it?'*
- *'If you were doing it again what would you do differently?'*

CHECKLIST

PROFORMA



COACHING CHECKLIST

Situation
Initial Planning
Competency
Outcomes
Action
Checking
Review

Write your own words

CHECKLIST

QUESTIONS FOR INDIVIDUALS



Remember, those on the receiving end of coaching have a need to be:

- Treated fairly and not patronised
- Led at their pace, not yours
- Told what they do well, and made aware of mistakes made, and current level of performance
- Guided by a role model they can respect
- Encouraged to go further than their current level

The experience of being coached should be a positive one!



AND FINALLY

AND FINALLY

PUTTING IT INTO PRACTICE

THINK BEFORE YOU ACT



If you've read the book and would like to try coaching, remember the caution we gave at the start.

For you, it might mean adopting a new approach and evolving a change of style. If you start to question people, when in the past you've been telling them, they might wonder what on earth's going on!

So, find somebody with whom to talk it through. Get any help you think you need before moving on and making a start.

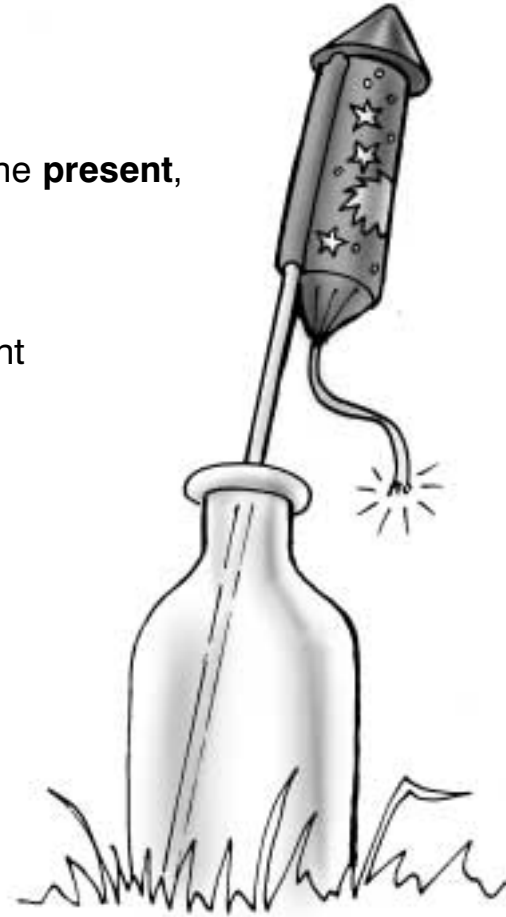
AND FINALLY

GETTING A PAYOFF

Most of us think about the **past**, talk about the **present**, and not much about the **future**.

Yet the future is where the payoff lies.

To obtain a better return from your investment in people, send fewer of them on courses, and put your efforts into **coaching** to develop them - at work - for **tomorrow**.



INFORMATION

READING LIST



Developing High Performance People - the Art of Coaching, *Mink, Owen and Mink, Addison Wesley*

Everyone needs a mentor, *David Clutterbuck, Institute of Training & Development*

One-to-one training and coaching skills, *Buckley and Caple, Kogan Page*

Watch the 'Green Movie', Melrose Video Productions, for details of the 'Empowerment within a framework' concept.

You may find the following Pocketbooks particularly useful for situations in which you can coach:

The Trainer's Pocketbook

The Creative Manager's Pocketbook

The Interviewer's Pocketbook

The Time Management Pocketbook

The Appraisals Pocketbook

The Business Writing Pocketbook

The Negotiator's Pocketbook

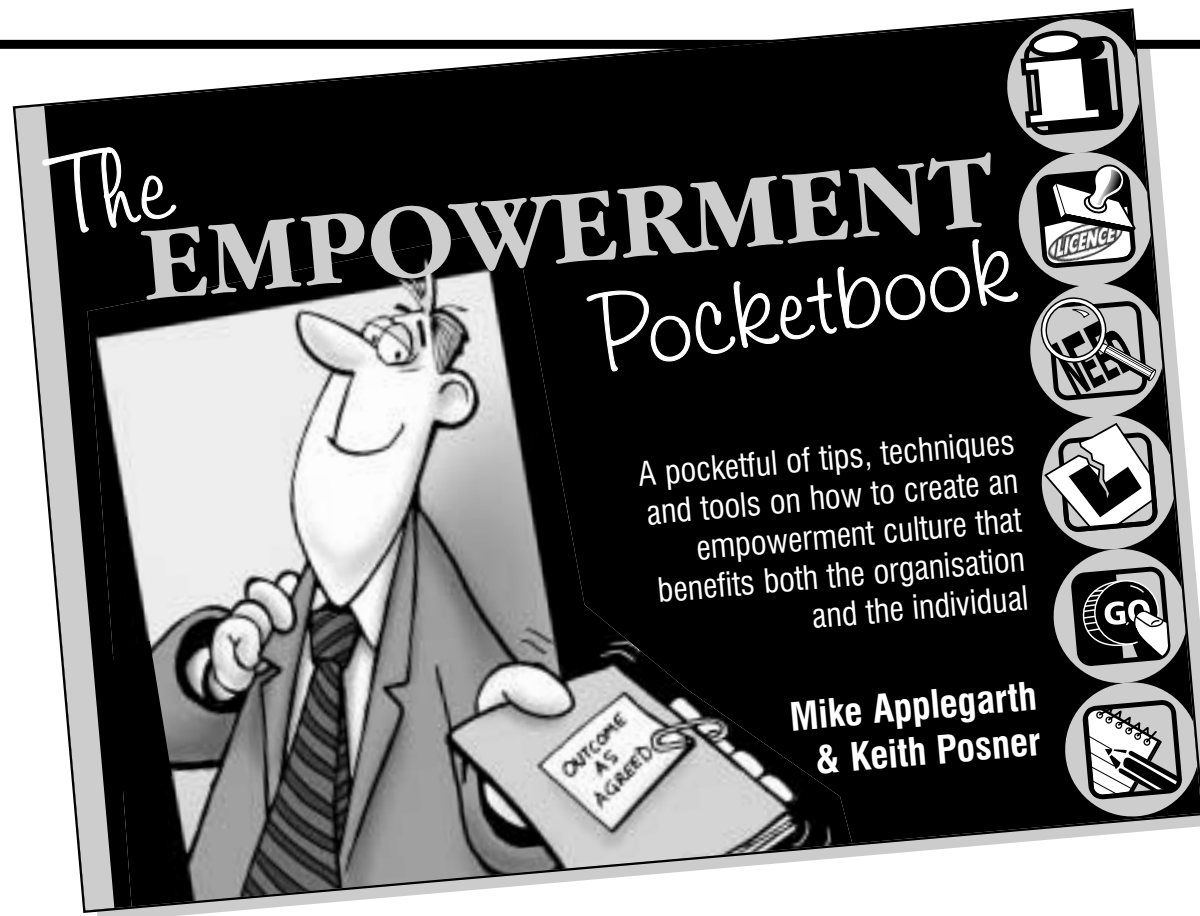
The Meetings Pocketbook

The Mentoring Pocketbook

The Empowerment Pocketbook

The Telephone Skills Pocketbook

The Assertiveness Pocketbook



Other titles in the Pocketbook series include:
The Empowerment Pocketbook (illustrated), **The Learner's Pocketbook**,
The Interviewer's Pocketbook (for questioning skills) and
The Assertiveness Pocketbook.

THE MANAGEMENT POCKETBOOK SERIES

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Telephone Skills Pocketbook
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Thinker's Pocketbook
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Pocketfiles/Other

Leadership: Sharing The Passion
The Great Presentation Scandal
Hook Your Audience
Trainer's Blue Pocketfile of
Ready-to-use Exercises
Trainer's Green Pocketfile of
Ready-to-use Exercises
Trainer's Red Pocketfile of
Ready-to-use Exercises

Audio Cassettes

Tips for Presenters
Tips for Trainers

About the Authors

Ian Fleming, MA DMS Dip Ed, works as a freelance management trainer. His approach is to work in-company alongside individuals and teams helping them tackle real issues and situations.

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Allan J.D. Taylor has over 20 years experience as a Training and Development Manager. Currently he works for a large UK brewing company. His interest in coaching resulted from realising that most of what he did as a trainer didn't work.

Practical experience has subsequently convinced him that, done well, coaching can raise performance levels beyond the accepted norm. He believes that coaching is becoming an increasingly important skill for managers and individuals interested in improving performance and development potential. However, the current emphasis on winning and achieving targets - rather than raising performance levels - is possibly the wrong focus for managers. If you want people to reach what they think their potential is, and take them beyond it, you don't need to impose a ceiling.



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