



Coaching MAPS

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Module 1: Introduction to Coaching



Disclaimer: This project has been funded with support from the European Commission. This document reflects the views only of the author and the Commission cannot be held responsible for any use which might be made of the information contained herein.

Getting Started

Welcome to the Coaching MAP (C-MAP) course. Coaching MAP is a project funded by the [Erasmus+ programme](#). This course comprises three modules designed to introduce managers and business owners to the use and value of coaching in the management of teams and individuals.

To get the most out of the course, it is suggested that you:

- Prepare a timetable of when and where you will complete the course materials
- Complete the materials in a quiet environment where you will not be distracted
- Set realistic goals and deadlines for completing the modules and exercises
- Complete the self-reflection exercises to consolidate your learning
- Reflect on the materials after completing a learning session.

There are three modules each of which will require around two hours to complete:

Module 1: Introduction to Coaching includes an overview of C-MAP. It will also help you to understand what is involved in being an effective coach and the skills that you need. You will explore what is meant by coaching and guidelines which will help you to deliver effective coaching sessions. Finally, you will learn about the C-MAP framework and how you can use it to plan and deliver coaching sessions with your team members.

Module 2: Coaching Practice provides an insight into the practical skills and techniques used by coaches. It explores how to ask questions, how to listen and how to use coaching in the context of performance management. It also explores how to use the GROW coaching model to plan and deliver effective coaching sessions.

Module 3: High Performance Work Practices provides an insight into the concept of high-performance work practices. It explains how to use the C-MAP coaching model as well as how to use a set of pre-prepared C-MAPs to improve individual and team performance. Finally, it explains how to design your own bespoke C-MAPs and how to evaluate the effectiveness of your coaching.

1. Module Aim and Objectives

Module Aim:

This Module is about understanding the purpose and use of coaching in the context of managing performance

Module Objectives:

By the end of this module you will understand:

- The need for the Coaching MAPS course
- The concept and purpose of coaching and performance management
- How to use coaching in performance management
- The relationship between coaching and performance management and organisational objectives

Specifically, you will learn about:

- How coaching can support the improved performance of teams and individuals
- The benefits of coaching in the context of supporting learning
- The design of the C-MAP coaching model
- How coaching and performance management is linked to performance objectives



2. Coaching as a Management Tool

The appetite for coaching in organisations is growing and many organisations are now looking to grow their internal coaching capabilities. One way they can do this is to equip line managers with coaching skills, even coaching qualifications, so that they are able to coach the staff that report to them. Coaching has become one of the manager's most versatile and practical tools for improving the performance of teams and individuals.

There are many advantages to this:

- Managers are well placed to provide coaching as and when required.
- Managers possess valuable knowledge and understanding of their team members and their organisation that is likely to assist coaching.
- If managers have coaching skills as part of their '*management toolkit*', then they are well placed to get the best out of their teams. This will include developing and stretching them, encouraging innovation and independent decision making, engaging, and motivating them and generally managing performance in a positive proactive way.
- The routine use of coaching skills by managers not only promotes effective management and leadership but also supports the implementation of effective performance management.
- If managers have regular coaching conversations with their teams and individuals and if this becomes the normal way of communicating in an organisation, then a coaching culture, or learning culture will develop.



2.1 Coaching and Performance Management

Before proceeding further, it is helpful to define what is meant by the terms 'performance management' and 'coaching' within the context of the Coaching MAPs.

- **Performance Management**

Performance management is about the facilitation of high achievement by teams and individuals. It involves enabling people to carry out their work to the best of their ability, meeting and perhaps exceeding targets and standards. Performance management can be co-ordinated by an interrelated framework between manager and employee. Key areas of the framework to be agreed are objectives, human resource management, standards, and performance indicators, and means of reward.



For successful performance management to flourish, a culture of collective and individual responsibility for the continuing improvement of business processes needs to be established, and individual skills and contributions need to be encouraged and nurtured. One tool for monitoring performance management is performance appraisal. For organisations, performance management is usually known as company performance, and is monitored through business appraisal.

- **Coaching**

Coaching is about facilitating the development of a person's self-awareness and their skills and knowledge to improve their job performance or personal growth. It may be undertaken informally by managers as part of their day-to-day responsibility to develop their team (the manager as a coach), or under the guidance of a professional coach.

Coaching has many uses (e.g. addressing a team member's underperformance, supporting teams to address problems and training team members to acquire new knowledge and skills). Coaching has a special role within performance management.



2.2 Coaching for Improved Performance

Coaching has attracted considerable attention in recent years as a method for developing employee potential and work performance. Coaching is now seen as a key tool in improving employee engagement in organisations and a key skill required by managers.

When used appropriately, coaching can be a cost-effective approach to development, focusing on specific individuals and their identified development needs. The need to recruit new employees can be reduced by developing the skills of existing employees. Coaching can also improve motivation, leading to a reduction in staff turnover. It sends a positive message to employees that the organisation values its people and creates a sense of achievement for both those acting as coaches and those receiving support from a coach. Coaching is most effective when conducted in an atmosphere of trust and respect.

Coaching is best used as one of a range of learning and training activities. It can be an effective way to reinforce learning and to help employees to apply theoretical knowledge-based learning acquired from formal training. Whilst coaching can be undertaken by external, professional coaches, increasingly internal coaches, normally line managers, are undertaking coaching within organisations. Managers as coaches need training, supervision, and support to develop and implement coaching in the workplace.

3. What is Coaching?

The word 'coach' comes from the Hungarian word for '**carriage**' – the link being the transportation of someone from where they are to where they want to be. This can be seen as the broad aim of coaching – to facilitate the learning, development, and increased performance of an individual – to take them from one place, where they are now, to another place, where they want to be.

Coaching is a method of helping teams and team members to develop their self-awareness and their skills and knowledge to improve their job performance or personal growth. Coaching is about questioning and enabling the teams and individuals to identify gaps in their skills or knowledge and to plan and support them in addressing these through a range of work-based activities. It is essentially non-directive, with the emphasis on helping the people being coached to learn, rather than teaching or training them, and on encouraging them to try things out for themselves.

[Eric Parsloe](#) described coaching as '**a process that enables learning and development to occur and thus performance to improve.**' This is quite a broad definition and one that can apply to learning through other processes such as training or teaching.

Here are some other features that are specific to coaching:

- Coaching is generally carried out in 1:1 meetings, or coaching sessions, usually between a coach and coachee, although line managers can also use coaching skills to get the best out of their team members, and this approach can be much more informal.
- Coaching tends to focus on a short-term performance goal, with sessions scheduled as required to facilitate the achievement of that goal. This goal focus or focus on future solutions is also a feature of coaching – coaching conversations are about progress, personal development, finding solutions and committing to action.
- Coaching differs from mentoring in that it deals with specific tasks and skills that can be mastered and measured; mentoring focuses on longer-term development or progress within an organisation. A further distinction between coaching and mentoring is that coaching is often a line management function, whereas mentoring is almost always out of the line.

Coaches need excellent interpersonal skills including:

- a caring, patient, and supportive approach
- an awareness of their own strengths and weaknesses
- good verbal and non-verbal communication

- good listening and questioning skills.

Coaching is a dynamic, proactive, challenging two-way process. There are many different variances of coaching – you may have heard of some of the following:

- skills coaching and performance coaching
- life coaching and transformational coaching
- executive coaching.

They all focus on different areas and therefore different goals, but there can be a lot of overlap between different types of coaching. Rather than get hung up on all these types and their distinctions it is more important to find out what the coachee and their organisation want to achieve through coaching. This will shape what type of coaching you undertake and who will do it.

Some people consider coaching to be a non-directive way of learning. The term non-directive means that the coach gives very little direction or instruction to the coachee. Instead they support the coachee to come up with their own goals, ideas, and conclusions. Allowing coachees to come up with their own solutions, which means that they are more likely to work for them and use the unique skills they have. A hands-off approach also builds self-awareness, promotes engagement, and develops the ability to solve problems independently and creatively. This is particularly appealing to managers and organisations who are continually seeking to get the best from their most valuable assets, their staff.

3.1 Team or Group Coaching

Group coaching is also becoming increasingly popular. Teams can come together to share knowledge; problem solve and plan together. After all, the team is greater than the sum of its parts. By using models such as the ***GROW coaching model***, teams can identify goals and plan how they will achieve them. This gives a fresh take on difficult problems. It is likely that the team, or individual, are trying coaching because they are stuck, and their usual ways of working are not delivering the goods. Coaching can '***un-stick***' problems, providing space for new ideas.

Team coaching also helps foster a sense of shared accountability, buy-in to plans and decisions, and of course a sense of engagement.

Coaching can also support organisational change initiatives by helping individuals and teams to connect with, accept and adapt to change in a manner consistent with their personal values and goals. Coaching often proves popular as it helps to achieve a balance between the goals of the organisation and the personal development needs of individual employees.



Coaching can also facilitate cultural change. Clutterbuck and Megginson describe a coaching culture as one where:

‘Coaching is the predominant style of managing and working together, and where a commitment to grow the organisation is embedded in a parallel commitment to grow the people in the organisation.’

Gradually, coaching leadership and management styles and coaching conversations are becoming increasingly common. With this, comes the opportunity to transform an organisation’s culture. Many leadership theories and models, such as distributed leadership and systems leadership, encourage senior managers to enable and empower leadership at all levels of the organisation and beyond. Coaching supports this because it is a non-directive approach, acting in direct contrast to a dependent command and control style. There are clear benefits to be had from a coaching culture:

- The organisation is adaptive
- It makes the most of its collective intelligence and potential
- And the continual learning that coaching cultures bring creates an organisation that is best equipped for the next challenge.

3.2 Benefits of Coaching

• Personal Benefits of Coaching

The personal benefits of coaching are as wide-ranging as the individuals involved. Numerous clients report that coaching positively impacted their careers as well as their lives by helping them to:

- Establish and act towards achieving goals
- Become more self-reliant
- Gain more job and life satisfaction
- Contribute more effectively to the team and the organisation
- Take greater responsibility and accountability for actions and commitments
- Work more easily and productively with others (boss, direct reports, peers)
- Communicate more effectively.

(Source: [Ken Blanchard Companies](#))



Coaching in organisation and leadership settings is also an invaluable tool for developing people across a wide range of needs. The benefits of coaching are many; 80% of people who receive coaching report increased self-confidence, and over 70% benefit from improved work performance, relationships, and more effective communication skills. 86% of companies report that they recouped their investment on coaching and more (Source: [ICF 2009](#)).

Coaching provides an invaluable space for personal development. For example, managers are frequently presented with employees struggling with low confidence. The traditional approach would be to send them to an assertiveness course and hope this addresses the issue. In the short-term, the employee learns new strategies for communicating which may improve confidence. Unfortunately, in isolation these courses rarely produce a sustained increase in confidence. Although external behaviour may change; it needs to be supported by changes in their internal thought processes. This is often where coaching is most effective.

Managers should not underestimate the impact of coaching on their people as it frequently creates a fundamental shift in their approach to their work. For example, increased self-confidence enables employees to bring more of themselves into the workplace. This results in employees being more resilient and assertive.

- **The Benefits of Coaching in Teams and Organisations:**

- Empowers individuals and encourages them to take responsibility
- Increases employee and staff engagement
- Improves individual performance
- Helps identify and develop high potential employees
- Helps identify both organisational and individual strengths and development opportunities
- Helps to motivate and empower individuals to excel
- Demonstrates organisational commitment to human resource development



There is a huge difference between teaching someone and helping them to learn. In coaching, fundamentally, the coach is helping people to improve their own performance: in other words, helping them to learn. Effective coaches believe that the individual always has the answer to their own problems but understands that they may need help to find the answer.

‘Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them.’

John Whitmore. [Coaching for Performance](#).

3.2 Six Steps to Follow for Coaching

Here are six steps to use in the coaching process.

Step 1: Confidence

Show confidence in the person’s ability and willingness to solve problems. Ask them for help in solving problems or improving their performance. Ask them to join in with you with the goal of increasing the team’s effectiveness and performance.

Step 2: Problems

Describe the performance problem to team members. Focus on the problem or behaviour that needs improvement, not on the person. Use descriptions of the behaviour with examples so that you and the team member share meaning.

Ask them for their view of the situation. Do they see the same problem or opportunity that you do?

Step 3: Issues

Determine whether issues exist that limit the team member's ability to perform the task or accomplish the objectives. Four common barriers are time, training, tools, and temperament. Determine how to remove these barriers. Determine whether they need your help to remove the barriers or if they can tackle them by themselves.



Step 6: Solutions

Discuss potential solutions to the problem or improvement actions to take. Ask them for ideas on how to correct the problem or prevent it from happening again. With a high performing team member, talk about continuous improvement.

Step 7: Action Plan

Agree on a written action plan that lists what they and the manager will do to correct the problem or improve the situation. Identify the goals and targets they need to meet to achieve the appropriate level of performance that the organisation needs.

Step 8: Time Scale

Set a date and time for follow-up. Determine if a critical feedback path is needed, so the manager knows how the team member is progressing. Offer positive encouragement. Express confidence in their ability to improve. Recognise, however, that the only person who is in charge of their performance improvement is the team member - as much as the manager helps, it is only the team member that can make it work.

The Bottom Line

Managers can help their team members and team to perform and improve their performance which will impact on organisational performance. Coaching is a powerful tool when managers take advantage of its usefulness and invest time in coaching team members and teams.

4. The C-MAP Model

The aim of coaching is to enhance the performance and learning abilities of others. It does this based on helping the coachee to help themselves through interacting dynamically with them, not just relying on one-way flow of telling and instructing. A coach will use questioning techniques to facilitate the coachee's own thought processes to identify solutions and actions.

C-MAP was developed to help team leaders, managers, and organisations to improve their performance. C-MAP is an Erasmus+ funded project and set out to develop a new approach to impact on the skills and performance of team leaders and managers in the context of implementing performance in the workplace.

C-MAP is a new approach to work-based coaching. In addition to this course, the C-MAP approach is supported by a practical 'how to-style' coaching guide called, **A Handbook for Work-Based Coaches**. The handbook includes a set of pre-prepared C-MAPs on a range of different work-related challenges faced by managers. The course and the Handbook are based on the experience of vocational training and education centres from the United Kingdom, Ireland, Portugal, the Netherlands, Italy and Bulgaria. On completion of this course and in conjunction with the Handbook, managers will learn how to become 'high-performance work-based coaches'.

The C-MAP Model is based upon an established coaching model called **GROW**. GROW is an acronym and stands for **G**oal, **R**eality, **O**ptions and **W**rap-up or **W**ill.

GROW is a simple, four stage model where GROW stands for:

- **G**oal establishes what the team member is aiming to achieve.
- **R**eality is where the team member is right now – their situation and circumstances.
- **O**ptions are the choices that team members have identified to help themselves to achieve their Goal.
- **W**ill is about deciding on what the team member will do next and for confirming their willingness or motivation to move forward.



C-MAP provides a simple route map enabling team leaders and managers to plan and deliver high impact coaching sessions. The C-MAP Model is flexible and adaptable. The C-MAP template not only supports the design and delivery of effective coaching session, it also works as a recording tool to capture agreed actions and plans. It comprises the four stages of the GROW Model and moves from **GOAL** to **NOW, CHOICES** as part of Reality through to Way Forward in the form of a **MASSIVE ACTION PLAN**.

Name: _____ Date: _____ Review: _____

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GOAL

REALITY	NOW	CHOICES	

WAY FORWARD 

M.A.P.

OPTIONS

Figure 1: C-MAP Template

5. What Next?

Module Aim:

In this Module, you have developed your understanding of the purpose and use of coaching in the context of managing performance.

You now understand:

- The need for the Coaching MAPS course
- The concept and purpose of coaching and performance management
- How to use of coaching in performance management
- The relationship between coaching and performance management and organisational objectives

You have learned about:

- How coaching can support the improved performance of teams and individuals
- The benefits of coaching in the context of supporting learning
- The design of the C-MAP coaching model
- How coaching and performance management is linked to performance objectives.

In Module 2, you will learn about **Coaching Practice**. Specially, you will gain an insight into the practical skills and techniques used by coaches such as how to ask coaching questions, how to listen and how to use coaching in the context of performance management. In Module 3, you will learn about how to use the C-MAP coaching model to improve the performance of teams and individuals.

