Coaching and Feedback

8 hours / one day

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with help, support, and contributions from many Oxfam staff around the world
Coaching and Feedback

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Facilitator’s notes

Introduction

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<td><strong>Length of module</strong></td>
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<tr>
<td>One day</td>
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<td><strong>Facilitation skills</strong></td>
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<tr>
<td>This module requires presentation skills and the management of facilitated discussions and small-group activities. It does not require any specialist knowledge of coaching, but ideally it should be run by someone who has either coached or been coached. Managers are responsible for ensuring that this workshop is delivered by a suitably competent and experienced member of staff.</td>
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<tr>
<td><strong>Participants</strong></td>
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<tr>
<td>This module is intended for all staff:</td>
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<tr>
<td>• who want to increase their understanding of coaching techniques</td>
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<td>• who want to refresh their coaching skills.</td>
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<tr>
<td><strong>Preparation by participants</strong></td>
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<tr>
<td>None</td>
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<tr>
<td><strong>Size of group</strong></td>
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<td>This course could be run for groups of 6–15. Ideally the total number of participants should be a multiple of 3 (6, 9, 12, or 15) to enable efficient coaching practice. It may be appropriate to ensure that during exercises managers and employees from the same team are put into different groups.</td>
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<th>Information for facilitators</th>
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<tr>
<td><strong>Room</strong></td>
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<td>This module requires sufficient space for the whole group to work together in the room. It also requires enough space for groups of 3 to work on coaching practice. The small groups should be positioned so that they cannot be overheard. Seating for plenary sessions should be in a U shape, facing the front of the room.</td>
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<tr>
<td><strong>Equipment needed</strong></td>
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<tr>
<td>• Flipchart and pens</td>
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<tr>
<td>• Writing paper and pens</td>
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## Preparation of material

- Photocopy handouts (the texts will be found after the notes on the sessions).
- Prepare flipcharts (examples are given at end of this module).

## Preparation by the facilitator

The facilitator will need to read and become familiar with the material, and manage the preparation of material and the location.

For Session 4, prepare in advance an issue on which the group could coach you. It will be more successful if you choose a real-life issue which is not connected with work. For example, you might be coached to prepare you to improve your level of fitness, or to prepare you to learn another language.

## Linked learning

### Publications

- *Little Book of Coaching* by Ken Blanchard and Don Shula (Collins, 2001)
- *The One Minute Manager* by Ken Blanchard and Spencer Johnson (HarperCollins, 2004)

### Internet

- On-line course in Giving and Receiving Feedback at http://www.bbctraining.com/onlineCourse.asp?tID=2241&cat=7

### For Oxfam staff: Oxfam GB Intranet

- International Learning and Development site

### Other internal resources

- Ask your Regional HR team and line manager for further support on coaching.

## Translations

This module is currently available in English, Spanish, French, and Portuguese. If it would help participants, please feel free to translate all or part of this module into additional languages – but please send a copy to the Oxfam Publishing team at Oxfam House.

## Support and feedback

Please send your questions, ideas, and feedback to learninternational@oxfam.org.uk
Workshop objectives
As a result of this workshop participants will:

Know ...
• when and where to use coaching in the workplace
• the GROW(ME) model for coaching
• how to offer and receive constructive feedback

Feel ...
• confident in their own ability to coach
• confident in using coaching as one management style to develop others

Do ...
• practise giving and receiving feedback
• practise coaching, using the GROW(ME) model
• identify their own development needs as a coach
## Timetable

<table>
<thead>
<tr>
<th>Start</th>
<th>Finish</th>
<th>Session</th>
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<tbody>
<tr>
<td>00.00</td>
<td>00.30</td>
<td>1. Introduction</td>
</tr>
<tr>
<td>00.30</td>
<td>00.50</td>
<td>2. What is coaching?</td>
</tr>
<tr>
<td>00.50</td>
<td>01.30</td>
<td>3. When do you coach?</td>
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<tr>
<td>01.30</td>
<td>02.30</td>
<td>4. A coaching model</td>
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<tr>
<td>02.30</td>
<td>02.45</td>
<td>BREAK</td>
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<tr>
<td>02.45</td>
<td>03.30</td>
<td>5. Questioning and listening skills</td>
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<tr>
<td>03.30</td>
<td>04.10</td>
<td>6. Practice in coaching skills (part 1)</td>
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<tr>
<td>04.10</td>
<td>05.00</td>
<td>LUNCH</td>
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<td>05.00</td>
<td>05.45</td>
<td>7. Giving and receiving feedback</td>
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<tr>
<td>05.45</td>
<td>06.00</td>
<td>BREAK</td>
</tr>
<tr>
<td>06.00</td>
<td>07.15</td>
<td>8. Practice in coaching skills (part 2)</td>
</tr>
<tr>
<td>07.15</td>
<td>07.45</td>
<td>8. Review and conclusion</td>
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</table>

The timings for this one-day event are shown as starting from 00.00. The actual start-time will depend on the group's normal working hours.
Additional information for the facilitator

Definitions of coaching

- Coaching is helping people to unlock their potential to maximise their own performance. It is helping them to learn, rather than teaching them.
- Coaching is a management tool for enhancing the performance of those with whom we work. It helps people to unlock the potential that is already within them, in order to maximise their own performance.

People were once viewed as empty vessels, into which is poured everything that they need in order to reach their individual potential. Now people are viewed as seeds, which (with the appropriate resources) have all the inner potential necessary to grow into great trees.

In organisational terms the role of the coach is to provide the appropriate resources, such as encouragement and emotional nourishment, so that the individual can realise that inner potential.

Coaching is not to be confused with mentoring. Mentoring focuses on the long-term development of the individual. Coaching is most effective when it is used in the short term for immediate improvements in performance, and the specific development of skills and knowledge.

- Coaching is a management tool to help an individual to identify what she or he already knows.
- The coach’s role is to ask questions, using the GROW(ME) model as a guide.
- The individual has all the resources that s/he needs to develop the skills or tools that are required.
- When the individual increases his or her sense of awareness and responsibility, he or she will be able to answer the questions from their own resources.
- Asking questions using the GROW(ME) model is a way of developing awareness and responsibility.
- Although this process seems to be very non-directed, the coach is in control of the process by asking questions in a particular order and listening carefully to the answers – thus enabling even deeper questioning and reflection.
**Session 1**

**Introduction**

**Purpose:** To ensure that the purpose, aims, and objectives of the day are clear and everyone understands the format of the sessions and the overall structure of the day. At the end of the session, participants will know what the course objectives are and will have had an opportunity to talk to at least one other person, giving them an opportunity to use two key coaching skills: listening and questioning.

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<tr>
<th>Timing</th>
<th>What YOU do</th>
<th>What the LEARNERS do</th>
<th>Resources</th>
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</table>
| 00.00  | • Welcome the participants as they enter the room.  
 • Introduce yourself – your name, where you work, your role as facilitator in this session. | • Switch off mobile phones. | Flipchart 1: ‘Workshop objectives’  
 Flipchart 2: ‘Agenda for the day’ |
|        | • Read through the workshop objectives. Use prepared Flipchart 1 and put it on the wall where it can be seen throughout the day.  
 • Explain the agenda for the day, using Flipchart 2. | • Ask questions about the objectives and agenda if necessary. | Pens and paper  
 Blank flipchart |
| 00.10  | • Ask participants to work in groups of 3 (and one group of 2 if there are unequal numbers).  
 • Explain that they have 6 minutes and so will have to work efficiently. | • Use basic questioning skills and listening skills to determine the personal objectives that they are expecting to be met by the workshop.  
 • Present the objectives to the group. | |

**TOTAL TIME:** 30 minutes
Note: Although you have told the participants that they have 6 minutes for the exercise, ensure that you allow extra time, because it will probably take slightly longer than this.

- Tell the groups that they are going to find out information about one another and practise some useful coaching skills at the same time.
- Ask the group to decide who will be person A, person B, and person C.
- Explain:
  - A asks B about his or her personal objectives for the day. B answers, and C writes down his or her understanding.
  - Swap roles: B asks C, and A writes down his or her understanding.
  - Swap roles: C asks A, and B writes down his or her understanding.
  - Each person then presents the objectives of the person they have written up (A presents C; B presents A, and C presents B) and introduces that person by name to the group.
- As they say the personal objectives, summarise them on a flipchart and put it on the wall so that you can check back later to ensure that these have been covered as far as possible.
### Session 2  What is coaching?

**Purpose:** To find out what participants already know about coaching and to clarify for all what coaching actually means.

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| 00.30   | • Ask the group: what is coaching?  
• Acknowledge all the answers and ask for other definitions.  
• Show Flipchart 3 and ask for a volunteer to read it aloud.  
• Ask the group for their comments.  
• Ask the group: what situations involve talking to people in the work place but could not be defined as coaching?  
*Possible answers include: delegating, counselling, telling, and making enquiries.*  
• Explain that coaching is the process of helping others to learn for themselves. It is not about teaching people or telling them what to do. Those are useful management tools in some situations, but we need to be clear what coaching is.  
• Ask the learners to think of a real-life work situation in which they could be coached. They should not discuss it now, because there will be an opportunity later in the day for them to coach each other in these situations. | • Suggest definitions of coaching.  
• Volunteer to read the definitions.  
• Question anything they do not understand or anything that they disagree with.  
• Make comments about the definitions of coaching.  
• Suggest what coaching is not.  
• Think of a real-life work situation for which they will receive coaching from another participant later in the day. | **Flipchart 3:** ‘Definitions of coaching’  
For another definition of coaching for the facilitator, see Additional Information in the Introduction |
| 00.40   | • Ask the group: what skills does an effective coach need? Summarise the answers on a flipchart. *Make sure that the following are included: Questioning, Listening, Observing, Summarising, Feedback, Analysing information* | • Call out ideas. | **Blank flipchart** |
| 00.50   | • Explain that it is appropriate to use different styles in different situations. Say that you will explore this in the next section. | | |
### Session 3  
**When do you coach?**  

**Purpose:** to clarify when coaching is the most appropriate intervention, and to give the participants an opportunity to explore different management skills.

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| 00.50  | • Ask participants to discuss, in pairs, the types of situation in which they could/would use coaching at work, and to write down their ideas on a piece of blank paper. Explain that they have 5 minutes for this activity and then they will present their ideas to the rest of the group. | • Discuss when they would use a coaching style or when a coaching style may have been appropriate at work.  
• Write down their ideas. | Blank flipchart paper  
Flipchart pens for each pair |
| 00.55  | • Ask each pair in turn to tell the group about one situation where they would use coaching.  
• Tell the rest of the group to challenge them if they do not feel that it is an appropriate use of coaching and another style might have been more useful.  
• When each pair has described one situation, ask if any other situations were suggested that have not yet been mentioned.  
• Be prepared to comment if you think that the example is not suitable for coaching, eg. where the learner is very competent.  
**Listed below are some examples of when coaching could be used at work. If there are any that are not mentioned by one of the pairs, add them yourself.**  
• Consciously, during a 1-1 with someone whom you manage, when they want to discuss how to progress to the next stage of a piece of work.  
• Spontaneously, in response to something that happens or something that you observe.  
• When giving someone something new to do.  
• When discussing career aspirations with a colleague. | • Share their ideas about when they could/would use coaching at work.  
• Challenge each other in their reported use of coaching, if they feel that it was inappropriate. |

**TOTAL TIME:** 40 minutes
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| • When you are the expert on something, you can coach colleagues, staff whom you manage, or even your manager.  
• When you show someone something practical e.g. how to find a file on a computer.  
• When you give feedback, and the other person needs to discuss what to do differently next time.  
• When something has gone wrong and you want to explore what happened and why, and how to prepare to avoid this next time and think about what to do differently.  
• As a general style of managing/interacting with people. It can be used as a general approach. | | Flipchart 4: '(Un)conscious (in) competence' |
| 01.10 • Show Flipchart 4. Explain:  
Stage 1: lacks skills and competence to tackle the task.  
Stage 2: may have some relevant skills, but lacks confidence to do it alone.  
Stage 3: capable, but may lack the confidence to do it consistently well, alone.  
Stage 4: experienced with the task and confident in his/her ability to do it well.  
• Explain that each person will be at a different stage, depending on the issue in question. | | |
| 01.20 • Ask the participants to think about the stage they have reached for each of the following activities; driving, typing, speaking English, juggling.  
• Encourage the participants to share their thoughts with the rest of the group.  
• Explain that for different areas of their life/work, learners will be at different stages. | • Think about which stage they have reached for each activity.  
• Share thoughts about which stage they have reached for each activity. | |
• Ask participants at which stage they think it is most appropriate for a coach to be involved with supporting a learner.

*Note*

*During this discussion, lead the participants to the conclusion that a coach can support a learner through all these stages, particularly stages 1–3.*

• Explain that the role of the coach is to take participants through the stages of competence that individuals go through when developing in a particular area/skill.

• Discuss the stages at which coaches can support learners.
Purpose: To introduce the GROW(ME) model of coaching.

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| 01.30  | • Show Flipchart 5, showing the acronym of the GROW(ME) model.  
• Tell the group: the GROW Model is one of the best known and widely used models of coaching. It provides a simple yet powerful framework for navigating a route through a coaching session, as well as providing a means of finding your way when lost. This model clearly defines the sequence of questions that should be followed. | | Flipchart 5: ‘GROW(ME)’ |
| 01.35  | • Ask if anyone is aware of the GROW(ME) Model. If anyone says yes, ask the group what the letters G, R, O, W, M, E stand for.  
• If the group has little or no prior knowledge of the GROW Model, you will have to explain it to them (see below).  
• Fill in the words in order on the flipchart and explain each one with some example questions. You are presenting information, so try to be lively and succinct.  
• **G – Goal.** Firstly, a session must have a clear Goal. The goal should be as specific as possible; and it must be possible to measure whether it has been achieved. So, once the goal has been identified, questions like ‘How will you know that you have achieved that goal?’ are useful.  
• **R – Reality.** As well as knowing where you are trying to get to, you need to know where you are starting from: the current reality. It is surprising how often this is the key part of a coaching session. Simply by seeing the situation clearly (rather than what was thought or imagined to be the situation), the resolution becomes obvious and straightforward. | | Share their knowledge of the GROW(ME) Model. |
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<td>O – Options.</td>
<td>Once you know where you are and where you want to go, the next step is to explore what Options you have for getting there. A useful metaphor for GROW is a map: once you know where you are going (the goal) and where you are (current reality), you can explore possible ways of making the journey (options) and choose the best way. Tell the group that this session is a brainstorm of possibilities, which don't need to be judged at this stage.</td>
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<td>W – Will.</td>
<td>But this in itself is not enough. You must also have the motivation, or Will, to make the journey. The 'W' is often taken to stand for a number of other elements of a session, all of which are important. Some authors have the W standing for What, Where, Why, When, and How. But whatever is emphasised, the desired outcome from this stage is a commitment to action.</td>
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<td>M and E – Monitor and Evaluate.</td>
<td>It is useful to monitor progress towards achieving the goal and evaluate the success of the route taken in achieving that goal. This may result in a recognition that success has been achieved, or it may result in the goal being redefined.</td>
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- Explain that the GROW(ME) process has been shown sequentially here. In practice, it is a much less linear process, which usually revisits each of the stages several times; for example, when you have explored the reality of the situation, it often suggests more questions about the precise goal.
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</table>
| 01.50  | • Tell the group that they are now going to practise coaching with GROW as a whole group. Later they will do it individually.  

**Note** You should have prepared in advance an issue on which you could be coached. The exercise will work best if you choose a real-life issue which is not connected with work. For example, you might be coached to prepare you to improve your level of physical fitness, or to prepare you to learn another language, or to spend more time with your children.  

Throughout this activity, encourage the group to work together to coach you, rather than letting just one individual taking the lead. You may need occasionally to come out of your role as a learner to give the group some direction, if they begin to lose their focus.  

• Give out Handout 1. Explain that these are examples of the kinds of question that can be used for each stage of the GROW(ME) model. Learners can use these during the next exercise, but should not be restricted to asking only these questions.  

• Encourage the group to ask you questions about your **goal**. Don't reveal everything at once: let them probe. If they start questioning you about the current reality, stop them and say: 'First let's be clear about the **goal**'. Once they feel that they have defined the **goal**, ask someone to summarise it.  

• Get the group to ask you questions about the **reality** of your situation. Don't reveal everything at once: let them probe. If they start questioning about your options, stop them and say 'Let's be clear about the **reality**'. Once they feel that they have established the **reality** of your situation, ask someone to summarise it. Ask them to establish with you whether exploring the **reality** has had an impact on the **goal**. | • Read Handout 1.  

• Ask questions to establish the **Goal**.  

• Ask questions to establish the **Reality**. | Handout 1:  

'GROW(ME) questions' |
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<th>Timing</th>
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<th>What the LEARNERS do</th>
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|        | • Get the group to ask you questions about your **options**. Don’t reveal everything at once: let them probe. If they start questioning about what you will do next, stop them and ask them to establish the options first. Once they feel that they have explored your options, ask someone to summarise them. Ask them to establish with you whether exploring your options has had an impact on the **goal or reality of your situation**.  
• Get the group to ask you questions about **what you will do next**. If they start questioning about monitoring and evaluation, stop them and ask them to focus on **what you will do next**. Once this has been adequately explored, ask someone to summarise it. Ask them to establish with you whether exploring your future plans has had an impact on the goal, the **reality**, or your options.  
• Ask the group to discuss whether they found the process easier or harder than they expected? What did they learn from the activity? | • Ask questions to establish the **Options**.  
• Ask questions to establish ‘**What next?’’  
• Share thoughts and feelings about using questioning according to the **GROW Model**. |  |
| 02:30  | Optional activity  
If the group feel that repeating this exercise will be beneficial, and if time allows, repeat the exercise, with one of the participants being coached by the other members of the group. Again, make sure that the chosen subject in which they coach the person is not related to work. This ensures that they can’t draw on their own expertise, and thereby emphasises the principle that it is not necessary to be an expert in a particular subject matter in order to coach someone successfully.  
• **NB:** This activity will add a further **30 minutes** to the length and timing of the session. |  
• Volunteer to be coached by the group.  
• Ask questions to establish the **Goal, Options, Reality, and What next** (as above). |  |
<table>
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<tr>
<th>02.30 – 02.45 BREAK</th>
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<tr>
<td>Encourage the group to move from their chairs and take some refreshments. When we are learning, it is important to have time to reflect. Tell the group that, where possible, they should not use the break as an opportunity to make telephone calls or return to their desks.</td>
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**Session 5  Questioning and listening  3 pages**

**Purpose:** to introduce the techniques of open questions and the skills of active listening

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<tr>
<td>02.45</td>
<td>• Introduce the session by explaining that the essence of coaching is to ask effective questions. An 'effective' question, in this case, is one that assists the other person in his or her learning. The questions are asked for the participant's benefit, not for the coach's. The only reason for the coach to know the answer is that the more knowledge that he or she has of the participant, the better able he or she is to assist – probably by asking another question. Although the skill of questioning is mainly a matter of common sense, it is useful to recognise that different kinds of question can take our minds along different pathways.</td>
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<td>02.50</td>
<td>• Ask the participants to form pairs again. They should work with people whom they have not worked with so far on this course. • Explain that you are going to give them a handout describing different types of question. On the handout are blank spaces where they should write down an example of each type of question. Ask the participants to think of a subject in which they could coach a learner. All of their written questions should concern that subject. • Explain that they have 10 minutes for this activity. • Give out Handout 2. • Move around the groups as they work on the activity, answering any questions that arise and clarifying anything that is unclear.</td>
<td>• Split into pairs. • Do the activity on Handout 2.</td>
<td>Handout 2: 'Types of question'</td>
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<td>03.05</td>
<td>• Show Flipchart 6. Explain that it shows how various types of question can be used together to help a person to clarify his or her thought processes.</td>
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<td>Flipchart 6: 'The information funnel'</td>
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<td>Timing</td>
<td>What YOU do</td>
<td>What the LEARNERS do</td>
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| 03.15   | • Ask the participants to read the flipchart and then look at the questions that they wrote down in the previous activity.  
          • Ask how their questions relate to the information shown in the diagram on Flipchart 6. Discuss their answers.  
          • Tell the group that they are now going to learn about listening skills.  
          • Ask them to sit in a circle. Explain that you will think of a short sentence, then whisper the sentence to the person next to you. The person next to you will whisper it to the next person, and so on until the sentence is whispered to you. You will then tell the group the original sentence that you whispered and the version that was whispered to you after it had gone round the group. Play the game several times, with a different person starting off the game on each occasion. | • Compare their answers from the previous activity with Flipchart 6.  
          • Discuss their findings.  
          • Sit in a circle and take part in a listening game. | Blank flipchart                                                                 |
| 03.25   | • Ask the participants to think about what makes an effective listener and why listening is important. Summarise the answers on a flipchart. Possible answers: eye contact, nodding to show that you are still listening, summarising responses back to the learner, not interrupting, maintaining attentive body language  
          • Ask the participants to read Handout 3.  
          • Ask the participants if they have any further questions about effective listening. | • Discuss what makes an effective listener.  
          • Read Handout 3.  
          • Ask questions. | Handout 3:  
          'Effective listening' |
| 03.30   | • Explain that effective listening skills are essential in coaching, and the participants can use the opportunities they have today to practise effective listening. |                                                                                     |                         |
Session 6  
Practice in coaching skills (part 1)  
2 pages

**Purpose:** to put into practice the theory that has been presented so far.

<table>
<thead>
<tr>
<th>Timing</th>
<th>What YOU do</th>
<th>What the LEARNERS do</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 03.30  | • Explain that the participants will now practise coaching each other in groups of 3, taking turns to be the coach, the learner, and the observer.  
• Tell them that they have 30 minutes for this part of the activity.  
• The second and third people will be coached in Session 8 (following the session about Giving Feedback).  
• Ask the participants to form groups of three and choose roles for themselves (as learner, coach, or observer).  
• Explain that the learner will have chosen a topic, as requested in Session 2.  
• Refer participants to Flipchart 7, which should be clearly visible throughout the exercise.  
• Explain that the coach will help the learner to:  
  • explore the **Goal** and current **Reality**  
  • look for and identify **Options**  
  • identify the **next steps**.  
• Explain that the observer does not take part in the discussion but records examples of effective and ineffective questions asked by the coach, in order to give feedback at the end.  | • Form groups of 3.  
• Choose to be either the learner, the coach, or an observer.  
• Practise coaching, following the guidelines on Flipchart 7.  | **Flipchart 7:** 'Coaching practice' |

**TOTAL TIME:** 
40 minutes
<table>
<thead>
<tr>
<th>Timing</th>
<th>What YOU do</th>
<th>What the LEARNERS do</th>
</tr>
</thead>
<tbody>
<tr>
<td>03:35</td>
<td>As facilitator you will need to observe the groups and offer support and advice if necessary and/or appropriate.</td>
<td></td>
</tr>
<tr>
<td>04:05</td>
<td><em>Come back together in one group.</em></td>
<td><em>Think about what they have learned about coaching.</em></td>
</tr>
<tr>
<td></td>
<td><em>Ask the participants to spend one minute writing down what they have learned about coaching.</em></td>
<td><em>Tell the group one thing that they have learned about coaching.</em></td>
</tr>
<tr>
<td>04:10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When we are learning, it is important to have time to reflect. Tell the group that, where possible, they should not use the break as an opportunity to make telephone calls or return to their desks.
### Session 7  Giving and receiving feedback  3 pages

**Purpose:** to introduce a model for giving feedback in a coaching session and give the participants an opportunity to practise giving feedback.

<table>
<thead>
<tr>
<th>Timing</th>
<th>What YOU do</th>
<th>What the LEARNERS do</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 05.00  | - Explain that coaching uses questioning techniques to generate understanding and raise awareness. The approach is ‘non-directive’, in that the person is encouraged to come to a conclusion / resolution for himself or herself.

There may be occasions when the coach has something of value to add, some information to input. It is therefore important for coaches to develop skills in giving feedback.

Giving feedback is a more directive approach than coaching.

It is important that the coach offers to give feedback – therefore signalling a clear change of style. Once the feedback has been delivered, the coach should move back into a non-directive coaching style. This also gives the learner an opportunity to refuse feedback.

- Ask the group to suggest times when it may be appropriate for a coach to give feedback to a learner.

  *Possible answers include:*

  - When a learner has an inappropriate goal.
  - When a learner has an unrealistic perception of reality.
  - When a learner asks for it.

| 05.10  | - Suggest occasions when it may be appropriate for the coach to give feedback to the learner. |

- Show Flipchart 8.

- Explain that this is a useful three-step process for giving feedback.

- Suggest occasions when it may be appropriate for the coach to give feedback to the learner.

Flipchart 8:
‘Giving feedback’ (1)
<table>
<thead>
<tr>
<th>Timing</th>
<th>What YOU do</th>
<th>What the LEARNERS do</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flipchart 9:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>'Giving feedback'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flipchart 10:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>'Giving feedback'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>05.15</td>
<td>• Explain the words shown on Flipchart 8:</td>
<td>• Form pairs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CONTRACT: this is the agreement that you make with the person to whom you wish to give feedback. It involves an offer of feedback and an opportunity for the learner to accept or reject the feedback. For example, you could say: 'I have some feedback for you – do you want it?'</td>
<td>• Participate in the activity in Handout 4.</td>
<td>Handout 4:</td>
</tr>
<tr>
<td></td>
<td>DATA: this is the information that you share with the learner. It should consist of three pieces of information: the situation, the behaviour, and the impact of that behaviour. Show Flipchart 9 as an example.</td>
<td>• Discuss what they would do if the learner refused feedback.</td>
<td>'Giving feedback'</td>
</tr>
<tr>
<td></td>
<td>ACTION: for the feedback to be effective, the learner needs to be clear about what he or she will do next. At this stage the coach can revert back to a questioning approach. Show Flipchart 10. It is possible at this stage that the learner may need further coaching in this specific area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.35</td>
<td>• Ask the group to form pairs and do the activity described on Handout 4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Give out Handout 4 and explain that they have 15 minutes for this activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Move around the groups as they work on the activity, answering any questions that arise and clarifying anything that is unclear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ask the groups to come back together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ask the group what they would do if a learner refused feedback.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ensure that the following point is covered: do not give feedback if it is not wanted. If it is continually refused, however, you may need to give feedback on this repeated refusal.
Explain that giving feedback within a coaching session can be undertaken at each stage of the GROW(ME) model. It is a more directive approach than coaching, however, and once it has been delivered, the coach should return to a non-directive approach.

05.45 – 06.00 BREAK

Encourage the group to move from their chairs and take some refreshments. When we are learning, we need time to reflect. Tell the group that, where possible, they should not use the break as an opportunity to make telephone calls or return to their desks.
### Session 8 Practice in coaching skills (part 2) 2 pages

**Purpose:** to put into practice the theory that has been presented so far.

<table>
<thead>
<tr>
<th>Timing</th>
<th>What YOU do</th>
<th>What the LEARNERS do</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 06.00  | • Explain that the participants will again practise coaching each other in groups of 3, as in Session 6. By the end of this session they will each have played the parts of coach, learner, and observer.  
• Tell the participants that they have 1 hour for this part of the exercise: 30 minutes for each person.  
• Explain that if it is appropriate the coach could give feedback to the learner, as practised in the previous session.  
• Ask the participants to form groups of three and prepare their final role (learner, coach, or observer).  
• Remind them that the learner will have chosen a topic, as requested in Session 2.  
• Explain that the coach will help the learner to:  
  • explore the **Goal** and current **Reality**  
  • look for and identify **Options**  
  • identify the **next steps**.  
  • Give feedback to the learner where / if appropriate.  
• Explain that the observer does not take part in the discussion but uses the handout to record examples of the effective and ineffective questions asked by the coach, in order to give feedback at the end. | • Form groups of 3.  
• Choose to be either the learner, the coach, or the observer.                                                                                                                                                                                                                                           |           |

Coaching and Feedback • Facilitator’s Notes

TOTAL TIME: 75 minutes
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 06.05 | • Keep Flipchart 7 visible throughout the exercise for the participants to refer to.  
  • As facilitator, you will need to observe the groups and offer support and advice if necessary and/or appropriate.  
  • Take turns to be the coach, the learner, and the observer (30 minutes in each role).  
| 06.35 | • After 30 minutes, swap roles so that a second person has the opportunity to be coached.  
  • As facilitator you will need to observe the groups and offer support and advice if necessary and/or appropriate.  
  • Take turns to be the coach, the learner, and the observer (30 minutes in each role).  
| 07.05 | • Ask the participants to come back together.  
  • Ask each participant to spend one minute writing down what he or she has learned about coaching.  
  • Ask the participants to tell the rest of the group one thing that they have learned about coaching.  
  • Come back together in one group.  
  • Think about what they have learned about coaching.  
  • Tell the group one thing that they have learned about coaching.  
| 07.15 | |
**Session 9  Review and conclusion**

**Purpose:** to enable the participants to reflect on their learning and consider their personal development plans, and help them to identify the next steps in developing coaching skills.

<table>
<thead>
<tr>
<th>Timing</th>
<th>What YOU do</th>
<th>What the LEARNERS do</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.15</td>
<td>• Refer to Flipchart 4. Ask the participants to write their names on the flipchart in the place that best describes how they feel about their coaching ability now.</td>
<td>• Write their names on the scale in the position that in their opinion reflects their own coaching skills.</td>
<td>Flipchart 4: <em>(Un)conscious (in)competence</em></td>
</tr>
<tr>
<td>07.20</td>
<td>• Explain that each participant will complete an Action/Development Plan for their development as a coach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain that everyone should have, as part of their development plan, one person whom they will coach within the next three weeks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.25</td>
<td>• Allow 5 minutes for each participant to record his or her own Development Plan.</td>
<td>• Record an action/development plan.</td>
<td>Handout 5: ‘Development plan’</td>
</tr>
<tr>
<td>07.30</td>
<td>• Ask each member of the group to discuss their plans with the person sitting next to them.</td>
<td>• Discuss their plan with a partner.</td>
<td></td>
</tr>
<tr>
<td>07.35</td>
<td>• Ask each participant to complete a Course Evaluation Form and give it to you before leaving.</td>
<td>• Complete and return a Course Evaluation Form.</td>
<td>Handout 6: Course Evaluation Form</td>
</tr>
<tr>
<td>07.45</td>
<td>• Thank all the participants for their contribution to the day.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Handout 1: GROW(ME) questions

Goal
What do you want?
What is the aim of this discussion?
What do you want to achieve in the long term?
What does success look like/feel like?
How much personal control or influence do you have over your goal?
What would be a milestone on the way?
When do you want to achieve it by?
Is that possible, challenging, achievable?
How will you know when you have reached this goal?

Reality
What is happening now?
What, When, Where, Who, How much, How often?
Who is involved (directly and indirectly)?
What happens to you and the others directly involved?
What is the effect on you and others?
What have you done about this so far?
What results did that produce?
What is missing in the situation?
What do you have that you are not using?
What is holding you back?
What is really going on?
Does this change the goal that we have defined?

Options
What could you do?
What else could you do?
What if ...? (time, money, power, etc.)
Would you like another suggestion?
What are the benefits and costs of each option?

What next?
What will you do?
Which option or options do you choose?
To what extent does this meet all of your objectives?
What are your criteria and measurements for success?
When precisely are you going to start and finish each step?
What could arise to hinder you in taking these steps?
What personal resistance do you have, if any, to taking these steps?
What would you do to eliminate these external and internal factors?
What support do you need, and from whom?
What will you do to obtain that support and when?
What could I do to support you?
Coaching and Feedback • Handouts

On a scale of 1–10, what is your degree of commitment to taking these agreed actions?
What prevents you from scoring 10?
What could you do to raise your commitment closer to 10?

**Monitoring and evaluation**

How will you know whether this is on track?
How will you know if your actions are having the desired effect?
How will you report back about this, to whom, when?
When will you review your plan?

(Based on *Coaching for Performance* by John Whitmore, published by Nicholas Brealey, 2002)
Handout 2: Types of question

Open questions
You can expect open questions starting with: What? How? Why?
- 'What' questions take you to the details; they narrow inquiry down to the specifics.
- 'How' leads towards the kind of information that would be experienced directly through the senses, if you happened to be present at the time of which they speak.
- 'Why' questions take you to a wider perspective. They are answered by our reasons for what we think and do, and they reveal the generalisations that we make.
  Take care to ensure that asking 'why' does not seem aggressive.

An example of an open question is:

Closed questions
A closed question can be recognised easily, because it starts with words or phrases like:
- Do...
- Is...
- Can...
- Could
- Will...
- Would...
- Shall...
- Should...

And often the answer is simply 'yes' or 'no'.

An example of a closed question is:

Probing questions
These may appear to be another open question. However, if you look a little closer you will see the difference. A probing question is an open question that uses information already established in order to 'drill down' a little further.
- (open question) 'What did you have for dinner last night?'
- (answer) 'Rice and vegetables'
- (probing question) 'What sort of vegetable?'

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An example of a probing question is:

**Direct questions**

These may be open or closed, but they all have two things in common:

- You always use the name of the other person.
- You always pose the question as an instruction.

A direct question would start with phrases like:

- Tell me, Jo....
- Explain to me, Jo....
- Describe to me, Jo....

By using the other person’s name, you are in a position to get his/her immediate attention. By phrasing the question like an instruction (‘tell me’, etc.), you are subconsciously giving an order.

An example of a direct question is:

**Reflective questions**

This is another powerful variation on the theme of open and closed questions.

Imagine that the learner is talking in circles and not reaching any conclusion. You don’t want to interrupt the flow, but you need to bring the conversation back on track. Ask a reflective question, such as

- ‘So what I am hearing is that you are having problems with …’

Straight away, you should be back in control of the conversation. Your learner knows that you have been listening. He or she feels appreciated and knows that you really want to understand his or her needs and wants.

An example of a reflective question is:
Handout 3: Effective listening

- **Maintain eye contact with the talker.** Eye contact keeps you focused on listening and keeps you involved in what is being said.

- **Focus on content, not delivery.** Listen to what is being said, rather than counting how many times the speaker repeats a certain word or phrase.

- **Avoid emotional involvement.** When you are too emotionally involved in listening, you tend to hear what you want to hear, not what is actually being said. Try to remain objective and open-minded.

- **Avoid distractions.** Don't let your mind wander or be distracted.

- **Treat listening as a challenging mental task.** You need to concentrate on what is said, so that you can process the information into your feedback and reflections.

- **Stay active by asking mental questions.** Active listening keeps you on your toes. Here are some questions you can ask yourself as you listen. *What key point is the person making? How does this fit with what I have already heard?*

- **Use the gap between the rate of speech and your rate of thought.** You can think faster than the other person can talk. That is one reason why your mind may tend to wander. All the above suggestions will help you to keep your mind occupied and focused on what is being said. Your mind does have the capacity to listen, think, and write at the same time, but it does take practice.
Handout 4: Giving feedback

Case study
You are coaching an employee who has problems with time management. You have noticed that this employee often takes personal telephone calls at work. Yesterday the employee took five personal calls at work, each lasting between five and ten minutes. You think that by giving this feedback you might help the employee to understand the problem.

• Plan what you would say to this employee in the coaching session, using the ‘Contract: Data: Action’ model. (5 minutes)

• Practise giving this feedback, with one person taking the role of the coach and one taking the role of the learner. (5 minutes)

• Discuss what worked well and what could have been done better – from the perspectives of both the employee and the coach. (5 minutes)
Handout 5: Development plan

How will I put my coaching skills into practice in the workplace?

Goal

Reality

Options

What next

Monitoring and evaluation

How will I develop in my role as a coach in the workplace?

Goal

Reality

Options

What next

Monitoring and evaluation
### Handout 6: Course Evaluation Form

<table>
<thead>
<tr>
<th>Your name: (optional)</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator name:</strong></td>
<td><strong>Workshop location:</strong></td>
</tr>
</tbody>
</table>

1. I know when to use the GROW(ME) model for coaching in the workplace.
   - Strongly disagree
   - Strongly agree
   - Please tick

   0 | 1 | 2 | 3 | 4 | 5

2. I know how to offer and receive constructive feedback.
   - Strongly disagree
   - Strongly agree
   - Please tick

   0 | 1 | 2 | 3 | 4 | 5

3. I feel confident in my ability to coach.
   - Strongly disagree
   - Strongly agree
   - Please tick

   0 | 1 | 2 | 3 | 4 | 5

How could the facilitator improve his or her skills in helping others to learn?

Is there anything that could be done differently to raise any of the scores that you have given?

Please give this form to your facilitator.
Facilitator: please collect these forms and send them to your Regional Human Resources Manager.

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Flipchart 1

**Workshop objectives**

**Know ...**

- when and where to use coaching in the workplace
- the GROW(ME) model for coaching
- how to offer and receive constructive feedback

**Feel ...**

- confident in your own ability to coach
- confident in using coaching to help others to develop their potential

**Do ...**

- practise giving and receiving feedback
- practise coaching using the GROW(ME) model
- identify your own development needs as a coach
**Flipchart 2**

**Agenda for the day**

- Introduction
- What is coaching?
- When should you coach?
- A model of coaching
- Questioning and listening skills
- Practice in coaching skills (part 1)
- Giving and receiving feedback
- Practice in coaching skills (part 2)
- Review and conclusion
Flipchart 3

**Definitions of coaching**

**Coaching** is a process of helping an individual or team to improve their performance, through reflection on how they apply a specific skill and/or knowledge.

Common features of coaching:

- An emphasis on acquiring further skills and/or knowledge
- A professional focus rather than a personal focus
- A focus on concrete issues or tasks: for example, working more effectively, thinking strategically, or managing a particular project
- It does not depend on an on-going personal relationship as a critical factor for success
- It lasts as long as it takes for the person to acquire the particular skill(s) and/or knowledge.
- The employee’s manager is a critical partner in coaching and can be the coach.
Flipchart 4

(Adapted from Leadership and the One-Minute Manager by K. Blanchard et al., published by HarperCollins, 2000)
Flipchart 5

GROW (ME)

G
R
O
W
M
E
The information funnel

Open Question. When you want information.

Probing Question. When you want added detail.

Direct Question. An instruction, using the name.

Reflective Question.
To get the person back on track.

Closed Question
For agreement or commitment.
Coaching practice

Learner
• Chooses a topic

Coach helps the learner to:
• explore the Goal and current Reality
• look for and identify Options
• identify the next steps

Observer
• does not take part in the discussion
• records examples of effective and ineffective questions asked by the coach
• gives feedback at the end.
Giving feedback

Contract

Data

Action

(Adapted from Effective Coaching, Orion Business Toolkit, by M. Downey, 1999)
'In this afternoon's meeting (situation), when you kept interrupting Jack (behaviour), he seemed to be demotivated as a result (impact)'

(Adapted from Effective Coaching, Orion Business Toolkit, by M. Downey, 1999)
'How might you help Jack to be motivated again?'

or

'How might you approach this kind of situation in future?'

(Adapted from *Effective Coaching*, Orion Business Toolkit, by M. Downey, 1999)