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Outstanding Leadership

Module 2: Coaching for Performance

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Centre for Charity Effectiveness
Intellectual leadership: developing talent, enhancing performance

www.cass.city.ac.uk/cce

Enabling Outstanding Leadership

Module 2 – Coaching for Performance

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Re-entry

For those of you who were here last time...

- What did you take from the first module?
- What success have you had in applying that or moving along with your personal goals?

Thinking about the upcoming coaching practice this morning, do you have a couple of examples you can work with?



Coaching is....

Coaching is the art of facilitating the performance,
learning and development of another

Myles Downey
Effective Coaching



Rule of Coaching...

Don't ever decide what a coachee can decide
for themselves:

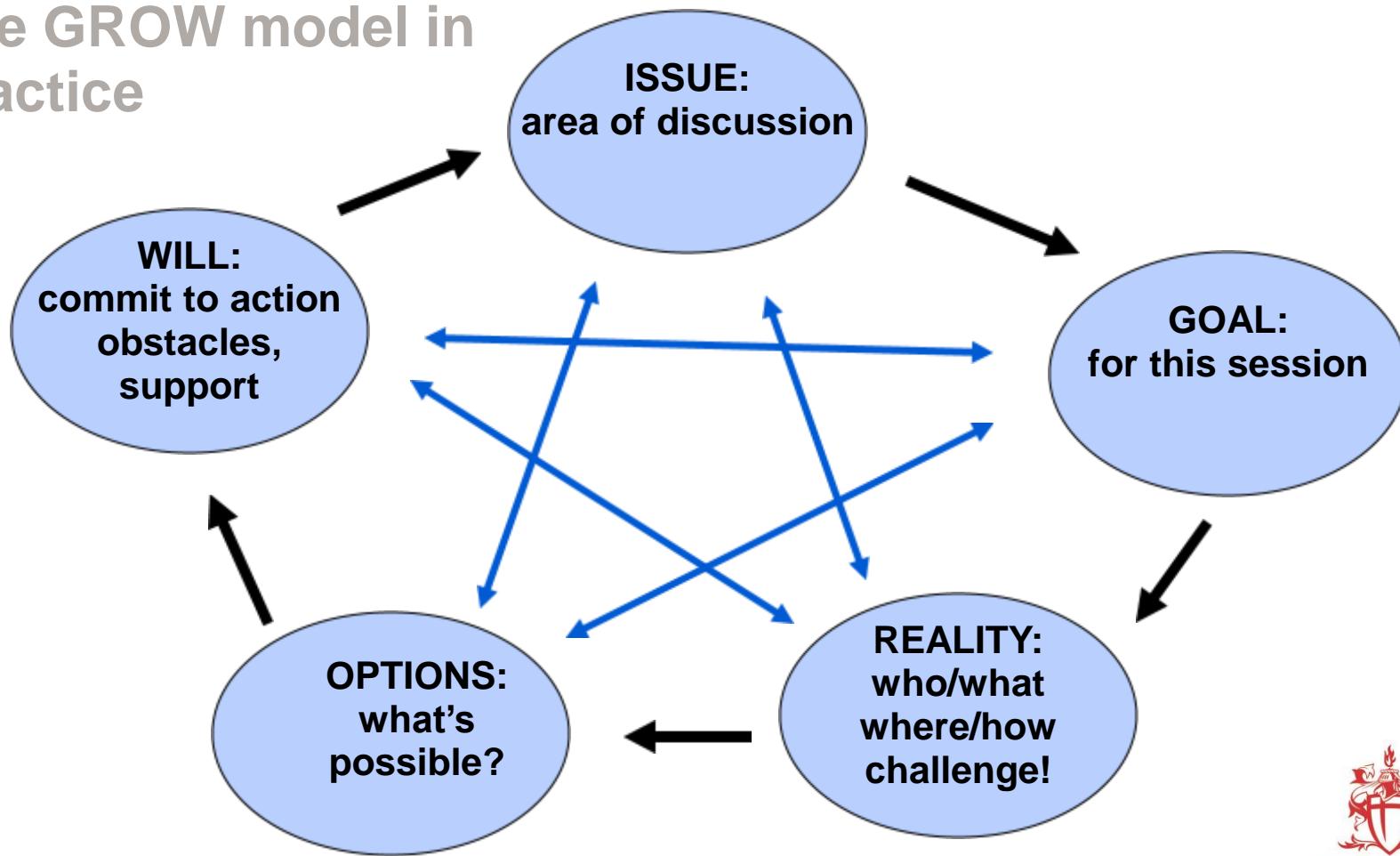
Don't ever do what a coachee can do for the
themselves



GROW model

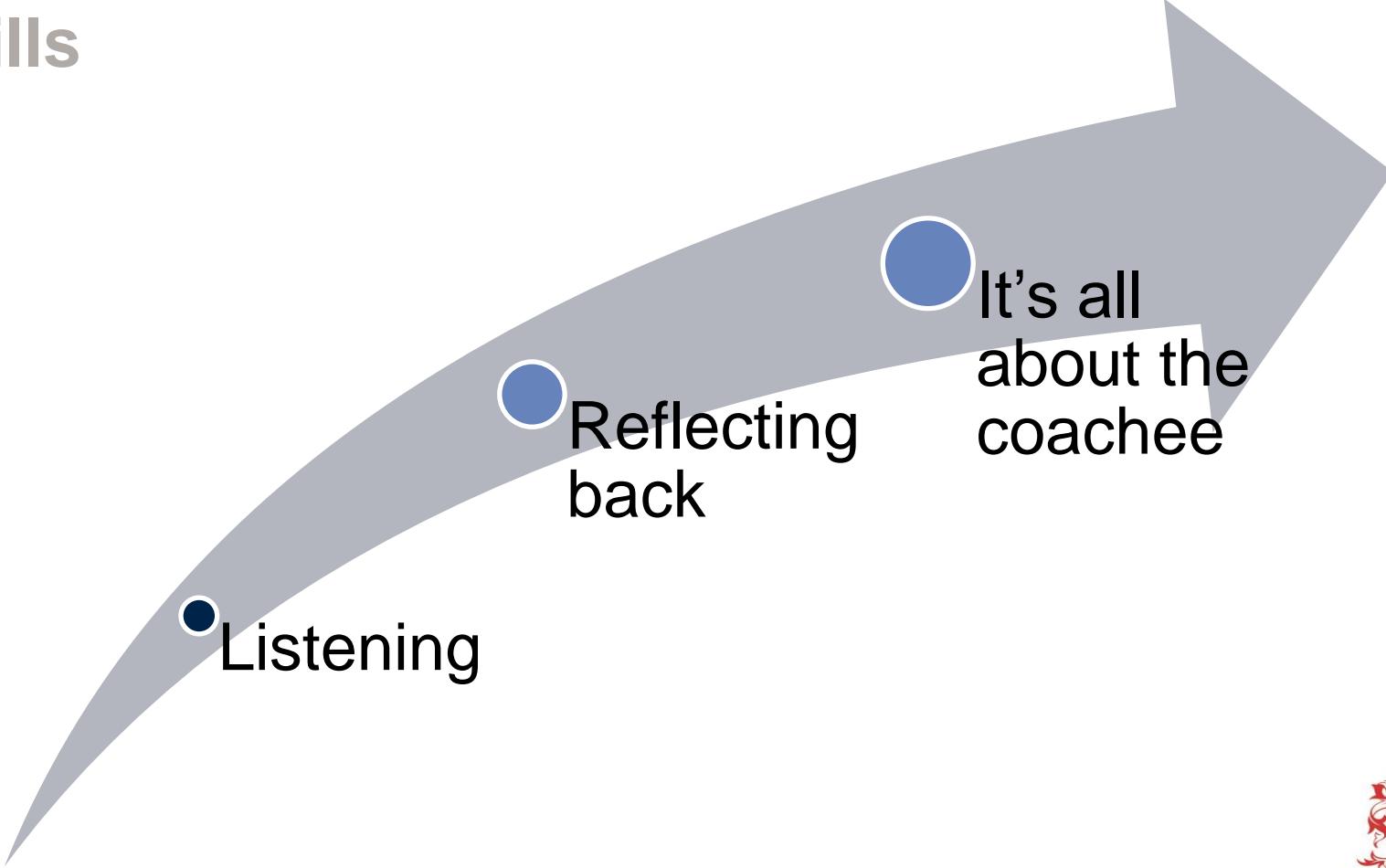
- **Goal** – Help them to identify *exactly* what they want to achieve
- **Reality** – Help them to build their awareness and really get to the bottom of the issue. Challenge their perceptions and assumptions
- **Options** – Help them to clarify their ideas and explore their options. Help them to choose their preferred option and be clear about any related obstacles
- **Will** – Help them to clarify exactly what they are going to do. Test their commitment and expose any remaining obstacles

The GROW model in practice



Skills

R
a
p
p
o
r
t



Listening

Reflecting back

It's all
about the
coachee

Coaching – How You Do It – ask don't tell!

Key skills:

- Open **questioning**
- **Listening** to understand

Mixed in with some:

- Clarifying and summarising
- Sharing perceptions/observations
- Personal feedback where appropriate



Coaching Practice

In threes:

1. Coach
2. Coachee
3. Observer and timekeeper

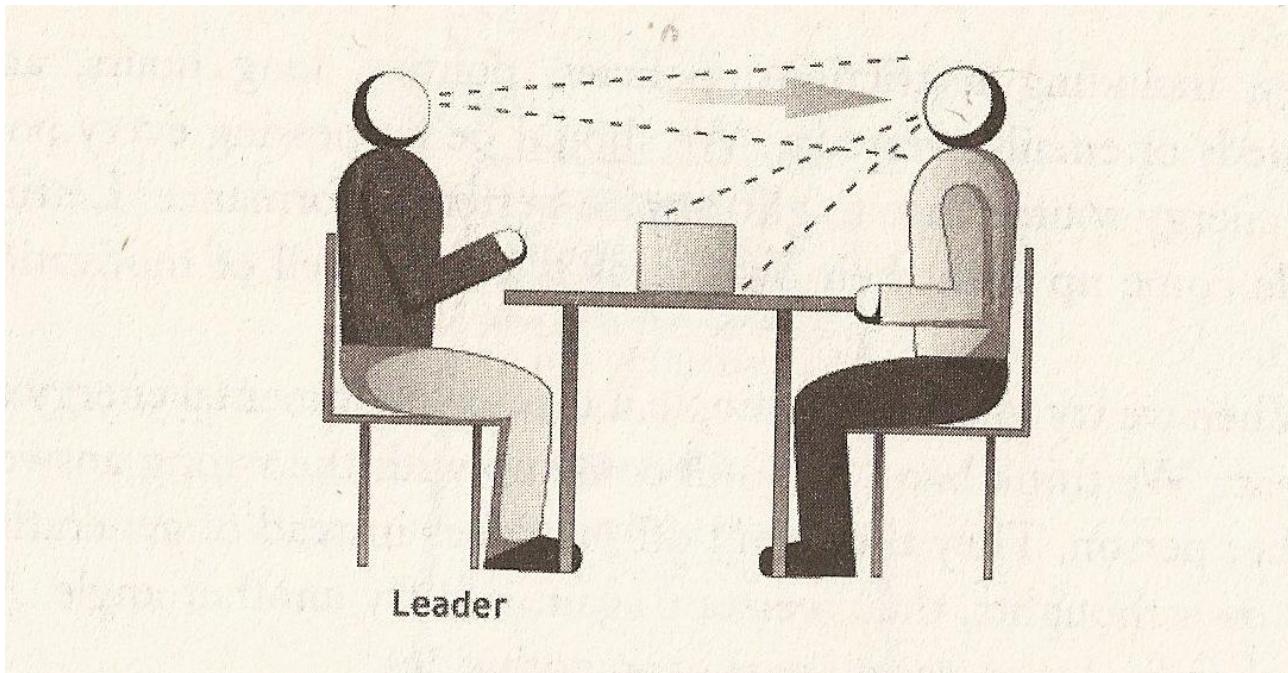
10 minutes each (suggest 8 mins coaching & 2 mins feedback)

Feedback:

- What was good about what the coach did?
- How could it be even better another time?



Application of Neuroleadership Principles



“Enabling others to have their own insights.”

David Rock: *Quiet Leadership*

Problem-solving

The basic assumption is that performance is a problem that needs to be dissected and solved

Identifying the problem



Analysing the possible causes



Evaluating potential solutions



Action planning

Problem-solving	Appreciative Inquiry
The basic assumption is that performance is a problem that needs to be dissected and solved	The basic assumption is that performance is a mystery to be embraced and discovered
Identifying the problem 	Uncovering the best of what is 
Analysing the possible causes 	Imagining what might therefore be possible 
Evaluating potential solutions 	Discussing and deciding which opportunities to capitalise on 
Action planning	Innovating and implementing

**IF YOU ONLY
FOCUS ON THE PROBLEM**



**YOU MIGHT
MISS THE EASY SOLUTION**

Communication Continuum



Coaching and beyond...

- Speed coaching
- PDRs
- Mediation
- Team coaching
- Action learning groups
- Buddy coaching
- Gifts from the coachee
- Embedding change
- Embedding training
- Appreciative Inquiry

Leaders Role as Coach...

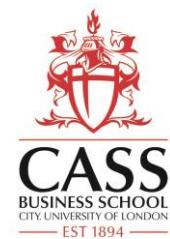
Learn from the people
Plan with the people
Begin with what they know
Build on what they know
Of the best leaders
When the task is accomplished
The people all remark
We have done it ourselves

Lao-tzu – Taoist sage



Reflection

- What have you learned about the coaching process?
- What have you learned about yourself?
- How can you integrate coaching into your day-to-day role?
- What actions have you got for yourself from this morning?



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