

A consolidation of thought pieces on the subject

Points of Interest

- *The first article reflects the impact that employee engagement has on the performance of the organization*
- *The second and third articles address how we can enhance business performance through the use of coaching and why coaching works within organizations*
- *The 3QCCC model is introduced to underpin the coaching methodology*
- *Page 6 looks at the art of listening and an opportunity to put what you have learnt into practice*

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THE IMPACT OF EMPLOYEE ENGAGEMENT ON PERFORMANCE (EXTRACT)

BY HARVARD BUSINESS REVIEW

Employee engagement has become a top business priority for senior executives. In this rapid cycle economy, business leaders know that having a high-performing workforce is essential for growth and survival. They recognize that a highly engaged workforce can increase innovation, productivity, and bottom-line performance while reducing costs related to hiring and retention in highly competitive talent markets. But while most executives see a clear need to improve employee engagement, many have yet to develop tangible ways to measure and tackle this goal. However, a growing group of best-in-class companies says they are gaining competitive advantage through establishing metrics and practices to effectively quantify and improve the impact of their engagement initiatives on overall business performance. These are

among the findings of a new Harvard Business Review Analytic Services report of more than 550 executives around employee engagement—research that features in-depth interviews with 12 best-practice company leaders. The research found that while most leaders understand the importance of engagement, three-quarters of those surveyed said that most employees in their organizations are not highly engaged. A significant gap showed up in the views of executive managers and middle managers in this area. Top executives seemed much more optimistic about the levels of employee engagement in their company, making them seem out of touch with middle management's sense of their frontline workers' engagement. The survey found that many companies find it challenging to measure engagement and tie its

impact to financial results: fewer than 50 percent of companies said that they are effectively measuring employee engagement against business performance metrics such as customer satisfaction or increased market share. But one group of companies—called “high prioritizers” in the study because they saw engagement as an extremely important priority—are effectively using metrics and shared some best practices for tying engagement to business performance. In most companies, today's leaders are acutely aware that there is much to be done to ensure that they have a focused and highly engaged workforce. Connecting engagement to business performance requires considerable effort and top management focus—and, to a large degree, it is about how you do it. But there is enormous opportunity for companies that

The demands on modern leaders are increasingly multifaceted and today the leader is asked to manage not only tasks and people, but also to ensure the development of the people delivering these tasks. Research shows that engaged employees whose environments are supporting their personal employee value propositions are higher performing.

ENHANCING BUSINESS PERFORMANCE THROUGH CORPORATE COACHING

CONSOLIDATION OF VARIOUS ARTICLES

Wherever you are reading this, stop and ask yourself "in a business context what are the things I value most?" Notice what pops up. Then ask yourself "how do I ensure that I get what I need and value most" and "how does what I value get replenished, nurtured and kept at peak performance?" Staying resourceful, purposeful and motivated is key to top performance. All my experience shows the on-going development of human potential is critical to business success. Ask any successful executive

whether it would be helpful to be in a more resourceful state when making key decisions and the answer is always a resounding yes! In today's fast moving and complex global world, coaching is increasingly the vehicle by which it becomes possible to get incremental performance out of top people. It's like servicing a car. Top performance results from properly focused attention and investment. Executive and performance coaching is no longer just the preserve of those who have a seat at the boardroom

table or are in the echelons of senior management. More and more companies are turning to coaching to complement the overall development of the individual. After all, it's individuals that create excellence. This approach allows space for conventional technical skill based training as well as a focus on individual issues that enhance performance. And the payoffs are significant. Frequently I find myself asked about what corporate coaching is and how it helps organisations. So, let's get clear about what we're talking about before looking at why some companies are taking exec-

What is corporate coaching?

Corporate coaching is about shifting the workplace horizon from one where people receive direction from others to one where **people commit to doing things they care passionately about**. The process encourages the development of personal leadership and responsibility throughout the organisation.

Coaching is widely recognized as being of value and importance to most organizations. At its best it recognizes and **encourages every individual's growth and potential**. It provides a **safe space** where individuals can explore areas that may otherwise remain just out of reach. Coaching supplies the challenge and support people need to face up to and explore their undiscovered potential.

Coaching enables people to **discover their strengths, to concentrate on areas for development and to learn from their mistakes**. It motivates them to move forward in their role, and to take responsibility for their goals and actions. It discourages the command and control method of management and, instead, **nurtures and draws out each individual's hidden talent and skills**. To be an effective coach, it is essential to believe in the potential of your staff allowing individuals to be heard and appreciated. This will have an amazing impact on their self-esteem and, ultimately, on their personal growth and job performance.

How does coaching help organisations?

Coaching is a collaborative process focusing on the developmental of the individual. It involves a relationship rooted in mutual respect and rapport. It is anchored in constructive, respectful language and endorses rather than diminishes people's skills and abilities. It helps people overcome obstacles to their success, including their attitudes, beliefs and behaviours. Perhaps even more importantly it provides a model for giving and receiving constructive feedback.

How does coaching as a management style affect corporate culture?

The results are astounding. Often old directive styles of management give way to a more coaching and commitment based culture. Indeed coaching as a management style focuses on the future, on what is possible, encouraging multi-level decision-making and evolutionary learning. What emerges is an organisational culture defined by commitment, one in which creativity and innovation is encouraged. Leaders support, inform and influence,

resulting in performance being measured against shared goals with strong personal commitment by organisational members.

What are the benefits of corporate coaching?

It places emphasis on the unique potential of individuals to maximise their own performance, putting focus around future possibilities. As such, it fosters entrepreneurial thinking, develops flexibility and gains commitment to individual development. It also greatly enhances communication with internal and external

customers, often transforming relationships. All this contributes towards building a common platform for organisational evolution and a strong corporate culture. Team or individual coaching accelerates and enhances peak performance. It raises self-awareness, promotes self-development and self-confidence, increases motivation leading to improved staff retention. The result? A stronger bottom line.

THE TOP 10 REASONS WHY COACHING WORKS WITHIN AN ORGANISATION

CONSOLIDATION OF VARIOUS ARTICLES

1. Individual Attention

Coaching works because players receive the individual attention -- and personal support -- they most need to be consistent performers. New players need mentoring to become effective producers. Average players need to be motivated to become strong players. Strong players need a special touch in order to reach superstar performance levels. And superstars need extra attention in order to reach for an ever-rising performance standard. A coach has the time -- and the experience -- to give each player exactly what they need at their specific level of play.

2. Rapid Resolution

Coaching works because conflicts are resolved before they become performance-impairing problems. As the pressure increases to produce and perform in an organization, the accompanying stresses and problems are magnified -- the consequences of which become more costly. Coaching provides both an early detection system and a relief valve for such problems, thus reducing risk of failure and as a lubricant to reduce the friction that occurs in every organization. The coach understands what drives people and what causes conflicts -- and can steer the coachee clear of potential conflicts and help them to immediately solve the on-the-job problems they encounter.

3. Replicated Synergy

Coaching works because the individual strengths and potential of each coachee is discovered developed and leveraged. It is as important today to build a job description around the strengths and abilities of a talented employee, as it is to make the employee most productive in the designated job. The coach helps the employee to personalize and own the job by helping the client to strengthen their strengths and delegate their weaknesses. For many clients, they know what they are good at, but they have yet to be challenged to be their best at that.

4. Leveraged Strengths

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5. Improved Communication

Coaching works because communication at all levels of the organization is improved due to the communication and relating skills, which are developed with coaching. Virtually no one learned interpersonal or communication skills in high school or college, much less mastered them. Yet, when it come down to it, what is more important in a highly networked world and business environment? The right word, the right tone and the right timing can make or break a key relationship. Coaches are experts at communication and helping

others to master the set of communication skills -- everything from listening and hearing to speaking and influencing. From discussing to brainstorming to describing and articulating. The ability to communicate extremely well makes an immediate and long-term difference to a company's culture and creates a collaborative environment.

6. Change Catalyst

Coaching works because it can be the catalyst to accelerating change and to keeping the momentum of this positive change continuing. The coaching technology and relationship promotes a higher game of creativity, progression and advancement by turning change into a game and employees into players. Part of the coaching process is to establish a scoreboard (with the right measures) that is visible to all and in which everyone has a stake -- and active part.

7. Entrepreneurial Encouragement

Coaching works because it fosters entrepreneurial thinking and behavior when coachees receive the necessary encouragement to experiment and innovate. Coaches ARE entrepreneurs themselves and they can teach employees how to think outside of the box, take more initiative, become more passionate, own their results and inspire others to be the same. Entrepreneurism is as important as any other element of the corporate environment.

8. Common Standard

Coaching works because it offers a common/universal language and focus that everyone can relate to because each coachee is benefiting from the process personally. The term coach signifies a more advanced, more interdevelopmental relationship between all players in a firm. People get to learn how coaching works and by doing so, they expand their relationships in the firm.

9. Blockbuster Performance

Coaching works because people are empowered -- and motivated -- to perform; significantly increased outcomes are the key focus, not just process or improvements. When people are coached, they are coached to do far more than they would do themselves -- this gap creates a vacuum into which blockbuster performance occurs. And, by having one's own coach, the employee is motivated to want to perform -- from the inside out -- not just perform because they have to. The tone, the flavor, the feeling is different and the need for constant motivation is lessened.

10. Tolerations Reduced

Coaching works because coaches help coachees to identify and eliminate every single toleration, block or obstacle that is limiting their performance. The cost of delay and the cost of frustration reduce profits and employee retention. In many cases, the empowered worker is still highly frustrated because they have to put up with too much at work and in their personal lives. So, they have plenty of potential, but this potential is being wasted by delays, limitations of management, day-to-day workplace frustrations. With a coach, the coachee stops tolerating and each becomes motivated to improve every aspect of the work environment because they also know it is in everybody's best interest to do so.

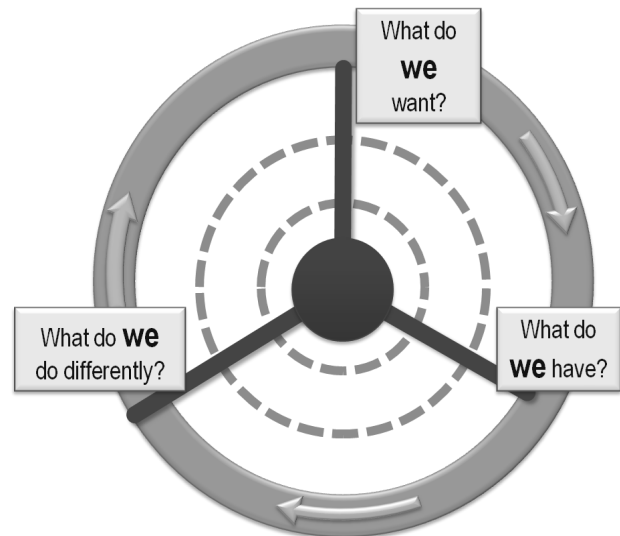
THE 3 QUESTION CORE COACHING CONVERSATION (3Q-CCC) MODEL

The 3 Q CCC is based on a range of coaching, performance enhancement, learning, coaching, change and psychological theory . It is the fundamental structure for any coaching conversation, where the aim is to improve performance, drive innovation, enable change, encourage learning, support development and achieve individual, team and organizational goals. It also incorporate key principles from other current approaches to developing potential namely; appreciative inquiry and solution focused dialogues. This conversation is based on a set of key assumptions about when and who one should and can coach.

POTENTIAL: The first and primary assumption is that one can only coach where there is potential . This by default means that a coaching conversation aims to develop potential through it's ability to challenge and encourage individuals.

The inverse assumption underpinning this is that one cannot coach where you do not perceive potential i.e. you cannot challenge people to attempt to achieve goals that are beyond the potential that they currently possess or that exist within a given context. This creates a clear distinction about when coaching can be adopted as an approach to support individuals and teams and when other modalities or approaches may be more suitable i.e. counseling, therapy or a disciplinary process. It is for this reason that the conversation starts with :What do I have? and not What do I want?

MOTIVATION: The second assumption that underpins the coaching dialogue is that there is something that individuals wants that they currently do not possess. A coaching dialogue is driven by a desire, which will motivate individual to engage and invest in the process and more importantly implement the changes required. An element of the coaching conversation is to identify the true desire or want i.e. motivational driver, however unless individuals believe this exists beyond their current reality the coaching conversation is a non-starter. Linked to this is the understanding that there are two fundamentals motivational drivers for human beings: The fear of failure and the joy of success. Human beings will be motivate to take action if they perceive a potential risk or danger that could result in a loss and therefore would be motivated to avoid the situation or event. The second driver is that individuals would perceive a potential benefit to themselves directly or indirectly and would be motivated to take action to obtain that which they currently do not have. This second type of motivation is underpinned by a strong appreciative mindset i.e. recognising the potential benefit. In the 3QCCC the focus is on helping individuals to identify what they have? i.e. potential and what they want? i.e. What will motivate them to change v.s. what they do not have? i.e. where they lack potential and what they do not want? Nobody is motivated to achieve what they do not want. The learning from the positive psychologists and the work of Martin Seligman (Learned Optimism 2006) is key to



the approach to motivating people. Where people are more likely to have enhanced confidence and be willing to take risks when they are focusing on joy of success side of the motivational continuum vs. on the fear of failure end. Due to the challenging nature of coaching to ensure the right risk appetite, which is a critical success factor for change, will require the right motivational drivers. People are less likely to take risks or be open to trying and more importantly sustaining the implementation of new ideas if they are in an avoidance frame of mind.

LEARNING, PERSONAL MASTERY & INNOVATION: This assumption talks to the understanding that if goals are stretch, then it will require the individual to develop their skills and grow their mastery in the defined areas. A coaching conversation is essence a learning process, which follows Kolb's (1974) principles of experiential learning. It encourages individuals to apply rigour and discipline in their attempts to gain the new level of mastery through a process of action learning. This learning occurs through the repetitive identification and implementation of specific actions that would potentially enable the individual/s to achieve their desired end state and then reflection on impact and identification of potential modifications or additional actions required. Underpinning this assumption is Peter Senge's (The Fifth Discipline) concept of Personal Mastery, which talks to the creative tension that is created for people who have a vision of a future, which is beyond their current reality. This creates the tension or level of internal discomfort that motivates people to innovate i.e. come up with new ways of doing things that will enable them to get what they want, or where they need to go.

CHANGE, PERFORMANCE ENHANCEMENT & PRACTICE: The assumption here is critical for defining success and assessing the impact of coaching. Coaching is in essence a modality that aims to improve the individual's ability to achieve stretch goals by building their mastery and thereby enhancing their performance. It aims to get people to do things differently, because "doing things in the same way and expecting a different result is insane". Critical to every coaching dialogue therefore is it's ability to drive a change in behaviour. No change in behaviour equals no shift in performance. Linked to this is the understanding is that it is what we do consistently that ultimately defines our reality. An example of this is personal fitness, where one visit to the Gym will not result in a fit body, however a consistent attendance at Gym will. Similarly shifts in work performance also require a relentless focus and adaption of one's approach to achieve and maintain desired levels of performance. The approach to coaching is therefore based on the ability to consistently revisit the conversation and modify the approach to achieving one's goals. Coaching should always therefore be viewed based on this assumption as a process and not an event.

EMPOWERMENT & ACCOUNTABILITY: A last an critical assumption is that coaching by default should empower individuals to achieve their goals. The questions are specifically chosen to support this internal locus of control or perceived ownership of the challenge. It is for this reason the conversation starts with "What do I have?" This aims to encourage individual's to take ownership and recognise their real potential to achieve the desired goals and take the required steps. Starting with "What I want?" may encourage an unrealistic assessment of what of real potential in a given context. Secondly this aims to drive personal accountability by encouraging individual's to recognise what they are capable of doing, rather than focusing on what they do not have, which is often a default focus when individuals

"Some strive to make themselves great. Others help others see and find their own greatness. It's the latter who really enrich the world we live in"
— Rasheed Ogunlaru

Each question is stated in the positive based on the tenants of solution focused dialogue, appreciative inquiry and positive psychology. The conversation follows the following logic to drive the right personal and team accountability:

What do I/we have?

ie. What is our real potential, what could we achieve if we realised this potential? This line of questioning is incredibly challenging as it pushes individuals to recognise what they could be doing that they are not currently doing, and to own this.

What do I/we want?

i.e. what will motivate us to change, what will take us to the next level and fulfill our aspirations. Key in this step is that individuals and teams set and take ownership of their own goals, and do not outsource this to others. This is fundamental in getting people to commit to a change. Often change is avoided through a lack of clarity of goals, because this level of commitment by default creates a level of creative tension.

What will I/we do differently?

Ensures a commitment to visible and measurable action, which drives accountability to the next level by making it transparent. It also needs to be broken down appropriately through defining the right "bite sized" actions to achieve goals and avoid the ability to defer accountability by defining the action as unrealistic or unachievable.

COACHING SKILLS FOR LEADERS IN THE WORKPLACE (EXTRACT)

BY JACKIE ARNOLD



*"I never cease to be amazed at the power of the coaching process to draw out the skills or talent that was previously hidden within an individual, and which invariably finds a way to solve a problem previously thought unsolvable."
- John Russell*

When coaching, consider the three levels of listening:

Superficial Listening

This is when you hear what is being said but have other thoughts and questions in your mind. You may be speaking to a colleague while listening to a more interesting telephone conversation across the room. You are listening with only one ear and the details pass you by.

Active Listening

This is when you are engaged in the conversation and may give visual clues to the speaker that you are paying attention. You may nod in agreement or raise your eye-brows. You would like to jump in with a suggestion or let them know you had a similar experience.

Deep Listening

This is when you are totally engaged with the person who is speaking. Your focus is entirely on them and their words, thoughts and feelings. You are conscious of their body language and speaking patterns. To have someone listen to you in this way is very empowering. Many coaches feel that this is the best part of coaching. For the first time, they are really being 'heard' and their ideas and thoughts are valued and listened to at a very deep level.

In coaching terms, your own state of mind is called your 'presence.' The way you turn up for your coaches will determine the outcome of the session and how well your coaches feel listened to. If you are 'still' in mind and body you will enable your coaches to expand their thinking, and you will notice more of what is not said during the session. This may often be the real insight.

Putting it into practice....

Look for an opportunity to test out your coaching skills with one of your team members.

- ⇒ Overall, how did it go?
- ⇒ What worked particularly well?
- ⇒ What did you find difficult or challenging?
- ⇒ How difficult it was not to 'just tell them' your idea of how to succeed?
- ⇒ Did it encourage the team member to think for themselves and to be creative and innovative in their search for a solution?
- ⇒ What would you do differently going forward?