The Leader as Coach Program

Summary

The Philosophy

The Leader as Coach program is a unique approach to coach training specifically designed to create an organisational coaching culture. The aim is for managers to adopt a coaching approach to bring out the best in their team members which results in significantly increasing business performance and staff satisfaction.

The Program Structure

The Program is structured over 35 weeks involving weekly one-hour tele-conferences with participants joining from all parts of Australia and internationally. The Program is delivered over a significant period of time so as to ensure that key learning’s, behavioural changes and results are both achieved, sustainable and embedded (closing the knowing and doing gap). The metaphor is learning another language where it takes time and practice to become fluent.

The Program is mapped to units of competency within the Certificate IV in Frontline Management so graduates will be recognised as having considerable prior learning if they wish to further their qualifications. (See Appendix 2 at back)

There are two components made up of (1) 14 modules comprising 19 weekly tele-seminars and (2) 16 hours of syndicate coaching during which every participant practices as a coach and gains experience as a coachee.

The facilitators role, apart from running each tele-seminar, is to guide the participants development throughout the program and provide feedback on their coaching skills. Participants also have to complete a case study which requires them to plan, deliver and report on a coaching intervention of not less than four sessions.

Return on Investment

While every participant has described invaluable benefits around their own confidence and success in coaching, the concrete figures have exceeded 3000% return on investment for some participants. Averaged over all participants to date, a figure of 358.2% has been achieved.

Effectiveness, impact on organisational culture, strategic significance

Internal (client organisation) research has shown that the program has the power to significantly change organisational culture. The results are sustainable, transferrable and compound over time – as more managers coach more people (multiplier effect).
Key business/organisational goals, needs and priorities

- Achieve a consistent high quality in coaching interventions
- Consistent achievement of KPI’s
- Retention of high-performing staff
- Increase in leadership skills
- Improved achievement of Individual Development Plan goals

Program effectiveness in achieving goals and purpose (based on a typical business unit).

All graduates of the program are interviewed to collect examples of Return on Investment (ROI) and Improvement of Relationships (IOR). Tangible examples documented include:

1. Increase of staff productivity, one team improved their productivity from levels below 30% to their target of 95%
2. Retention of significant staff who would otherwise have exited the department resulting in a specific cost saving to the business of $640,000
3. Leadership skills within the graduate group have increased in the areas of coaching, mentoring and individual development, leading to promotion of several graduates.
4. The coaching target of one hour per FTE per month is consistently met and often exceeded which has lead to an improvement in productivity and overall morale.
5. Increase in confidence for both participants and their coachees
6. Improvement in general communication and coordination
7. The ability to use coaching skills to facilitate successful business outcomes

Specific outcomes as recently accessed

1. A 32% increase in the productivity of staff reporting to a Leader as Coach participant. Previously these staff were achieving around 70% productivity against a target of 95%, they are now averaging over 100%
2. A saving of over $640,000 in staff replacement costs by retaining high performing staff
3. A saving of over $25,000 in the cost of coach training when comparing the cost of Leader as Coach to publicly available 2-4 day programs.
4. Completion of required hours of coaching for each team member per month
5. Improved reputation of team leader capability as observed by an increase in requests for Leader as Coach Graduates to fill relief positions and head-hunted for other roles.
Pre-course requirements

Pre-course Module: Apply Coaching Self Awareness to Implement Action Plans

1. Setting your Goals
2. Understanding Coaching
3. About the International Coach Federation
   3.1 Code of Ethics
   3.2 The ICF Philosophy of Coaching
   3.3 The ICF Definition of Coaching
   3.4 Part Three: The ICF Standards of Ethical Conduct
   3.5 The ICF Pledge of Ethics
4. What are the different types of coaching?
5. What is self coaching
6. Why self-coaching is important
7. How do we coach ourselves?
8. Creating the space for self coaching
9. Creating a powerful vision for your self
10. The focus of self-coaching sessions
11. Setting big goals
12. The GROW model for self-coaching
13. Coach yourself
14 Creating a personal Action Matrix

Telephone Modules

Module 1: Introduction to Coaching (2 hours – 2 tele-seminars)
1. What is coaching?
2. The demand for coaches
3. Principles of coaching
4. The excellent coach

Module 2: Getting Started as a Coach (1 hour – 1 tele-seminar)
1. Why you want to coach
2. Your goals
3. Starting strategy
4. The ‘Doubt Loop’
5. Practice design
6. Standards

Module 3: Coaching Models (2 hours – 2 tele-seminars)
1. The GROW model
2. Goals
3. Reality
4. Options
5. Way forward
6. Powerful GROW model questions
Module 4: The Trial Session (1 hour – 1 tele-seminar)
1. Objectives for a trial session
2. Suggested outline for the trial session
   2.1 Set a perspective
   2.2 Get very clear on the goal/vision/picture
   2.3 Help your coachees see the path
   2.4 In what way can a coach be of help
   2.5 Uncovering hidden objections
   2.6 Commitment to ongoing coaching
   2.7 Working with a new coachee
   2.8 Feedback
3. Who to invite to a trial session:

Module 5: Perspective (2 hours – 2 tele-seminars)
1. Overview on perspective
2. Reframing - A tool for changing perspective
3. Common perspectives
4. Disempowering perspectives
5. Empowering perspectives

Module 6: Effective Feedback (2 hours – 2 tele-seminars)
1. Giving feedback
2. Using compassion & truth for powerful coaching results
3. Key points for effective feedback
4. Role plays
   4.1 Self role play
   4.2 Reverse role play
5. Feedback & Active Listening
6. The differences between feedback and criticism

Module 7: Power Listening (1 hour – 1 tele-seminar)
1. How to listen well
2. The Importance of listening
3. Active listening
4. Tips on powerful listening
5. Techniques for power listening

Module 8: Commitment vs. Trying (1 hour – 1 tele-seminar)
1. The underlying thing that makes us tick
2. Applying the model
3. Conscious choices
4. Techniques
   4.1 Language
   4.2 Structures

Module 9: Responding Reactively or Proactively (1 hour – 1 tele-seminar)
1. Which action to choose
2. Commitments vs. judgments
3. Reactive responses
4. When therapy may be required
5. Expression and feelings
Module 10: Action vs. Delay (1 hour – 1 tele-seminar)
1. The power of action to bring about progress
2. Why take action
3. What causes delay
4. Techniques for action
   4.1 Goal setting and specificity
   4.2 Address fears
   4.3 Address underlying automatic commitments
   4.4 Set up accountability
   4.5 Create a shift in perception
   4.6 Consequences

Module 11: Trust vs. Doubt (2 hours – 2 tele-seminars)
1. Perspectives of trust vs. doubt
2. The source of doubt
3. The key to trust
4. Perfection – a different perspective
5. Adverse circumstances
6. Perfection versus problem

Module 12: Respect vs. Invalidation (1 hour – 1 tele-seminar)
1. Treatment of self and others
2. Techniques for creating respect
   Standards
   Personal boundaries
   How do you maintain your personal boundaries?
   “Hosing down” a method of invalidating someone
   How a coach shows respect for coachees

Module 13: Authenticity and Truth (1 hour – 1 tele-seminar)
1. Some fears that prevent authenticity
2. Costs of not being authentic
3. Advantages of being authentic
4. Authentic people
5. Truth and reality
6. Building trust and getting rid of doubt
7. Some distinctions
   7.1 Truth and opinion
   7.2 Truth and honesty
   7.3 Honesty and coachees

Module 14: Responsibility vs. Blame (1 hour – 1 tele-seminar)
1. Choosing freedom over blame
2. Choice in perspective
3. Techniques
4. Extreme perspective
5. Taking responsibility for actions
6. The blame game
   6.1 How to play the blame game
   6.2 Advantage of playing the blame game
   6.3 How to stop playing the blame game
   6.4 From blame to responsibility
Syndicate Coaching

In syndicates of two each participant is required to coach his or her syndicate partner for eight hours and also be coached by the partner for eight hours, all of which is observed by a facilitator.

Typically the 16 hours of syndicate coaching are undertaken in groups of four modules. e.g. 5 weeks of telephone modules, 4 weeks of syndicate coaching, 5 weeks of telephone modules, 4 weeks of syndicate coaching, 4 weeks of telephone modules, 4 weeks of syndicate coaching, 3 weeks telephone modules, 4 weeks syndicate coaching, 2 weeks telephone modules. The timing of the syndicate coaching can be altered to fit in with such holidays as Christmas, Easter, etc.

A schedule will be developed and agreed with the client at the beginning of each program.

Written Work

Each participant is required to complete a Practical Case Study Exercise (see appendix 1)
The objective of the practical case study is to fully integrate the course materials into a practical workplace coaching situation. Please take one of your real workplace coaching examples and write up a case study about the experience according to the following elements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Identify individual coaching requirements</td>
<td>• What are the needs for individual and identify areas of development?</td>
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<td>• What are the goals for the coaching sessions?</td>
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<td>• What coaching processes or models support individual learning needs and goals?</td>
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<td>Establish the coaching relationship</td>
<td>• What is the individual's learning style, learner characteristics and the context for coaching?</td>
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<td>• What are the coaching parameters, boundaries and expectations of the coaching relationship?</td>
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<td>• What effective communication and interpersonal skills are you using?</td>
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<tr>
<td>Maintain and develop the coaching relationship</td>
<td>• What preparation for each meeting/session do you do?</td>
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<td></td>
<td>• How are your effective communication and interpersonal skills used to grow the relationship and sustain active participation?</td>
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<td></td>
<td>• What structured learning activities support and reinforce new learning, build on strengths and identify areas for further development?</td>
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<td>• How are your leadership and motivational skills demonstrated to enable the coachee to take responsibility for learning?</td>
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<td>• What coachee cues are observed and how are changes in approach made, where necessary, to maintain momentum?</td>
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<td>• What ethical behaviours are practiced at all times?</td>
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<td>• Provide a sample of coaching notes to support that the relationship is mutually developed and maintained.</td>
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<tr>
<td>Close and evaluate the coaching relationship</td>
<td>• What tools and signals are used to determine readiness for closure of the individual coaching relationship?</td>
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<td>• What feedback did you get from your coachee?</td>
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<td>• What was the impact of the coaching relationship?</td>
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<td>• Evaluate your own performance in managing the relationship and identify areas for improvement.</td>
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<td>• How are the outcomes of the coaching relationship and evaluation of the process documented and filed in accordance with legal, organisational and personal requirements?</td>
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Present:

The Leader as Coach Program
aligned to the
Certificate IV in Frontline Management

Graduates of the Leader as Coach program will be eligible to apply for recognition of prior learning (RPL) into the Certificate IV in Frontline Management with Swinburne University.

- Some training will be required depending on the applicant’s work role and experience.
- Training will be either on-the-job or online

Fees
Swinburne has special rates for RPL in 2010 so get in early!
Fully government funded places available with an application fee of approximately $250 per application

Swinburne offers excellent study pathways

Leader as Coach
Contributes to
Certificate IV FLM

ICF recognition (pending)
Contributes to
Diploma of Management

Bachelor of Business degree
Diploma of Management is equivalent to one year of the degree

Graduate Certificate of Business Management
(Entry is based on work experience)
BSB40807 Certificate IV in Frontline Management

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
<th>RPL or training</th>
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<tbody>
<tr>
<td>BSBMGT401A</td>
<td>Show leadership in the workplace</td>
<td>Mapped to Leader as Coach – RPL</td>
</tr>
<tr>
<td>BSBWOR402A</td>
<td>Promote team effectiveness</td>
<td>Mapped to Leader as Coach – RPL</td>
</tr>
<tr>
<td>BSBREL401A</td>
<td>Establish networks</td>
<td>Mapped to Leader as Coach – RPL</td>
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<tr>
<td>BSBWOR401A</td>
<td>Establish effective workplace relationships</td>
<td>Mapped to Leader as Coach – RPL</td>
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<tr>
<td>BSBLED501A</td>
<td>Develop a workplace learning environment</td>
<td>Mapped to Leader as Coach – RPL</td>
</tr>
<tr>
<td>BSBREL402A</td>
<td>Build client relationships and business networks</td>
<td>Mapped to Leader as Coach – RPL</td>
</tr>
<tr>
<td>BSBCCM401A</td>
<td>Make a presentation</td>
<td>Mapped to Leader as Coach – RPL</td>
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<tr>
<td>BSBHOHS407A</td>
<td>Monitor a safe workplace</td>
<td>Workplace project and/or online learning</td>
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<tr>
<td>BSBMGT402A</td>
<td>Implement operational plan</td>
<td>Workplace project and/or online learning</td>
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<tr>
<td>BSBINN301A</td>
<td>Promote innovation in a team environment</td>
<td>Workplace project and/or online learning</td>
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**RPL**

RPL applicants will be required to provide evidence of completion of the Leader as Coach program together with some documentation from the workplace. An RPL interview will be conducted in person or via telephone.

**Training**

There is no extra cost for the workplace project/online learning program provided by Swinburne.

**To apply for RPL or for more information, please contact:**

Alison Roache  
aroache@swin.edu.au  
Phone: 9210 1209  
Please mention Leader as Coach in your application