

Leadership Support Initiative
Pilot Coaching Program 2007

**GUIDELINES FOR
LEADERSHIP COACHING**

Preface

These guidelines have been prepared to support the implementation of the pilot stage of the coaching component of the Leadership Support Initiative of the National Strategic Plan for HIV and AIDS in PNG.

The content is drawn from the general literature and practice of executive coaching and assumes that the people who will be taking on the role of coach have already completed the UNDP Leadership Development Program which included both theory and practice in the core skills of coaching.

The term client has been used in these Guidelines to refer to the person being coached. Some trainers use the word *coachee* which can be a bit confusing. The important thing is that both parties engaged in the process understand that there is no imbalance of power in the coaching relationship. The establishment of a genuine partnership, based on trust, openness and shared learning, is one of the foundations of coaching. In coaching, there is no place for the *guru* or secret knowledge. Accordingly, these guidelines have been written to be shared by coach and client and any others interested in the pilot program.

As this material is part of the pilot stage, we expect it to be critically evaluated and revised on the basis of input from the participants and others with a stake in the outcome.

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1. Background to the Coaching Pilot Program

The Leadership Support Initiative (LSI)

The LSI is an AusAID-funded program under the auspices of the National Aids Council designed to support the National Strategic Plan for HIV/AIDS in the area of Leadership, Partnership and Co-ordination.

In 2006 the LSI conducted a number of core leadership modules for members of Parliament, Provincial Administrators and Chairs of Provincial HIV/AIDS Committees. In 2007, the LSI core modules are being extended to Secretaries and Heads of Statutory Authorities.

The objectives of the LSI Core Leadership Workshops are-

1. To establish with leaders that their leadership is critical and urgent for addressing HIV and AIDS in Papua New Guinea
2. To explore with leaders the characteristics of breakthrough leadership and how these characteristics can be developed in self and others
3. To assist leaders to develop their own personal action plans for HIV and AIDS

The overall LSI program includes a range of experiences from which leaders can select to suit their own particular needs and context – information sessions, research and learning opportunities, leadership skills development and coaching.

Why is Coaching included in the LSI?

The benefits of training programs and skills workshops are often short-lived. It is now widely recognised in the corporate world and in government that motivation, commitment and skills can be sustained and embedded in personal practice through one-on-one work with a coach. As few as 4 sessions with a coach can make a significant long term difference in ways of thinking, strategising, and solving problems.

Coaching is especially valuable as a way of supporting leaders who are time-poor to give focus to key issues they want to address but have not had time to do so. Coaching also provides an opportunity for leaders to discover and further develop new or not fully expressed aspects of their leadership potential for effective action in the fight against HIV and AIDS.

Structure of the LSI Coaching pilot program

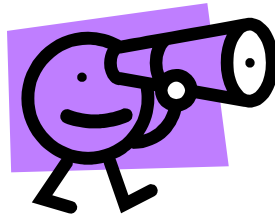
The Coaches – leaders in government, public service, civil society and the corporate sector in PNG who successfully completed the UNDP are being invited to undertake further training as coaches. This training program is being conducted jointly by experienced facilitators from the LSI and UNDP Leadership Development Program. Coaches trained in other programs may also be invited to participate in the pilot program.

The Clients – Members of Parliament, Governors, Provincial Administrators, Departmental Secretaries, Heads of Statutory Authorities and Chairs of PACs who have participated in LSI workshops in 2006/7 are being invited to take up the offer of coaching. Involvement is entirely voluntary.

How the coaching pilot program will operate – Coaches and clients will be tentatively matched taking into account geographic proximity and similarity in background and experiences. Clients will have the final say in who will be their coach. Coaches will then negotiate a suitable venue and times for 4 sessions of approx 1 ½ hours. Telephone coaching may be considered an option for some participants. Experience has shown that once an effective relationship has been established, telephone coaching can be just as effective as face-to-face coaching.

The focus of the coaching in the pilot program is to assist Leaders (clients) to achieve their goals in relation to HIV and AIDS. While the content of the coaching sessions is confidential, coaches and clients will be invited to participate in an evaluation of the process and make recommendations for future planning.

The pilot program will be administered and supervised by PATTAF. The evaluation will help to guide future planning.



2. What is Coaching?

Definitions



Coaching is a partnership based on mutual trust and respect in which the coach helps clients to help themselves. This helping process involves skilful listening and questioning which facilitates learning, generates higher levels of self awareness and opens up new possibilities for action.

Coaching is fundamentally concerned with learning and performance. It is very goal-directed and results-oriented.

Maintaining the focus on the goals and facilitating learning requires a high level of personal awareness and skilful use of language by the coach.

The process of learning is often referred to as the *coaching conversation* in which both parties are committed to improving the performance (achieving the goals) of the person who has asked for coaching.

In the coaching conversation -

- The coach listens more than talks;
- The coach guides clients to discover new potential within themselves and new ways of conceptualising the external world;
- The coach does not give advice or make judgment and rarely, if ever, would ask a *why* question
- The coach asks very few questions about content – instead, the coach focuses the conversation on processes, beliefs, values, feelings, and insights.

A central concept in coaching is the recognition that *individuals always have the capacity to make choices*. In the coaching conversation, the coach helps the client to become more aware of choices they have made and to consider possible alternatives to those choices. Importantly, the choices which are the focus of coaching are not so much about actions as about perceptions and interpretations of both the inner self and external world.

Goals in coaching – transactional and transformational

Coaching works with two kinds of goals, often simultaneously. For example, it is typical in the early stages of coaching for goals to be mainly about achieving certain things, establishing processes and getting things done – these are *transactional goals* which tend to have an external focus. Leadership coaching is more powerful when it deals with *transformational goals* where the objective is learning and increasing capacity to deal

effectively with similar situations, dilemmas and relationship whenever they arise, not just one-offs. (Rogers, J. *Coaching Skills – A Handbook*. Open University Press 2004)

A skilled coach helps the client to reframe goals so that they become more transformational and lead to longer term success and sustainability. Skilled coaching *tutors* clients in learning new ways of perceiving and interpreting which they can apply themselves. In a successful coaching relationship the coach soon becomes redundant as the client learns a new kind of self-talk and comes to trust him/herself more than the coach. This is evidence of genuine transformation.

How can coaching help leaders?

Leadership coaching recognises that clients, who are already acknowledged as leaders, have considerable experience and success in leading. Its aim therefore is to help already successful people become even more successful by facilitating deeper levels of learning about themselves and how they approach and react to situations.

Effective leaders recognize that habits of thinking, perceiving and responding can result in blind spots, preventing them from seeing solutions and solving problems. Effective coaching helps leaders to become more self-aware and to discover new ways of approaching old problems.

The opportunity to work confidentially with an independent and skilled person, who is focused entirely on your goals and has no personal agenda, is rare in the workplace or in politics and highly valued by leaders. Effective coaching, through its focus on goals and results helps leaders to fast-track their action plans and become more creative in their approach to finding solutions.

How is coaching different from other one-on-one support?

Coaching has been described as about midway on a continuum from highly structured, externally driven processes (such as training and performance management systems) to very individualized, internally focused personal growth experiences.

Performance- * training * mentoring * Coaching * counselling * therapy * meditation management.
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(Adapted from Cope, M. *The 7 Cs of Coaching*. Pearson Education Ltd, Great Britain 2004)

Activities closest to coaching are mentoring and counseling. Mentors, usually older and more experienced, are called on to impart their knowledge, rather than assist the client to discover the solutions within themselves.

Counselors tend to focus on *helping people with problems to fix things* – to improve their mental health by being less driven by negative emotions and thoughts. Coaching recognises that emotions and feeling are a central part of decision-making in everyday life but it is not focused on emotion and feelings for their own sake – this would become therapy.

In relation to mentoring and counseling, the simple distinction is that coaching does not assume the coach knows best; nor does it assume that the client has a problem. Coaching helps high achievers achieve even higher.

Sports coaching, probably the most commonly recognised form of coaching, needs to be distinguished from leadership coaching. Most often, the sports coach uses a combination of motivational psychology and specific skill training (e.g. coordination, strength, endurance, practice). The sports coach usually takes an authority position (e.g. develops the program, gives advice and applies pressure if needed) and consequently, the client is in a subordinate position. This is very different from leadership coaching which has no such power relationship. Leadership coaching is based on a fundamental belief in the capacity (and the necessity) of individuals to lead their own transformation with minimal facilitation from the coach. The client always sets the agenda.

The coaching relationship

The critical success factor for coaching is the relationship between the coach and the client. This relationship is characterised by trust, openness and genuine partnership. Both parties have a commitment to achieving the client's goals and accept certain responsibilities toward achieving those goals-

- The coach has a responsibility to apply his/her skills to helping, to be non-judgmental, to support and encourage the client in learning;
- The client has a responsibility to maintain focus on the goals and to be open to learning;
- Both parties have a responsibility to be genuine in their relationship, to be honest and to be respectful to one another by being punctual, maintaining confidentiality and giving honest feedback.

What makes a great coach?

The ideal coach acts as a clear non-judgmental mirror that reflects what is really happening in the client's effort in such a way that illuminates the innate knowledge and strengths of the person.

Successful coaching requires a high level of self-awareness and emotional intelligence to be *fully present* with the client and to recognise and move beyond one's own prejudices and habitual ways of responding.

The coach must also be actively committed to and engaged in his/her own learning and development and will reflect on learning from each coaching encounter.

While language skills are very important (eg. being able to synthesise ideas and assist clients to clarify and express their thought), *listening skills are even more important*. A great coach is skilled in many forms of listening, including listening to one's own inner self, picking up emotions, reading body language accurately, sensing what has not been expressed as much as hearing the spoken words.

The three pillars of coaching

(adapted from Cope, M. *The 7 Cs of Coaching*. Pearson Education Ltd, Great Britain 2004.)

These pillars are critical for the success of coaching. The coach needs to test these out, at least in his/her own head, before every session and at frequent times throughout coaching conversations with the client.

- ***Invitation***

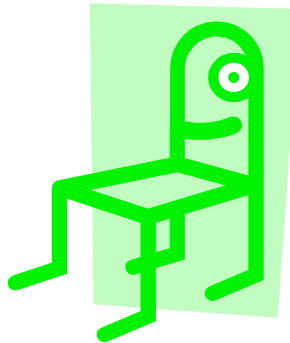
The coaching relationship is entirely dependent on the client's willingness to be coached. The old saying applies well – you can lead a horse to water but you can't make him drink

- ***Intent***

Coaching has to have action goals – the client must be committed to change and the coach must be confident that the client wants to change, wants to realize a benefit from the change and wants the change to last. Skilful questioning from the coach can help clients to determine how strong is their will to change and whether they are indeed committed enough to address issues that may have prevented them from success in the past. Before each session closes, the role of the coach is to test and ensure that the client is fully committed to the change.

- ***Independence***

One of the greatest challenges facing a coach is to maintain the focus on the client helping themselves. To do so, the coach has to avoid providing insights, giving advice or suggesting solutions. In order for clients to become independent they must be given maximum opportunity to learn for themselves and to own both the problem and the solution.



A useful summary of what is generally agreed about coaching –



Principles underpinning Effective Coaching Practice

1. All human beings have the capacity to resolve their problems and to experience transformational change.
2. The role of the coach is to “spring loose” the client’s potential. *Giving advice is the opposite of coaching.* Giving advice leads to dependency and blocks learning and development. Even worse, giving advice implies that the coach knows best and that the client is a lesser human being.
3. Coaching is a *collaborative process* in which the coach and the client are equal partners and show respect for one other. Respect is shown by the quality of the listening, the suspension of judgment and the ability to give and receive honest feedback.
4. The *client always sets the agenda.* The coach comes with no pre-set agenda in coaching. This is the fundamental difference between coaching and other forms of leadership development.
5. Coaching is *focused on goals and actions* but recognizes that feelings and emotions are powerful drivers and blockers; coaching assists the client to recognise and use feelings and emotions constructively.
6. The key elements for successful coaching outcomes are –
 - The quality of the relationship between the coach and the client (trust, honesty, mutual respect, optimism), and
 - The strength of the client’s commitment to achieving his/her goals.

(Adapted from Rogers, J. *Coaching Skills – A Handbook*. Open University Press, UK 2004.)

3. *The GROW Model for Coaching*

The GROW model – goals, reality, options, wrap up (what and will)

The GROW model is used in many professional coaching practices and provides a constructive and efficient structure in which the coaching conversations take place.

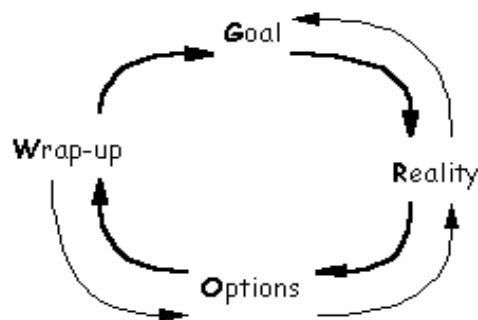
The structure itself however is not sufficient of itself to generate results. A relationship of trust and mutual respect must be established and nurtured. This is conveyed by the coach verbally and non-verbally and by the way that questions are asked as well as by the content.

Emotional intelligence is one of the key attributes of effective coaches and *skills in questioning and giving feedback* are their core skills.

- **Goal** – agree a goal for the session; make it specific and as SMART as possible.
- **Reality** – help the client to tell their story.
- **Options** – explore possible actions to reach goal.
- **Wrap-up** – what’s going to be done to reach the goal; agree on timeframes and resources to be applied; make the commitment..

In the GROW model, the coach initiates and guides the coaching conversation through a cyclic process from goal clarification through reality testing and consideration of options to making a commitment to undertake action within a chosen timeframe.

Within each coaching session the objective is to move from goals to action commitments (the Wrap-up) but it is quite normal for the process of clarification to move the conversation backwards and forwards. This is OK so long as the coach guides the client to wrap up the session with a statement of the goal and the actions.



(Adapted from PATTAF Senior Executive Leadership Program Department of Personnel Management: *Guide to Executive Coaching*. AusAID, 2005).



Goal Setting - Goal setting sounds easy but often needs considerable skill on the part of the coach to make the goal specific and measurable. Clarifying the goal is a really significant step in coaching. Many clients experience a real “*aha experience*” once they have clarified the goal. It’s often a great moment. The more specific the goal, the easier it is to see the path of action and the more likely it is to be achieved.

There is a big difference between vision and goals. When asked about goals for coaching, many people begin with a statement of vision. Vision statements are important but they need to be broken down into specific goals for coaching. Compare the following two statements.

- **Vision** - *To improve home-based care for people living with AIDS*
- **Goal** - *To provide a network of 3 trained part-time volunteer health workers to support families in Named Villages by the end of 2007.*

The role of the coach is to help the client to set SMART goals - goals which are:

- Specific
- Measurable
- Attractive
- Realistic and
- Time Framed

Both the coach and the client should write down the goals. Ensure clarity and motivation as these will need to be revisited many times during the session.

Some good goal setting questions include:

For the goal to be worked on –

- *What would you like to have happen that’s not happening at present?*
- *What do you need to achieve? Tell me more about that?*
- *Is that realistic?*
- *What would success look like?*
- *What are the critical success factors to achieving that goal?*

For the goals for the session -

- *What would you like to get out of today’s session?*
- *What feeling would you like to have when you walk out of this session?*
- *What would have to happen in this session for you to feel that the time was well spent?*
- *Can we do that in the time available?*

If the client is having difficulty framing the goals, the coach might start with exploring the problems and then turning problem statements into goals. For example, the problem statement *I can’t get my people to commit to action plans* can be restated as a goal *I want to have each of my district managers fully committed to and implementing an effective plan for HIV/AIDS awareness and education in the next 6 months.*



Reality

Reality (exploration and testing) is typically the shortest part of the coaching session.

The role of the coach in this phase is to –

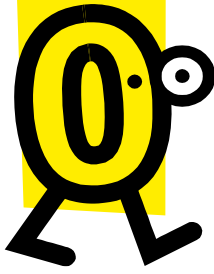
Help the client to tell their story;
Invite self-assessment;
Explore what has blocked action in the past, but, *peeling the onion with care*;
Maintain the focus on relevant issues.

The coach never *puts the client on the spot* by asking *why* questions and should always ask permission to ask the hard questions (eg. Do you think it would help to explore what has prevented you from achieving this before?)

Some good reality phase questions include:

- *What's happening at the moment?*
- *What data or information do you have that is relevant to this issue?*
- *When does this happen?*
- *What effect does this have?*
- *What have you tried?*
- *What worked in the past for you?*
- *What's within your scope of control?*
- *On a scale from one to ten, how serious is the situation?*
- *On a scale from one to ten, how likely is the outcome you are seeking?*

When asking questions about reality, the coach is more interested in the client's reflections and analysis of what is going on than obtaining a full set of facts for himself/herself. The *content* is usually far less important than the *process*.



Options - The Options phase is typically the longest part of the coaching session. The main thing the coach has to guard against is trying to speed up the process by making suggestions or asking leading questions.

The role of the coach in this phase is to assist the client to -

Examine a range of possibilities;
Uncover blind spots;
Come up with a realistic action plan with an understanding of costs and benefits of choices;
Ensure choices are made and owned.

The coach invites suggestions from client (this empowers and fosters self-reliance) and would offer suggestions only if the client is really stuck – and then would do it very tentatively.

Some good option exploring questions include:

- *Are there times when the problem does not occur? What's different about those situations?*
- *How can you do more of what works for you?*
- *How have you stopped the problem from completely overwhelming you?*
- *What has worked for you in the past?*
- *What are the possibilities you see – don't worry about the barriers at this stage?*
- *What can be done to change the situation?*
- *How can you move towards your goal?*
- *What support do you need in making this change?*
- *Rate from (1 – 10) how useful this option is for you. How could you move to an 8? (or appropriate number)*

Some techniques the coach could use include Brainstorming, Mind-mapping and asking the client - *If you were the coach, what advice would you give yourself?*



Wrap – up - Wrap-up is a crucial part of the coaching session and includes the *will* – **the commitment to action** as well as the agreement on actions to be implemented before the next sessions.

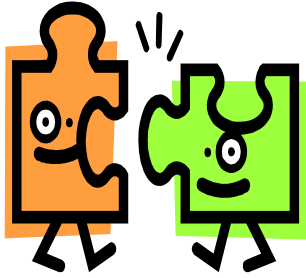
The role of the coach is to –

Re-visit the goal and the options;
Assist the client to commit to action;
Identify specific steps and write them down;
Establish support (and self-support) systems;
Identify obstacles and make contingency plans
Set next meeting/contact plan – email, phone, face-to-face.

Some good wrap-up questions include:

- *How can we wrap-up this session?*
- *What are the next steps?*
- *How will you know that you're on track for success?*
- *What kinds of things might stop you from taking this step?*
- *What are you going to do?*
- *When are you going to take these steps?*
- *How are you going to keep track of your progress?*
- *What are some of the advantages of doing this?*
- *What are the consequences of not doing this?*
- *How strong is your commitment – on a scale 1 to 10?*
- *What might stop you reaching this goal? How can you overcome this?*
- *How can I help you in moving forward? Who can support you in this action?*
- *What needs to change in your own feelings and thoughts for this to really happen?*

As part of wrap-up, the coach could invite the client to rate their level of confidence of success and then use this as an opening for the next session.



Some traps to be avoided

(Adapted from Rogers J *Coaching Skills –A Handbook*. Open University Press 2004).

Even with the best of intentions and much practice, the coach needs to guard against some common traps. These include:

1. Advice in disguise

Sometimes the coach can be so keen to get the client to consider a solution that he/she already has in mind that questions are framed towards that instead of helping the client to find his/her own solutions. Examples of this often start with words such as: *would . . . ? did . . . ? wasn't . . . ?* In such cases the coach is clearly leading the agenda. Sure signs of this are when the coaching questions get longer and the answers get shorter.

2. Leading questions

Leading questions are also usually advice in disguise and have particularly negative impacts, even if the coach is trying to provide positive reinforcement. Compare the difference between - *So, would you agree that you handled that situation rather well?* and *How well do you think you handled that situation?*

3. The Why question

Asking questions beginning with *Why* suggests either that the client should have acted some other way or that the coach does not understand or approve of the motivation for the client's behaviour. A *why* question can feel like an interrogation which immediately upsets the balance of trust and partnership in the coaching relationship.

4. Digging for data

The more the coach asks questions about content, the less likely it is that the coach and client will deal with the really important underlying issues. The facts of a situation, if they are needed, will emerge from the client in discussing Reality and Options.

5. Asking about people who are not present

It's not fair, or valid, to ask someone to state how another person might be feeling or what they might be thinking. Instead of asking *What would your team feel about that?* the coach could consider asking *Do you have some concerns about how others might respond?* This immediately puts the agenda back into the client's domain.

6. Long and double-barreled questions

Long and complex questions tend to confuse clients and constrain their reflection as they struggle to answer all the components of a complex question. Such questions usually arise from the coach's level of anxiety or insecurity.

7. Being over-empathic

The coach needs to understand and *be present with* the client, but with sufficient emotional distance so as to fully support the client and keep the coaching focused on the goals. Sometimes this may require a short break in the coaching session so that strong emotions can be expressed and managed outside the coaching conversation. The coaching conversation can then deal with the emotions once the client feels comfortable to do so.

4. The Foundations of Coaching and the Core Skills

The foundations of coaching are the personal qualities and attributes that the coach brings to the coaching relationship. This is well summed up by the term *Emotional Intelligence*.

The building blocks are the skills that the coach has learned that will guide the coaching conversations.

In short, the coach should be genuinely interested in the client and committed to helping the client achieve his/her stated goals. The coach should be an excellent communicator, highly skilled in listening as well as in clarifying and asking questions.

While some people, by virtue of their personality traits, inherent skills and life experiences, are well suited to the role of coach and more likely to be successful than others, all coaches must accept that personal learning and continuous development are an integral aspect of their coaching role.

Emotional Intelligence

The concept of *Emotional Intelligence* has been a breakthrough in describing the personal qualities that are important for leadership and even more so for successful coaching. A significant part of the coach's preparation and continuous learning and development can be focused on developing higher levels of emotional intelligence. Some ways of achieving higher levels of competence in the four domains of emotional intelligence include self reflection, working with another coach and undertaking training.

There are now many books and resources on emotional intelligence. The 4 main components of emotional intelligence are –

- *Self awareness*
- *Self Regulation*
- *Self motivation*
- *Social awareness*



Doing a personal rating on the competencies underpinning emotional intelligence can be helpful for both coach and client to self assess their skills and identify the areas they wish to develop further. (Goleman, D: *Working with Emotional Intelligence*. Bantam Books. New York 1998).

1. Self-awareness	
<i>Competencies</i>	<i>People with this competence</i>
<i>Emotional awareness:</i> Recognizing one's emotions and their effects.	<ul style="list-style-type: none"> • Know which emotions they are feeling and why • Realize the links between their feelings and what they think, do, and say • Recognize how their feelings affect their performance • Have a guiding awareness of their values and goals.
<i>Accurate self-assessment:</i> Knowing one's strengths and limits	<ul style="list-style-type: none"> • Aware of their strengths and weaknesses • Reflective, learning from experience • Open to candid feedback, new perspectives, continuous learning, and self-development • Able to show a sense of humor and perspective about themselves.
<i>Self-confidence:</i> Sureness about one's self-worth and capabilities.	<ul style="list-style-type: none"> • Present themselves with self-assurance; have "presence" • Can voice views that are unpopular and go out on a limb for what is right • Are decisive, able to make sound decisions despite uncertainties and pressures.

2. Self-Regulation	
<i>Competencies</i>	<i>People with this competence</i>
<i>Self-control:</i> Managing disruptive emotions and impulses	<ul style="list-style-type: none"> • Manage their impulsive feelings and distressing emotions well • Stay composed, positive, and unflappable even in trying moments • Think clearly and stay focused under pressure
<i>Trustworthiness:</i> Maintaining standards of honesty and integrity	<ul style="list-style-type: none"> • Act ethically and are above reproach • Build trust through their reliability and authenticity • Admit their own mistakes and confront unethical actions in others • Take tough, principled stands even if they are unpopular.
<i>Conscientiousness:</i> Taking responsibility for personal performance	<ul style="list-style-type: none"> • Meet commitments and keep promises • Are organized and careful in their work.
<i>Adaptability:</i> Flexibility in handling change.	<ul style="list-style-type: none"> • Smoothly handle multiple demands, shifting priorities, and rapid change • Adapt their responses and tactics to fit fluid circumstances • Are flexible in how they see events
<i>Innovation:</i> Being comfortable with and open to novel ideas and new information.	<ul style="list-style-type: none"> • Seek out fresh ideas from a wide variety of sources • Entertain original solutions to problems • Generate new ideas • Take fresh perspectives and risks in their thinking.

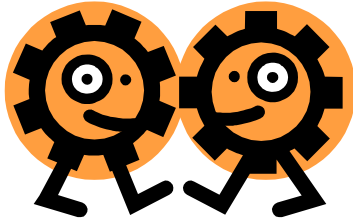
3. Self-Motivation	
<i>Competencies</i>	<i>People with this competence</i>
<i>Achievement drive:</i> Striving to improve or meet a standard of excellence.	<ul style="list-style-type: none"> • Are results-oriented, with a high drive to meet their objectives and standards • Set challenging goals and take calculated risks • Pursue information to reduce uncertainty and find ways to do better • Learn how to improve their performance
<i>Commitment:</i> Aligning with the goals of the group or organization.	<ul style="list-style-type: none"> • Readily make personal or group sacrifices to meet a larger organizational goal • Find a sense of purpose in the larger mission • Use the group's core values in making decisions and clarifying choices • Actively seek out opportunities to fulfill the group's mission
<i>Initiative:</i> Readiness to act on opportunities	<ul style="list-style-type: none"> • Are ready to seize opportunities • Pursue goals beyond what's required or expected of them • Cut through red tape and bend the rules when necessary to get the job done • Mobilize others through unusual, enterprising efforts
<i>Optimism:</i> Persistence in pursuing goals despite obstacles and setbacks.	<ul style="list-style-type: none"> • Persist in seeking goals despite obstacles and setbacks • Operate from hope of success rather than fear of failure • See setbacks as due to manageable circumstance rather than a personal flaw.



4. Social Awareness	
<i>Competencies</i>	<i>People with this competence</i>
<i>Empathy:</i> Sensing others' feelings and perspective, and taking an active interest in their concerns	<ul style="list-style-type: none"> • Are attentive to emotional cues and listen well • Show sensitivity and understand others' perspectives • Help out based on understanding other people's needs and feelings
<i>Service orientation:</i> Anticipating, recognizing, and meeting customers' needs.	<ul style="list-style-type: none"> • Understand customers' needs and match them to services or products • Seek ways to increase customers' satisfaction and loyalty • Gladly offer appropriate assistance • Grasp a customer's perspective, acting as a trusted advisor
<i>Developing others:</i> Sensing what others need in order to develop, and bolstering their abilities.	<ul style="list-style-type: none"> • Acknowledge and reward people's strengths, accomplishments, and development • Offer useful feedback and identify people's needs for development • Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.
<i>Leveraging diversity:</i> Cultivating opportunities through diverse people.	<ul style="list-style-type: none"> • Respect and relate well to people from varied backgrounds • Understand diverse worldviews and are sensitive to group differences • See diversity as opportunity, creating an environment where diverse people can thrive • Challenge bias and intolerance.
<i>Political awareness:</i> Reading a group's emotional currents and power relationships.	<ul style="list-style-type: none"> • Accurately read key power relationships • Detect crucial social networks • Understand the forces that shape views and actions of constituents • Accurately read situations and organizational and external realities.

*Training to be a coach focuses both on
 personal development and skills development
 and, it is a never-ending process!*

5. Social Skills	
<i>Competencies</i>	<i>People with this competence</i>
<i>Influence:</i> Wielding effective tactics for persuasion.	<ul style="list-style-type: none"> • Are skilled at persuasion • Fine-tune presentations to appeal to the listener • Use complex strategies like indirect influence to build consensus and support • Orchestrate dramatic events to effectively make a point
<i>Communication:</i> Sending clear and convincing messages	<ul style="list-style-type: none"> • Are effective in give-and-take, registering emotional cues in attuning their message • Deal with difficult issues straightforwardly • Listen well, seek mutual understanding, and welcome sharing of information fully • Foster open communication and stay receptive to bad news as well as good
<i>Leadership:</i> Inspiring and guiding groups and people	<ul style="list-style-type: none"> • Articulate and arouse enthusiasm for a shared vision and mission • Step forward to lead as needed, regardless of position • Guide the performance of others while holding them accountable • Lead by example
<i>Change catalyst:</i> Initiating or managing change.	<ul style="list-style-type: none"> • Recognize the need for change and remove barriers • Challenge the status quo to acknowledge the need for change • Champion the change and enlist others in its pursuit • Model the change expected of others
<i>Conflict management:</i> Negotiating and resolving disagreements.	<ul style="list-style-type: none"> • Handle difficult people and tense situations with diplomacy and tact • Spot potential conflict, bring disagreements into the open, and help de-escalate • Encourage debate and open discussion • Orchestrate win-win solutions
<i>Building bonds:</i> Nurturing instrumental relationships	<ul style="list-style-type: none"> • Cultivate and maintain extensive informal networks • Seek out relationships that are mutually beneficial • Build rapport and keep others in the loop • Make and maintain personal friendships among work associates
<i>Collaboration and cooperation:</i> Working with others toward shared goals.	<ul style="list-style-type: none"> • Balance a focus on task with attention to relationships • Collaborate, sharing plans, information, and resources • Promote a friendly, cooperative climate • Spot and nurture opportunities for collaboration
<i>Team capabilities:</i> Creating group synergy in pursuing collective goals	<ul style="list-style-type: none"> • Model team qualities like respect, helpfulness, and cooperation • Draw all members into active and enthusiastic participation • Build team identity, esprit de corps, and commitment • Protect the group and its reputation; share credit



The Building Blocks – These are the Core Skills of coaching , the skills and processes that make it work.

The coaching conversation requires the coach to take a lead in establishing trust, to listen intensely and at many levels simultaneously, to convey empathy and to use the best questions to assist clients to clarify their thoughts and feelings and move constructively towards achievement of their goals. These skills will be practised in the training program.

Building Trust

- The coach builds trust by being genuine and sincere and being totally consistent in what is said and what is done.
- Breaching issues of privacy and confidentiality destroys trust as does being late, not following through on commitments and not listening fully and intently to what the client is saying.
- Trust is conveyed by the behaviour of the coach as well as the attitude that comes through by conveying acceptance, respect and being non-judgmental. The non-verbal behaviour of the coach, including the tone of voice are important in conveying trust.
- A sense of partnership comes from the coach being open and willing to share some of his/her own feelings and vulnerabilities as they relate to the coaching conversation and through being respectful and tentative in probing personal or potentially sensitive issues with the client.

Listening – the heart of coaching

The importance of listening actively, fully and at many levels can not be over-stated. Many trainers suggest that for at least 70% – 80% of the time in a coaching conversation, the client should be talking and the coach listening. Achieving this kind of balance takes skill and concentration on the part of the coach.

- Listening involves paying attention to what is spoken as well as what is un-said.
- Listening requires sensitivity to body language and expressions, recognizing that these sometimes contradict what is spoken and are frequently a better indicator of feelings than words.
- Effective listening requires the coach to be aware of and then put aside his/her own view of the world.

- Effective listening in the coaching conversation requires the coach to be aware of his/her own inner world – the thoughts and feelings that colour how the coach interprets what the client is saying.
- The coach should not be afraid of silences. There is no need to leap in with a question every time the client takes a breath.

Empathy

Empathy is a core skill for which a high degree of emotional intelligence is clearly an important foundation. While some people are naturally more empathic than others, the competencies in emotional intelligence can be enhanced through learning and reflection and feedback from colleagues and other professionals.

- Empathy is conveyed most powerfully by non-verbal means.
- Empathy can not be faked.
- Empathy differs from sympathy – empathy is feeling *with*, sympathy is feeling *for*.
- It is possible to feel *with* someone and not be overcome with the same level of emotion. For example if someone is crying, you can be genuinely empathic, and convey your empathy, without also crying. A coach who is overcome with emotion is hardly in a position to help a client.

Clarifying and asking questions

Coaching works primarily through the processes of skillful listening and skillful questioning. The best questions are usually content-free, open-ended, brief and directed toward increasing the client's self-awareness and learning.

An important distinction for the coach is that the purpose of clarification is not for the coach to understand better, but for the client to be gently guided towards *clarification in their own mind*. Successful coaching becomes a journey of discovery for the client.

Within the coaching conversation, particular kinds of questions have been found to be most useful at different stages of the GROW cycle. Many examples are included in the section on the *GROW* model.

Asking good questions– a PROMPT LIST

Even experienced coaches find it helpful to keep a prompt sheet in their diary or notebook. This frees them to listen more intently to the client, knowing they have their prompt to fall back on if necessary.

The following list is adapted from Rogers, J *Coaching Skills – A Handbook*.

A task for participants in the Pilot Coaching Program will be to consider the language and style of the following questions for the PNG leadership context.



**PROMPT LIST OF QUESTIONS
FOR THE COACH**

Goal /Clarification

What's the issue? What makes it an issue now?

Who owns this issue/problem?

How important is it on a 1-10 scale?

How much energy do you have for a solution on a 1-10 scale?

Reality

What have you already tried?

What's your own responsibility for what's been happening/or not happening?

What early signs are there that things might be going better?

Options

Imagine this problem's been solved. What would you see, hear, feel?

What's standing in the way of that ideal outcome?

Imagine you're at your most resourceful. What do you say to yourself about this issue?

What are the options for action from here?

What criteria will you use to judge the options?

Which options seem the best ones against those criteria?

Wrap-up

So what's the next step?

When will you take it?

5. *Dealing with Change - some Models*

Change, whether at an individual or organizational level, is the main focus of coaching. There are many models of change management which can help leaders and coaches and the choice of model is personal – whatever makes most sense and is useful in planning.

A common feature of most change models is that they invite the leader to think about the positive and negative forces, the hidden as well as the obvious, and particularly the values and beliefs that underpin behaviour. Change theories help leaders to recognise the *push-pull* factors and to understand that the change process first of all requires people to *give up* certain values and behaviours before adopting the new.

Successful-change management requires systematic planning including identifying and mobilising the promoters and champions of the change.

- (a) Kegan and Lahey *Uncovering Competing Commitments*
- (b) Wilber *Four Quadrants Model of Transformational Change*
- (c) Lewin *Force Field Analysis*
- (d) Kruger *Change Management Iceberg*
- (e) Goleman *Doing the Work of Change*
- (f) Kotter *8 Phases of the Change Process*



(a) Kegan and Lahey *Uncovering competing commitments*

(Kegan R and Lahey L *The Real Reason People Won't Change* Harvard Business Review, pp 85-93, Nov 2001.)

Kegan and Lahey explore the psychological dynamic of *competing commitments* – a situation where people may hold a sincere commitment to change but are unconsciously applying productive energy towards a hidden, competing commitment. Helping people to uncover their competing commitments releases energy, helps them to overcome previous limitations and become successful in achieving their goals. Uncovering competing commitments takes time and trust. The purpose is to help people to identify the values and beliefs that drive their behaviour. The following 3 stage process can help leaders to work through this process with individuals or groups.

Stage 1 – gaining commitment

- Ask – *What would you like to see changed (give the context) so you could be more effective?* Typically people will complain about the things they care about most. This can be followed by a questions that leads to the issue of commitment
- Ask - *What commitments does your complaint imply?* This is a production way of capturing the values and beliefs that will underpin change.

Stage 2 – uncovering the hidden commitment

- Ask – *What are you doing, or not doing, to keep your commitment from being more fully realized?*
- Then - *Imagine doing the opposite of this undermining behaviour - do you feel any discomfort or fear?*
- Then - *By engaging in this undermining behaviour, what negative outcomes are you trying to prevent?* The answer is the competing commitment – whatever it is that causes them to resist change.

Stage 3 - test, and consider replacing, the big assumptions

Assumptions are the worldview people hold that generates the competing commitment. Usually our big assumptions are formed early in life, are just below the surface of consciousness and are rarely challenged.

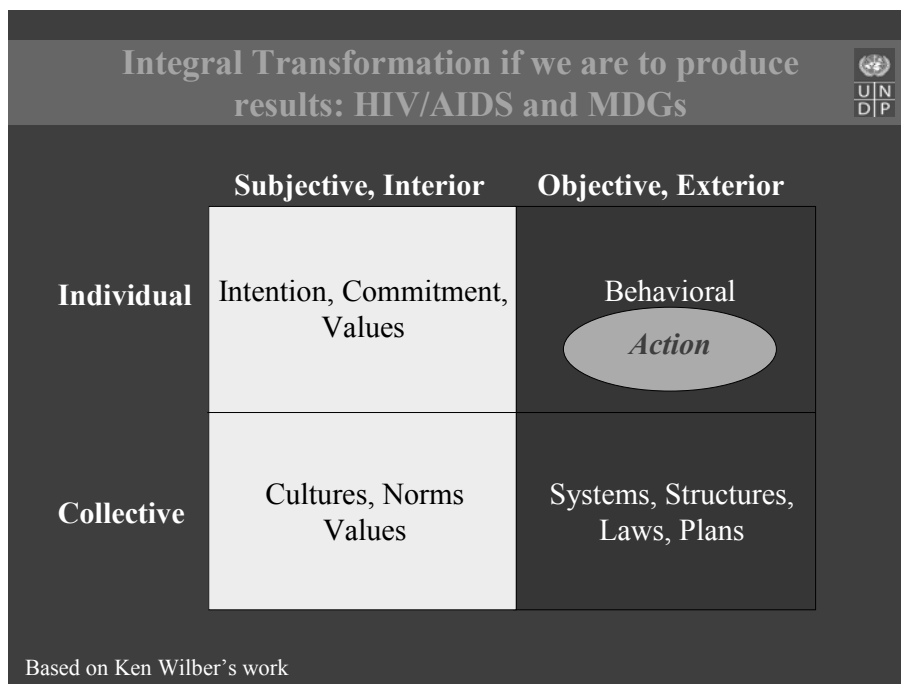
- Ask people to create a sentence that inverts the competing commitment and relates it to the change process they believe is needed. Then ask them to question the assumption.

Sample – Government leader in a high risk area

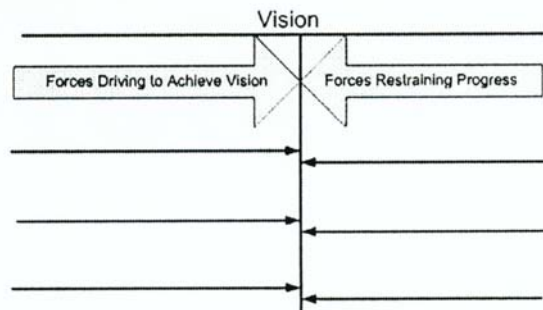
<i>Stated commitment</i>	<i>What am I doing, not doing, that is keeping my commitment from being realized?</i>	<i>Competing commitments</i>	<i>Big assumption to be questioned</i>
Introducing wide-scale testing to my workforce	I am not prepared to make this mandatory as you can't push people to do it.	I am committed to democracy and respecting individual rights	Democracy is more important than mandatory testing for HIV in a high risk area.

(b) Wilber *Four Quadrants Model of Transformational Change*

In this model, transformational change occurs when individuals commit to collective action which becomes institutionalized in systems, structures, laws and plans. This model is an integral concept in the UNDP Leadership Development Program.



(c) Lewin Force Field Analysis



Force Field Analysis provides a conceptual framework for working on the forces that influence any given situation. These forces are either –

- Those that are driving movement towards a goal (helping forces), or
- Those that are blocking achievement of the goal (restraining forces).

For change to occur, the driving forces must exceed the restraining forces.

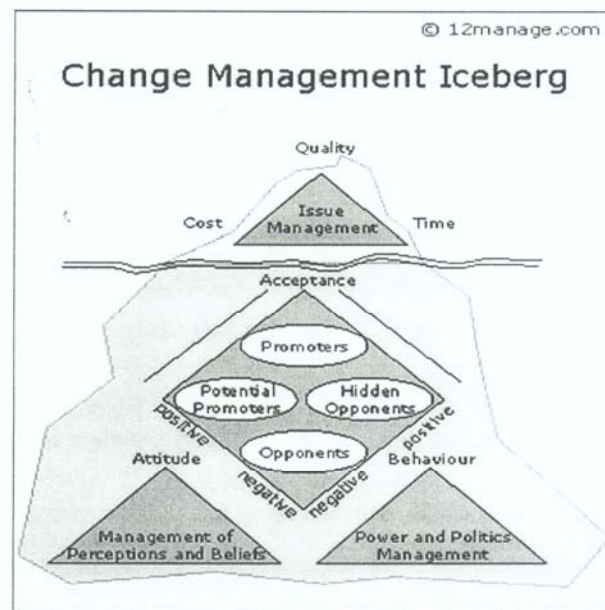
Drawing a force field diagram involves listing all the forces (persons, values, habits, customs, beliefs, programs, history, resources available etc) that may work in favour of or against the desired change. By listing all the forces and assigning some sense of the power of each, leaders can visualise the "tug of war" between the competing forces on the issue. It can help to guide planning by identifying where the balance of power lies, who are the most important stakeholders, which groups need to be targeted, what are the most critical issues.

10 steps in undertaking a force field analysis

1. Describe the current situation in detail and the desired situation in detail.
2. Identify where the current situation will go if no action is taken.
3. List all the forces resisting change towards the desired outcome.
4. List all forces driving change toward the desired situation.
5. Critically assess all the forces - are they valid, can they be changed, what's missing?
6. Give all the forces a weighting from 1 (weakest) to 10 (strongest).
7. Draw a vertical axis and chart the forces by listing the drivers (positives) on the left in order of strength, and the restrainers on the right in order of strength.
8. For each force, discuss whether change is viable and can occur.
9. Discuss how change can possibly be brought about by increasing the strength of driving forces and /or decreasing the power of restraining forces.
10. Develop action plans for each force you want to increase or decrease including the extent to which any of the changes you make are likely to generate other driving or restraining forces.

(d) Kruger *Change Management Iceberg*

Kruger says leaders continually face a constant - dealing with change. However, too often, their change management strategy is focused only above the water-line - managing issues. The base of the Change Management Iceberg includes both the interpersonal and behavioural dimension and the normative and cultural dimension, and is subject to Power and Politics management and to the management of perceptions and beliefs. Sustainable change comes from addressing the below-the waterline factors, not just the impacts that are seen above.



The tip of the iceberg

Many change processes only consider the impacts at the tip of the iceberg: cost, quality and time. This is basically just *Issues Management*.

Below the surface of the iceberg

Below the surface of the water there are two more significant dimensions of Change Management:

- Management of Perceptions and Beliefs
- Management of Power and Politics

People involved in Change

The leader of change has to consider and develop strategies appropriate for -

- Opponents
- Promoters
- Hidden Opponents
- Potential Promoters

(e) Daniel Goleman's 12 Tips for introducing change:

(Goleman, D. *Working with Emotional Intelligence*. Bantam Books. New York 1998.)

- **Foster a positive relationship between the trainers and learners:** Trainers who are warm, genuine and empathic are best able to engage learners in the change process.
- **Make change self-directed:** Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances. In addition to allowing people to set their own learning goals, let them continue to be in charge of their learning throughout the change process.
- **Set clear goals:** People need to be clear about what is required. Spell out the specific behaviours and skills. Make sure that the goals are clear, specific, and optimally challenging.
- **Break goals into manageable steps:** Change is more likely to occur if the change process is divided into manageable steps. Encourage both trainers and trainees to avoid being overly ambitious.
- **Provide opportunities to practise:** Lasting change requires sustained practice on the job, and elsewhere in life. An automatic habit is being unlearned and different responses are replacing it. Encourage people to apply their new behaviours repeatedly and consistently over a period of months.
- **Give performance feedback:** Ongoing feedback encourages people and directs change. Provide focused and sustained feedback as the learners practise new behaviours.
- **Rely on experiential methods:** Active, concrete, experiential methods tend to work best for learning social and emotional competencies. Development activities that engage all the senses and that are dramatic and powerful can be especially effective.
- **Build-in support:** Change is facilitated through ongoing support of others who are going through similar changes (such as a support group). Programs should encourage the formation of groups and networks for mutual support.
- **Use models:** Use live or videotaped models to demonstrate how the new skills can be used. Encourage learners to study, analyze, and emulate the models.
- **Enhance insight:** Self-awareness is the cornerstone of emotional and social competence. Help learners acquire greater understanding about how their thoughts, feelings, and behaviour affect themselves and others.
- **Prevent relapse:** Use relapse prevention, which is basically helping people to use lapses and mistakes as lessons to prepare themselves for further efforts.
- **Develop an organizational culture that supports learning:** Change will be more enduring if the organization's culture and tone support the change and offer a safe atmosphere for experimentation.

(f) Using Kotter’s 8 Change Phases Process to plan and implement change

(Adapted from: Kotter, J The Heart of Change. Harvard Business School Press, 2002).

Kotter identified that change processes often fail because leaders pay too little attention to planning and implementing each of the necessary phases of a change process.

<i>Stage</i>	<i>Examples of actions to be taken</i>
1. Establishing a sense of urgency What are the facts? What is likely to be most persuasive? How will <u>not</u> resolving the problem impact on people personally?	Gather data. Get facts that are meaningful to the group. Find opportunities to discuss the crisis. Identify the potential solutions. Paint a clear picture of likely scenarios. Use metaphor for effect.
2. Creating a guiding coalition Who should be involved; Where lies the power? Are all significant stakeholders on board?	Identify and develop the team - training, support and networking opportunities. Data base needed. Establish network. Ensure ownership. Facilitate teamwork.
3. Developing a vision and strategy Whose vision? Whose strategy? Must be shared.	This is essentially the art of balancing the Dream and the Nightmare. Undertake necessary consultations. Formulate key messages. Ensure stakeholders are committed.
4. Communicating the change vision What are the key messages? How will they be communicated?	Personal example important. Strength and unity come from within the group. Message and vision must appeal to the values and needs of particular groups.
5. Empowering broad-based action What are the roles of all the various team members? What resources do we need? What resources do we have? How can we mobilise more people and resources?	Removing obstacles. Changing systems or structures that undermine the change vision. Supporting risk-taking and unconventional ideas and actions. Encouraging creative ideas.
6. Creating short-term wins What are the things we can achieve most easily? Which groups can we target first to get success? What prior success can we build on?	Making sure that successes are documented and progress is tracked. Promoting and publicising. Building morale and confidence in success.
7. Consolidating gains and producing more change Where are we now? What needs to happen next?	Recognition and celebration of effort. Institute the cycle of planning, implementing and reviewing. Re-invigorating people – they get tired and burnt-out in change processes that sometimes take a decade or more.
8. Anchoring new approaches in the culture How can we achieve sustainability? What is needed to institutionalise the change? Who are our new leaders?	Planning succession strategies for leadership. Ensuring effective management strategies to support the change. Planning for the future.

6. Structure and Support for the LSI Coaching Pilot Program

Training and support

LSI coaches will participate in a 4 day intensive coach training program which builds on and extends the leadership training conducted under the UNDP LDP. The coach training program is being co-facilitated by trainers from UNDP and LSI.

Following the intensive training program, coaches will be supported by inclusion in an LSI network coordinated by PATTAF. The network will have the following components:

- one-to-one telephone and/or face to face contact from the LSI Coordinator with coaches after their first coaching session and at least once again before conclusion of the pilot
- buddy system with fellow-coaches from LSI
- teleconference or email contact (which ever is feasible) from the LSI trainer at least once during the pilot

Matching coaches and clients

The LSI Coordinator at PATTAF will establish and maintain a list of LSI participants who would like to participate in coaching. The Coordinator will undertake an initial matching process with coaches who complete the LSI pilot coach training program taking into account geographic proximity and similarity in backgrounds and experience. The clients will have the final say in selection of their coach.

Scheduling sessions

Coaches will be expected to schedule 4 to 6 sessions with their client for the pilot program. Ideally, sessions would be no longer than 2 weeks apart. All coaching sessions within the pilot program should be concluded by 30 May 2007 in order for the evaluation to take place.

Extension of the number of sessions within the pilot program would be subject to negotiation with PATTAF.

At this stage there is no approval for funding or supervision of sessions beyond the pilot program. Continuation of coaching beyond the pilot, with or without funding, should be discussed with the LSI Coordinator at PATTAF.

The role of notes and record keeping

Note taking is an important skill of the coach and should capture the goals, insights, issues to come back to, particular strengths and achievements to be acknowledged.

The coach should discuss note-taking with the client, who should also be encouraged to take some notes during or after sessions. It is recommended that the coach provide a draft

template for note-taking by both the coach and client. Templates will be developed during the training program.

During coaching sessions, notes should be made as unobtrusively as possible so as not to break the continuity of the coaching conversation. However it is important to capture the exact wording of goals and to refine the wording as required during the coaching session.

For every session, the coach will need a record of the date, time, goals being worked on, main issues discussed and actions that were agreed to be undertaken.

The purpose of notes is to maintain continuity and understanding between sessions so that time is not lost trying to recall what went on in a previous session. Notes should be confidential and should be written respectfully and without judgments being made. A guide for the coach is that the notes can be read by the client without any embarrassment or disputation.

Record keeping is also part of the accountability process as coaches will be reimbursed for their travel expenses and receive a modest honorarium from PATTAF for their services. This process will not require any information about the content of the coaching sessions other than the agreed goals. Forms will be provided during the training workshop by the PATTAF Coordinator.

Closure

Each coaching session should have a formal closure, focused on what has been achieved and what has been agreed to be done before the next session, some evaluation of what worked well and confirmation of date and time, contact details for the next session.

Evaluation

The pilot program will be evaluated using the Most Significant Change methodology. Coaches and clients will be equal partners in the evaluation process and will be invited to focus on what processes worked for them, not the details of what occurred in their sessions.

The Coaching Agreement

Clients and coaches will be required to enter into a formal agreement. This agreement includes for the Coach an undertaking to observe the Ethical Standards for the LSI Coaching Pilot Program.

Agreement Form – Coach and Client

LSI Pilot Coaching Program 2007
AGREEMENT FOR COACHING



We both agree to participate in the pilot coaching program as follows:

1. to act at all times with mutual respect;
2. to establish, by mutual agreement, the times and venue for four sessions of approximately 1 ½ hours or 6 sessions of one hour;
3. to establish, by mutual agreement, the goals of coaching and to work purposefully towards those goals through a series of coaching conversations;
4. to be punctual and be prepared for the sessions by reviewing previous work and undertaking the actions agreed at the previous session;
5. to participate with PATTAF in evaluation of the pilot program.

In addition, the coach agrees to act in accord with the Ethical Standards established for the LSI Pilot Program. (See attached).

Client Name
Signature
Date

Coach Name
Signature
Date

LSI Pilot Coaching Program 2007

ETHICAL STANDARDS



1. I will conduct myself in a manner that reflects positively upon the coaching profession and the Leadership Support Initiative for HIV and AIDS in PNG.
2. I will respect different approaches to coaching and will honour the efforts and contributions of others and not misrepresent them as my own.
3. I will construct clear agreements with my clients, and will honour all agreements made in the context of my professional coaching relationships.
4. I will do my utmost to maintain focus on the client's goals and apply my skills to assisting the client to realise his/her goals.
5. I will at all times strive to recognize my own personal issues that may conflict or interfere with my coaching performance and whenever the facts and circumstances necessitate, I will promptly seek professional assistance from PATTAF and determine the action to be taken, including whether it is appropriate to terminate the coaching relationship.
6. I will be responsible for setting and maintaining clear, appropriate, and culturally sensitive boundaries regarding physical contact in the coaching relationship. I will not become sexually involved with any of my clients.
7. I will not knowingly exploit any aspect of the coaching relationship for my personal, professional or monetary advantage or benefit.
8. I will respect the client's right to terminate coaching at any point during the process and I will be alert to indications that he/she is no longer benefiting from our coaching relationship.
9. I will respect the confidentiality of the client's information, except as otherwise authorized by the client, or as required by law.

Adapted from the International Coach Federation

6. References and Further Reading

Cope, M. *The 7 Cs of Coaching*. Pearson Education Ltd, Great Britain, 2004.

Goleman, D. *Working with Emotional Intelligence*. Bantam Books, New York, 1998.

Kegan R and Lahey L. *The Real Reason People Won't Change* Harvard Business Review, pp 85-93, Nov 2001.

Kotter, J. *The Heart of Change*. Harvard Business School Press, 2002.

PATTAF Senior Executive Leadership Program Department of Personnel Management: *Guide to Executive Coaching*. AusAID, 2005.

Rogers, J. *Coaching Skills - A Handbook*. Open University Press, UK, 2004.

Web-based resources

Australian Growth Coaching *resources and training courses*

Go to www.australiangrowthcoaching.com

Emotional Intelligence A-Z Resources

Go to www.icvet.tafensw.edu.au/resources/emotional_intelligence

International Coach Federation *Outline of coaching skills and processes*

Go to www.icfaustralasia.com

United Nations Development Program *Leadership Development Program*

Go to www.undp.org/hiv/docs/prog_guides/ldp_strategy_note