

Numark Core Leadership Module

Coaching others for results

NUMARK 

a PHOENIX Pharmacy Partnership member

Goals of this Session

By the end of this workshop you will be able to:

- Explain what coaching is and the skills required to be a great coach
- Identify where coaching opportunities exist
- Coach others for results applying the GROW model
- Coach in both a planned and spontaneous way

What is coaching?

Coaching is a term that is used frequently but can often be misunderstood or confused with other 'learning' terms such as training, mentoring or counselling.

Training

Training tends to be passive and one way just TELLING someone what they need to know. Training is mainly for someone new to something with no or little experience as it doesn't require the learner to come up with any of their own ideas.

Mentoring

Often thought to be the same as coaching and follows a similar process, but it is more of an on-going long-term relationship. It is a more directive and advisory role and the key difference is that the mentor is an **expert in a specific area**. You may be more of a mentor for your pre-registration students or those gaining qualifications within the pharmacy.

Counselling

Usually start with a problem, often short term. It focuses on a specific goal to help an individual find their own solutions to overcome.

Coaching

Is a continuous process aiming to unlock a person's potential to maximise their own performance. It is helping them to learn themselves rather than teaching them.

The key part of coaching which a lot of people don't realise is that when you are coaching someone **you do not need to be an expert on a subject area or even know anything about that subject area**.

It is all about getting the individual to come up with their own answers and solutions. So you shouldn't be concerned if you don't know what they should do!

The difference between coaching and a normal conversation is that in coaching, the coach is working deliberately to develop the individual's performance by asking questions which helps the individual access what they know.

The coach is not the problem solver but the facilitator.

The 3 key skills of a great coach

A coach uses a range of skills to support, guide and encourage the individual to experience what has to be learnt.

Essentially there are 3 core skills:

1. The ability to ask high quality questions
2. The ability to listen
3. The ability to summarise

The ability to ask high quality questions

There are two types of high quality questions (HQQ):

Type 1: focus the mind

These questions aim to focus the mind and help people determine exactly what they will do. They involve words such as 'will' 'need' 'are' and are questions such as 'what will you do to move forward?'

Type 2: engage the imagination

These questions aim to open up people's thinking to look at all the possibilities and involve words such as 'possibly' 'could' 'maybe' and are questions such as 'what could you possibly do to move forward?'

By using these questions in conjunction with each other during a coaching session you can achieve the best outcome.

When we ask a colleague a question it:

- Gets them to think, to engage the imagination or focus the mind
- Encourages the person to focus on specific detail for example, by asking the question "what exactly did you do?" it encourages the person to focus in more depth on what he/she did
- Moves a person down a different track for example, by asking the question "what have you learnt from this?" it makes the person think about learning
- Stretches the person's thinking which ultimately leads to development for example, "How might you go about doing that?" causes them to think about actually actioning a task
- Plants a seed and can sometimes make the person think differently for example, "what could you have done instead?"

One of the challenges in coaching is coming up with the questions.

Open questions

Open questions encourage us to think so are great for using whilst coaching.

Open questions usually start with “how”, “which”, “what”, “who”, “where”, “when” and “why”

Which one might not be appropriate as an open question in a coaching situation though? WHY! ‘Why’ questions can come across as attacking without meaning to, e.g. “Why did you do it that way?” It can encourage the person to defend behaviour rather than explore positively.

Probing questions

Probing questions are a type of open question that obtains more detail. These types of questions are particularly useful for encouraging people to concentrate on specific points, for clarifying uncertainties, testing the validity of a more general response and seeking evidence.

For example:

- In what way?
- When you said x what did you mean?
- In what way are things complicated?
- Complicated?
- What exactly did you mean by 'XXX'?
- What, specifically, will you do next week?
- Could you tell me more about YY?
- What were you thinking about when you said XX?
- How does that compare with what you said before?

Closed questions

Another type of question is closed. These are questions which merely require “yes” or “no” answers or reveal limited information. They can be useful to check out facts whilst coaching.

For example:

- Is that what you would like to do?
- Did you like it?

However, if you ask a series of closed questions whilst coaching the 'discussion' might feel like an interrogation as too many closed questions can lose down the person's thinking.

Questions to avoid

1. **Multiple questions** - for example:

- When will you have completed the project and what are you going to do then?

Asking more than one question at a time confuses the person because they do not know which one to answer. They will always pick the questions they prefer to answer.

2. **Leading questions** – for example:

- Don't you think that he chose the best course of action?
- You liked doing that project didn't you
- I feel John is not serious about his work, don't you?

Leading questions suggest that you want a certain answer, based on your own values, needs and opinions. This puts the person being asked the question in a difficult position. Do they give you their view or what you want to hear?

The ability to listen

When we listen to the answer to a question we have posed we are listening for:

- What is being said: content, words used or not used, the way the words are used
- How it is said: emphasis on words, tone of voice
- Body language: how they are sitting, what their posture is telling us

The ability to summarise

When we summarise what someone has said we are reducing what has been said to key points, usually using the same words that the person has used. For example, "there are essentially 3 things you said you are going to try..."

It is useful to summarise intermittently during a coaching interaction because:

- It gives you a chance to reflect back to the coachee what you have understood from what has been said
- It reassures the coachee that they have been fully heard and understood
- It gives the coachee a chance to hear what they said repeated back to them so they can check how their communication has been heard so they can adjust if it wasn't what they meant

The GROW model

G **Goal** – What do you want to achieve?

What does the individual want to focus on in the conversation or what is the goal of the task?

R **Reality** – Where are you now? (What is happening right now?)

To help the individual examine and assess all the factors relating to the current situation in relation to the task/ goal being discussed. It's about listening to see if the person being coached is taking all aspects of the situation confronting them into account.

O **Options** – What could you possibly do to achieve the goal?

Helping the individual being coached to explore all available options. Encouraging them to think broadly but also to make choices about what is realistically possible.

W **Will** – What will you do?

Specifically what will you do and when do you intend to do it? This sets up the starting point for the next coaching conversation.

Coaching example

Sandra is a medicines counter assistant who has been in your pharmacy for 8 months and has completed all her basic training. As her line manager you have noticed that she is not acknowledging the customers as she serves and is simply dealing with them in a transactional way. On her break you approach her:

Line Manager	Sandra I need to speak with you about dealing with customers	G
Sandra	Yes	
Line Manager	What is a customer expecting as they approach you?	G
Sandra	To be served quickly	
Line Manager	What else would they expect?	G
Sandra	I don't know	
Line Manager	Well think about if you were a customer what would you want?	G
Sandra	To be smiled at?	
Line Manager	Yes and what are the customers getting at the moment?	R
Sandra	Well....I'm serving them pretty quickly but maybe I'm not taking much notice of them	
Line Manager	So what could you do to improve the customer experience?	O
Sandra	I guess I could smile or say hello or something to them	
Line Manager	What else could you do?	O
Sandra	Ask them how they are	
Line Manager	That would definitely make the customer happier. Would there be anything preventing you from doing this?	W
Sandra	No I don't think so	

Line Manager	Great, so will you have a go at doing that and we'll get together next week to see how you're getting on?	W
Sandra	Yes ok. Thanks	

Tips when coaching

- Listening is more important than talking. Don't be tempted to tell them what you think no matter what you know about the topic
- Coaches do not provide the answer, even if you know it and the person seems to be finding it difficult to come up with something
- It's important to be non-judgemental and not criticise. If someone says something that is unusual be careful of your body language
- It's important to focus on the individual and their needs, not what you think
- Coaching encourages self-discovery, your role is to ask questions to facilitate this discovery
- Coaching needs to be action oriented; make sure you finish with an action

Opportunity and planned coaching

What planned opportunities do we have to coach?

- Appraisals/performance reviews/121s
- Assuming additional responsibilities in a role
- Having received feedback from colleague or customer that is not good
- Has returned from a training course and wants to consolidate the learning
- Is new to the business or role

When can opportunity coaching arise?

- When a new goal has been set and you want to check understanding?
- When a new problem arises in the workplace and a solution needs to be sought.
- Every interaction you have with a colleague is an opportunity for coaching – a small discussion, a conversation about a problem to be solved.

When is it **NOT** appropriate to coach?

Coaching is not appropriate when the person:

- Has a low skill level for that area. It can be demotivating as the questions can't be answered due to low competence.
- The individual already has a high skill/will level. It could come across as condescending unless of course they have asked for help with their thinking.
- Does not want to improve.
- Is not ready to be coached, perhaps they have issues/challenges at home.
- Is under disciplinary due to conduct issues.