



Coaching and Mentoring Workbook

A Promoting Excellence Online Course

This is part of a series of online courses
available from Promoting Excellence
Leadership Consultants.

Date the course started:

Date completed:

Name:

Workplace:

Role:

HOW THE COURSE WORKS

The Promoting Excellence Certificated 'Coaching and Mentoring' Course consists of a series of Modules, containing slides with videos, together with a workbook containing materials, tables, quizzes, and plenty of space for your notes and observations to key-in onscreen. All are available for you to download and either retain or print as you wish.

Taking them together, they will lead you, on a modular basis, through the whole of our Promoting Excellence 'Coaching and Mentoring' Course and will conclude with a certificate that you can download to show you have successfully completed the training and that you have been officially certificated by Promoting Excellence Limited. Your name can be typed onscreen into the certificate, which can then be retained and saved for future reference as a PDF - or it can be printed off, to be framed or filed, as you wish.

Each module has video narration, so it is best to complete the course in a location where sound will not disturb others around you. The course is linear, so you should start by downloading and completing the Introduction, followed by Module ONE, Module TWO, and so forth. Your password and login ID gives you access to the full course, and in most cases for a full year from purchase, so you will not need to rush, but can work methodically. Some downloads are quite large - up to 50MB or so - so you should only download the module upon which you are currently working, before progressing to the next one. Downloading all modules together in one go will put excessive load on the document server and could temporarily deny your colleagues their own access to the documents.

If a module has any additional worksheets, diagnostics or bonus materials, these are listed onscreen in your course download page, in the order you will need to download them. Not all courses, and not all modules have worksheets or handouts, but where they do, they are listed on that page for you to download and use.

Module Six contains an example Coaching session on video. To watch this, you will need access to YouTube on your device (the video is embedded into the course but will stream from YouTube). Please understand that YouTube is an external site to Promoting Excellence with its own privacy policy. If you don't want to view the video, you can skip past it, but we do recommend it as an integral part of this course.

IS THE COURSE FOR AN INDIVIDUAL OR A GROUP?

The course has been written for use by both individuals and small groups. An individual will need to reflect upon some of the ideas raised, and to jot down their thoughts in the workbook - perhaps to discuss with a 'Critical Friend'. Or the individual may like to then discuss their ideas with peers, or a competent leader. A small group, on the other hand, will find benefit in discussing the ideas and issues raised as a group, and perhaps agreeing on some joint actions.

AIMS

- To deepen your knowledge and understanding of excellent coaching. To discover more about your authenticity.

- To provide opportunities for you to assess and reflect on your own coaching and mentoring skills.
- To encourage you to become an excellent coach.

OUTCOMES

On completion of this course, it is expected that you will have improved your coaching skills and mentoring knowledge to help you support and empower your colleagues more effectively.

SOME HOUSEKEEPING POINTS

In each module, you can go forwards to the next slide by clicking on the button in the **top right** corner of each module-slide. To signify that a slide is fully completed and ready to advance, the button-label will flash. You can also go backwards to look again at any slide you have completed. To do that click the button in the **top left** corner. When going back through slides, their videos (if any) will not automatically play - but you can play them by clicking on them)

The image shows a presentation slide titled 'Promoting Excellence Leadership Consultants' with the sub-heading 'COURSE AIMS AND OUTCOMES'. The slide is divided into two columns: 'AIMS' and 'OUTCOMES'. The 'AIMS' section states: 'To deepen your knowledge and understanding of authentic leadership. To discover more about your authenticity.' The 'OUTCOMES' section states: 'On completion of this course, it is expected you will understand more about authentic leadership and not only answer the question 'Who would wish to be led by you?' but also, to be able to say why you should be their leader.' Below the text is an image of a target with arrows hitting the bullseye. At the bottom of the slide, there are three buttons: 'WHO WOULD', 'WISH TO BE LED', and 'BY YOU?'. Navigation buttons are located in the top left and top right corners of the slide. Three callout boxes on the right side of the slide provide instructions: 'The slide is complete when this begins to flash' (pointing to the top right button), 'Click this button to go to the next slide' (pointing to the top right button), and 'Click this button to go to the previous slide' (pointing to the top left button).

Using an iPad or Android Device

If you are viewing this course on an iPad, please choose the option 'Download', rather than 'View'. Download gives you the full file (remember you need the Apple iPad MS-PowerPoint app, free to all Microsoft 365 subscribers. It is best to download and run that PowerPoint App first because the course will expect to find it in a ready-to-run state on your device). With regard to this workbook, and other downloadable documents, using a PC or MAC is better, because the version of Acrobat built into tablets does not usually allow the quizzes and diagnostics to score themselves for you etc.

The Downloaded MS-PowerPoint app will be saved into 'Files' on your iPad and will then auto-run if you have the MS-PowerPoint App already downloaded **and** the app has been run already at least once. As noted above, the iPad & Android versions of Adobe Acrobat do not support PDFs with embedded calculations, so it is best to complete your diagnostics and workbooks on a PC or a MAC. Overall, we feel the use of a PC or MAC will give you the best experience.

Support and Technical Support

Technical support on device configuration options can only be provided by your ICT department. The course has been tested and certified as running on PC (Windows 10, Windows 11, with Office 365 (v25-01 tested), but the course should work equally well on an up-to-date MAC with MS-Office.

Using Adobe Acrobat Reader rather than a browser's own, built-in, PDF reader

Adobe Acrobat Reader is required to complete diagnostics and workbooks. Versions embedded into browsers may not have all features of Adobe's own Acrobat Reader and may not automatically score diagnostics for you, for example. Please check with your ICT department before downloading and installing the free Adobe Reader.

All modules are in Microsoft 'PowerPoint Show' format. Microsoft PowerPoint must be installed on your PC, MAC, iPad or Android device in order to allow these to work properly for you.

Saving your Workbook, your notes, and your Progress

This workbook can be completed on-screen and saved whenever you wish.

PLEASE NOTE THAT THIS WORKBOOK, AND YOUR NOTES AND ANSWERS ARE NOT SAVED UNLESS YOU SAVE THE WORKBOOK. WE RECOMMEND YOU SAVE IT TO YOUR LOCAL 'DOCUMENTS' FILE ON YOUR PC OR MAC, BUT ANY DIRECTORY IN WHICH YOUR ICT DEPARTMENT REQUIRES YOU TO SAVE DOCUMENTS WILL BE JUST FINE.

YOUR COURSE IS PRESENTED BY THE VIRTUAL JACKIE CHRISTIE.

JACKIE CHRISTIE IS A CONSULTANT FOR PROMOTING EXCELLENCE LTD.

Following a highly successful career, Jackie has a wealth of experience, delivering training and coaching in leadership and management to various sectors. Additionally she is a published author of books relating to leadership & management with a recognised Post Grad qualification in Education Leadership and Management.

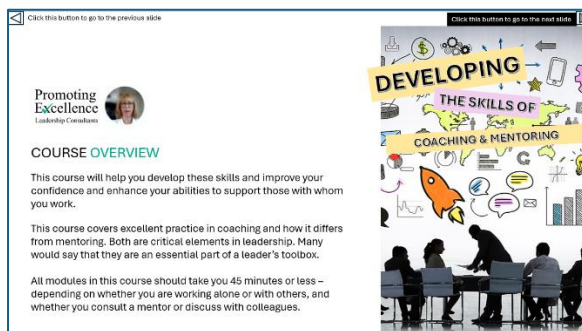
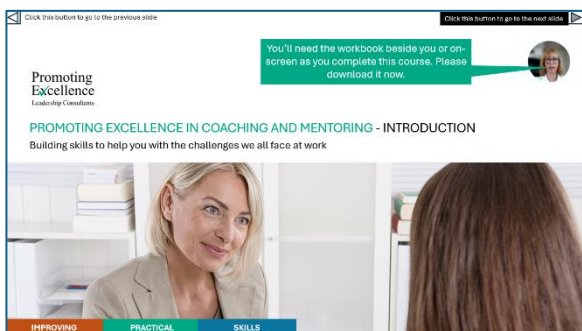
INTRODUCTION

Resources Required

INTRODUCTION slides: Coaching & Mentoring - Introduction (ppsx file)

This Workbook

The course begins with a short Introductory Module.

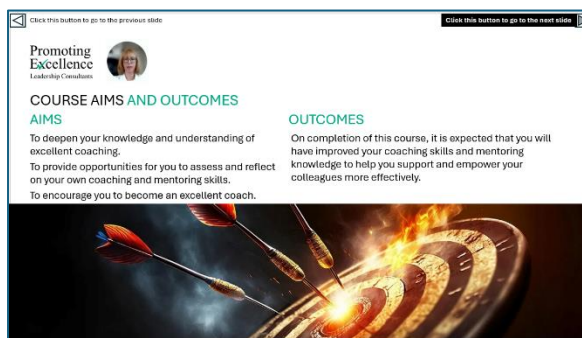


This course will help you develop these skills and improve your confidence and enhance your abilities to support those with whom you work.

This course covers excellent practice in coaching and how it differs from mentoring. Both are critical elements in leadership. Many would say that they are an essential part of a leader's toolbox.

All modules in this course should take you 45 minutes or less – depending on whether you are working alone or with others, and whether you consult a mentor or discuss with colleagues.

Please note that you can follow slides from the video in this workbook by their headings on screen. All work sheets can be downloaded separately and should be used alongside this workbook.



There are 6 modules in the course, plus an Introduction, with Certification at the end of Module Six.

The 6 modules in this course are: -

Module 1: What is Coaching and Mentoring?

Module 2: Finding Your Default Style.

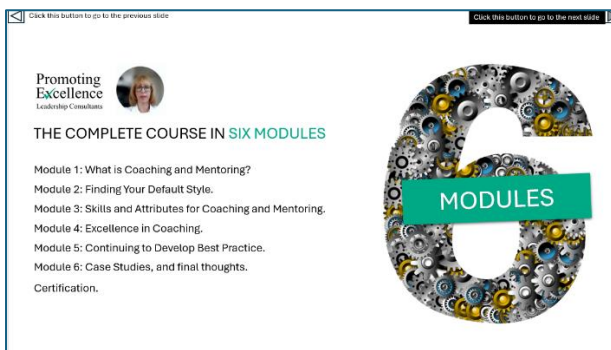
Module 3: Skills and Attributes for Coaching and Mentoring.

Module 4: Excellence in Coaching.

Module 5: Continuing to Develop Best Practice.

Module 6: Case Studies, and final thoughts.

Certification.



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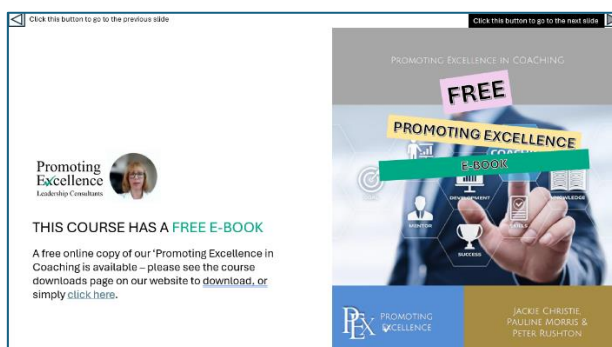
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THE COMPLETE COURSE IN SIX MODULES

Module 1: What is Coaching and Mentoring?
Module 2: Finding Your Default Style.
Module 3: Skills and Attributes for Coaching and Mentoring.
Module 4: Excellence in Coaching.
Module 5: Continuing to Develop Best Practice.
Module 6: Case Studies, and final thoughts.
Certification.

6
MODULES

A free online copy of our 'Promoting Excellence in Coaching' is available – please see the course downloads page on our website to download - or simply click the link on your screen in the course module.



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THIS COURSE HAS A FREE E-BOOK

A free online copy of our 'Promoting Excellence in Coaching' is available – please see the course downloads page on our website to download, or simply [click here](#).


Promoting Excellence in Coaching
FREE
PROMOTING EXCELLENCE
E-BOOK
COACHING
BUSINESS
PROMOTING EXCELLENCE
JACKIE CHRISTIE, PAULINE MORRIS & PETER RUSHTON



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**SUSTAINABILITY FOR
COURSE MATERIALS**

The whole course is covered by a workbook that can be found in the course materials on the web.

The workbook can be completed on-screen and saved as you wish. **PLEASE NOTE THAT IT IS NOT SAVED UNLESS YOU SAVE IT.**

If you are working with others you may wish to share your comments and discuss issues where appropriate. We will not keep stating this option – it is entirely dependent on your circumstances.

Although workbooks can be printed off freely, we feel that completing and retaining them to your device is the environmentally friendly solution.

MODULE ONE: WHAT IS COACHING & MENTORING?

- Resources Required – MODULE ONE Slides - What is Coaching and Mentoring.pptx (ppsx file)
- This Workbook



WHAT IS COACHING & MENTORING?

Coaching and mentoring are two, linked-but-separate, well known, ways of working effectively with colleagues in order to improve performance through individual or team development.

To be clear - they are two separate processes but linked by the same set of underlying skills.

Having read this slide, decide how you would define these separate skills.

Your definition of coaching

Your definition of mentoring?

PROMOTING EXCELLENCE'S DEFINITION:

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A COACH, OR A MENTOR?

A coach is an expert in personal and professional development who asks questions to help the person find their own solution

DRAWING OUT.

A mentor is usually an expert in the same field who provides advice and suggests ways of solving a problem

PUTTING IN.

A COACH

A MENTOR

Definitions by Promoting Excellence are clearly laid out in the slide above, showing :-

A coach is an expert in personal and professional development who asks questions to help the person find their own solution.

A mentor is usually an expert in the same field who provides advice and suggests ways of solving a problem.

Notice how **the Coach 'Draws out'** the ideas, reflections and knowledge from the person they coach, so that they find their own answers or solutions, whereas **the Mentor is 'putting in'** or giving an experienced or expert view, advice or solution. For this reason, with a very inexperienced staff member, more Mentoring than Coaching is usual. With a mature, experienced and skilled staff member, more Coaching than Mentoring is usual.

It is often the case that one conversation may seamlessly progress from Mentoring to Coaching and back again, as the extent, scope, and dynamic of the staff member's skills and knowledge become apparent. This is one reason why the coach or mentor must both have similar skill-sets. This workbook will explain what these are, and how to refine them, later - as we study the modules within.

My notes:

THE COACHING OR MENTORING PROCESS



The process usually starts either with

1. You being allocated the role as a particular staff member's coach or mentor, and them then approaching you in this capacity, OR
2. A colleague comes to you with a problem or an issue, and asks for your advice on what to do, OR
3. You ask to meet a colleague about a problem or an issue that you have become aware of in their work, or their results (so – process OR outcomes).

Choosing to Mentor the colleague would be appropriate where your skill and knowledge levels are high, you have expert ability to impart, and theirs is relatively low.

Choosing to Coach the colleague would be appropriate where they have the skills and ability to 'solve' the issue, but that they need prompting or guidance to achieve the solution themselves.

Studies show that **solutions found through Coaching are better-remembered for future usage** than those 'given' by a Mentor. Where you suspect the staff member does have the ability and knowledge, it is usually best to begin with a Coaching approach, and then to shift to Mentoring, if it seems that the staff member was not as skilled or knowledgeable as you had first thought.

The skills common to both are those of Listening, Questioning and Summarising. All work best with a good understanding of Emotional Intelligence (we have a full course on that!)

In Mentoring you may use questions like:

'How do you think this should be solved?'

'What do you think you should do?'

So, **with a coach**, the Colleague suggests their own solution and **feels EMPOWERED**.

In Coaching you may use questions like:

'Have you tried (example action) ...'

'This may work...'

So, **with a mentor**, the Colleague gets advice and ideas and **feels SUPPORTED**.

My Notes:

THE PURPOSE OF COACHING OR MENTORING

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THE PURPOSE OF COACHING OR MENTORING

For general (and personal) development.

For management and leadership development programmes.

To help in cases of poor performance.

Mentoring is ideal where a specific change of behaviour is required - new skills for a new role.

Transitional support e.g. after change in role, new to an organisation.

So, when might I use Coaching or Mentoring? What can it do for me?

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THE PURPOSE OF COACHING OR MENTORING

Building the capacity to manage more effectively.

Supporting the development of senior leaders.

For organisational or cultural change - to develop a more strategic perspective.

Helping individuals reach solutions to problems.

Non-specific performance development - wellbeing, motivation, confidence.

Anything else?

In case there is any doubt about the importance of both coaching and mentoring, here are 10 clear reasons why both have a role in any organisation.

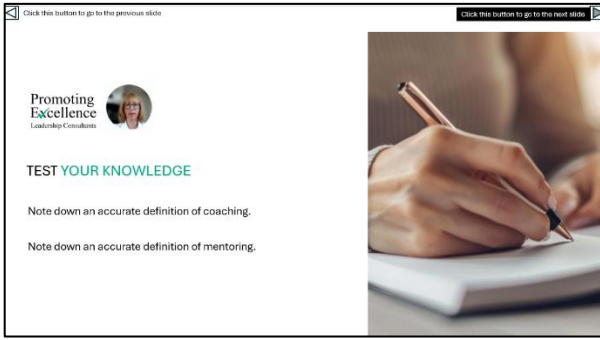
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6. Building the capacity to manage more effectively.
7. Supporting the development of senior leaders.
8. For organisational or cultural change – to develop a more strategic perspective.
9. Helping individuals reach solutions to problems.
10. Non-specific performance development – wellbeing, motivation, confidence.

Are there any others, specific to your team, department, or organisation?

Do any of the above NOT apply to you?

My Notes:

TEST YOUR KNOWLEDGE



As we are now at the end of Module One, here are a couple of questions to test your knowledge

1. Note down an accurate definition of coaching.

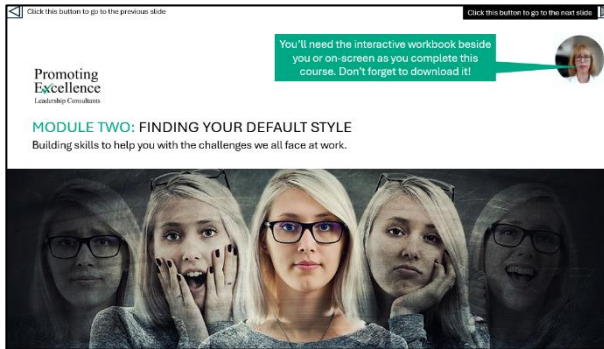
My notes:

2. Note down an accurate definition of mentoring.

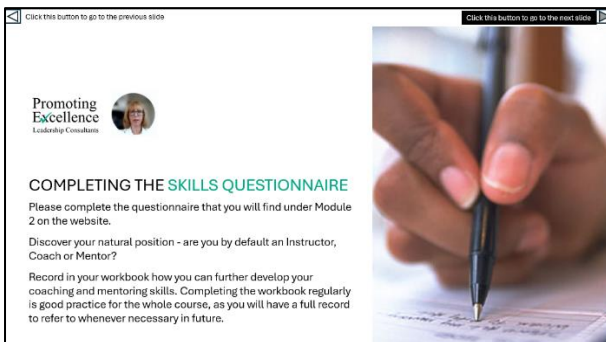
My notes:

MODULE TWO: FINDING YOUR DEFAULT STYLE

- Resources Required
 - MODULE TWO Slides – Finding Your Default Style.pptx (ppsx file)
 - MODULE TWO Diagnostic 'Module Two Skills Questionnaire.pdf'
 - This Workbook



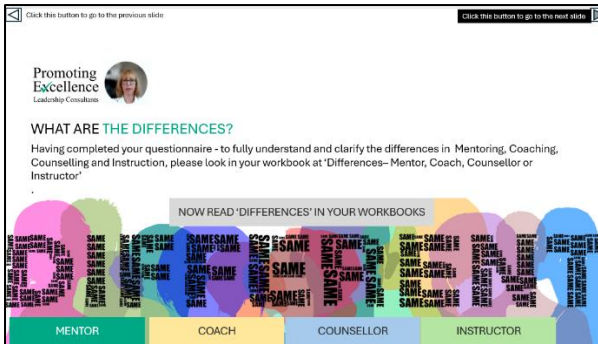
This module contains a special Promoting Excellence diagnostic to help you discover, quantify, and begin to develop, your own 'Default' style.



Once completed, think how you can develop your skills in areas of lower scores. Perhaps you can learn from others in your workplace? In the next module there will be advice to improve coaching. Whatever your score, at least you are more aware of which of the three you favour, and this can be helpful.

My Notes:

DIFFERENCES IN COACHING, MENTORING, and COUNSELLING



1. DIFFERENCES BETWEEN COACHING AND MENTORING

Mentoring	Coaching
May be a long-term relationship – until the mentee has acquired the necessary skills.	The coaching will last a set amount of time – agreed by both parties.
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support.	Generally, more structured and meetings will be at set appointed times.
Given that this is a longer-term process it will involve a more holistic approach	Shorter term and will fit available times for both coach and coachee. There will be a focus on specific issues, areas for development or problems to resolve.
Mentor has experience or expertise in the specific aspect for mentoring so they can offer knowledge, advice and answer questions that may arise to enhance the mentees experience.	The coach does not necessarily have experience in the same field as the coachee. Instead, they can assist their colleague towards finding their own solutions through skilful questioning.
Mentoring is very much focussed on the specific area of work and personal development.	The focus of the coach is to help resolve issues, areas for development or problems.
The mentee will explain the area for development and then the mentor will give support and guidance.	The coach will ascertain the true nature of the coaching required through skilful questioning. This is not always clear at the outset.
Mentoring is concerned with professional development.	Coaching is concerned with resolving whatever issues, areas for development or problems the coachee has to resolve.

My Notes:

2. DIFFERENCES BETWEEN COACHING AND COUNSELLING

Counselling	Coaching
Often counselling is a much broader undertaking and in greater depth	May not be initially clear, but will have a specific focus
Aim: To get to grips with the reasons for problems that once resolved will help the colleague to move forward.	Aim: To resolve an issue or aid development to enhance the coachee's experience in the workplace (and more).
Not specifically time-bound	Will last an agreed number of sessions depending on the resolution – but generally short-term
Can be used to deal with personal areas greater than those specifically work-related. Like coaching, but unlike mentoring there will be no specific solutions presented by the counsellor.	Coaching in the workplace will focus on professional areas that need to be resolved for the coachee to move forward. The coach will help through skilful questioning and will not offer a solution as such.
An agenda is usually agreed at the start.	The agenda comes from the needs of the coachee (often in line with the organisation).

My Notes:

3. WHAT IF I WAS STRONGLY 'INSTRUCTOR' IN MY STYLE?

The purely 'instructing' style is very didactic, evoking memories of the 'chalk and talk' teaching style. It does, of course, have a useful function, but that lies primarily in the transfer of mechanistic or procedural information – health and safety rules, specific scientific methods, and similar. Because it deals primarily with inflexible instructions, the style should be complemented with either coaching or mentoring – for circumstances (probably more common) where rules are not so 'set in stone'.

If you scored highly on 'Instructing', consider which other style you wish to adopt, (perhaps another you scored quite highly on), and consider how you might acquire, and practice, the behaviours associated with that style that we have just described for you.

My Notes:

BENEFITS FOR ORGANISATIONS

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BENEFITS FOR ORGANISATIONS

In Module 1 we thought about the purpose of Coaching and Mentoring. Coaching can be a critical element in promoting and managing successful change.

In your workbook, please outline the organisational or personal benefits of regular coaching and/or mentoring. If you have experience of these, you may wish to include your own views.

NOW YOU HAVE DISCOVERED YOUR DEFAULT STYLE, CONSIDER PRACTICING AND DEVELOPING OTHER STYLES AS WELL

change management

When or where are coaching and/or mentoring appropriate and of benefit for staff in your organisation?

In Module 1, we thought about the purpose of Coaching and Mentoring. Coaching can be a critical element in promoting and managing successful change.

Please outline below the organisational or personal benefits of regular coaching and/or mentoring. If you have experience of these, you may wish to include your own views.

List them below. Our suggestions follow on the next page.

My notes:

OUR SUGGESTIONS OF THE BENEFITS OF COACHING & MENTORING:

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PROMOTING EXCELLENCE'S SUGGESTIONS:
Helping staff assess their unique strengths and weaknesses.
Encouraging staff to develop clear goals.
Providing on-going support and feedback.
Talent shortages - developing current colleagues.
Smaller organisations - where flexibility, multi skills and multi-tasking is required.
Long-term and sustainable improvements through the development of key colleagues.

So, what ARE the benefits to my organisation?

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PROMOTING EXCELLENCE'S SUGGESTIONS:
Change in the behaviour and attitudes of colleagues e.g. to adapt to new ways of working.
Changes in job role.
Support for future leaders & succession planning.
Performance management or managing staff performance.
Think carefully about your staff - who would you suggest for any of these examples? Make notes in your workbook.

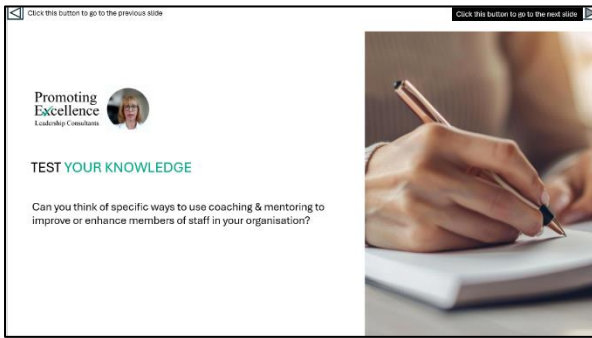
Anything Else?

1. Helping staff assess their unique strengths and weaknesses.
2. Encouraging staff to develop clear goals.
3. Providing on-going support and feedback.
4. Talent shortages – developing current colleagues.
5. Smaller organisations – where flexibility, multi skills and multi-tasking is required.
6. Long-term and sustainable improvements through the development of key colleagues.
7. Change in the behaviour and attitudes of colleagues e.g. to adapt to new ways of working.
8. Changes in job role.
9. Support for future leaders & succession planning.
10. Performance management or managing staff performance.

Think carefully about your staff - who would you suggest for any of these examples? Make notes in your workbook.

My Notes:

TEST YOUR KNOWLEDGE



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TEST YOUR KNOWLEDGE

Can you think of specific ways to use coaching & mentoring to improve or enhance members of staff in your organisation?

As we are now at the end of Module Two, here is a question to test your knowledge

Can you think of specific ways to use coaching & mentoring to improve or enhance members of staff in your organisation?

My notes:

MODULE THREE: SKILLS & ATTRIBUTES FOR COACHING AND MENTORING

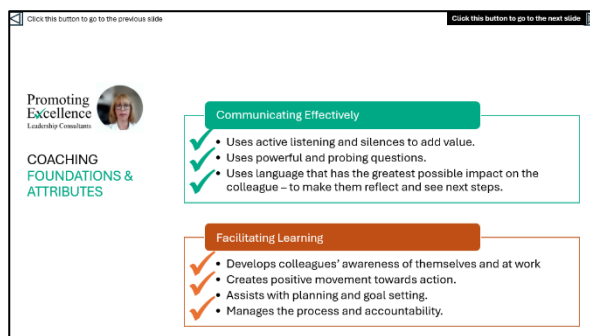
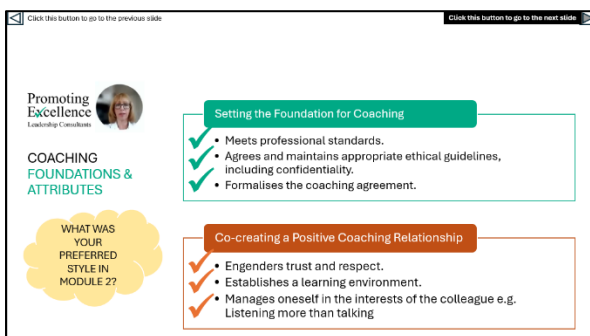
Resources Required – MODULE THREE Slides – Skills and Attributes for Coaching and Mentoring.pptx (ppsx file)
 – This Workbook



COACHING FOUNDATIONS AND ATTRIBUTES

Having discovered whether your preferred style is coaching, mentoring or instructing, here are some pointers or attributes needed to help develop and clarify what is required in a good coach and in the coaching session.

Looking at the 2 slides, note down one area where you think you could further improve your role as coach.



Is the area you could improve

- Setting the Foundation for Coaching?
- Co-creating a Positive Coaching Relationship?
- Communicating Effectively?
- Facilitating Learning?

How could you improve your role? There are plenty of suggestions on the slides

PUSH AND PULL IN COACHING

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PUSH AND PULL IN COACHING

An effective coaching style requires a sensitive balance between 'push' and 'pull'.
The Coach must control their impulses, and speak to be heard, but without dominating the interaction – to 'push' you need to be heard by the coachee, but not too strongly!
Open questions are important in 'pull', to enable the coachee to reflect and find their answers

LISTENING IS CRITICAL TO LEADERSHIP, AND SO IS STAYING AUTHENTIC
This gives you *loyalty*, and makes leadership much easier.

PUSHING COACHEE
Be sure you can be heard

PULLING COACHEE
Listen, use open questions

Food for thought!

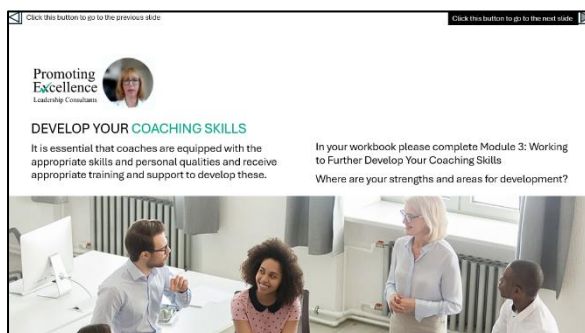
This slide shows how an effective coach tries to 'push' the coachee sensitively towards finding their own solutions or answers by skilful 'pull' questioning to ensure the colleague reflects sufficiently for the 'light bulb' moment.

This is when the answer or course of action becomes obvious.

The coach must not try to 'get a result' by manipulating the conversation to reach an outcome. Nor must the coach emphasise their views or opinions.

My Notes:

DEVELOP YOUR COACHING SKILLS



It is essential that coaches are equipped with the appropriate skills and personal qualities and receive appropriate training and support to develop these.

Please complete the questionnaire below. Where are your strengths and areas for development?

Descriptor	Evidence (Consider whether a Strength (S) or an Area for Development (D))	S/D
1. SETTING THE FOUNDATION		
A1 Meets professional standards	<ul style="list-style-type: none"> • Participates in specific training for the role. • Is receptive to feedback to develop further his/her coaching skills and performance. • Is clear and aware of own skill limitations and acts within these. • Prepares for each coaching session both in terms of colleague's details and own mental space. 	
A2 Agrees and maintains appropriate ethical guidelines, including	<ul style="list-style-type: none"> • Agrees and reviews the ethical dimensions of the work. • Establishes guidelines for managing confidentiality of all information for both parties. 	
A3 Formalises the coaching agreement	<ul style="list-style-type: none"> • Negotiates quality time and space for the sessions. • Agrees the decision-making process, methodology and outcomes for the sessions. • Agrees with the colleague when and how to review the process on a regular basis. 	
2. CO-CREATING A POSITIVE COACHING RELATIONSHIP		
B1 Engenders trust and respect	<ul style="list-style-type: none"> • Is patient, impartial, supportive and sensitive to colleague needs. • Demonstrates personal integrity, honesty and respect. • Respects the colleague's perceptions, learning styles and wellbeing. • Promotes healthy work/life balance whilst recognising the needs of the organisation. 	

B2 Establishes a learning environment	<ul style="list-style-type: none"> • Ensures that the physical environment is conducive to coaching. • Establishes a psychologically safe environment where the colleagues feel safe to explore challenging situations. • Confidently establishes and maintains rapport. 	
B3 Manages oneself in the interests of the colleague	<ul style="list-style-type: none"> • Is aware of own qualities as a coach and uses these to support. • Manages own emotions and needs in the interests of the colleague. • Is flexible and uses a range of approaches. • Remains in the ‘here and now’ for the colleague. 	
3. COMMUNICATING EFFECTIVELY		
C1 Uses active listening and silences to add value	<ul style="list-style-type: none"> • Listens effectively and attentively and suspends judgement. • Uses silences to allow colleague time to contemplate and think. • Focuses on colleague’s agenda not own agenda. • Is able to hear what is said, what is not said and what cannot be said. 	
C2 Uses powerful and probing questions	<ul style="list-style-type: none"> • Selects and uses purposeful questions to address deeper issues. • Uses questions effectively to open up new areas of thinking. • Uses questions effectively to challenge assumptions. • Uses neutral questions to avoid influencing the colleague’s direction of thought. 	
C3 Uses language that has the greatest possible impact on the colleague	<ul style="list-style-type: none"> • Uses language that is appropriate and clearly understood by the colleague. • Re-frames questions to help understanding of issues and situations from a different perspective. • Uses language that is respectful, e.g. non-racist, Non-sexist, non-patronising etc. • Uses a range of communication techniques, e.g. metaphor or analogy, to develop creative thinking. 	
4. FACILITATING AND LEARNING		
D1 Develops colleague’s awareness of themselves in work and life situations	<ul style="list-style-type: none"> • Actively promotes enquiry. • Enables colleague to identify for themselves underlying concerns, ways of perceiving themselves to the world. • Helps colleague to explore beliefs and perceptions which might limit their effectiveness and enable them to take steps to change them. 	

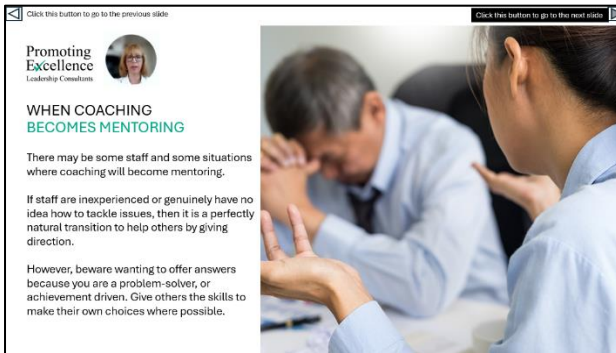
	<ul style="list-style-type: none"> • Help colleagues to identify useful resources which will help them. 	
D2 Creates positive movement towards action	<ul style="list-style-type: none"> • Senses accurately the appropriate time to move to action. • Empowers colleague to take responsibility for own learning and actions. • Support the development of self-belief and self-confidence. • Enables colleague to set a clear picture of the outcomes they want to achieve. • Focuses on identifying and minimising barriers to excellence. • Encourages the colleague to gather and use feedback from colleagues to provide a platform to progress. 	
D3 Assists with planning and goal setting	<ul style="list-style-type: none"> • Empowers colleague to choose actions most appropriate for their situation from a range of alternatives. • Motivates them to act in accordance with their values. • Encourages them to examine cost and benefits of any actions being considered. • Supports planning and goal setting that is realistic and will bring results. • Provides ongoing support for and encourages colleague to try new behaviours and actions and to reflect on their effectiveness. 	
D4 Manages progress and accountability	<ul style="list-style-type: none"> • Reviews progress between coaching sessions and builds on achievements. • Encourages colleague to share goals and plans with others. • Encourages colleague to identify their own support networks and to celebrate their achievements. • Prepares colleague to work independently of the coach. • Encourages to take responsibility for reviewing own progress against goals and outcomes. 	

These skills and attributes form a framework that can be used to develop individuals as coaches. It is essential that coaches are equipped with the appropriate skills and personal qualities and receive appropriate training and support to develop these.

Where are your strengths and areas for development?

My Notes:

WHEN COACHING BECOMES MENTORING – THE SEAMLESS SHIFT



Click this button to go to the previous slide

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WHEN COACHING BECOMES MENTORING

There may be some staff and some situations where coaching will become mentoring.

If staff are inexperienced or genuinely have no idea how to tackle issues, then it is a perfectly natural transition to help others by giving direction.

However, beware wanting to offer answers because you are a problem-solver, or achievement driven. Give others the skills to make their own choices where possible.

There may be some staff and some situations where coaching will become mentoring.

If staff are inexperienced or genuinely have no idea how to tackle issues, then it is a perfectly natural transition to help others by giving direction.

However, beware wanting to offer answers because you are a problem-solver, or achievement driven. Give others the skills to make their own choices where possible.

On reflection and having read the material in this course so far, it may be obvious to you that not everyone who has coaching will necessarily come to an answer, nor yet one that is workable for them. For more inexperienced staff it may be preferable to offer a mix of coaching and mentoring for them to understand how to move forwards. Better to try coaching initially, so that staff can try to solve their problems – rather than always seeking solutions from others.

“Coaching fits brilliantly with what we want to do and where we want to go. I want something that supports people and gives them a chance to improve themselves. Something to build us up. If I get it right, I can use coaching to give these things focus”.

Primary Head Teacher


My Notes:

MENTORING GOOD PRACTICE

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MENTORING GOOD PRACTICE

What attributes would you say a good mentor should possess?

What format and points need to be a part of any mentor meeting(s)?

Please list the points you consider to be essential in your workbook



What attributes would you say a good mentor should possess? If you have had a mentor, think what were their attributes?

How should the meetings evolve? What format, and agreed 'rules' need to be a part of the mentor meeting(s)?

My Notes:

PROMOTING EXCELLENCE'S SUGGESTIONS

Here is a list of points that Promoting Excellence would put in their 'rules' for any mentor meetings to ensure the best experience for the mentee. We hope these compare well with your list. If you have mentor meetings, we hope that you will include any points that are missing from your list or practise to ensure a professional experience.

The slide features the 'Promoting Excellence Leadership Consultants' logo and a photo of a woman. It lists several characteristics of a good mentor: coaching skills, expertise, clear role definition, realistic target setting, empathy, and regular meetings. A central image shows a woman speaking with callouts for '(Smiles)', '(Listens)', and '(Feeds Back)'. A quote from her says: 'I know we are meeting on Wednesday, but let's also meet on Monday to check progress.'

The slide is titled 'MENTORING MEETINGS' and includes a clock icon. It provides guidelines for meeting management: giving notice to change or cancel, scheduling at the first meeting, agreeing on time limits, discussing progress and career objectives, and making meetings positive. A central image shows a mentor and mentee in a meeting with callouts for 'MENTOR', 'AGREED AGENDA', and 'MENTEE'. A quote at the bottom states: 'Make meetings positive – and a learning experience'.

We think a good mentor:

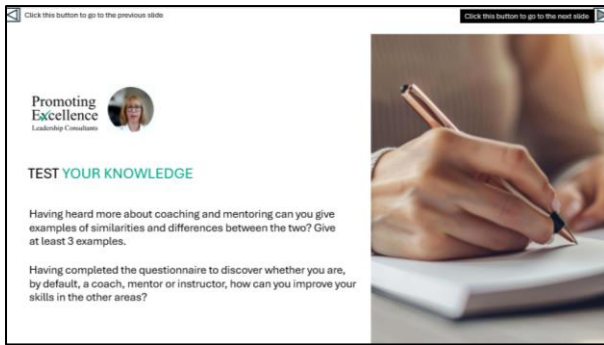
- Is an expert and aware of the constraints and tasks in the role / job.
- Clearly defines the mentor role.
- Helps their mentee realistically deal with targets and prioritise tasks.
- Shows empathy and understanding – Smiles, Listens, Feeds-back.
- Meets with the mentee regularly to support and challenge.

And in meetings, the good mentor:

- Gives plenty of notice to change or cancel meetings.
- At the first meeting, decides if you both want a schedule, or arranges them one at a time – each with an area to address.
- Agrees time limits for the meeting and sticks to them.
- Discusses progress, and/or improvements, career objectives and progression.
- Helps mentees make decisions where possible.
- Makes meetings positive – and a learning experience.

My Notes:

TEST YOUR KNOWLEDGE



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TEST YOUR KNOWLEDGE

Having heard more about coaching and mentoring can you give examples of similarities and differences between the two? Give at least 3 examples.

Having completed the questionnaire to discover whether you are, by default, a coach, mentor or instructor, how can you improve your skills in the other areas?

As we are now at the end of Module Three, here are a couple of questions to test your knowledge

1. Having heard more about coaching and mentoring, can you give examples of similarities and differences between the two? Give at least 3 examples.

My notes:

2. Having completed the questionnaire to discover whether you are, by default, a coach, mentor or instructor, how can you improve your skills in the other areas?

My notes:

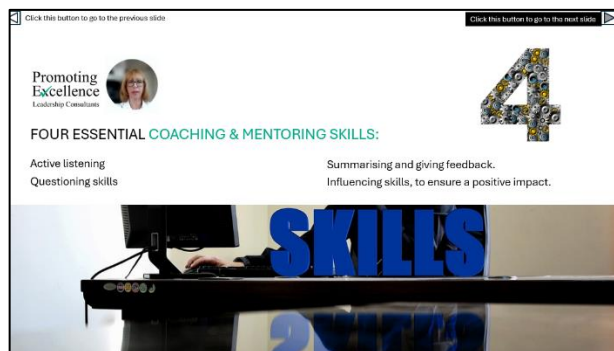
MODULE FOUR: EXCELLENCE IN COACHING

- Resources Required
- MODULE four Slides – Excellence In Coaching.pptx (ppsx file)
 - This Workbook



There are four skills that every excellent coach, and every excellent mentor must possess, and practice:

1. Active Listening
2. Questioning Skills
3. Summarising and Giving Feedback
4. Influencing Skills (To ensure a positive impact)



We shall now look at these four skills in turn, and consider what they are, and how we can improve in them.

ACTIVE LISTENING: WHAT DO WE MEAN? HOW DO WE IMPROVE?

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ACTIVE LISTENING: WHAT DO WE MEAN?

What do you think is meant by active listening?
Please consider the question above. Our own definition is now presented as a suggestion.

A way of listening that focuses entirely on what the other person is saying. It confirms understanding of both content, emotions and feelings underlying in the message - to ensure that understanding is accurate.

BE AN ACTIVE LISTENER

FOCUS ENTIRELY ON THE OTHER PERSON

CONFIRM YOUR UNDERSTANDING

CONTENT EMOTIONS FEELINGS

Task: How Good are Your Listening Skills?

Please read the information below and set yourself a goal

Most of us will think faster than we speak. Make sure that you really listen to what is being said rather than thinking about a possible response. This may need some practise.

1. Do you notice body language when talking to someone?

- Ask yourself - does their body language match what they are saying?
- For example, if someone says they are confident about a task, do they look confident?
- Does their facial expression match their language?

2. What about the tone of voice the person is using?

- The tone matters. This can tell us how an individual is actually feeling.
- Their language can also show how a person is truly feeling e.g. we all know if there is hesitation, bad language, or an angry tone.

3. Are YOU able to let the other person finish their conversation – or do you interrupt?

- Train yourself to listen to the whole point a person is making
- Try to listen without immediately starting to think about your response

4. Can YOU correctly assess what is being said, or asked by, the other person?

- Are you impartial with everyone who speaks to you?
- Do have the same approach with everyone?
- Can you accurately assess what is being said?

5. When there's a person who comes to you frequently...

- How, then, is your body language – what message are you displaying?
- Do you listen to their conversation – or do you immediately switch off?
- Can you – do you – give everyone the same attention without showing bias?

DEVELOPING YOUR LISTENING SKILLS:

Try to focus on listening intently to the words in songs or what has been said in a radio show, a podcast, a programme on the TV, or even that person who frequently comes to talk to you.

Practise listening without thinking about your response.

List below your goal in doing this and note how successful you are if you try this repeatedly:

My notes:

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See a task to complete for active listening in your workbook

ACTIVE LISTENING GUIDELINES

POINTERS	ARE YOU A GOOD LISTENER?	EXAMPLES
Use open questions to encourage the other person to talk.	"So, what would you like to discuss?"	"So, what would you like to discuss?"
Paraphrase what they say.	"As I understand it, what you are saying is ..."	"As I understand it, what you are saying is ..."
Reflect on the implications.	"So, what may that mean? ..."	"So, what may that mean? ..."
Acknowledge underlying feelings.	"How did that make you feel?"	"How did that make you feel?"
Encourage further contribution.	"Tell me a bit more about that"	"Tell me a bit more about that"
Use encouraging non-verbal responses.	Eye contact, nodding and encouraging sounds "mm", "uh huh" etc.	Eye contact, nodding and encouraging sounds "mm", "uh huh" etc.

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Encourage further contribution.	"Tell me a bit more about that"
Use encouraging non-verbal responses.	Eye contact, nodding and encouraging sounds "mm", "uh huh" etc.

QUESTIONING SKILLS IN COACHING

The right questions at the right time often initiate effective personal reflection and useful responses by the person being coached.

Consider the following types and examples of questions and the advantages / disadvantages of each.

Type of question	Examples	Benefits	Drawbacks
Open question	Open questions normally start with who, where, what, why, when and how. Why did you leave? (To) what extent would you say? How do you feel?	These encourage the other person to talk freely, as little or no restriction is placed on their answer. They enable people to 'open up' on any topic, opinions or feelings.	The person may talk too much, drift away from the subject and start to control the interview. To avoid this, try using a qualifier. For example, 'tell me how you ...' or 'In a few words...'
Closed question	What time did it happen? How long did it take? Did you speak first?	These questions can be effective in verifying specific information, re-focusing on the subject in hand or emphasising a vital point.	They can be very unhelpful when dealing with feelings. For example, 'did that make you feel bad?' may not illicit the depth of response you hoped for.
Probing / reflective question	Why did you say that? What made you feel like that? Are you telling me that ...	Useful in seeking depth and detail.	The employee may feel threatened. Attention must be given to anticipating and monitoring the effect on the person.

Leading questions	You're not suggesting that ...?	These questions should be avoided.	You may run the risk of putting words in someone's mouth and leading them towards your own conclusions.
Multiple questions	Can you tell me what happened, how you felt and what you did about it?	These questions should be avoided.	The person is unsure what part of the question to answer first, and confusion can arise.

Reflect: How will you use this information to enhance your coaching?

My Notes:

SUMMARISING AND PROVIDING FEEDBACK

The slide features a header with navigation buttons and a logo for 'Promoting Excellence Leadership Excellence'. A central yellow callout box contains the text: 'Using insightful, and appropriate summaries can help a colleague to take a different, and helpful perspective.' Below this, the title 'SUMMARISING AND PROVIDING FEEDBACK:' is followed by a list of guidelines: 'When summarising bear in mind: To be clear and specific, To be concise, To be constructive, To be considerate, To be careful, To be calm.' At the bottom, the word 'FEEDBACK' is displayed in large, colorful, 3D-style letters.

Using insightful, and appropriate summaries can help a colleague to take a different, and helpful perspective.

When summarising bear in mind the following:

To be clear and specific.

To be concise.

To be constructive.

To be considerate.

To be careful.

To be calm.

My Notes:

INFLUENCING SKILLS

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We have a whole course on Influencing Skills and Persuasion. Perhaps check that out after you complete this one!

INFLUENCING SKILLS:
Influence means the ability to persuade, convince or have an impact. This is important especially in coaching but, also useful in mentoring. Consider whether you:

Have the ability to think on the spot. Might need a break
Need to change your approach Are in control of the conversation and session

Illustration: A group of diverse people holding up icons representing various concepts like a star, heart, lightbulb, and gears.

We have a whole course on Influencing Skills and Persuasion. Perhaps check that out after you complete this one!

Influence means the ability to persuade, convince or have an impact. This is important especially in coaching but, also useful in mentoring. Consider whether you:

Have the ability to think on the spot?

Might need a break?

Need to change your approach?

Are in control of the conversation and session?

My Notes:

THE BASIC FORMAT OF A COACHING INTERVENTION:



First of all, consider your (and your coachee's) **EXPECTATIONS**

- Ensure clarity of expectation.
- How long is the session?
- How many sessions?
- Venue?
- Focus?

Secondly, consider the start of your coaching session – **THE BEGINNING**

- Begin by building rapport.
- Ask an empathy question, e.g. 'How are you?' or 'Did you have a good journey in?'

Thirdly, use your **ACTIVE LISTENING**

- Listen with your eyes.
- Listen with your ears.
- Be alert to non-verbal signals such as tone, gestures etc.

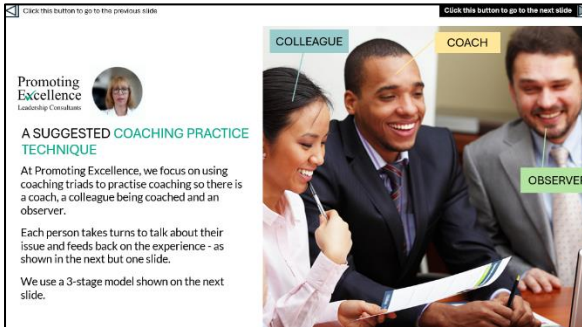
Fourthly, use your **QUESTIONING SKILLS**

- Act with curiosity.
- Act with intuition.

And Fifthly, don't forget to **MANAGE YOURSELF**

- Act with good self-management.
- Don't talk too much.
- Stay on your colleague's agenda.
- No anecdotes.
- No advice.
- No sharing experiences.

A SUGGESTED COACHING PRACTICE TECHNIQUE:

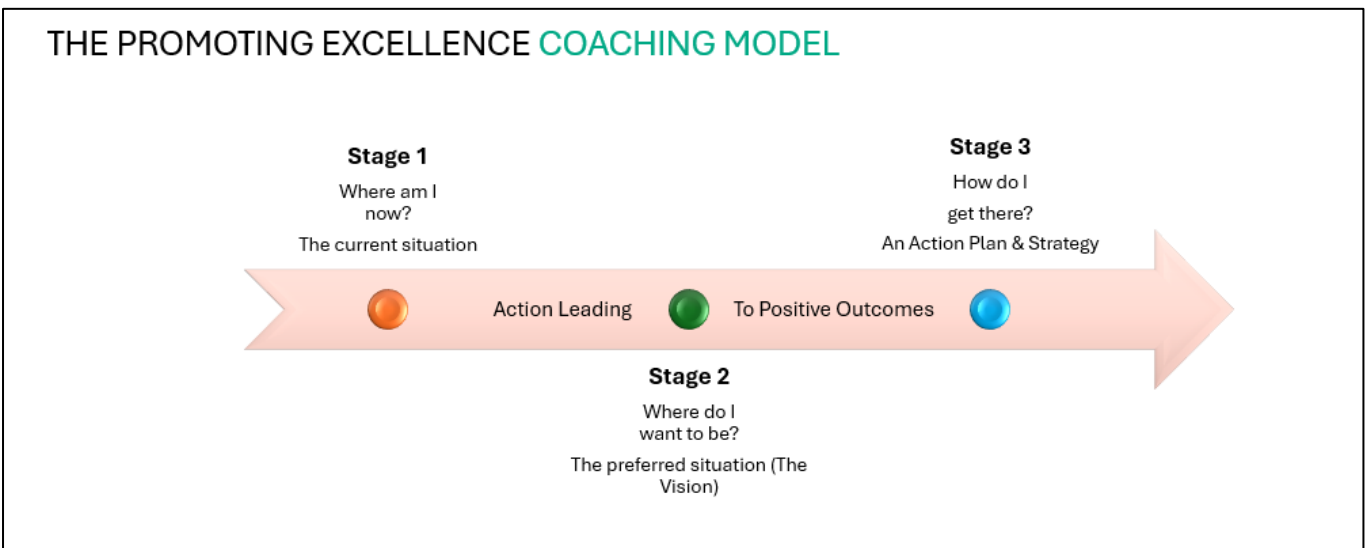


If you have a trusted colleague or a critical friend or two, it can be useful to practice your technique with them.

At Promoting Excellence, we focus on using coaching triads to practise coaching so there is a coach, a colleague being coached and an observer.

Each person takes turns to talk about their issue and feeds back on the experience - as shown in the next but one slide.

We use a 3-stage model of coaching shown below.



My Notes:

THE COACHING TRIAD:

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THE COACHING TRIAD

Try this when you are able – now, if you have others learning with you, or later if you are working alone.

COACH Times the session Observes coaching skills Chairs the feedback session asking: What did it feel like? (i) Coach (ii) Colleague (iii) Observer	COLLEAGUE Talk about the Issue/scenario as realistically as possible Respond to questions openly and honestly Help with feedback	OBSERVER Allow the colleague to talk freely and frankly about their issue Ask open and probing questions Summarise at key points Help with feedback
---	--	--

COACH

1. Times the session.
2. Observes coaching skills Chairs the feedback session asking: What did it feel like?
 - a. Coach
 - b. Colleague
 - c. Observer

COLLEAGUE

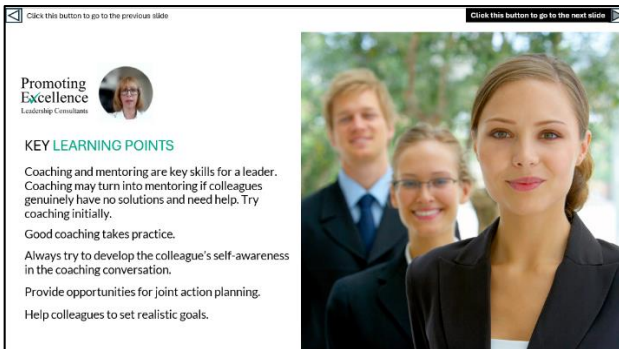
1. Talks about the Issue/scenario as realistically as possible.
2. Responds to questions openly and honestly.
3. Helps with feedback.

OBSERVER

1. Allows the colleague to talk freely and frankly about their issue.
2. Asks open and probing questions.
3. Summarises at key points.
4. Helps with feedback.

My notes:

KEY LEARNING POINTS



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KEY LEARNING POINTS

- Coaching and mentoring are key skills for a leader. Coaching may turn into mentoring if colleagues genuinely have no solutions and need help. Try coaching initially.
- Good coaching takes practice.
- Always try to develop the colleague's self-awareness in the coaching conversation.
- Provide opportunities for joint action planning.
- Help colleagues to set realistic goals.

Coaching and mentoring are key skills for a leader. Coaching may turn into mentoring if colleagues genuinely have no solutions and need help. Try coaching initially.

Good coaching takes practice.

Always try to develop the colleague's self-awareness in the coaching conversation.

Provide opportunities for joint action planning.

Help colleagues to set realistic goals.

My Notes:

TEST YOUR KNOWLEDGE

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TEST YOUR KNOWLEDGE

What are the 3 stages recommended in the Promoting Excellence coaching model?

What are 4 key elements in coaching?

As we are now at the end of Module Four, here are two questions to test your knowledge

1. What are the 3 stages recommended in the Promoting Excellence coaching model?

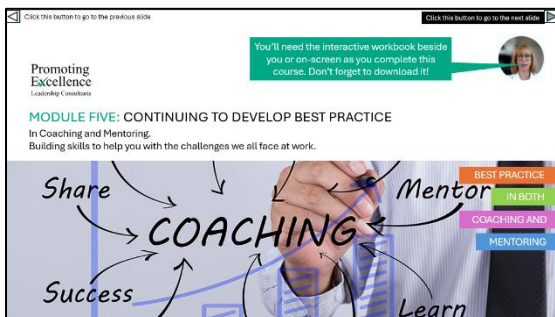
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2. What are 4 key elements in coaching?

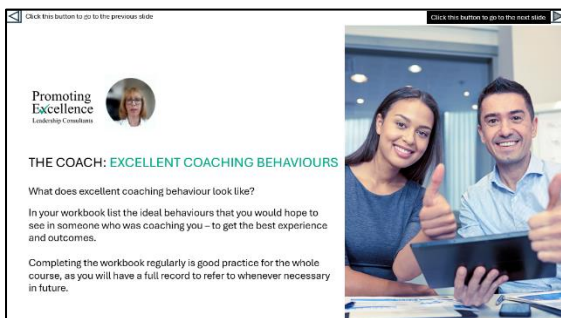
My notes:

MODULE FIVE: CONTINUING TO DEVELOP BEST PRACTICE

- Resources Required – MODULE five Slides – Continuing to Develop Best Practice.pptx (ppsx file)
- This Workbook



EXCELLENT COACHING BEHAVIOURS



What does excellent coaching behaviour look like?

List the ideal behaviours that you would hope to see in someone who was coaching you – to get the best experience and outcomes.

My Notes:

PROMOTING EXCELLENCE'S SUGGESTIONS:

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EXCELLENT COACHING BEHAVIOURS:
Creating a non-threatening environment with the coach showing positive body language.
A respectful relationship - no matter what is discussed.
Doing and saying the right things - ethically and morally.
Being firm / confident / assertive.
Being challenging but having empathy.
Encouraging openness.
Creating a peer-to-peer relationship that is non-hierarchical.

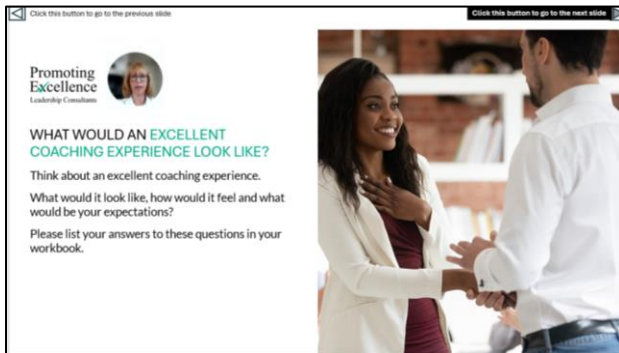
HOW
DO
YOU
COMPARE?

The slide features a photograph of two women sitting on a grey sofa in a bright room, engaged in a conversation. The woman on the right is wearing a green top and glasses, gesturing with her hand. The woman on the left is wearing a grey top and glasses, listening attentively. The slide also includes a list of coaching behaviors and a small circular profile picture of a woman with glasses.

- Creating a non-threatening environment with the coach showing positive body language.
- A respectful relationship – no matter what is discussed.
- Doing and saying the right things - ethically and morally.
- Being firm / confident / assertive.
- Being challenging but having empathy.
- Encouraging openness.
- Creating a peer-to-peer relationship that is non-hierarchical.

My Notes:

WHAT WOULD AN EXCELLENT COACHING EXPERIENCE LOOK LIKE? OR WHAT DID AN EXCELLENT EXPERIENCE LOOK & FEEL LIKE?



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WHAT WOULD AN EXCELLENT COACHING EXPERIENCE LOOK LIKE?

Think about an excellent coaching experience.
What would it look like, how would it feel and what would be your expectations?
Please list your answers to these questions in your workbook.

The slide features a photograph of a woman in a white blazer and a man in a white shirt, both smiling and engaged in a conversation. The woman is gesturing with her hands as if explaining something.

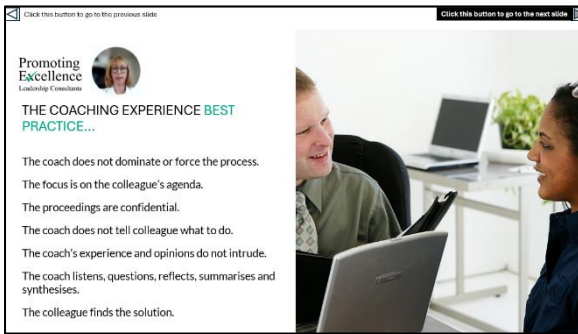
Think about an excellent coaching experience. It could be one you have had yourself when you were coached by someone else, one you have given to another person who you were coaching, or one you wish you had been given by another person who should have coached you.

What would it look like (or what did it look like) how would it feel (or how did it feel) and what would be (or were) your expectations?

Please list your answers to these questions below.

My Notes:

PROMOTING EXCELLENCE'S SUGGESTIONS:



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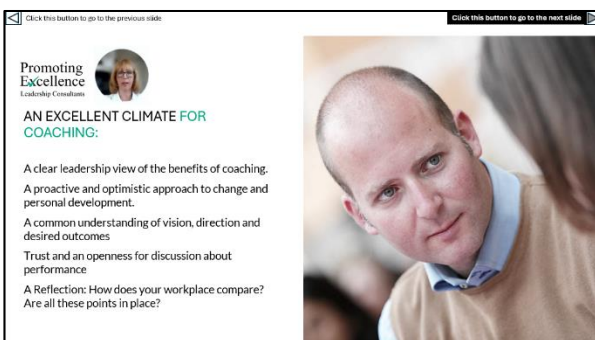
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THE COACHING EXPERIENCE BEST PRACTICE...

- The coach does not dominate or force the process.
- The focus is on the colleague's agenda.
- The proceedings are confidential.
- The coach does not tell colleague what to do.
- The coach's experience and opinions do not intrude.
- The coach listens, questions, reflects, summarises and synthesises.
- The colleague finds the solution.

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AN EXCELLENT CLIMATE FOR COACHING:

- A clear leadership view of the benefits of coaching.
- A proactive and optimistic approach to change and personal development.
- A common understanding of vision, direction and desired outcomes
- Trust and an openness for discussion about performance

A Reflection: How does your workplace compare?
Are all these points in place?

AN EXCELLENT CLIMATE FOR COACHING IS ONE WHERE THERE IS:

- A clear leadership view of the benefits of coaching.
- A proactive and optimistic approach to change and personal development.
- A common understanding of vision, direction and desired outcomes.
- Trust and an openness for discussion about performance.

A Reflection: How does your workplace compare? Are all these points in place?

My Notes:

AN ESSENTIAL SKILL:

GOOD FEEDBACK IN COACHING AND MENTORING

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ESSENTIAL SKILL: GIVING GREAT FEEDBACK

A common experience in both coaching and mentoring is giving feedback. Giving and receiving feedback does not always come naturally – it requires courage, practice and learning from experience.

Please read the information on giving feedback in your workbook 'The Importance of Good Feedback.'

When you have looked at the list, please record any extra points to make feeding back even more effective.

YOU MAY NEED COURAGE MORE PRACTICE EXPERIENCE

F E E D B A C K

An effective coach or mentor is essentially a critical friend. Good friends are supportive, trustworthy and honest. Constructive and challenging feedback is a key aspect of successful coaching or mentoring, as it helps people to develop and learn.

It is to encourage team members to repeat positive behaviours and to improve their less helpful ones. It should be seen as positive and helpful in team building.

Giving and receiving feedback does not come naturally to many – it requires courage, practice and learning from experience.

The ability to both give, and receive, high quality feedback is a characteristic of strong leadership. However, where and how the feedback is given matters. It is clearly essential to create a safe and private environment with no interruptions to give feedback in a constructive and positive way.

The asking for and receiving feedback should become a natural way of operating in a good team.

How it is done is critical – it should:

- Use observed examples to show strengths or issues.
- Connect with people's thinking and interactions, not personalities.
- Focus on honesty and good intentions.
- Provide feedback promptly after the event.
- Ensure consistency between words and actions and question discrepancies.
- Aim for positive outcomes.
- Highlight missing elements to prevent any negative impact and to enhance performance.
- Avoid simple 'right/wrong' labels.
- See opportunities to build on strengths, avoid presenting these as negatives.
- Genuinely desire to help improve colleagues.
- Engage in a conversation where you talk with, not at colleagues.
- Choose an appropriate time and place for the individual and yourself so that no one feels pressured.

PROFESSIONALLY, FEEDING BACK SHOULD:

Achieve a consensus regarding strengths and areas for improvement.

Concentrate on behaviour and performance rather than personality traits.

Provide specific actions to enhance strengths and suggest ways to improve.

Finally, agree on future actions.

What can you do even better?

Look at the list above and list any points to see how you can make feeding back to colleagues even more effective.

My Notes;

GOOD PRACTICE IN MENTORING



At Promoting Excellence, we think it is important to:

Establish a professional and productive rapport with the mentee (the person you are mentoring).

Negotiate a mentoring contract – with clear and understood expectations.

Offer constructive feedback.

Recognise success and achievements.

Provide advice and support.

Develop a personal development plan.

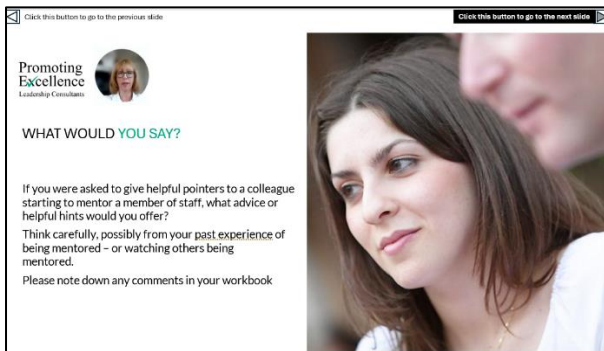
Develop self-confidence.

Note: Although Mentoring is NOT the same as coaching, good mentors still need good coaching skills.

Do you agree with these? Would you have any more to add?

My Notes:

WHAT WOULD YOU SAY?



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WHAT WOULD YOU SAY?

If you were asked to give helpful pointers to a colleague starting to mentor a member of staff, what advice or helpful hints would you offer?

Think carefully, possibly from your past experience of being mentored – or watching others being mentored.

Please note down any comments in your workbook

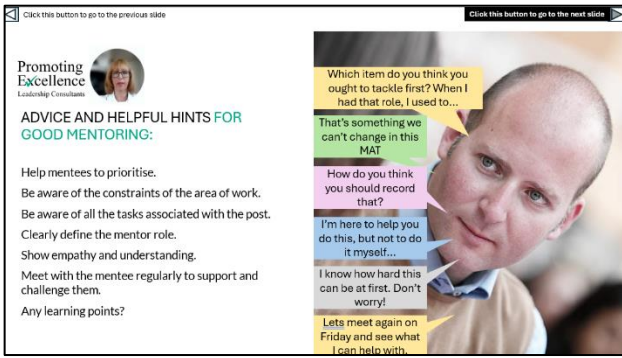
If you were asked to give helpful pointers to a colleague starting to mentor a member of staff, what advice or helpful hints would you offer?

Think carefully, possibly from your past experience of being mentored – or watching others being mentored.

Please note down any comments below.

My Notes:

ADVICE AND HELPFUL HINTS FOR GOOD MENTORING



Help mentees to prioritise.

Be aware of the constraints of the area of work.

Be aware of all the tasks associated with the post.

Clearly define the mentor role.

Show empathy and understanding.

Meet with the mentee regularly to support and challenge them.

Any learning points? Make notes below.

My Notes:

Which item do you think you ought to tackle first? When I had that role, I used

That's something we can't change in this MAT

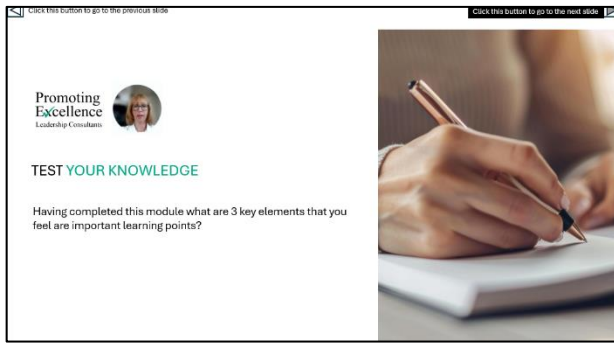
How do you think you should record that?

I'm here to help you do this, but not to do it myself...

I know how hard this can be at first. Don't worry!

Let's meet again on Friday and see what I can help with.

TEST YOUR KNOWLEDGE



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TEST YOUR KNOWLEDGE

Having completed this module what are 3 key elements that you feel are important learning points?

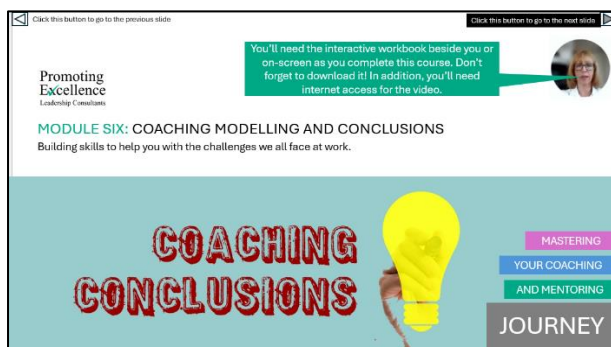
As we are now at the end of Module Five, here is a question to test your knowledge

1. Having completed this module what are 3 key elements that you feel are important learning points?

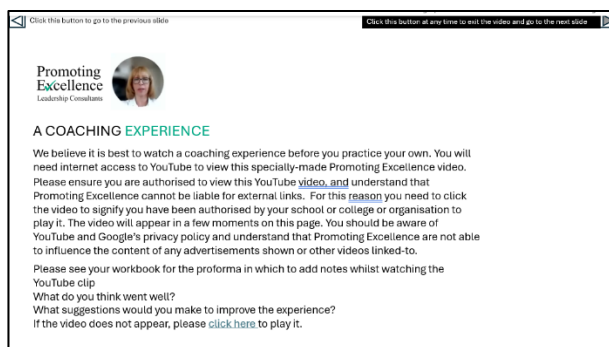
My notes:

MODULE SIX: COACHING MODELLING AND CONCLUSIONS

- Resources Required – MODULE Six Slides – Coaching Modelling and Conclusions.pptx (ppsx file)
- This Workbook



PROMOTING EXCELLENCE'S COACHING VIDEO



We believe it is best to watch a coaching experience before you practice your own. You will need internet access to YouTube to view this specially-made Promoting Excellence video.

Please ensure you are authorised to view this YouTube video by your organisation, and understand that Promoting Excellence cannot be liable for external links. For this reason you need to click the video to signify you have been authorised by your school or college or organisation to play it. The video will appear in a few moments on the slide. You should be aware of YouTube and Google's privacy policy and understand that Promoting Excellence are not able to influence the content of any advertisements shown or other videos linked-to.

Security Settings vary across organisations. The video should be visible on your slide. If it isn't, please use the link below to access the video (after getting permission from your ICT department). If clicking the link **also** doesn't work, please open your web browser (Chrome, Edge, FireFox, Opera or whatever is permitted in your organisation) and paste the link below into the browser's address bar and hit 'Enter'.

The link to the video (if it doesn't play automatically for you) is:

<https://youtu.be/VEpRsvG2Eo8>

If you are using the link above, rather than the video embedded in the slides, you should advance (as usual by clicking the top right of the slide) to the next slide after the video has finished playing.

Whilst the video plays, or by reflecting after it has finished, please complete the table below:

What do you think went well?

What suggestions would you make to improve the experience?

Positive Aspects of Coaching	Notes
What Could Be Improved?	Notes

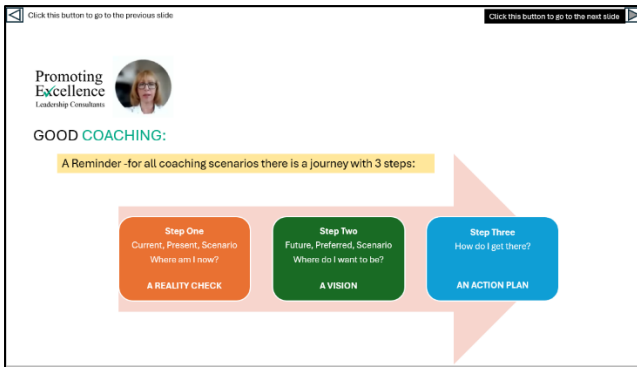
Having watched the video and made your comments consider this quote:

“The coaching process should focus on helping individuals gain greater understanding of the issues they are focusing on and enable them to make better decisions than they would have done otherwise”. Promoting Excellence

Do you think the coach in the video enabled this to take place? Please cite your evidence for this.

My Notes:

GOOD COACHING – THE COACHING JOURNEY



For all coaching scenarios there is a journey with 3 steps:

Step 1. The current or present scenario – a reality check

It is important to ensure the current state is accurate and focussing on the actual state of affairs – avoid any sceptic focus.

Step 2. The future or preferred scenario – the vision

By thinking about the preferred outcome, the third stage will be apparent. The vision or perfect solution will dictate the actions

Step 3. How to get a successful conclusion – an action plan

The coach will need skilful questions to ensure the right actions become apparent to the person being coached.

My Notes:

COACHING AND MENTORING INFORMALLY

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COACHING AND MENTORING INFORMALLY

Common features of best practice are:

- Having a transparent and clear process.
- Information shared is treated with strictest confidence.
- There should be agreed timescales with opportunities for review and feedback.
- A clear set of outcomes should be agreed.

The corkboard graphic shows the words 'be aware', 'be listening', and 'be engaged' pinned to it.

Finally, some common features of best practice are:

Having a transparent and clear process.

Information shared is treated with strictest confidence.

There should be agreed timescales with opportunities for review and feedback.

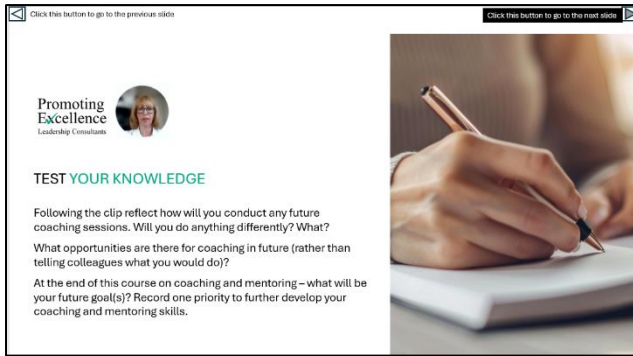
A clear set of outcomes should be agreed.

Having these in place will help the whole situation run smoothly and with clarity.

We hope you have learnt some useful points during the course and are ready to start coaching or mentoring, or to continue to work on your coaching and mentoring skills.

My Notes:

TEST YOUR KNOWLEDGE



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TEST YOUR KNOWLEDGE

Following the clip reflect how will you conduct any future coaching sessions. Will you do anything differently? What?

What opportunities are there for coaching in future (rather than telling colleagues what you would do)?

At the end of this course on coaching and mentoring – what will be your future goal(s)? Record one priority to further develop your coaching and mentoring skills.

Following the clip, reflect on how will you conduct any future coaching sessions. Will you do anything differently? What?

What opportunities are there for coaching in future (rather than telling colleagues what you would do)?

At the end of this course on coaching and mentoring – what will be your future goal(s)? Record one priority to further develop your coaching and mentoring skill

My notes:

WELL DONE – YOU CAN DOWNLOAD YOUR CERTIFICATE

Having completed the course, you are now eligible for the certificate. The download link is onscreen, on this slide and the final title slide. You can download your certificate at any time now, you have reached this point – we cannot re-print the link here in the workbook, however – you must get to it on the slide at the end of Module Six.

Type your name into the 'Name' Field and the date into the 'Date Field' (a 'Date Picker Calendar' will appear if you click at the right of this field in Acrobat Reader) to personalise your certificate and then save the PDF to your device OR print it.



LINKED COURSES

We hope this selection of courses will also prove useful. Ask your organisation if these are currently available to you:

Self-awareness and Understanding

Managing Difficult Conversations

Managing Performance

Effective Appraisals

The Art of Influence

“Each person holds so much power within themselves that needs to be let out. Sometimes they just need a little nudge, a little direction, a little support, a little coaching, and the greatest things can happen.”

Pete Carroll

(Coach in American Football – Seattle, USA)



By Prolificsports - This image has been extracted from another file, CC BY-SA 4.0,

<https://commons.wikimedia.org/w/index.php?curid=112634212>

Robert Paulele (cropped) Pete Carroll