Coaching Skills for Managers Programme

Facilitators' Guide

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Pre-programme module

SESSION OVERVIEW

Time	Time 90 minutes
Learning outcomes	At the end of this session, participants will be able to: • Describe the concept of coaching and how a manager can coach. • Explain how coaching is a critical leadership skill in optimising performance, talent development and delivering transformational change during times of crisis. • Recognise the skill of deep listening. • Understand their view of their baseline level of coaching skills and knowledge, being clearer on their areas of strength and where they require further development
Key messages	This session introduces the Kaya platform where the post webinar work is also hosted. It will engage the participants with using these resources both through -out the programme but also as post programme resources. There are two questionnaires to complete in this section: • Pre-programme baseline questionnaire to ascertain expectations and feelings prior to the programme • A questionnaire to ascertain how participants describe the current culture of THE ORGANISATION. In addition, this session will introduce: • Coaching, particularly through the lens of a line manager/leader • The first key skill of deep listening • The reflection note process to be used throughout the programme. **Line Manager as Coach podcast - Main points** • Sheep dip training for coaches does not work. • Create the environment in your team where coaching happens, educate your team about coaching. • What a leader needs to do can be done on the whole through delegation. • However, if you replace delegation with shared accountability it will free you up to have time to coach the team. • Get your team to take ownership of the coaching process. • Create a team development plan for learning and performance. • Create the environment where people coach themselves.

- Create psychological safety so individuals feel they are able to make mistakes safely.
- Show your own vulnerability by sharing your own mistakes.
- You need leaders to help people to have the right conversations, to be able to link the internal and external environments and support better decision making by linking the two.
- Coaches need the skills of listening, using silence, slowing down and encouraging others to talk.
- A great leader and coach has the qualities of:
  - Compassion
  - Courage
  - Curiosity
  - Connectedness

Deep Listening animation – Main points
The role of the listener is misunderstood – it is not the role of the listener to make sense of what the speaker is saying – the listeners role is to help the speaker make sense of what they are thinking.

Listening exists on a range – active listening, empathic listening, and deep listening.

Active listening is listening to what the speaker says, and Deep Listening is listening to what is UNSAID.
When you talk, you can speak in a range between 125 to 175 words per minute
Yet when you think, you can think around 900 words per minutes

Without understanding the science of a conversation, most discussions are only exploring 11% of what the speaker is thinking.
These are three practical ways the listener can listen to what's UNSAID and help the speaker and the mind with problem become the mind with the solution:

- When the speaker pauses in the discussion, invite the speaker to reveal more of their thoughts. Ask them – 'Tell me more'. This will expand what they have said and allow them to discover more about what they have NOT said.
- Resist your urge and the temptation to come up with an answer or solution. Next offer them the opportunity to go deeper. Ask the speaker 'And What Else?'
- SILENT and LISTEN have the same letters. Fight the urge to fill in the space in the discussion. Become comfortable in their silence and yours. Just pause, take a few deep

	breathes and by now the mind with the problem is the mind with the solution. **Reflection Note Process** David Kolb's Learning Theory (1984) offers a way to understand a cycle of experiential learning that applies to us all. Kolb includes this 'Cycle of Learning' as a central principle in his Experiential Learning Theory, typically expressed as a four-stage cycle of learning: • **'Immediate or concrete experiences'** provide a basis for • **'observations and reflections';** these 'observations and reflections' are assimilated and distilled into • **'Abstract concepts'** producing new implications for action, which can be • **'Actively tested'** in turn creating new experiences. A key component of your coaching practice is how you become increasingly aware of your own learning about your coaching development. Reflecting in a systematic way on your coaching conversations will enable you to learn and grow as a coach. Keeping a Reflection Note to record the event, your reflections and conclusions is an important part of this systematic approach. The Reflection Note enables you to: 1. Note the coaching conversation, describe objectively what happened and why? 2. To record your reaction including your thoughts, feelings and actual behaviour during the coaching conversation. 3. To list the points you learned, or perhaps discovered accidentally. 4. To record your conclusions and future intentions. The reflection note can be completed simply with a few bullet points. Your facilitator will work with you in providing confidential feedback on your reflection notes following your coaching practices. This may be on an individual basis. Your facilitator will brief you on the process in webinar one.
Instructional method	Through interactive participation on the Kaya platform
Link to other elements of the programme	The pre-programme module will introduce the concept of coaching and the key skill of listening and will prepare the participant for the first webinar

SESSION PLAN

TIME	ACTIVITY	RESOURCES (all on Kaya)
20 mins	Pre-assessment questionnaire	**Questionnaire**
28 mins	Podcast **Line Manager as Coach?**	**Podcast**
10 mins	What is coaching?	**Interactive questionnaire**
10 mins	Why is coaching a crucial part of leading people and teams, particularly through times of crisis?	**Article**
3 mins	Animation **Deep Listening**	**Animation**
10 mins	Coaching culture exercise	**Questionnaire**
10 mins	Explanation of the Reflection Note Process	**Article**

Webinar One

SESSION OVERVIEW

Time	Time 90 minutes
Learning outcomes	At the end of this session, participants will be able to: • Understand what the participant group want to achieve from the programme? • Build on their understanding of what is coaching and what it is not? • Recognise what deep listening in coaching looks like.
Key messages	**Programme delivery principles** • Participation in this programme requires a commitment to attend all webinar sessions and complete the assignments. • It is essential to create and maintain a safe learning space for all participants and facilitators. • Participants must feel at ease to be able to speak of their experiences and practice new coaching behaviours without fear of judgment. • Appreciation of diversity and inclusive behaviours are themes underpinning the whole programme and we recommend these are role modelled and emphasised throughout. • It is suggested that coaching practice in the webinars is conducted in buddy pairs, which are preassigned. The facilitator can observe each participant coaching during the five webinars and provide feedback. With 2.5 hours coaching practice, each participant will be observed at least once, if not twice, depending on the number of participants in the group. • It is recommended that participants are encouraged to complete reflection notes on their practice and learning through Kaya after each webinar and action learning set. Where possible, facilitator feedback should be provided on these reflection notes by email. This will provide a good indicator of which participants may need more support during the programme. **Overall Programme Learning Outcomes:** • Strengthened capacity in effective performance management practice with increased organisational performance. • Expanded professional network across THE ORGANISATION in support of continued talent growth and collaboration.

- Capacity in coaching techniques is developed and shapes the managerial and operational culture in THE ORGANISATION.

The participants may want to be reminded of the programme elements:
- **Pre work module** outlining concepts, tools and practices and building a common baseline of knowledge to position the programme. Access to a wider **online system wide repository of resources (Kaya)** on coaching and mentoring.

- **Core Learning Webinar Series** of **five, 90-minute sessions** focused on transferring expert knowledge, facilitated discussion around the core concepts and space to practice.

- **Two Action Learning Sets** where participants go deeper into application, share experience and receive feedback.

Other programme features for the participants:

- Becoming part of the organisation's Coaching Community and receive reinforcement learning resources.
- The possibility to receive professional coaching.
- Building on this programme by joining a certified programme afterwards.
- Giving back to their colleagues and teams by showcasing what they have learned in a 90 second video to build a coaching culture in the organisation.

Webinar One

What is coaching and what it isn't?
For **what is coaching?** some answers may include:
- It's essentially a non-directive form of development.
- It focuses on improving performance and developing an individual.
- Personal factors may be included but the emphasis is on performance at work.
- Coaching activities have both organisational and individual goals.
- It provides people with the opportunity to better assess their strengths as well as their development areas.
- It's a skilled activity, which should be delivered by people who are trained to do so. This can be line managers and others trained in coaching skills.

For **what isn't coaching?** some answers may include:

	• Training • Directing • Waiting until mistakes are made, then criticising • Playing favourites and political games in your team • Holding back information for your own good • Maintaining a culture of fear or blame. **Deep listening skills** to showcase in the **coaching practice** and to debrief afterwards: • Notice how you are showing up for the session • Pay attention, show interest • Withhold judgment • Reflect • Clarify • Summarise • Don't interrupt • Demonstrate empathy • There are three types of listening: active listening, empathic listening and **deep listening** • **Ask the speaker to finish what they are saying, use 'Tell me more' or 'What else?'** • **Deep listening listens to what is UNSAID** • **Deep Listening is creating the space for the speaker to listen to their own thinking.**
Instructional method	• Introductory exercise • Sharing of expectations from survey • Small group and plenary exercise • Coaching Demonstration
Link to other elements of the programme	This webinar sets the foundation for the participants to understand the concept of coaching which underpins the whole programme. In addition, it introduces more comprehensively the key skill of listening. This will be built on throughout the programme as the participants develop their coaching skills further.

SESSION PLAN

TIME	ACTIVITY	RESOURCES
30 mins	Welcome and introductions All **participants to introduce** themselves. Each participant may want to mention: • *Names and function*	**Participants list** including buddy coach matches*

	• *Country* • *Key focus of his/her own work* Present **learning outcomes** for the programme. Review **expectations** collected through the pre-programme survey and ask for any additional expectations?	**Learning outcomes slide** **Expectations from pre-programme question on a slide**
25 mins	**What is coaching? And what it isn't?** Discussion in two small groups, each group is allocated one of these two questions to present back to the whole group on: • What is coaching? • What coaching isn't? Followed by brief feedback comments from facilitator and the other group.	**Exercise on slide**
25 mins	**Coaching demonstration** (the facilitator coaches a volunteer participant on any real situation for (12-15 mins) followed by a plenary debrief on what the participants notice about the **deep listening skills** being demonstrated.	
10 mins	**Check out** from webinar one including questions, comments and observations from the participants.	

*Buddy coach match will be advised in advance of webinar one.

Post Webinar One, Participant Self-Study

SESSION OVERVIEW

Time	Time approx. 90 minutes
Learning outcomes	At the end of this session, participants will be able to: • Understand a coaching process model, the GROW Model. • Reinforce further what good listening skills look like. • Relate to the first element of the VUCA Prime Model, creating a vision
Key messages	**The GROW Model Animation – Main Points** • On the job coaching as a line manager is about having every day, short, positive conversations that enable performance at work. • One useful tool is to use a process model like GROW. This model guides your day-to-day coaching conversations and is a good tool to help you get started. • GROW stands for Goal, Reality, Options and Way forward. • Each stage of the GROW Model helps to keep the individual focussed on strengths, on what is possible and gets them moving forward in a situation. **Listening skills** The participants will have completed an online questionnaire which provides them with a personalised listening report explaining what their 'listening villains' are in their listening approach. These four villains are: • **The dramatic listener** - You love creating drama and exploring every element of the discussion. Rather than helping the speaker progress, you get stuck in the detail and dissecting the historical events and patterns that have led you to the discussion. You are so engrossed and engaged in the story that you become completely preoccupied in the theatre of the drama. • **The interrupting listener** - You're so focused on finding a solution to the problem that you finish the speaker's sentences for them. You feel they are moving too slowly in describing the issue, so you listen with the intent of solving, rather than their intent of being curious. You interrupt and interject, creating all kinds of confusion. You are busy solving problems the speaker hasn't yet verbalised. • **The lost listener** - You're in your own mind rather than in the conversation. You are so absorbed with your self-talk you don't create enough space for the dialogue to land in your mind, you are so busy thinking about your

	last thought or your next thought that you can't focus on the discussion. You are lost before you even turn up. • **The shrewd listener** - You're too busy trying to solve the issue before listening to the explanation. You might be shrewd enough to wait patiently and not interrupt the speaker, but you are anticipating the future, trying to solve the problem before you've heard it or understood it all. You have forgotten to be present and to listen completely. **Vision – podcast one of the VUCA Prime Model** Turning VUCA on itself. The acronym VUCA stands for Volatility, Uncertainty, Complexity, Ambiguity. It may be a military coinage, but it describes so much of what the modern world feels like. This process model, which has also been referred to, as 'VUCA Prime' is the antidote to a VUCA situation. It is a way of having a developmental dialogue focussing on the individual's **vision**, helping them to **understand** their situation and creating **clarity** in their situation in order to develop their **agility.** Those of you who are familiar with the GROW Model in coaching will recognise the similarities with this model. *There are four podcasts covering each of the elements of VUCA Prime.*
Instructional method	Through one-to-one coaching Through interactive participation on the Kaya platform
Link to other elements of the programme	This post webinar session introduces the first process model which is used in webinar two in practice. It builds further on deep learning skills introduced in the pre-programme module and demonstrated in a coaching practice in webinar one. It introduces the first part of the VUCA Prime Model, which is introduced gradually through the programme.

OPTIONAL SESSION OVERVIEW

Time	Time approx. 12 minutes
Learning outcomes	At the end of this optional session, participants will be able to: • Understand the similarities and differences between Coaching and Mentoring • Apply a simpler process model - the Three Stage Process
Key messages	**What are Coaching and Mentoring?**

	- The words coaching and mentoring are often used interchangeably. They are both developmental dialogues and use the same skills of listening, questioning, giving feedback etc. - The differences between the two forms of learning intervention tend to be defined by relationship and organisation. - Coaching is typically an assignment focused on behaviour and performance in a current role, with a shorter-term focus. - Mentoring is a relationship with a greater focus on longer-term development, career self-management and the acquisition of wisdom. **The Three Stage Process animation – Main points** - The three-stage process is a simple coaching process model derived originally from counselling - It helps you plan your conversation as well as to reflect on your coaching skills - It has three parts to it: - Explore, - New understanding and - Action planning - You can move forwards and backwards in this process model - The quality of the action is dependent on the quality of the exploration and understanding.
Instructional method	Through interactive participation on the Kaya platform
Link to other elements of the programme	These activities are entirely optional. A further process model is introduced to complement the GROW model and can be applied throughout the remainder of the programme Introducing an understanding of the differences between coaching and mentoring, with a compare and contrast approach, will enhance the participant's view of coaching and mentoring through the programme

SESSION PLAN

TIME	ACTIVITY	RESOURCES (all on Kaya)
4 mins	Watch **GROW Model animation**	**Animation**
7 mins	**Genuine listening**	**Interactive session**

17 mins	**Podcast** Vision: An intent to create a clear future	**Podcast**
30 mins	**Coaching practice** with buddy coach	
30 mins	**Completion of a Reflection Note** and time to reflect on self-study materials	**Reflection note**
TIME	**OPTIONAL ACTIVITY**	**RESOURCES (all on Kaya)**
8 mins	What are **Coaching and Mentoring**?	**Article**
4 mins	**Three Stage Process animation**	**Animation**

Webinar Two

SESSION OVERVIEW

Time	Time 90 minutes – 23 Feb 2021
Learning outcomes	At the end of this session, participants will be able to: • Explain what is good and less good coaching, how it looks and what it feels like? • Select good questioning approaches to use in a coaching conversation. • Apply the GROW Coaching model in a practice scenario, ready to build on this experience further.
Key messages	**What is good and less good coaching?** For **good coaching**, some answers may include: • Helping others to help themselves improve on a particular task or skill • Listening to people without judging • Questioning to explore goals and where at now • Understanding your team • Workplace based or non-work based • Range from 'instruct' (directive) to 'discussion' style (non-directive) • Ongoing approach. For **less good coaching**, some answers may include: • 'Tell and Do' approach irrespective of someone's experience • Not flexing their style to the individual • Parent style – patronising or condescending – suggests lack of respect • Not asking questions • Not making time for the individual • Saying you're listening when your body language suggests differently • Assuming the issue is task related when there may be motivational issues. **Good questioning approaches** Discuss the various types of question we might use to support effective coaching conversations. Consider how we can combine these types of questions into different questioning styles, and how these are designed to achieve different results in our conversations.

	The learning to draw out here is:
	- Questions can be used for different coaching purposes - That a style can include a mix of the question types we reminded ourselves of - That a variety of questions and questioning styles works best - Which questions should you avoid? - Overusing 'why?' - Too much challenge and - Multiple questions. **GROW Model** GROW is one of the most popular coaching process models. The sequence suggests that it is desirable to visit all four areas in a cycle which may be the case when tackling a new issue. However, it is possible to move backwards and forwards, as well as across the sequence – depending on what is uncovered at each stage during the conversation. It is important at whatever stage to ensure that the individual's **awareness** has been raised and that they are taking **responsibility** and it is the skill of questioning that generates these. **Goal** - Agree topic for discussion - Agree specific objective of session - Set long-term aim if appropriate **Reality** - Gather evidence - Offer feedback and understanding - Avoid or check assumptions - Discard irrelevant history - Invite self-assessment **Options** - Cover the full range of options - Invite suggestions from the coachee - Offer suggestions carefully - Ensure choices are made - Explore pro's/con's **Will/Way forward** - Commit to action - Identify possible obstacles - Make steps specific and define timing - Agree support
Instructional method	- Pair and plenary exercises - Coaching practice

| Link to other elements of the programme | Building on the underpinning foundation of what is coaching, this webinar helps the participants unpack what good and less good coaching look and feel like. Anyone can coach, but how well do they do it and how do they leave their coachee feeling afterwards?

It introduces the second key skill of coaching, what type of questions are most effective in a coaching conversation.

This webinar builds on the introduction of the GROW model from the previous self-study session. |

SESSION PLAN

TIME	ACTIVITY	RESOURCES
10 mins	**Check-in** including debrief on: What resonates with me most from the first webinar and self-study?	
25 mins	Sharing of participants experiences in pairs (10 mins) and then plenary (15 mins): What does **good and less good coaching** look like? When have I experienced it? What impact did it have?	**Slide**
15 mins	Plenary discussion around the most effective types of **questions** to be used in coaching conversations.	**Conclude with slide summarising different types of questions to be used**
30 mins	**Practice coaching session** with a buddy coach focussing on using the **GROW Model** (20 mins).

Followed by a plenary debrief on what the participants notice about using the **GROW Model.** | **Slides with GROW Model** |
| 10 mins | **Check out** from webinar two including questions, comments and observations from the participants. | |

Post Webinar Two, Participant Self-Study

SESSION OVERVIEW

Time	Time approx. 90 minutes – between 23 Feb and 08 Mar 2021
Learning outcomes	At the end of this session, participants will be able to: • Explain what effective questioning is and what type of questions to ask. • Relate to the second element of the VUCA Prime Model, understanding, determining the reality • Recognise the key aspects a line manager coach should raise when contracting to coach a member of their team
Key messages	**Asking the Right Questions** How you ask questions is very important in establishing a basis for good coaching. Always look at the type of question that best meets your aims. You may want to open up a specific discussion, check comprehension (yours or the staff member) clarify factual information or support the creation of reflective space to help them develop a solution to a particular problem. To ensure that you don't sound like an interrogator, you can preface your questions with a 'soft' lead in explanation, such as: • I'm interested to know… • Help me to understand… In your experience can you explain… A useful model for asking questions, which also supports deep listening is the TED Model: • 'Tell me…' • 'Explain to me…' • 'Describe to me…' **Understanding – podcast two of the VUCA Prime Model** Turning VUCA on itself. The acronym VUCA stands for Volatility, Uncertainty, Complexity, Ambiguity. It may be a military coinage, but it describes so much of what the modern world feels like. This process model, which has also been referred to, as 'VUCA Prime' is the antidote to a VUCA situation. It is a way of having a developmental dialogue focussing on the individual's **vision**, helping them to **understand** their situation and creating **clarity** in their situation in order to develop their **agility.** Those of you who are familiar with the GROW Model in coaching will recognise the similarities with this model.

	There are four podcasts covering each of the elements of VUCA Prime. **Contracting in Coaching as a Line Manager** Before any coaching begins, do have a 'contracting' conversation to ensure you both agree how you will work together in a coaching way. The minimum requirement is that you should discuss the issues of relationship purpose and relationship management sufficiently to acquire a shared understanding of them. Do think in advance how much your aims are likely to tie in with your member of staff? Is this going to be a relationship where a coaching approach will work? Or do you perhaps have to do some pre-work to build trust and rapport further before coaching can commence. A lot of line manager coaching takes place at the 'water cooler' in short conversations. In these days of virtual working this could now be a quick virtual check in or an email that requires a coaching response. When working virtually with team members, having an understanding between you on how you will manage them in a 'coaching way' is imperative. *See the Coaching Checklist on Kaya*
Instructional method	Through one-to-one coaching Through interactive participation on the Kaya platform
Link to other elements of the programme	Questioning, the second key skill of coaching, has been discussed in webinar two and this component reinforces this discussion. This session introduces the second part of the VUCA Prime Model, which is introduced gradually through the programme. The concept of contracting is introduced. This is an integral part of the coaching relationship and will be alluded to throughout the remainder of the programme.

OPTIONAL SESSION OVERVIEW

Time	Time approx. 24 mins
Learning outcomes	At the end of this optional session, participants will be able to: • Build trust and rapport in a coaching relationship. • Understand the concept of a 'Thinking Partner' through introduction to Nancy Kline's 'Time to Think' article. • Recognise the spectrum of coaching styles that can be used.

Key messages	**Building rapport and trust in a coaching relationship** Rapport building is all about working easily together. You do need to have sufficient willingness, respect and growing trust to want to work together. Some easy steps to help you work towards this process: • Develop focus • Show empathy • Demonstrate congruence • Empower the person you are coaching • Build trust **'Thinking Partner' Nancy Kline Article** An article by Nancy Kline explaining that the most fundamental coaching skill is the creation of a 'thinking environment'. **The Skill-Motivation Matrix** This matrix helps you decide which style of coaching is most appropriate for an individual. You'll need to determine if the person's skill and motivation are high or low for the task in question. The different styles of coaching provide a spectrum of coaching behaviours for the coach to utilise: • Delegate – high skills/high motivation • Inspire – high skill/low motivation • Guide – low skill/high motivation • Direct – low skill/low motivation
Instructional method	Through interactive participation on the Kaya platform
Link to other elements of the programme	These activities are entirely optional. Reinforcement of how to develop an effective coaching relationship by building trust and rapport alongside the contracting of the relationship, which is part of the core self-study unit of this section and building a coherent coaching relationship. Building on the skill of listening introduced through the first pre-work module and the first webinar, through the addition of Nancy Kline's 'Thinking Partner' concept. The recognition that some coaching is more effective than others was introduced in the discussion in webinar two about what good and less good coaching looks like. Introducing a spectrum of coaching styles, provides a framework for the participants to see where some of the more directive, less effective approaches develop from.

SESSION PLAN

TIME	ACTIVITY	RESOURCES (all on Kaya)
4 mins	**Asking the right questions**	**Interactive session**
17 mins	**Podcast** Understanding: Determining the reality	**Podcast**
10 mins	**Contracting in coach**ing as a line manager	**Checklist**
30 mins	**Coaching practice** with buddy coach	
30 mins	**Completion of a Reflection Note** and time to reflect on self-study materials	**Reflection note**
TIME	OPTIONAL ACTIVITY	RESOURCES (all on Kaya)
10 mins	**Building trust, rapport and contracting** in a coaching relationship	**Article**
10 mins	**Time to Think** – Nancy Kline	**Article**
4 mins	How to start coaching: **skill-motivation matrix**	**Interactive session**

Action Learning Set One

SESSION OVERVIEW

Time	Time 120 minutes
Learning outcomes	At the end of this session, participants will be able to: • Understand how the group view coaching in respect of the the organisation's culture • Apply the concepts and learning covered so far in the programme in their Action Learning Set discussions
Key messages	TBC
Instructional method	• Action Learning Process Recommendation is that each cohort is split into groups of 5-8 participants for this session. See Appendix One for additional information on Action Learning.
Link to other elements of the programme	This is the first of two Action Learning Sessions in the programme to be used for participants to raise and discuss key aspects of their learning comprehension, engagement and participation in the programme to date. In addition, for the participants to discuss how they are introducing the key concepts, skills and learning into their working lives with their teams and provide them with an opportunity to reflect on their application.

SESSION PLAN

TIME	ACTIVITY	RESOURCES
20 mins	**Check in, explanation of Action Learning Process** and agree **ground rules** for each set	
20 mins	Feedback on **coaching culture exercise** Plenary discussion on results. The groups may decide to take this into their action learning discussion – optional.	**Presentation of word cloud exercise results on slide**
65 mins	**Learning Set**	
15 mins	**Check out**	

Post Action Learning Set One, Participant Self-Study

SESSION OVERVIEW

Time	Time 60 minutes
Learning outcomes	This self- study session is an opportunity to experience further coaching practice and reflect on it. No new learning outcomes are introduced.
Instructional method	Through one-to-one coaching Through interactive participation on the Kaya platform
Link to other elements of the programme	This session is an opportunity to link to all previous elements of the programme.

SESSION PLAN

TIME	ACTIVITY	RESOURCES (all on Kaya)
30 mins	**Coaching practice** with buddy coach	
30 mins	**Completion of a Reflection Note** and time to reflect on action learning set	**Reflection note**

Webinar Three

SESSION OVERVIEW

Time	Time 90 minutes

Learning outcomes	At the end of this session, participants will be able to:
	
	• Apply coaching in a spectrum of scenarios within the organisation to create a harmonious culture including:
	    ○ As a leader in times of crisis and transformation
	    ○ To manage performance
	    ○ To nurture talent
	• Relate to where they can personally use coaching in their own context.

Key messages	This session has been designed to use the foundational models and skills introduced so far in the programme and apply them within the organisation's culture and context. The facilitation is focussed on working with the participants to encourage their application of coaching knowledge to their everyday work. Sharing their own stories, experiences and bringing real situations into the discussions and coaching practice will support the participants to reflect on how they can use coaching effectively in these different contexts. We recommend making the discussions as tangible as possible around how coaching can be utilised. Some of the earlier exercise feedback e.g. 'What is good and less good coaching?' from webinar two may be useful reminders for the facilitator to bring in. Challenging participants about their confidence levels in using coaching in these scenarios is also imperative, as well as seeing the real potential of coaching to change the organisational culture. This session will provide insights into how committed the participants are to using coaching in their roles and the final exercise will explore this on a personal level.
Instructional method	• Small group and plenary exercises • Coaching practice
Link to other elements of the programme	This session is building on all the foundational elements of listening, questioning skills, how to develop a relationship and using a process model. The programme is now broadening out to the contexts you can utilise coaching in effectively.

SESSION PLAN

TIME	ACTIVITY	RESOURCES
15 mins	**Check-in** on what is going well or less well in my coaching practice with my team?	
30 mins	In small groups discuss - When and how to put **coaching into practice in these contexts** (15 mins): • **As a leader in times of crisis and transformation** • **To manage performance** • **To nurture talent** **In order to create a harmonious culture** Regroup to share discussions (15 mins)	**Slide with the contexts**
35 mins	Practice **coaching session** with a buddy coach Focussing on a real play situation using coaching in one of the contexts/scenarios just discussed (20 mins). Plenary discussion and feedback on the themes which have emerged from this coaching practice (15 mins).	
10 mins	**Check out** from webinar three **What does this mean for me as a manager/leader in THE ORGANISATION?** **Where can I use coaching most effectively in my role?** Suggest the participants take these questions away to reflect on before the next webinar.	**Slide with these questions**

Post Webinar Three, Participant Self-Study

SESSION OVERVIEW

Time	Time 90 minutes
Learning outcomes	At the end of this session, participants will be able to: • Awareness of the importance of diversity and inclusion in organisational effectiveness • Apply good practice in diversity and inclusion in their coaching conversations • Relate to the third element of the VUCA Prime Model, Clarity: making sense of chaos
Key messages	**Diversity and Inclusion podcast – Main points** ***(notes to be added once podcast is completed)*** **Clarity – podcast three of the VUCA Prime Model** Turning VUCA on itself. The acronym VUCA stands for Volatility, Uncertainty, Complexity, Ambiguity. It may be a military coinage, but it describes so much of what the modern world feels like. This process model, which has also been referred to, as 'VUCA Prime' is the antidote to a VUCA situation. It is a way of having a developmental dialogue focussing on the individual's **vision**, helping them to **understand** their situation and creating **clarity** in their situation in order to develop their **agility.** Those of you who are familiar with the GROW Model in coaching will recognise the similarities with this model. ***There are four podcasts covering each of the elements of VUCA Prime.***
Instructional method	Through one-to-one coaching Through interactive participation on the Kaya platform
Link to other elements of the programme	The theme of D&I has been flowing through the facilitation from the beginning of the programme, but it is this self-study session which makes it more conscious and challenging to the participant. Now the themes of Vision, Understanding and Clarity have been introduced to the participants, these elements are bringing together some of the approach they can use when dealing with the chaotic and crisis ridden scenarios, they discussed in webinar three.

	The programme is building deeper themes now for the participants to consider as they are becoming more comfortable with the more fundamental coaching concepts from earlier in the programme.

OPTIONAL SESSION OVERVIEW

Time	Time approx. 11 mins
Learning outcomes	At the end of this optional session, participants will be able to: • Give effective feedback in a coaching context. • Understand barriers to coaching which may impact some team members.
Key messages	**Giving effective feedback** There are a number of ways in which feedback can be given, some more helpful than others: • **Positive feedback** praises strengths and achievements. It is possibly the easiest form of feedback to give, but nonetheless extremely important. It is very motivating to receive positive feedback. • **Negative feedback** involves commenting on problems and areas of improvement — more difficult to give, but important and useful if given skilfully. • **Constructive feedback** is a combination of positive and negative feedback, which focuses on suggestions for dealing with problems. This is probably the most productive way of giving feedback. • **Destructive feedback** consists of criticism with little or no emphasis on positive suggestions. It is to be avoided, as it dampens enthusiasm and reduces commitment. • Be **honest** but stick to what is relevant. • Don't **judge** the individual. • Describe the behaviour and its effect(s). If you wish to encourage people to maintain or develop their performance your feedback should be: • **Specific**: pointing out several examples of the individual's good performance as well as giving detailed examples of the particular occasions or events, which left scope for improvement. • **Immediate**: praising or constructively criticising an individual now, not at a future date. • **Based on issues**: criticism should be directed at aspects of performance, not at the individual as a person. **Tackling barriers to coaching** *Motivation*

	You'll need to be prepared to meet resistance due to lack of motivation. This resistance may become manifested in the following ways: • Staff members who are poorly motivated in their work may generally exhibit a lack of motivation to improve through coaching • Staff members who are not interested in developing their career in the organisation will likely be unmotivated to improve *Equality* People may have experienced discrimination which barred their access to learning opportunities and development in the past. Unequal access to learning could result from discrimination based on: • Race • Ethnicity • Gender • Religion • Disability • Sexuality • English not being the first language This experience could affect an individual's response to coaching. Be prepared to give extra reassurance. *Age and Seniority* This group of people may exhibit resistance to coaching because: • They feel coaching is like training and is for junior staff members • They feel that any need for coaching reflects badly on their current performance • They are embarrassed when the coach is a person younger than themselves.
Instructional method	• Through interactive participation on the Kaya platform
Link to other elements of the programme	These activities are entirely optional. Although webinar three has broadened out the coaching themes of the programme onto a more macro level. These two additional optional materials ensure each participant can access further materials to develop their confidence on their coaching approach with regard to their own teams.

SESSION PLAN

TIME	ACTIVITY	RESOURCES (all on Kaya)
17 mins	**Podcast** Diversity and Inclusion in coaching	**Podcast**
17 mins	**Podcast** Clarity: Making sense of chaos	**Podcast**
30 mins	**Coaching practice** with buddy coach, real play on a relevant topic to each coachee	
30 mins	Completion of a **Reflection Note** and time to reflect on the coaching practice and the podcasts	**Reflection note**
TIME	OPTIONAL ACTIVITY	RESOURCES (all on Kaya)
7 mins	Giving **feedback** in coaching	**Article**
4 mins	Tackling **barriers to coaching**: motivation, equality and age and seniority	**Article**

Webinar Four

SESSION OVERVIEW

Time	Time 90 minutes

Learning outcomes	At the end of this session, participants will be able to:
	• Apply strategies to support them in their coaching:
	    ○ Virtually
	    ○ Across cultures
	    ○ When coaching large dispersed teams

Key messages	This session is building on the discussions from Webinar Three and again has been designed to use the foundational models and skills introduced so far in the programme and to apply them within the UNTHE ORGANISATION culture and context. This webinar focuses on some of the strategies that need to be applied when working in a coaching way in these particular scenarios: • Virtual environment • Across cultures • When coaching large dispersed teams The facilitation is focussed on working with the participants to encourage their application of coaching knowledge to their everyday work. Sharing their own stories, experiences and bringing real situations into the discussions and coaching practice will support the participants to reflect on how they can use coaching effectively in these more complicated coaching situations, which they will probably face on a daily basis. We recommend making the discussions as tangible as possible around how coaching can be applied to overcome the obstacles of coaching in a virtual environment, the complexities of cross-cultural coaching and the impediments to coaching that having a large dispersed team can cause. Challenging participants about their confidence levels in using coaching in these scenarios is also imperative, as well as seeing the real potential of coaching to overcome some of these difficulties, particularly if coaches are embracing and utilising some of the **agility** discussed in **podcast four of VUCA prime**, part of this webinar's post work module. This session will provide further insights into how committed the participants are to using coaching in their roles and the final exercise will again explore this on a personal level.
Instructional method	• Small group and plenary exercises • Coaching practice

Link to other elements of the programme	Following on from the third webinar, the fourth webinar layers further complexity around the challenges facing coaches in the complex scenarios they are coaching within in the organisation's context.

SESSION PLAN

TIME	ACTIVITY	RESOURCES
15 mins	**Check-in** including debrief on the questions from webinar three: **What does this mean for me as a manager/leader in the organisation?** **Where can I use coaching most effectively in my role?**	**Slide with questions**
35 mins	Discussion in small groups on what are the **challenges when coaching in the organisation culture**? (10 mins) Plenary discussion around each challenge and strategies to overcome them. (25 mins) Ensure the participants include: • **Coaching virtually** • **Coaching across cultures** • **Coaching large dispersed teams**	**Slide with questions**
30 mins	**Practice coaching session** with a buddy coach Focussing on a real play situation using coaching in one of the challenges just discussed (20 mins) Plenary feedback on the themes which have emerged from these coaching sessions (10 mins)	
10 mins	**Check out** from webinar four. Questions, comments, observations and: **Which strategy (to address a particular coaching challenge) will I include in my practice?** **NB This question can be taken into the next Action Learning Set and discussion continued.**	**Slide**

Post Webinar Four, Participant Self-Study

SESSION OVERVIEW

Time	Time 90 minutes
Learning outcomes	At the end of this session, participants will be able to: • Recognise how a line manager can coach their own team • Relate to the fourth element of the VUCA Prime Model. Agility: Collaborative approach to rapid change
Key messages	**How can I coach my team?** The task of a line manager coach is to help the person being coached find their own motivation, define shared goals, and discover from within their own experience and abilities and support from you as their line manager, how improved performance is possible for them. You can then support them to develop this. A check list is provided in the resources. There is inherent role conflict being a line manager coach: • Trust • Confidentiality • Openness • Short-term imperatives • Linear processing • Judgement • Group think • Power pollution • Parent-child gravitational pull • In groups vs out groups • 'Set up to fail' syndrome See full article for explanation of each of these issues. **Agility – podcast four of the VUCA Prime Model** Turning VUCA on itself. The acronym VUCA stands for Volatility, Uncertainty, Complexity, Ambiguity. It may be a military coinage, but it describes so much of what the modern world feels like. This process model, which has also been referred to, as 'VUCA Prime' is the antidote to a VUCA situation. It is a way of having a developmental dialogue focussing on the individual's **vision**, helping them to **understand** their situation and creating **clarity** in their situation in order to develop their **agility.** Those of you who are familiar with the GROW Model in coaching will recognise the similarities with this model.

	There are four podcasts covering each of the elements of VUCA Prime.
Instructional method	Through one-to-one coaching Through interactive participation on the Kaya platform
Link to other elements of the programme	The checklist tool builds on the optional content from webinar three on understanding your team. However, it stands alone without that introduction. The final element of the VUCA Prime model links to the three previous webinars, where a stage of the model has been introduced in each webinar. Now the participants can put the process together and this is the culmination of assembling a tool to engage with VUCA coaching scenarios effectively.

OPTIONAL SESSION OVERVIEW

Time	**Time approx. 18 mins**
Learning outcomes	At the end of this optional session, participants will be able to: • Recognise the ego states described in Transactional Analysis • Apply techniques to coach virtually more effectively • Understand basic team coaching
Key messages	**Transactional Analysis animation – Main points** An introduction to Freud's three ego states of Parent, Adult and Child with an explanation of how crossed transactions between these different ego states creates poor communication and coaching and at its worse conflict and relationship difficulties. **Tips for coaching virtually** • Ensure that you are both in an environment where there will be no interruptions or distractions. • Get the best internet connection you can! • Use the camera if the internet speed allows it. • Re-establish your rapport at the beginning and have a check-in for the session. • Agree the focus for your conversation and have a clear agenda. • Agree how long you have? Particularly if this is an ad-hoc coaching session. • Use constructive body language: • Remember to review what you have covered and what action points the member of staff is taking away. Have a check-out.

	• Aim to review the coaching relationship every few conversations, to establish what you could each do to make it even more effective in the future. **An introduction to Team Coaching** Team coaching has emerged in recent decades as a practical way to apply the principles of coaching to the team as a whole. The team coach can be the team leader or an internal or external coach. It enables the team to: • Develop a climate of psychological safety, conducive to collective learning. • Gain greater clarity, coherence and consistency around priorities. • Better understand the processes that underlie how the team works, and identify ways to improve these. • Manage all three types of conflict (task, process and relationship) constructively. • Understand and value the contribution each member can make at their best, and how to support each other in creating circumstances, where they can play to their strengths • Explore the team culture and help it evolve in line with changing environment, while still enabling everyone to retain their personal authenticity • Increase the level of creativity and innovation • Manage its reputation within and outside the organisation • Improve the effectiveness of communication, both between team members and with external stakeholders • Have a stronger sense of shared purpose • Become more resilient to setbacks • Adjust its temporal orientation (achieving a better balance between attention to the past, present, near future and long-term future).
Instructional method	Through interactive participation on the Kaya platform
Link to other elements of the programme	These activities are entirely optional. The basics of Transactional Analysis can be helpful to build on understanding some of the dynamics in the participants' teams and add to the checklist in the core self-study section. Coaching virtually is probably one of the biggest challenges that coaches are facing currently. These extra tips build on the discussion in webinar four.

	Team coaching is a new topic outside of the scope of this programme, but understanding what it is and how it is applied will open the horizons of the participants post this programme.

SESSION PLAN

TIME	ACTIVITY	RESOURCES (all on Kaya)
13 mins	**How can I coach my team?**	**Article and checklist tool**
17 mins	**Podcast** Agility: Collaborative approach to rapid change	**Podcast**
30 mins	**Coaching practice** with buddy coach	
30 mins	Completion of a **Reflection Note** and time to reflect on action learning set	**Reflection note**
TIME	OPTIONAL ACTIVITY	RESOURCES (all on Kaya)
4 mins	**Transactional Analysis animation**	**Animation**
10 mins	Introduction to **Team Coaching**	**Article**
4 mins	**Tips for Coaching Virtually**	**Checklist**

Action Learning Set Two

Time	Time 120 minutes
Learning outcomes	At the end of this session, participants will be able to: • Apply the concepts and learning covered so far in the programme in their Action Learning Set discussions
Instructional method	• Action Learning Process Recommendation is that each cohort is split into groups of 5-8 participants for this session. See Appendix One for additional information on Action Learning.
Link to other elements of the programme	This is the second of two Action Learning Sessions in the programme to be used for participants to raise and discuss key aspects of their learning comprehension, engagement and participation in the programme to date. In addition, for the participants to discuss how they are introducing the key concepts, skills and learning into their working lives with their teams and provide them with an opportunity to reflect on their application.

SESSION PLAN

TIME	ACTIVITY	RESOURCES
20 mins	**Check in**	
65 mins	**Learning Set**	
25 mins	**Check out** (Optional to use some of the questions from Appendix One)	

Post Action Learning Set Two, Participant Self-Study

SESSION OVERVIEW

Time	Time 60 minutes
Learning outcomes	This self- study session is an opportunity to experience further coaching practice and reflect on it. No new learning outcomes are introduced.
Instructional method	Through one-to-one coaching Through interactive participation on the Kaya platform
Link to other elements of the programme	This session is an opportunity to link to all previous elements of the programme.

SESSION PLAN

TIME	ACTIVITY	RESOURCES (all on Kaya)
30 mins	**Coaching practice** with buddy coach	
30 mins	Completion of a **Reflection Note** and time to reflect on action learning set	**Reflection note**

Webinar Five

SESSION OVERVIEW

Time	Time 90 minutes
Learning outcomes	At the end of this session, participants will be able to: • Understand, apply and be confident to use the main skills, concepts and models discussed in the programme • Have a clear plan for their future coaching for their team
Key messages	This webinar is the culmination of the seven virtual webinars and action learning sets. The facilitation of this session seeks to combine all the knowledge, skills, concepts and models covered by the programme with an understanding and interpretation by each participant in terms of how they are going to apply this practically and create a plan for future coaching for their team. The desired outcome for everyone is to have a personal coaching agenda/plan to work with their own team, to understand the challenges and to have thought through what support they need. The final aspect is to feel sufficiently confident and motivated to be able to go and deliver their personal agenda for coaching.
Instructional method	Small group and plenary exercises Coaching practice
Link to other elements of the programme	This webinar is the culmination of the programme and the discussions will link to everything covered previously.

SESSION PLAN

TIME	ACTIVITY	RESOURCES
15 mins	Check in: **How do you see yourself as a coach?**	**Slide**
30 mins	**Practice coaching session** with a buddy coach using these questions: • What is your coaching agenda for your team? • What do your team need from you as a coach?	**Slide**
35 mins	Discussions in small groups for participants to agree their way forward (15 mins):	**Slide showing these questions**

	• What support do you need to be effective as a line manager coach? • What do you personally want to get from the coaching? For yourself and your team? Share areas needing support in plenary, discuss possible solutions to these needs and what the group feels are common themes for what people want to get from coaching (20 mins).	
10 mins	**Check out** to close the formal part of the programme. Any final questions, comments or observations.	

Special Notes:

Future Action Learning Sets

Two further Action Learning Sets to be arranged

Reflection Note Process

Participants to complete a short reflection note after each buddy coach session between webinars and action learning sets. Bullet point format is acceptable for these notes.

The facilitators will provide brief confidential feedback to the participant prior to the next session.

This is a way to support the participant's personal reflective learning journey. Areas of misunderstanding or difficulty can be highlighted and support provided where participants are struggling with concepts introduced, the practice in their own lives or the programme itself.

The facilitators should be looking for a natural development progression in this reflection process. If this is not evident, they can support the participant through the one to one coaching process.

Recording of webinars

All five webinars to be recorded so any participants missing the sessions can catch up on the core discussions.

The Action Learning Sets will not be recorded to allow participants to be more open in their conversations.

Buddy Coach Sessions

These sessions will take place in pairs in break out rooms. It is suggested that the facilitators observe each of the participants coaching at some point during the five coaching practices that take place during the webinars.

Appendix One - Action Learning Sets

1. What is Action Learning?

Action learning is based upon the concept of learning by reflection on experience. It is underpinned by the cycle of experiential learning as shown below (Kolb, 1984), where the stages of reflection and generalisation are worked through with the set.
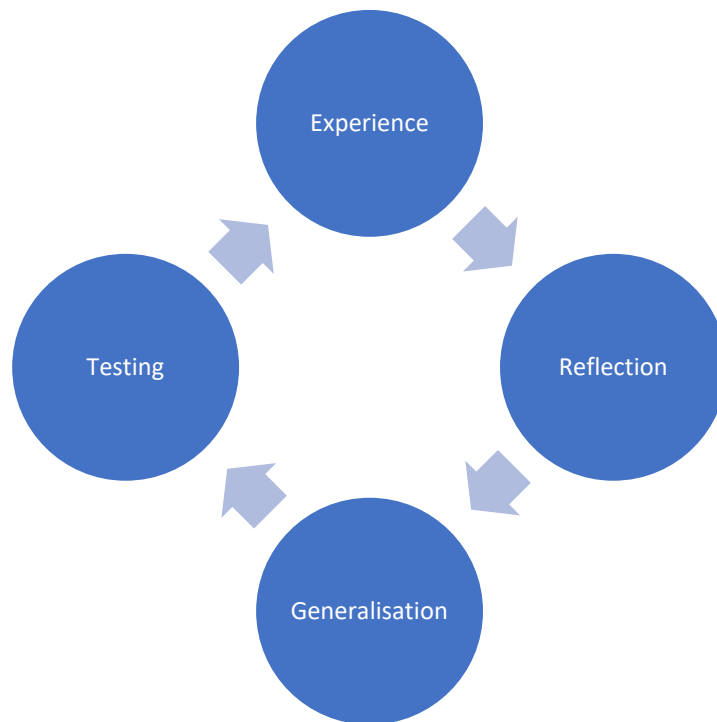
An approach first developed by Reg Revans (1982), action learning has been embraced by many organisations, particularly for management development and by some education providers for professional development. It has recently been link
ed to the concept of the learning organisation as a practical way of closing the loop of 'doing and reviewing'. Although primarily focused on the individual's learning, the sponsoring organisation also gains from action learning in that it supports work projects.

Although action learning is flexible, it is not unstructured and it differs from other approaches to group learning with its focus on the individual.

Participants have quoted many benefits which they have gained from action learning:

- Learning a more 'disciplined' way of working
- Learning to network
- Learning to relate to, and communicate with, others more effectively
- Gaining increased self-confidence
- Gaining increased awareness
- Gaining increased readiness to take responsibility and initiative.

(Weinstein, 1995)

In summary, the values which underpin action learning are:

- Membership of a set is voluntary
- Commitment must be demonstrated in making the process work
- A positive, constructive approach to life
- Reflection as the key to learning
- The Adviser is expert (on her/his own issue)

2. What is an Action Learning Set?

An Action Learning Set is a group of usually 4 – 8 people who get together (on a regular basis) to discuss issues of personal or mutual importance. They are designed to deal with the specific needs of the set members and require agreed action by the end of each meeting. Sets may, or may not, be facilitated, or may start with a facilitator and later become self-facilitating. Whichever the case, it is important for some ground rules to be negotiated at the outset.

Action Learning Sets can enable participants to make commitments to action which they would not necessarily be in a position to do after having listened to a lecture or seminar, or as an individual working in isolation. There are usually three stages: identifying and clarifying the problem; listing possible actions; and selecting which specific action to take.

The Role of the Participant

Participants will work together on their chosen topics, listening and supporting their colleagues and helping them decide on courses of action. Participants will help individuals to understand the problem better and to challenge their underlying assumptions, rather than to offer advice. Each participant will be invited in turn to share their problem. Their peers will look at the problem from their own perspective, and through pertinent questions, discussion and sharing of experience, participants will be helped to move on in their understanding of an issue or problem, and to come to see possible ways forward. Participants will be encouraged to show empathy rather than be judgemental, to listen and provide support for each other.

The Role of the Action Learning Set Adviser

The role of the Set Adviser is to assist participants in their learning, in particular, in their learning from one another. The activities of the Set Adviser will vary depending on the unique nature of each set. Minimally, there are the following roles:

Model

The Set Adviser indicates, through their action, what is legitimate to address within the set as well as the ways in which set members can assist one another's learning. Through being sensitive when questioning people and by framing questions that lead set members to fresh and useful perspectives and actions, the Set Adviser is providing a "model".

Filling In

The Set Adviser will need to do the things that no one else is doing. For instance, if no one confronts an issue that seems obvious to the Set Adviser, they may be the one to take it up within the set if no one else is prepared to do so. The Set Adviser helps ensure that the set maintains a balance of challenge and support of its members.

Mark the Learning

During an individual time slot a set member may move through many changes of perspective, many new awareness and realisations. It can be useful for these to be

explicitly "marked" for set members so they consciously recognise the shifts in thinking they have made, and think through how these might manifest in action.

Review of Set Process

This term means that the Set Adviser may act in order to help the set with the process by which it does things. They may comment on the dynamics of the set, help to resolve conflicts, assist the set to review its effectiveness, or whatever might seem appropriate. This kind of activity is not concerned directly with the tasks that people are carrying out, but rather focuses on the means by which the set is operating.

3. Ground Rules

Action Learning Sets need ground rules to work well. Agreeing ground rules is a good way of getting agreement on behaviour from the start of the Set.
Ground rules make it much less likely that set members will be disappointed or frustrated by the behaviour of other members of the set. Here are a few topics which your set might want to consider having ground rules for:

- Confidentiality (e.g. what, if anything might be shared outside of the set and in what circumstances, how do set members feel about taking notes, etc).

- Punctuality (e.g. do you wait for everyone to arrive at the set meeting or start on time with whoever is there?)

- Interrupting others

- How much challenge to use in the session?

At the other end of the spectrum, from not having ground rules, is having a set of ground rules imposed. This might be the result of having a new and zealous set adviser facilitating the group.

The set members have to "own" the ground rules – otherwise they will ignore them. If the members of the action learning set do not value punctuality then trying to impose it via a ground rule is unlikely to be effective.

4. Concluding an Action Learning Set

It is important to provide closure for an Action Learning Set when the learning has ended. It is also important to celebrate the work of the set and its members. Closure can be sought through evaluation or reflection by the set as a whole or by its members.
The following questions can be issued to the set members prior to the final meeting and responses can be explored and reflected on at the final meeting:

- What did I learn about myself as a result of this experience?

- How well did I interact with other members of the set?

- What challenges did I encounter and how did I handle them?

- In retrospect, what might I have done differently as a set member?

- What might I try and do differently in the future as a result of this experience?

- How did this experience contribute to my personal or career development?

- What future developmental needs were underscored from this team experience, and how can those developmental needs be meet in the future?

- How could this have been a more constructive process for me?

The following questions can be discussed as a set, to explore how successful the set has been:

- What lessons has the set learned from this experience?

- How closely did the set follow the ground rules, and how did that impact upon the set's effectiveness?