Coaching MAPS

High Performance Work Practices and C-Map

Definition and Methodology

Output 1: Activities A1, A2 and part of A3

Abstract

This paper introduces the concept of High-Performance Work Practices (HPWP) in the context of the Erasmus+ project Coaching MAPs. It describes the C-MAP Model and the C-MAP Curriculum.

Erasmus+

Executive summary

High-performance work practices are defined as a way of organizing work in which employees participate in making decisions that have a real impact on their jobs and the broader organization. The aim of these practices is to achieve a high-performance culture, one in which the norms, values, and human resources are combined to create an environment in which the achievement of high levels of performance is a way of life. Managers play a key role in implementing HPWPs especially using coaching. This paper describes how managers can use HPWPs and coaching in the form of a set of Coaching MAPS. The paper also describes the C-MAP curriculum.

Contents

1. What Are High-Performance Work Practices?

The strategic importance of human resource management and its impact on the performance of enterprises has created substantial interest within academic, enterprises and human resource development practitioners (e.g. business and enterprise coaches and advisors). This interest is focused on the potential of so-called 'high-performance work practices' (HPWPs) to act as a unique, sustainable resource supporting the implementation of corporate strategy and the achievement of operational goals.

HPWPs is a set of management practices designed to create an environment where employees have greater involvement and responsibility. They combine human resource practices, work structures, and processes designed to leverage employee knowledge, skill, and alignment to the organisation.

HPWPs are a set of coherent and consistent practices that see people as a source of competitive advantage. They empower employees, which helps organisational efficiency and performance and to create competitive advantage (Datta, Guthrie and Wright: 2005).

Although HPWPs have neither been consistently defined nor uniformly named, Datta et al point out that HPWPs are most typically viewed as a set of internally coherent and consistent human resources practices designed to

- promote employee knowledge,
- motivation, and
- commitment.

HPWPs involve an significant investment in human capital to empower employees by developing their knowledge, skills, flexibility, and motivation, with the expectation that the employer will provide them with the ability and the opportunity to deliver input into workplace decisions (Van Buren & Werner:1996). In return, companies expect that empowered employees will be able to adapt quickly to rapidly changing market conditions, thus improving operational efficiency and performance of the company (Becker & Huselid:1998 and Cappelli & Neumark:1999).

The main components of HPWPs in organisations involve:

- Training, learning, and development
- Employee involvement, sharing of information, and listening to the 'workers' voice'
- Supporting team working/self-managed teams
- Recognising people's contribution and performance

HPWPs are not based on control, but on employee autonomy, decision-making and responsibility. They are intended to lead to a highly motivated, skilled, and empowered workforce, with the goals of the employees closely aligned with those of the management (Flood, MacCurtain & Guthrie: 2005).
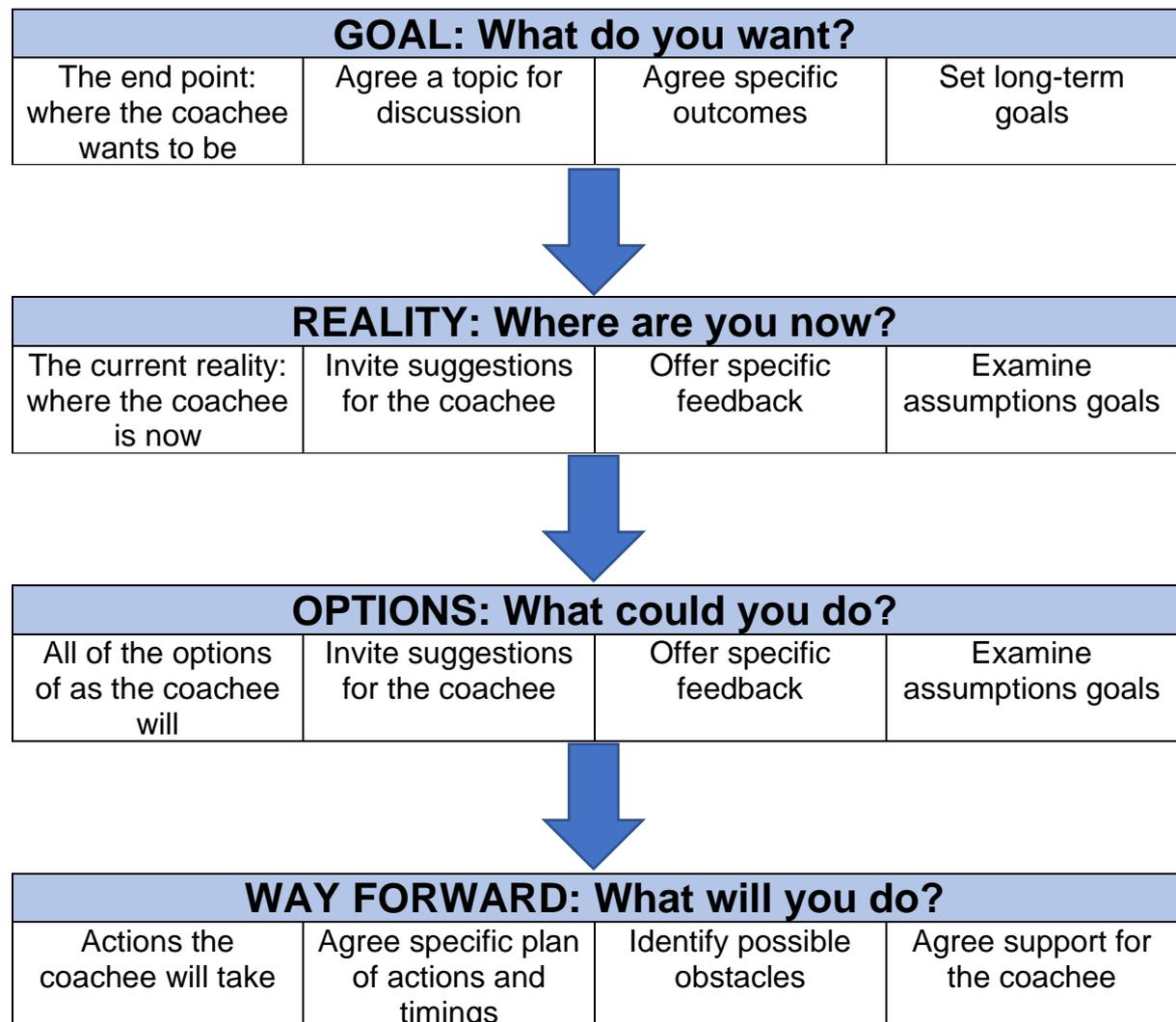
Organisations and enterprises that use HPWPs typically benefit from reduced employee turnover while increasing their productivity and financial performance. Combs et al. (2006) argue that HPWPs improve organisational performance through three interconnected processes:

- They give employees the KSAs (knowledge, skills, and abilities) necessary to perform their tasks and the motivation and opportunity to do so (Delery & Shaw: 2001).
- They improve the social structure within organizations, which enables effective communication and collaboration among employees (Evans & Davis: 2005).
- Jointly, these two processes improve job satisfaction and ensure more productive work, which, in turn, reduces employee turnover (Becker et al: 1997).

2. Coaching MAP Model

A Coaching MAP (C-MAP) is a coaching tool used to visualise, plan and support the delivery of coaching sessions. The model is based on the GROW Model (i.e. **G**oal, **R**eality, **O**ptions and **W**ay Forward).

These four words and phrases correspond to the four main stages of a coaching session.

GOAL: What do you want?			
The end point: where the coachee wants to be	Agree a topic for discussion	Agree specific outcomes	Set long-term goals

REALITY: Where are you now?			
The current reality: where the coachee is now	Invite suggestions for the coachee	Offer specific feedback	Examine assumptions goals

OPTIONS: What could you do?			
All of the options of as the coachee will	Invite suggestions for the coachee	Offer specific feedback	Examine assumptions goals

WAY FORWARD: What will you do?			
Actions the coachee will take	Agree specific plan of actions and timings	Identify possible obstacles	Agree support for the coachee

Each of the stages involves the coach exploring topics and issues with coachees. The essence of coaching involves coaches asking GREAT questions. The following contains a list of potential questions for each stage of the GROW Model.

2.1 <u>Goal</u>

During the first stage of the process, the **<u>Goal</u>** is the priority. Once a topic for discussion is agreed, specific outcomes and objectives should be discussed by the coach and the coachee. These may be short term goals, long term aims. Goals should be **SMART**: **Specific, Measurable, Accurate, Realistic** and **Timely**. The goal should also be inspirational and positive, whilst being challenging and requiring them to stretch themselves and their abilities to achieve it. Example questions might include:

- *What do you want?*
- *What does that look like?*
- *What will people be saying to you?*
- *How will you feel once this is achieved?*
- *What is different?*

2.2 <u>Reality</u>

During the second stage of the process, both coach and coachee outline and discuss the current reality of the situation using a variety of different methods and techniques. The coach may invite the coachee to assess their own situation before offering their own advice or specific feedback on the current scenario and obstacles faced. The focus should be on the coachee, and the coach should be looking to identify potential in the situation, rather than problems. They should examine any assumptions made by the coachee with regards to their reality and outlook on future goals and discard any history or events that are irrelevant to the goals at hand. Example questions might include:

• *What is happening right now?* • *What do you believe is the problem?* • *How far are you from an ideal situation?* • *How do you feel about your current situation?*	• *What is the root cause of the problem?* • *Who is impacted by this? How?* • *What is standing in the way of your goal?* • *What is the impact on you and your performance?*

2.3 <u>Options</u>

Once **<u>Reality</u>** and all obstacles to current goals have been discussed, the **<u>Options</u>** as to how to overcome current issues preventing progress should be examined. At first, the full range of options should be put-forward and discussed, predominantly inviting suggestions from the coachee. Any suggestions posited by the coach should be offered carefully and with consideration of the coachee's overall position. By the end of stage 3, the coach should ensure that at least some choices have been made with regards to overcoming obstacles, and there is significantly less ambiguity surrounding immediate actions. Example questions might include:

• *What could you have?* • *What ideas do you have?* • *What actions have worked for you in the past?* • *Who could help you to achieve your goals?* • *What information do you need, and how could you acquire it?* • *What else could you do?*	• *What if this or that constraint was removed? Would that change things?* • *What are the advantages and disadvantages of each option?* • *What factors or considerations will you use to weigh the options?* • *What do you need to stop doing in order to achieve this goal?* • *What obstacles stand in your way?*

2.4 <u>Way Forward</u>

The final stage of the GROW process is when the coachee commits to decisive actions in order to move towards their goal. A plan is drawn up, with the coach guiding the ideas discussed by the mentee – including specific guidelines and timings in order to make achievable progress. Any potential obstacles that may be encountered during the process are identified and subsequent solutions are considered, including an outline of the support required throughout. Both the coach and the coachee should remain flexible throughout the entire process, and goals and actions may need to be altered to react to both positive and negative events.

Example questions might include:

• *What will you do to achieve your goals?* • *How and when will you do it?* • *Who will you talk to throughout?* • *Are there any other measures you need to put into place?* • *What will you do now, and when? What else will you do?*	• *What could stop you moving forward? How will you overcome this?* • *How can you keep yourself motivated?* • *When do you need to review progress? Daily, weekly, monthly?* • *How committed are you to this action?*

3. C-MAP Concept and Design

The C-MAP concept uses the stages of the GROW Model and provides a visual template of a coaching journey – literally a pathway or a MAP, culminating in a MASSIVE ACTION PLAN. The C-MAP coaching session starts in the top right corner (GOAL). It moves to the left to explore the current situation 'now' (REALITY) and then explores the choices facing the coachee (Options). The final stage, WAY FORWARD, ends the coaching session with a 'Massive Action Plan'.
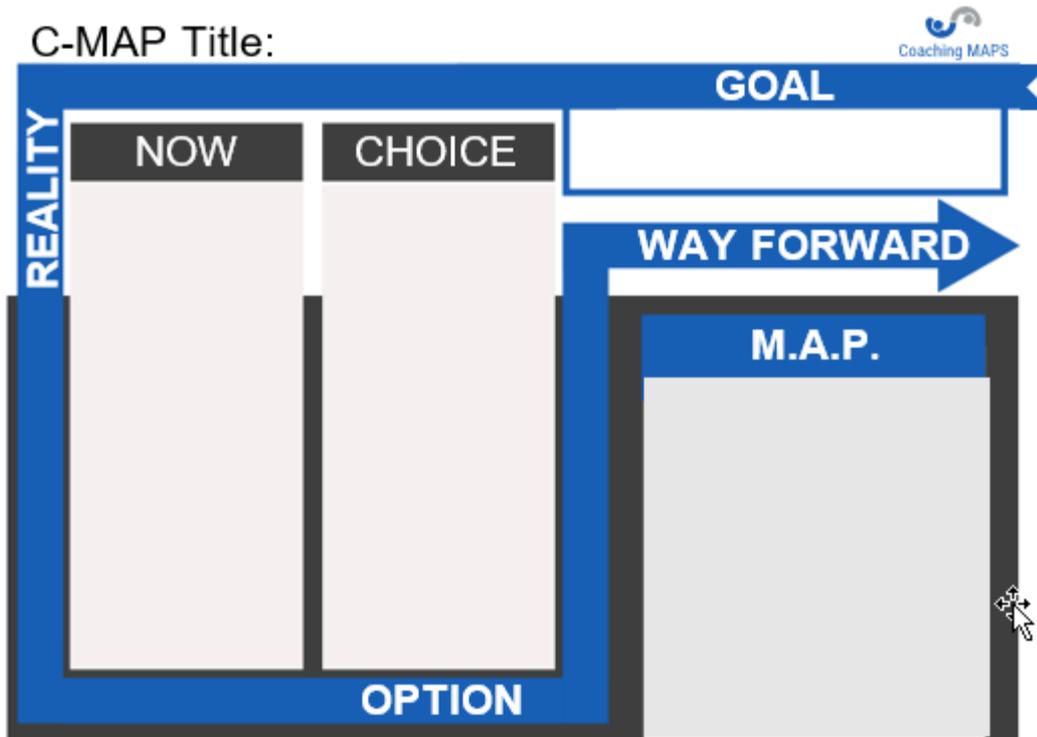

Figure 1: Blank C-MAP Template

The blank C-MAP template can be used to record notes and ideas discussed during the coaching session. It can also be used to design and plan a coaching session. As part of the Coaching MAP project partners will prepare a set of 12 – 15 pre-prepared C-MAPs templates covering HPWPs such as:

- managing a team member who consistently under performs
- addressing a personal or sensitive problem with a team member
- managing a workplace conflict between team members
- addressing a skill or competence issue within a team
- supporting a team member to increase their self esteem
- managing a team member with a poor attitude
- removing barriers impacting on team performance.

4. C-MAP VET Curriculum

To develop the knowledge, skills and confidence of managers in the use of Coaching MAPs, the following curriculum has been developed. The curriculum is designed for team leaders and managers and provides seeking to use C-MAPs and is based on the ECVET design principles including Units, Learning Outcomes and Assessment Criteria. The curriculum comprises three units.

Unit 1: Introduction to Coaching

Unit Aim		This unit is about understanding the purpose and use of coaching as a manager in the context of managing performance	
Learning Outcome		Assessment Criteria	
1	Understand the concept and purpose of coaching and performance management	1.1	Describe the purpose of coaching in developing team and individual performance
		1.2	Describe the role of coaching in performance management
2	Be able to determine the use of coaching in performance management	2.1	Evaluate the benefits of coaching
		2.2	Explain the role of coaching in team learning
3	Understand the relationship between coaching and performance management and organisational objectives	3.1	Analyse the role of a manager as a coach
		3.2	Explain how coaching and performance management is linked to performance objectives

Unit 2: Coaching Practice

Unit Aim		This unit is about understanding how to use various coaching tools and how to build and successful coaching relationship	
Learning Outcome		Assessment Criteria	
1	Understand the tools and techniques used in coaching practice	1.1	Explain what is meant by the coaching cycle
		1.2	Evaluate the use of reflection, questioning and listening techniques within coaching
		1.3	Explain the differing techniques needed when coaching different groups and individuals
2	Understand the need to develop relationships to support coaching practice	2.1	Analyse what is needed for successful coaching relationships
		2.2	Establish goals and agree action plans with individuals
		2.3	Evaluate individuals' engagement with the programme through the coaching process

Unit 3: High Performance Work Practices

Unit Aims	This unit is about understanding and being able to use a selection of High-Performance Working Practices and C-MAPs	
Learning Outcome		Assessment Criteria
1 Understand the concept of high-performance workplaces (HPWP) and Coaching MAPs	1.1	Explain what is meant by the term HPWP
	1.2	Explain the concept of a Coaching MAP
	1.3	Understand the design and structure of Coaching MAPs
2 Be able to use Coaching MAPs to deliver coaching	2.1	Select and prepare to use a Coaching MAP
	2.2	Design a bespoke Coaching MAP
	2.3	Evaluate the effectiveness of Coaching MAPs

The units will be prepared as e-learning modules rather than a face-to-face training course considering the COVID19 pandemic. Partners will develop a webinar and provide participants with access to the e-learning modules.

NOTE: The planned C1 is scheduled for September 2020 – again this might be re-designed as an on-line course using a combination of webinar delivery and on-line learning modules.

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