“Coaching is unlocking people’s potential to maximize their own performance. It is helping them to learn…”

Sir John Whitmore
Our Approach

We use a team of ILM Level 7 accredited coaches to facilitate our learning sessions. In the Creating a Coaching Culture programme we:

• Show participants how to plan and deliver effective coaching support;
• Provide an opportunity for participants to experiment with and practice new skills;
• Encourage time out to reflect, learn and embed new ideas and practices that will deliver tangible results;
• Support participants to undertake a practical coaching assignment that involves helping a colleague to solve a particular problem using coaching techniques;
• Provide accredited ILM Level 3 and 5 awards in workplace coaching.

Definition of Coaching

“There is a growing recognition that coaching is one of the most effective ways of getting improved and even extraordinary performance from managers and employees. It is integral to performance management and has a direct impact on motivation.

Research in the UK shows that learning to coach helps an individual to develop leadership and management skills. A good coach, using effective and proven techniques, can facilitate a rapid, measurable step-change in the attitude, ability and behaviour of the person they are coaching.

Our emphasis on action learning means that we make learning active, relevant, practical, challenging and rewarding for the individuals involved. We show people how to coach and then let them practice.

Programme Outline

The programme involves the following elements:

• Seven half-day modular workshop sessions spread over 3-6 months to allow for practice in the workplace between sessions
• A coaching diary to record your practice sessions and what, on reflection, you have learned from them
• A reflective statement to record your overall learning from the programme and provide you with a route map for further development

We also offer one-to-one coaching sessions for each participant to embed learning and model coaching excellence.

Introduction

This is an accredited coaching programme, spread over 3-6 months to allow for practice between sessions. It is highly practical and focuses on using coaching as a way of energising, enabling and empowering people.

It is essential learning for anyone, at any level, who is expected to take a leadership or management role in the organisation.

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Why Coaching?

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Definition of Coaching

“The art of facilitating the development of learning and enhanced performance of another”.

STELLAR
We have developed a world-class approach to guide the learning of people who want to become coaches. We have mapped our programme against Institute of Leadership and Management (ILM) and European Mentoring and Coaching Council (EMCC) standards (see Appendix I).

We believe in action learning. It is about practicing as a coach and not just studying it. Think about it, if you were coaching a sports person you would not expect them to learn from reading a book only. You would want them to experiment and use their creativity and talent to improve their performance. You would want them to practice, reflect, try again and get better. Indeed, as their coach, you would observe and give feedback and they would try again and again until they found a way that worked for them and got better results.

The Creating a Coaching Culture programme is led by Richard O’Rawe, Managing Director, Stellar Leadership. He has an MSc in Executive Leadership and is a Fellow of the Institute of Leadership and Management. He has an ILM Level 7 Certificate in Leadership Mentoring and Executive Coaching.

He has developed a Coaching Pathways approach to coaching (see Figure 1 below) that focuses on performance and getting results.

Figure 1: Coaching Pathways
Our TOSCA coaching model is about taking a person, most likely a member of your team, from where they are now, with a problem to solve and helping them to get to where they need to be, in terms of achieving a business and management outcome that is expected of them.

This will mean designing a coaching pathway (see Figure 1 above) made up of stepping-stones to get them to that place. Think of each stepping-stone as a topic or issue to be addressed and sorted as you move to support the person on their journey to success.

We have created an easy to remember model to guide issue-based coaching sessions. We call it TOSCA. It helps you to get your coachee to a successful outcome on a topic-by-topic basis. The model is illustrated in Figure 2.

Coaching Pathway

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Developing Coaching Skills

Coaching is simply about helping people to help themselves. Coaching is a form of one-to-one support aimed at facilitating personal learning and development. We define coaching as:

“the art of facilitating the development of learning and enhanced performance of another”.

This is a valued skill. Our experience of running leadership and development programmes shows that the most practical and valued elements came from specific components such as learning how to coach individual team members. It’s what people find most useful because they can use the skills immediately and get tangible results.
Learn to Use a Coaching Continuum

Use your experience to help others. People think of coaching as non-directional but actually it has many forms along a continuum ranging from giving advice and guidance to simply being there as a sounding board. Clearly, the more people learn for themselves, the more sustainable the learning and the benefit arising from it.

What Do You Get?

We will show you how to:

• Find out a person’s learning and thinking style and how they approach work and deal with problems – if you can understand them, you will find it easier to help them
• Prepare and plan for a programme of coaching and how to prepare yourself for a coaching session
• Choose between coaching styles in terms of being directional and non-directional in your approach
• Use our Coaching Pathway approach and learn to use a range of techniques and skills to build rapport, get to the root of the problem, see things from another perspective
• Tap into useful models such as Four Cornerstones, Skill-Will, TOSCA and Rule of Three
• Use and encourage “clean language” in how you question, actively listen and respond to the person you are coaching, on their terms
• Close a coaching session and evaluate the results of your coaching interventions.

Organisational Readiness

Managers need to have the confidence and the space to apply newly acquired skills. In fact, all the evidence suggests that most learning takes place outside of traditional workshops. Although workshops and learning events are a part of the overall learning process, a learning strategy that does not major on what happens back in the organisation is going to get a relatively low return on learning investment.

Take one finding: Around half of learning that sticks takes place after a workshop. This is because most learning takes place through a cycle of practice and reflection in the real world. The challenge to HR Partners and to line managers is to be ready to exploit this to get a greater return. We call this organisational readiness and can offer advice on how to achieve it.
Our Team

Our team includes coaching experts:

Richard O’Rawe
Mena Wilson
Joy Allen
Frank McGlone

How Will the Organisation Benefit?

Creating a Coaching Culture goes beyond the basic transmission of skills and models.

Our challenge is to leave participants with improved coaching proficiency and an ILM qualification to prove it.

Who Is It For?

The Creating a Coaching Culture programme is aimed at leaders at all levels. As a participant you are expected to join the workshop sessions with an open mind and commitment to personal change. We will expect you to engage in practice at the workshops and to experiment with new techniques at work between sessions. You can enjoy it – we have designed simulations and other exercises to help you practice coaching.
We do the theory for you. We have studied and adapted recognised and respected theoretical concepts to design a range of practical models and tools to help you coach in the real world. The range of models and tools available to participants include:

<table>
<thead>
<tr>
<th>Models and Tools</th>
<th>What You Can Expect</th>
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<tbody>
<tr>
<td><strong>Building Rapport</strong></td>
<td>A tool based on NLP$^1$ techniques to establish and build trusting relationships</td>
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<tr>
<td><strong>Coaching Pathway</strong></td>
<td>A purposeful way of planning a series of coaching sessions, topic-by-topic, to achieve an agreed, overall outcome</td>
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<tr>
<td><strong>Four Cornerstones</strong></td>
<td>A great way of getting a coachee to identify the nature and scale of a problem they face</td>
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<tr>
<td><strong>Perceptual Positioning</strong></td>
<td>Another NLP tool to help someone understand an issue from a different perspective, a bit like “walking in someone else’s shoes”</td>
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<td><strong>Real Conversations</strong></td>
<td>Borrowing from <em>Fierce and Crucial Conversations</em>, our version offers a practical and quickly learned routine for holding coaching conversations about difficult issues</td>
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<tr>
<td><strong>Rule of Three</strong></td>
<td>A quick way of getting to the root of the problem and developing a solution – think if it as a coaching session in under three minutes</td>
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<tr>
<td><strong>SELF+</strong></td>
<td>An easy to remember, colour-coded way of understanding how people prefer to work and show them how this impacts on others around them</td>
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<tr>
<td><strong>TOSCA</strong></td>
<td>A five-step model (TOSCA) to guide you through a coaching session</td>
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<tr>
<td><strong>Clean Language</strong></td>
<td>A coaching tool to help with listening to understand what the other person means, rather than what the coach thinks they mean</td>
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Online Resources

Participants will have access to a range of online resources. You will also be registered on a web-based Creating a Coaching Culture discussion forum.
Contact Stellar Leadership

For more information and to discuss how we can help you develop better coaches in your organisation please contact us at:

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Importance of Coaching to Performance

“Coaching - the most important skill in a successful managers toolkit.”

Penny deValk, Chief Executive, ILM
### European Mentoring and Coaching Council

Our programme is mapped against the eight categories of coaching competencies promoted by the European Mentoring and Coaching Council (EMCC)\(^1\).

These are:

1. Understanding Self
2. Commitment to Self-Development
3. Managing the Contract
4. Building the Relationship
5. Enabling Insight and Learning
6. Outcome and Action Orientation
7. Use of Models and Techniques

### Institute of Leadership and Management (ILM)

The programme is also mapped against the learning outcomes required to achieve an ILM Award or Certificate in Workplace Coaching (Level 3 or 5).

These fall under the headings:

1. Ensuring good practice in coaching
2. Identifying learning styles and barriers to learning
3. Support for coaching and recording outcomes
4. Your strengths and weaknesses in coaching skills
5. Enabling Insight and Learning