



Coaching MAPS

Coaching MAPS

Module 3: High Performance Work Practices



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 concept of high-performance work practices and learning how to use them.

Module Objectives:

By the end of this module you will understand:

- What is meant by the term 'high performance work practice'
- How to use the C-MAP coaching model to deliver coaching sessions
- How to use one of the prepared C-MAP plans
- How to design your own C-MAP plans

Specifically, you will learn about:

- The structure of the C-MAP Model
- How use the template C-MAPs to improve the performance of team members
- Selecting appropriate C-MAP plans to support team members
- Using the C-MAP template to deliver your own high impact coaching sessions



2. 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 organisations, 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).

High Performance Work Practice and Coaching Skills

In Module 2, the four core coaching skills required by managers when coaching were explored. The core skills are questioning strategies, active listening, rapport building, and feedback.

Core Skills	Description
<p data-bbox="181 1182 496 1216">Awesome Questions</p> 	<p data-bbox="560 1173 1326 1451">The aim of coaching is NOT to TELL or DIRECT team members, but to help them to reflect on challenges and problems and to help them to decide on how to proceed and challenges that they need to make. Being able to ask awesome questions is an essential skill for the managers as a coach.</p>
<p data-bbox="217 1489 464 1523">Active Listening</p> 	<p data-bbox="560 1480 1299 1809">Having asked awesome questions, you need to actively listen to the response. This means not just listening to what was said, but how it was said and the 'hidden' meaning and context of the response. Active listening involves more than simply listening; it involves demonstrating your interest and that you value the ideas and comments of team members.</p>

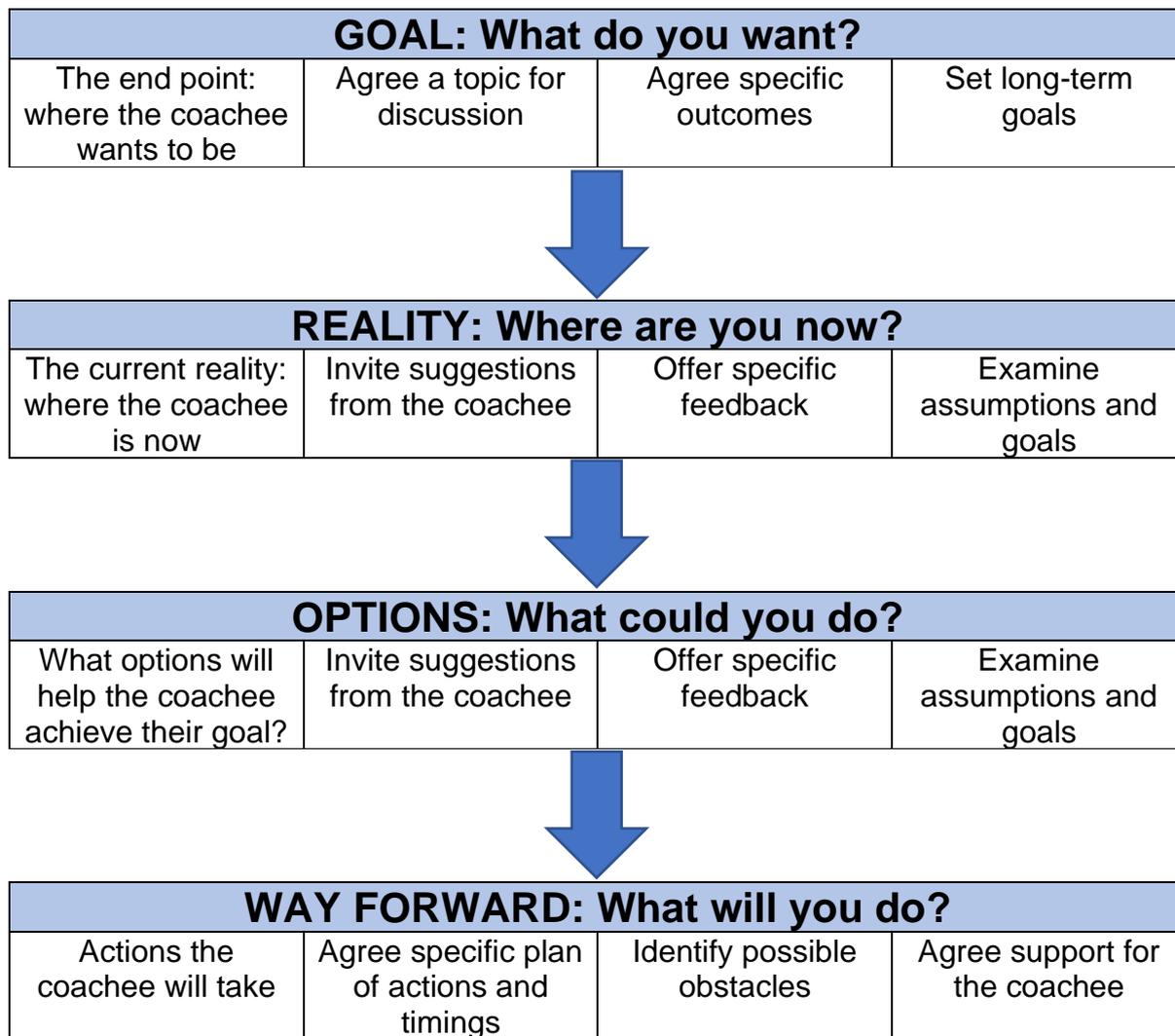
<p>Building Rapport</p> 	<p>To be effective as a coach, you need to develop and build a strong rapport with team members. This involves building trust and respect using an array of techniques and skills including 'matching'. The stronger the rapport you have with team members, the more challenging you can be during coaching sessions.</p>
<p>Feedback</p> 	<p>We all need feedback on how we are doing. Delivered in a positive and constructive manner, feedback can build confidence, self-esteem, and motivation. Delivered in the wrong way feedback can have the opposite impact resulting in poor performance and a breakdown in the relationship between you and your team members.</p>

The key to using high-performance work practices is for managers to use these four core coaching skills consistently and frequently and NOT just whilst delivering formalised coaching sessions, but in everyday management. This will help to establish a 'coaching culture' and for managers to develop a coaching management style.

3.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. Goal, Reality, Options and Way Forward).

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



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.

Goal

During the first stage of the process, the **Goal** 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?*

Reality

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:

<ul style="list-style-type: none">• <i>What is happening right now?</i>• <i>What do you believe is the problem?</i>• <i>How far are you from an ideal situation?</i>• <i>How do you feel about your current situation?</i>	<ul style="list-style-type: none">• <i>What is the root cause of the problem?</i>• <i>Who is impacted by this? How?</i>• <i>What is standing in the way of your goal?</i>• <i>What is the impact on you and your performance?</i>
---	--

Options

Once **Reality** and all obstacles to current goals have been discussed, the **Options** 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:

<ul style="list-style-type: none">• <i>What could you have done?</i>• <i>What ideas do you have?</i>• <i>What actions have worked for you in the past?</i>• <i>Who could help you to achieve your goals?</i>• <i>What information do you need, and how could you acquire it?</i>• <i>What else could you do?</i>	<ul style="list-style-type: none">• <i>What if this or that constraint was removed? Would that change things?</i>• <i>What are the advantages and disadvantages of each option?</i>• <i>What factors or considerations will you use to weigh the options?</i>• <i>What do you need to stop doing in order to achieve this goal?</i>• <i>What obstacles stand in your way?</i>
---	---

Way Forward

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:

<ul style="list-style-type: none">• <i>What will you do to achieve your goals?</i>• <i>How and when will you do it?</i>• <i>Who will you talk to throughout?</i>• <i>Are there any other measures you need to put into place?</i>• <i>What will you do now, and when? What else will you do?</i>	<ul style="list-style-type: none">• <i>What could stop you moving forward? How will you overcome this?</i>• <i>How can you keep yourself motivated?</i>• <i>When do you need to review progress? Daily, weekly, monthly?</i>• <i>How committed are you to this action?</i>
--	---

4.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**’.

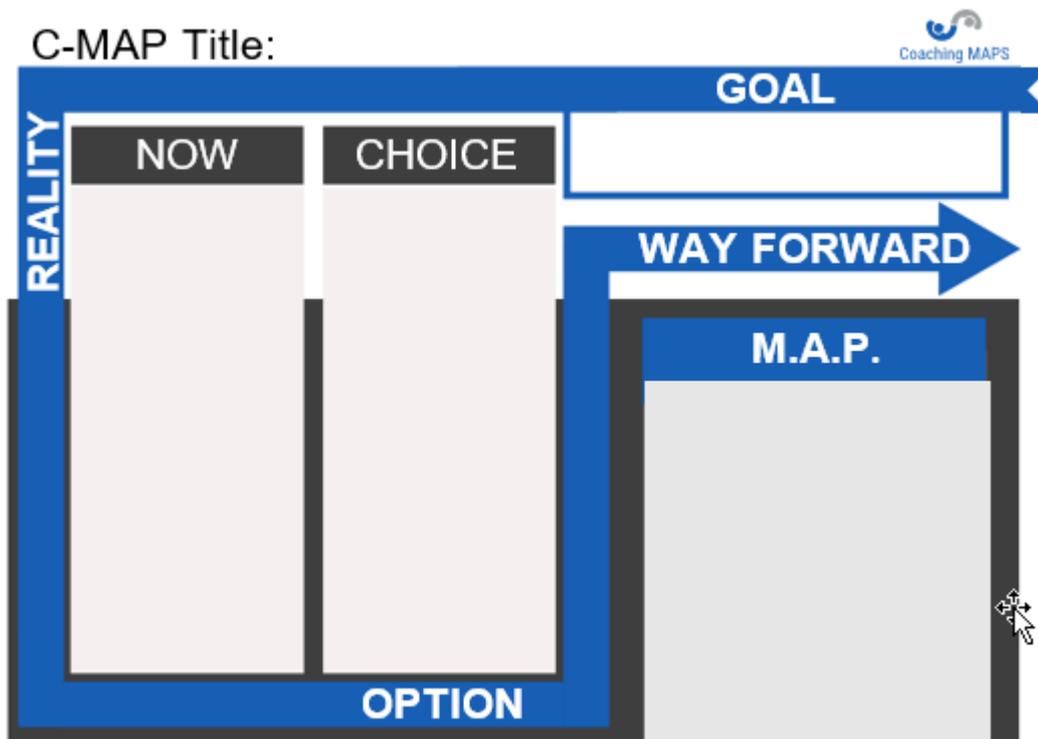


Figure 1: Blank C-MAP Template

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. Coaching MAPs can be developed to support the implementation of high-performance work practices covering topics such as:

- managing a team member who consistently underperforms
- 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.

5. Pre-prepared C-MAPs

The C-MAP website (<https://www.coachingmaps.eu/>) contains a set of 12 downloadable, pre-prepared C-MAP coaching templates. The C-MAP templates include:

- A blank C-MAP template
- A generic C-MAP
- A C-MAP about managing the performance of a team member working from **home or working remotely**
- A C-MAP about managing employees with **cultural and language differences**
- A C-MAP about managing employees with **time management** issues (workday, project deadlines etc.)
- A C-MAP about **receiving and acting upon feedback** from others
- A C-MAP about managing a team member who consistently **underperforms**
- A C-MAP about addressing a personal or **sensitive problem** with a team member
- A C-MAP about managing an **outstanding team member** with limited opportunity for further growth within the company
- A C-MAP about **giving feedback** to others
- A C-MAP about managing a team member who is challenged by **digital transformation** process
- A C-MAP about managing a **workplace conflict** between team members
- A C-MAP about managing a team member with a **poor attitude**
- A C-MAP about managing an employee who issues commands to co-workers that are not under their supervision, generating **recurrent conflicts**

The C-MAPs provide the basis of a powerful toolkit for use by managers committed to improving the performance of teams and individuals. The generic and blank C-MAP templates provide a starting point for managers who need to deliver ad hoc or 'in the moment' coaching sessions or who need to develop their own bespoke C-MAP coaching session. The C-MAP framework is designed to enable managers to identify key coaching questions quickly and efficiently and to populate the blank C-MAP template with coaching questions. These can be used to deliver high impact coaching sessions – these can be recorded by making notes of answers and agreed objectives, actions and decisions on a blank C-MAP template ensuring there is an accurate written record of the outcomes and agreed actions. Over time, managers can quickly build up their own bespoke set of C-MAP templates saving them time and enabling them to focus on delivering coaching in the workplace rather than planning and preparing coaching sessions.

6. What Next?

In this module you have explored the concept of high-performance work practices and how to plan and use the C-MAP model to deliver high impact coaching.

You have considered:

- What is meant by the term 'high performance work practice'
- How to use the C-MAP coaching model to deliver coaching sessions
- How to use one of the pre-prepared C-MAP plans
- How to design your own C-MAP plans

Specifically, learnt about the use of pre-prepared and bespoke C-MAP coaching plans.

In Module 1, you learned about the different styles of management and the value of adopting a coaching management style. You learned about the **C-MAP Model** and the **C-MAP** coaching framework as well as the four stages of the **GROW Model**. In Module 2, you learned about **Coaching Practice**. Specifically, you explored 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 this Module, you learned about how to use the C-MAP coaching model to improve the performance of teams and individuals.

Using the knowledge, you have gained this course you will be well equipped to plan and deliver high impact coaching sessions with your team members. The next step is to commit to using C-MAPs and coaching as a key part of your day-to-day management practice and to become a **'high performance manager and coach'**.

