

# Efficiency North – EN:Lighten Programme

Coaching Led Environment 2

3<sup>rd</sup> & 4<sup>th</sup> Jun or 13<sup>th</sup> & 14<sup>th</sup> Jun





# Day 1





# Check In



Feel?



Distraction?



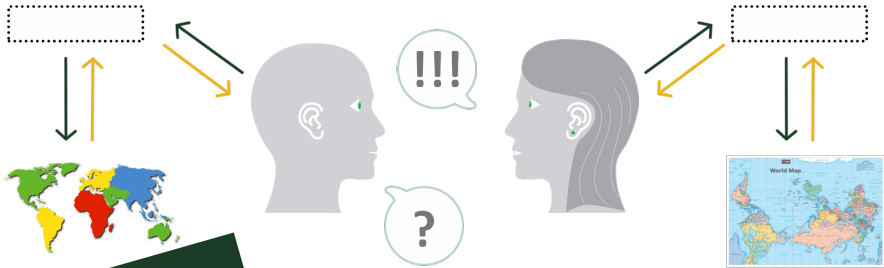
# Coaching-Led Environment 1 – Relationship Intelligence



Check In  
& Contracting

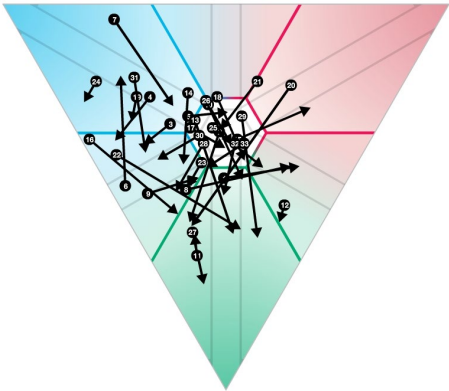


Our Maps of  
the World

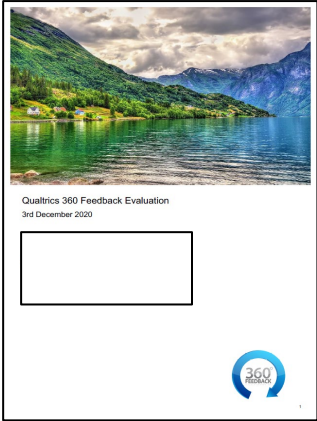
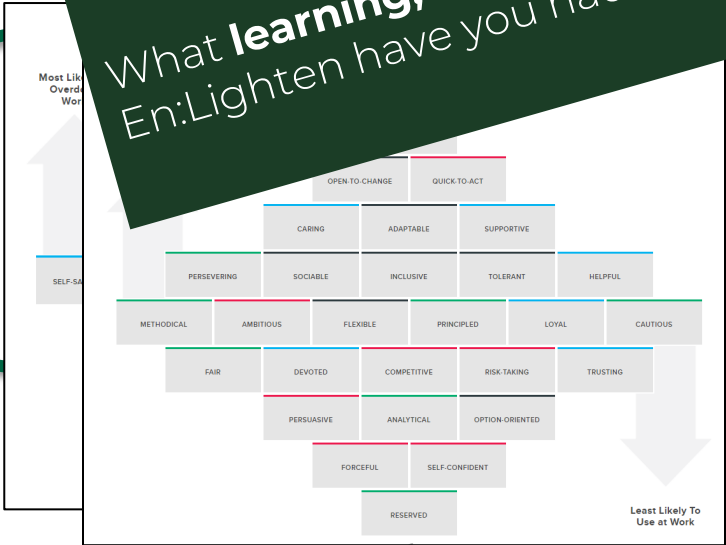


Share in 4 groups at a flip chart:  
What **learning, reflections or actions** related to  
En:Lighten have you had since we last met on CLE 1?

Conflict Sequence



Strengths & Overdone  
Strengths



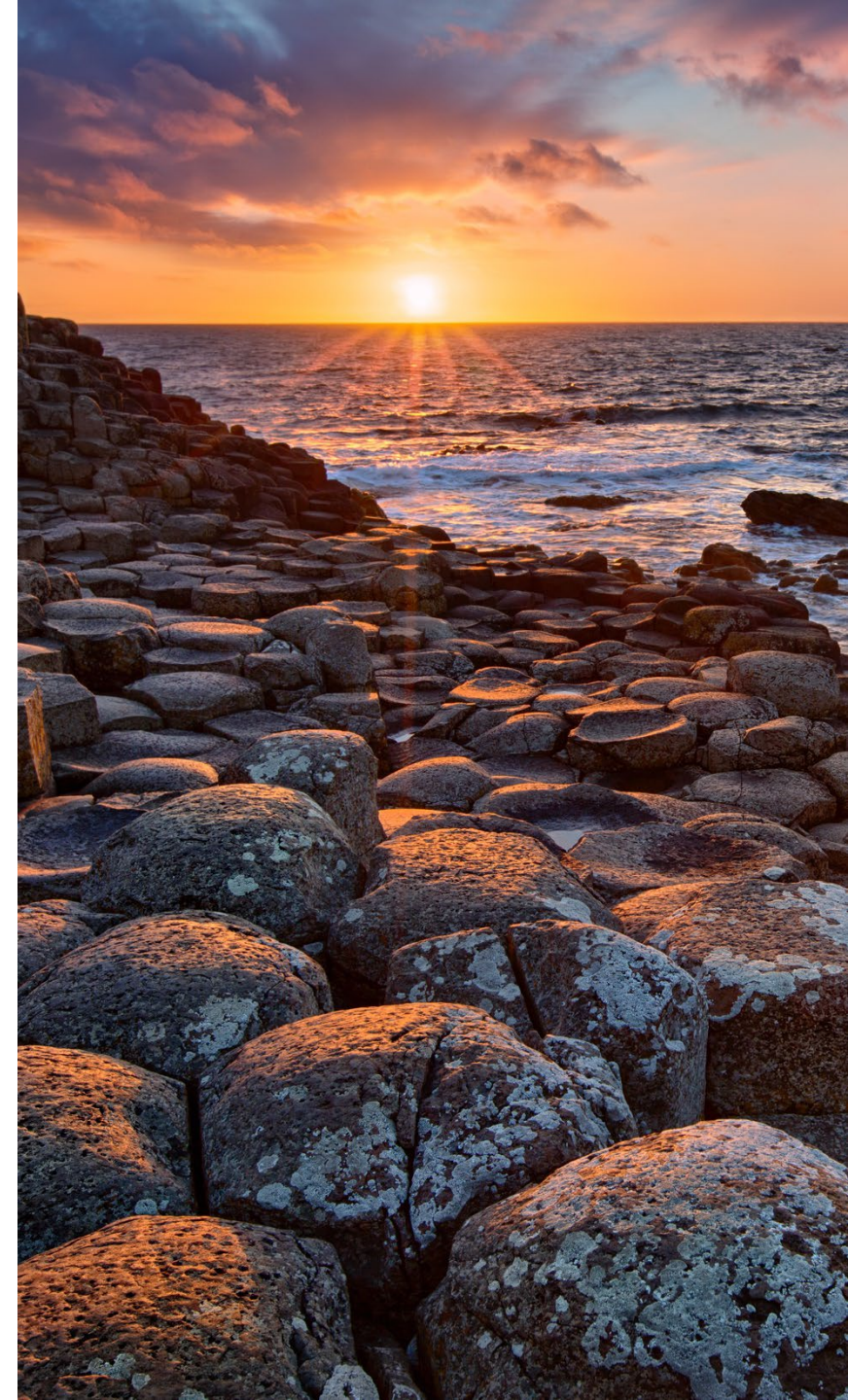
360 preparations for  
raters and managers





# CLE 2 Outcomes

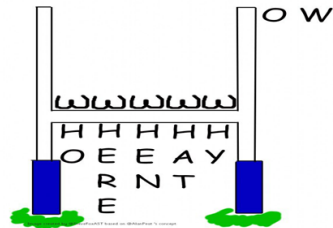
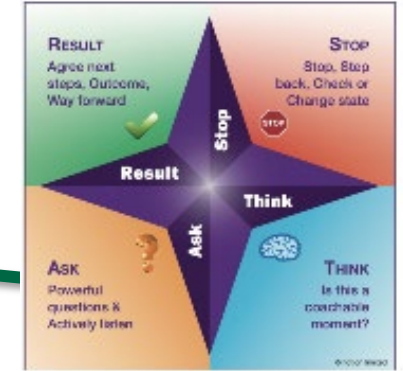
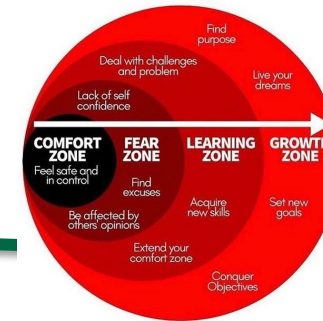
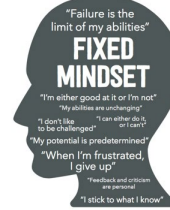
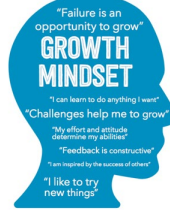
1. Understand the **impacts of change** on workplaces and how a **coaching culture** can provide benefits.
2. Embrace a **growth mindset** to support coaching and development
3. Understand the **STAR approach** to self development and coaching
4. Improve **coaching skills** of listening, questioning, rapport building
5. Understand what a **coachable moment** is and are ready to coach or be coached
6. Develop increased **self-awareness** and ownership of **self-development**.
7. Increased **personal resourcefulness & confidence**.
8. Form **wider connections** across EN.





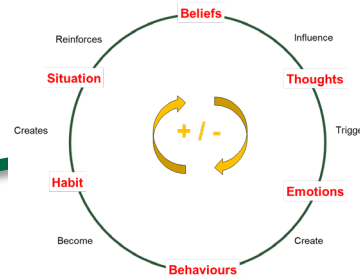
## Coaching-Led Environment 2 – Creating the Environment for Growth

## Checking in

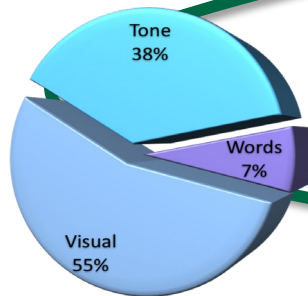
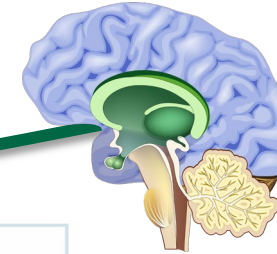


ASK

## THINK



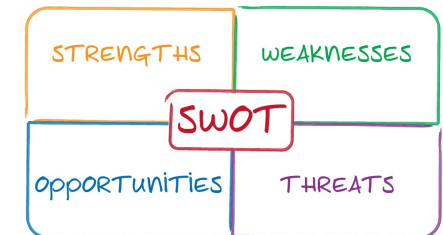
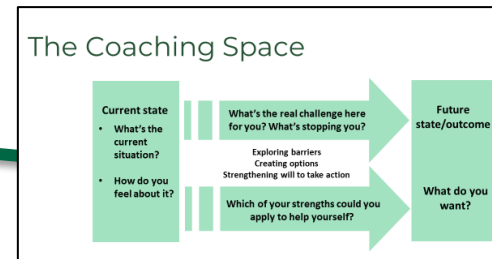
STOP



## RESULTS

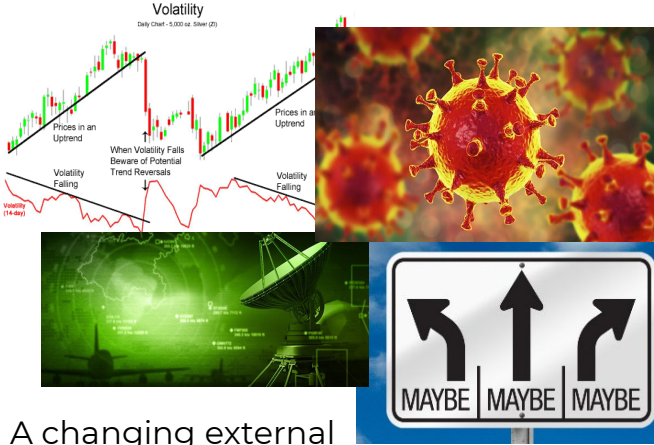


S M A R T

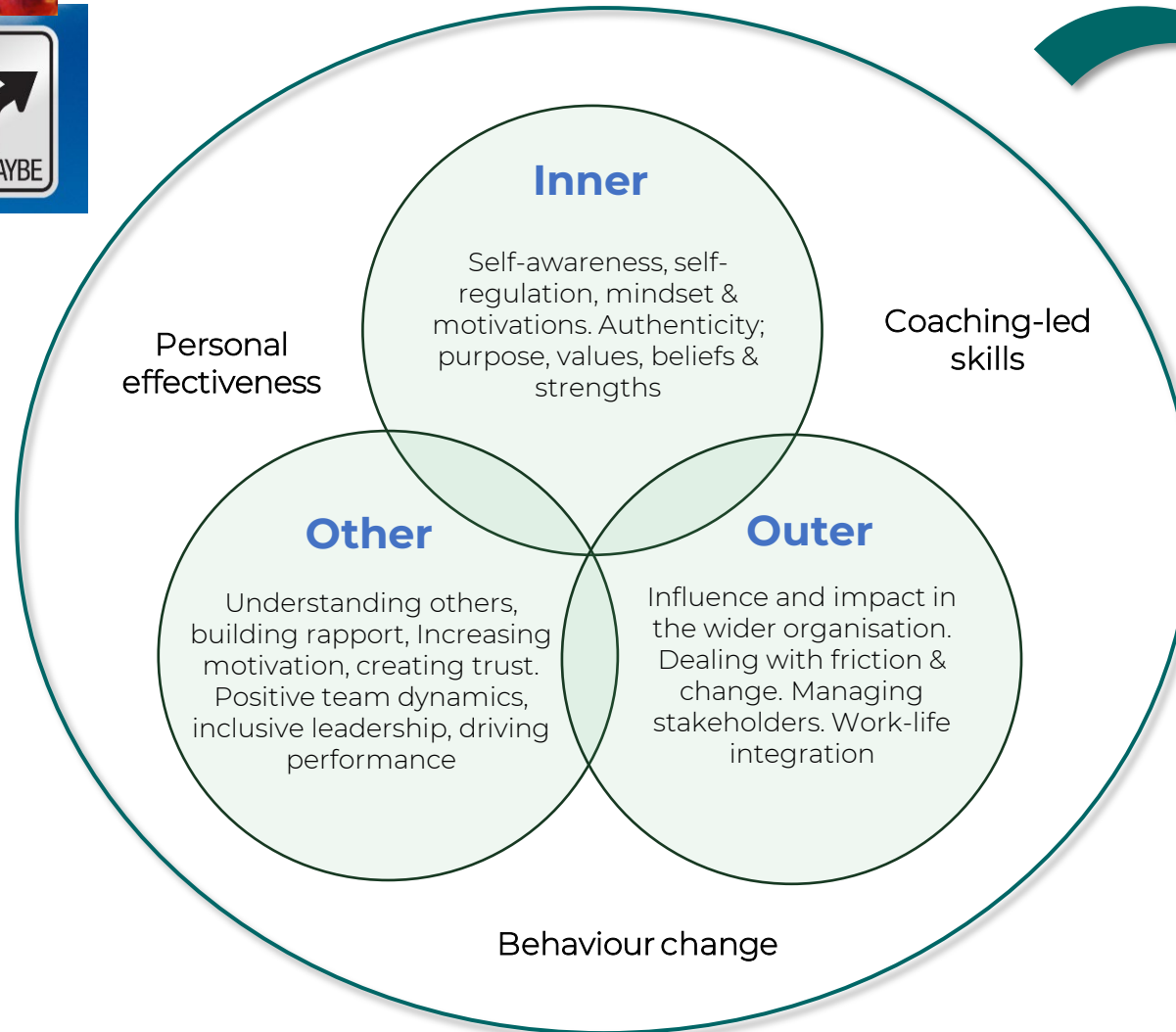




# Our coaching-led programme ethos



A changing external environment



## Creating a learning & performance culture

An empowered, engaged, aligned and committed organisation where staff feel psychologically safe, take initiative, are ready to stretch themselves and are motivated about the value they contribute to the performance, direction and growth of EN.

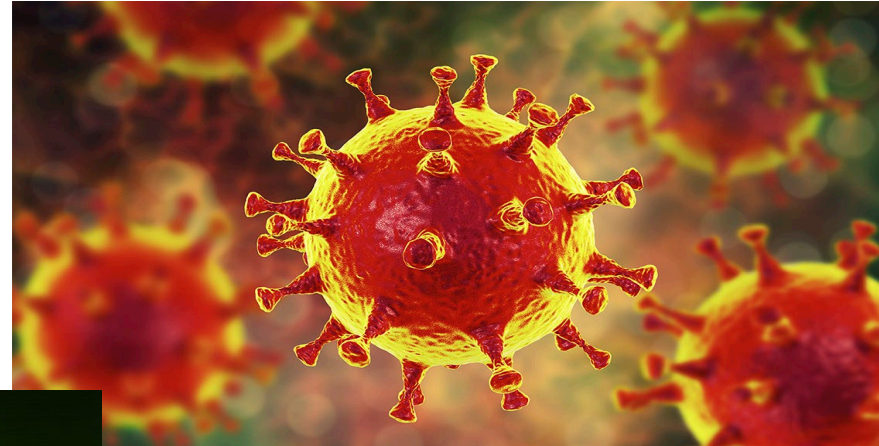




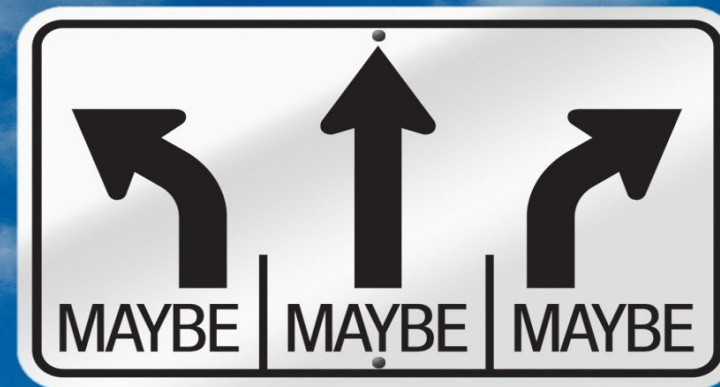
# The Global Revolution – Working in a VUCA world

Uncertain

Volatile



Complex

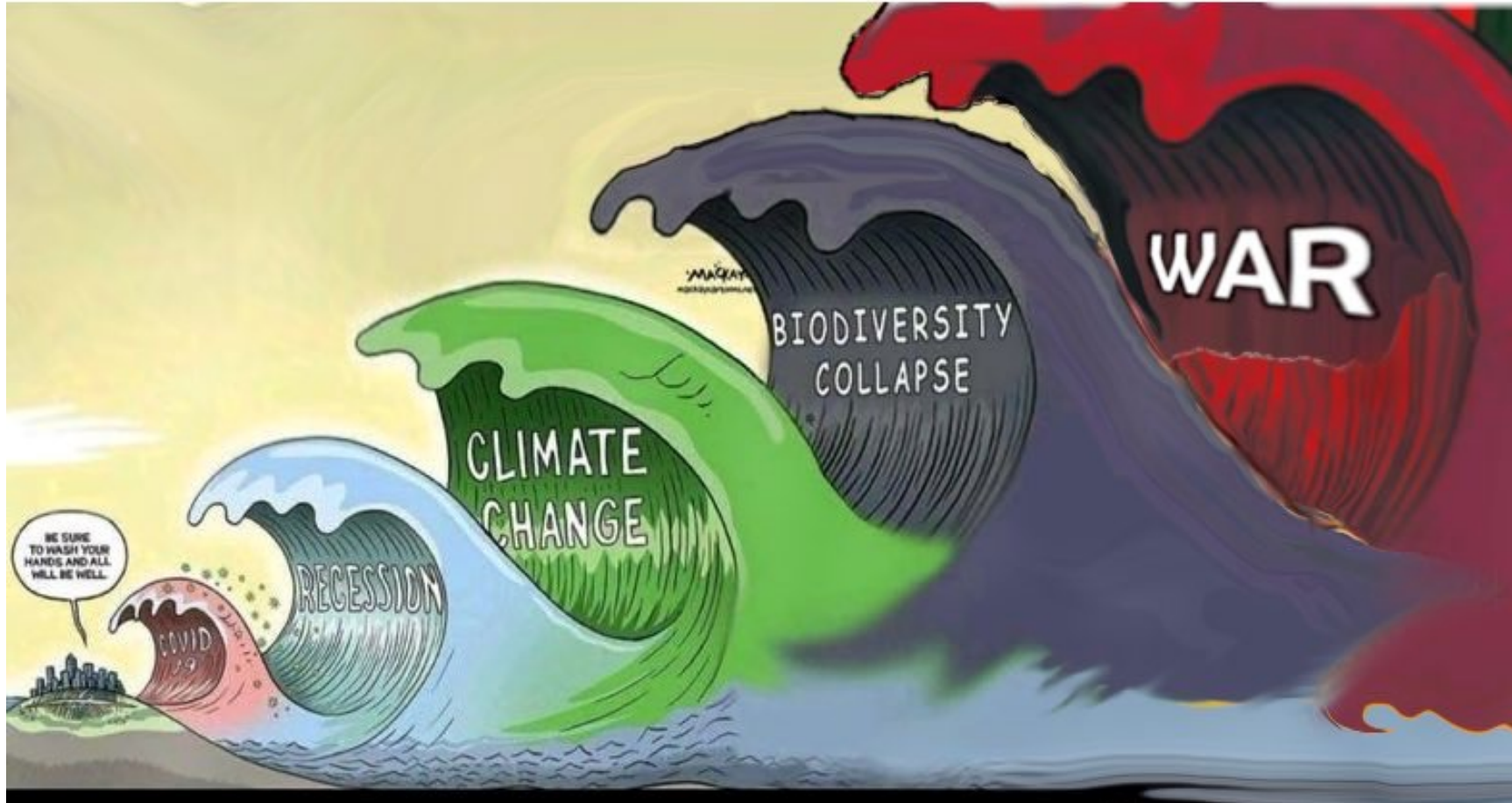


Ambiguous





# A Changing, Turbulent, Challenging World



*Image from Graeme Mackay – political cartoonist*



# The Changing Context for work today

## Changing Workplaces

- Changing Demographics with 4 generations in workplace
- Changing orgs/leadership/workplaces/employment
- Education - MOOC's self-directed learning
- Diversity: cultural, sexuality, neurodiversity, gender intelligence

- iPhones, roll out of 6G network Social Media, (Influencers, Fake News)
- Internet of things
- Cyber Security
- Nanotechnology
- AI
- Development of the Metaverse

- Stagnation
- Recession
- Growth
- Inequality
- Globalisation

Gaza / Israel / Middle East / Russia /  
Ukraine / China / US / Mass Immigration

## Social Attitudes to:

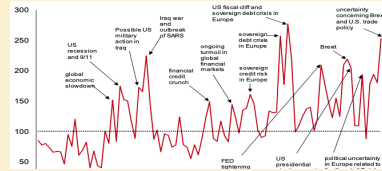
- Climate change
- Natural resource depletion
- Pollution
- Social responsibility
- Renewable Energy

Trade deals, Brexit, International Treaties,  
Border Controls, Rwanda





## Volatile



Rate of change; liable to change rapidly and unpredictably, especially for the worse.

## Uncertain



Future events; not able to be relied upon, not known or definite, not able to be compared to experience.

## Complex



Intricate, massive, not easily understandable, components interacting in multiple ways.

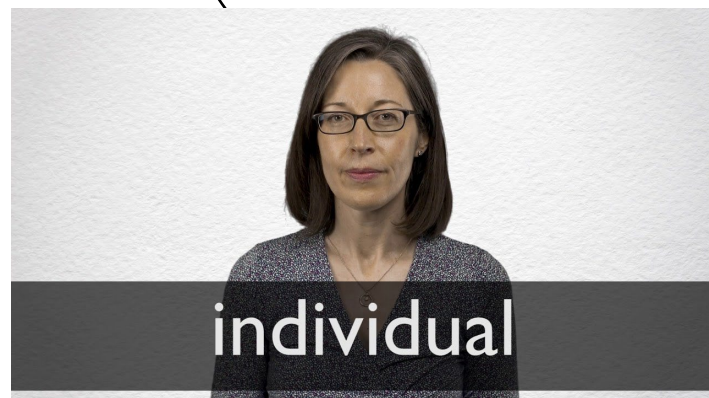
## Ambiguous



Not precise, lack of clarity about meaning or cause, multiple interpretations and open to misconception.



# Who does VUCA impact?





# How does it affect Efficiency North and You?

In 3 groups, discuss ...

Think of a recent change, either externally or within EN, that has felt volatile, uncertain, complex or ambiguous – or all four!

**Group 1:** How has VUCA impacted the organisation?

**Group 2:** What impact has VUCA had on the team that you are part of?

**Group 3:** How has VUCA impacted individuals / on you?

15 minutes to discuss as a group, nominate a speaker to feedback key themes.



# Enabling growth & development

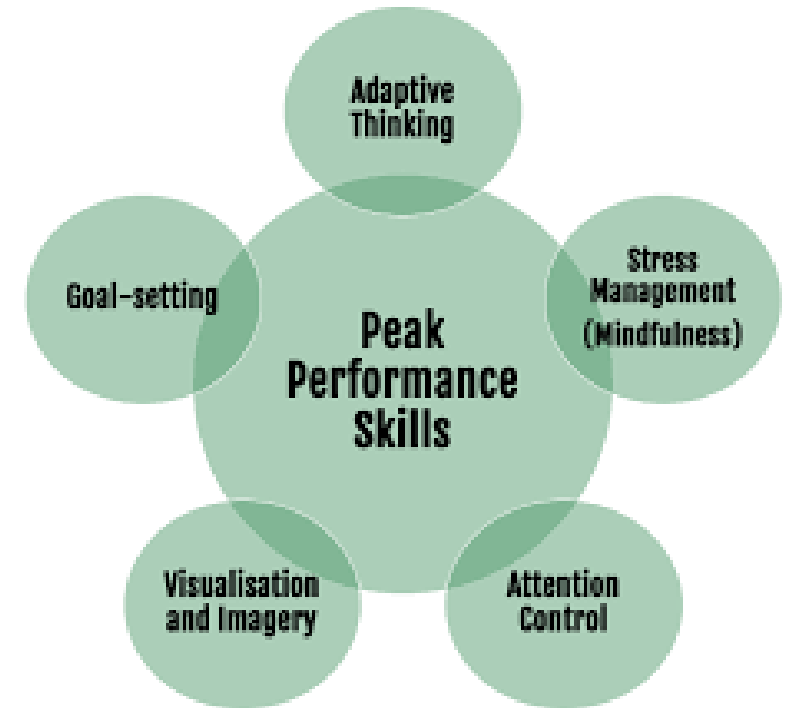
With this as a backdrop, how do we create cultures for growth & development?

The skills of the workforce need to be re-evaluated to develop the core competencies that are required to thrive in the VUCA context.

Coaching is an advancement that can unlock the greatest release of human potential

Coaching conversations develop the individual; rather than just transferring knowledge, they help individuals to become **more self-directed** and take **greater personal responsibility** for their own contribution and learning.

This enables individuals to become **more agile and flexible** to meet the constantly changing challenges.





# Skills needed to thrive in a VUCA world

	How to effectively address VUCA	Skills required of the workforce
Volatility	Agility	<b>Flexible growth mindset</b> and the ability to see and hold <b>alternative perspectives</b> . The ability to <b>take the initiative and responsibility</b> for action, the ability to be <b>accountable for their own development</b> so that they develop more quickly the attributes required and respond to change more quickly.
Uncertainty	Information	<b>Enhanced communication</b> skills to ensure networks and information flow freely, the <b>confidence to seek out information</b> and to convey even difficult messages to all levels of stakeholders. Greater <b>self-awareness of their impact</b> on others and how to <b>manage their behaviours</b> to facilitate the flow of information. Willingness to <b>collaborate</b> with others.
Complexity	Restructuring	<b>Resilience</b> to deal with constant change and adaptability to new situations. To be <b>self-reliant</b> so that individuals do not rely on the hierarchy of command and are able to <b>take responsibility</b> for supporting change.
Ambiguity	Experimentation	Confidence to <b>suggest new ideas</b> and to question established approaches or hierarchy. <b>High self-efficacy</b> to motivate action towards testing of new ideas, the ability to <b>set their own goals</b> and to drive development conversations. Willingness to take risk.



# Break





# Enabling growth & development

## **GROWTH MINDSET**

noun (GER-OHTH MAHYND-SET)

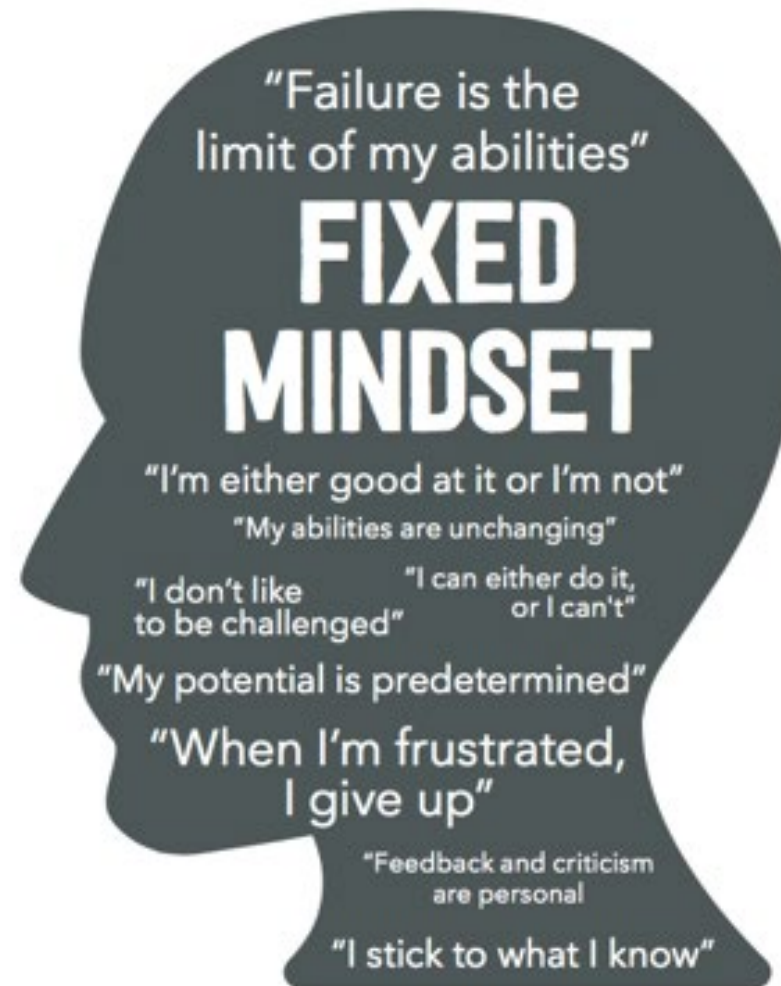
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1. The belief in your capacity to learn and grow
2. A concept that is sweeping the world of sports & education
3. Changing and improving the way we people learn

7:53



# Growth mindset



# GROWTH MINDSET

# KEY INGREDIENTS TO GROWTH

SKILLS ARE BUILT  
YOU CAN LEARN  
AND GROW

THE PROCESS  
GETTING BETTER

USEFUL - LEADS  
TO GROWTH

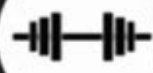
EMBRACE &  
PERSEVERE - FRAME  
AS AN OPPORTUNITY

USE THEM TO  
LEARN

APPRECIATE &  
USE IT

**BELIEFS**

**FOCUS**



SKILLS ARE BORN  
YOU CAN'T LEARN  
AND GROW

PERFORMANCE  
OUTCOMES  
NOT LOOKING BAD

NOT NECESSARY  
NOT USEFUL

BACK DOWN &  
AVOID - FRAME AS  
A THREAT

HATE THEM  
GET DISCOURAGED  
AVOID THEM

NOT HELPFUL  
GET DEFENSIVE  
TAKE IT PERSONAL

# FIXED MINDSET





# Pairs Discussion

15 mins:

- Where do you notice your own fixed or growth mindset?
- What changes do you need in your own mindset?
- How do you enable a growth mindset in the people around you?



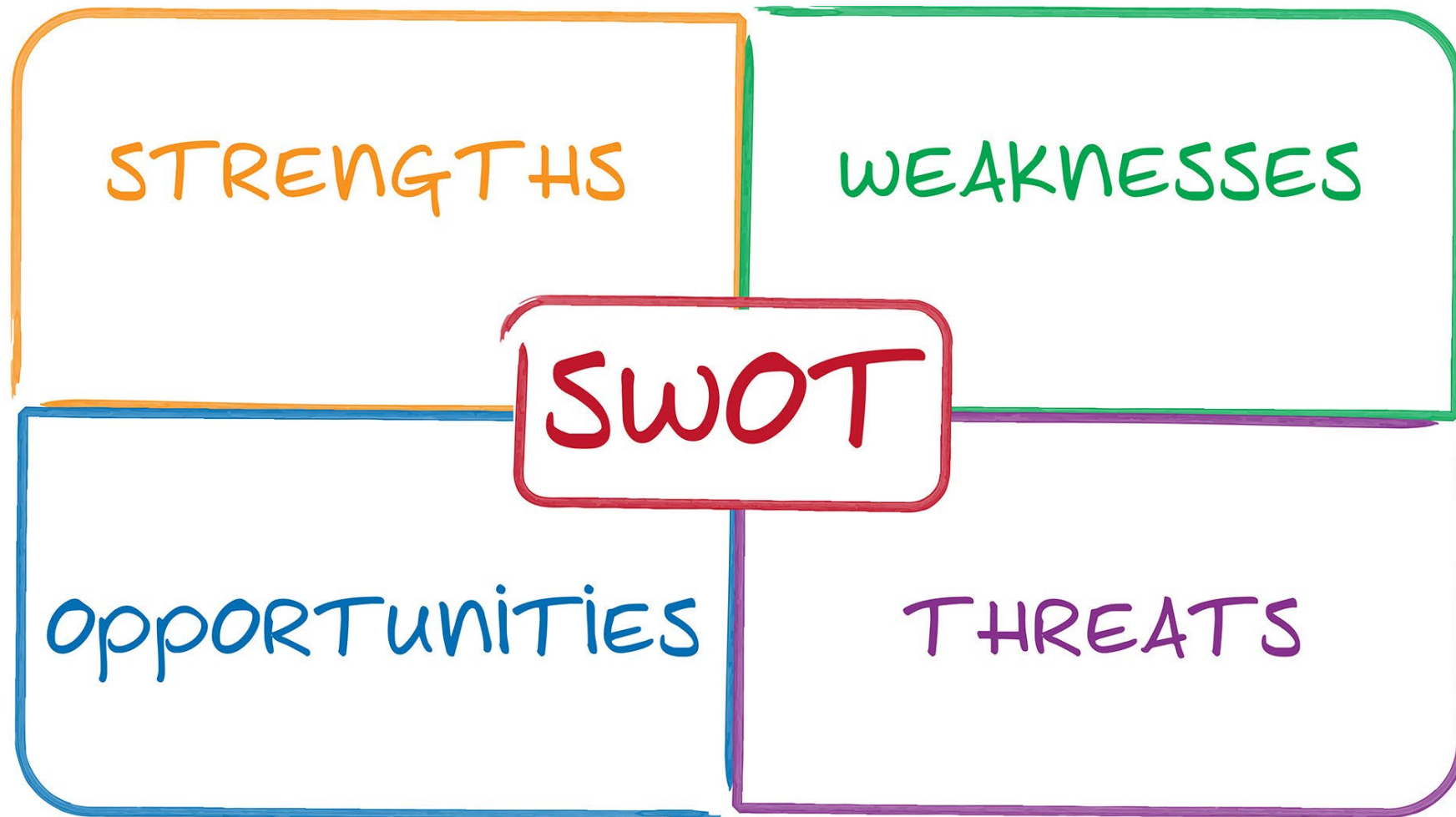
# Stretch for Growth



Your responsibility



# Personal SWOT



Post CLE activity – option to discuss in future with your manager



# The STAR Model Coaching & Development

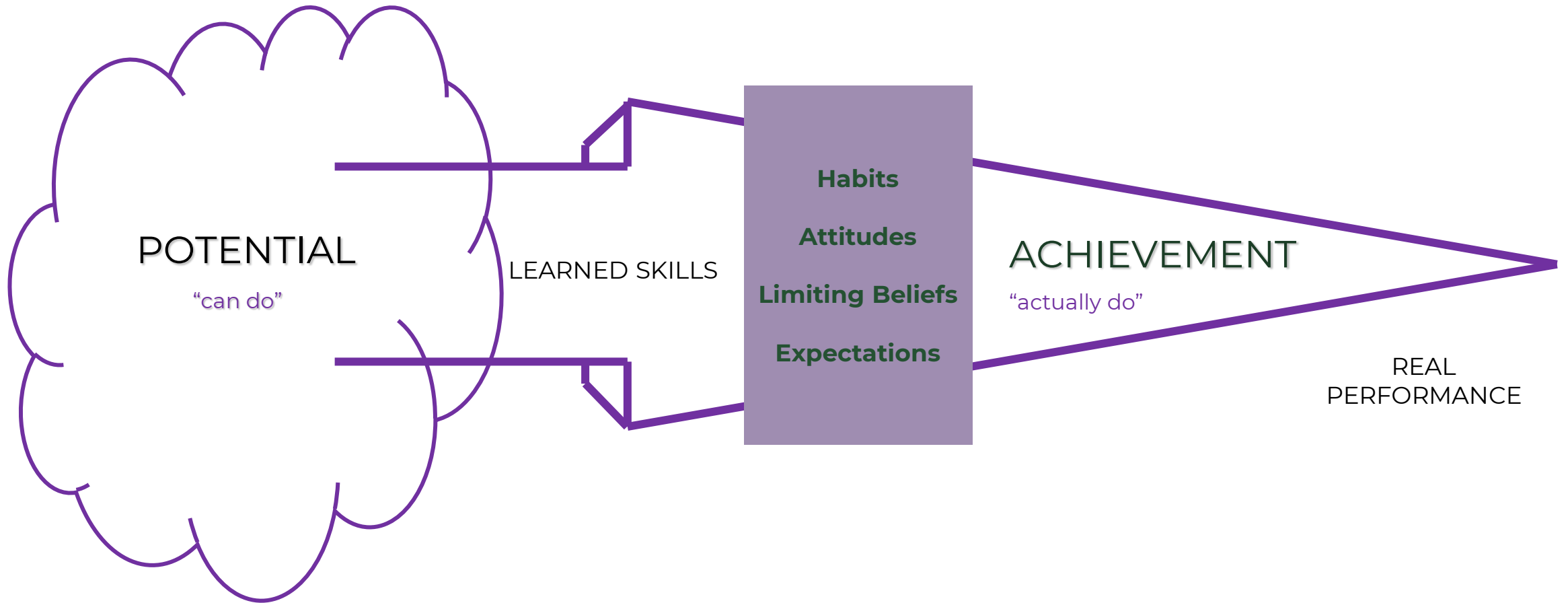


# STOP & THINK



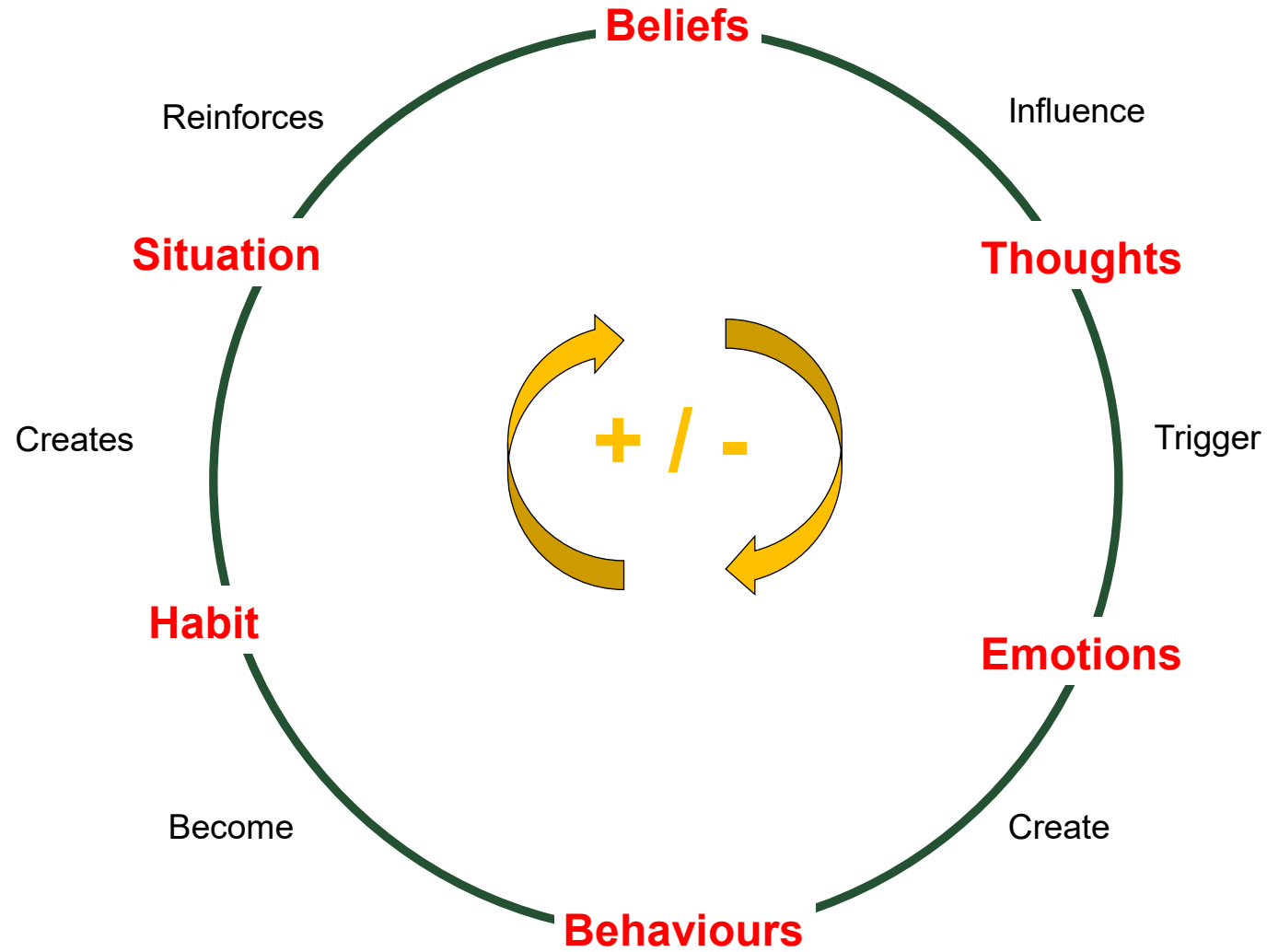
# Potential Obstacles to Achievement

What do we need to do to fulfil our potential?





# The Belief Cycle



# Your RAS

Controls sleeping, waking, and attention

A sophisticated filter

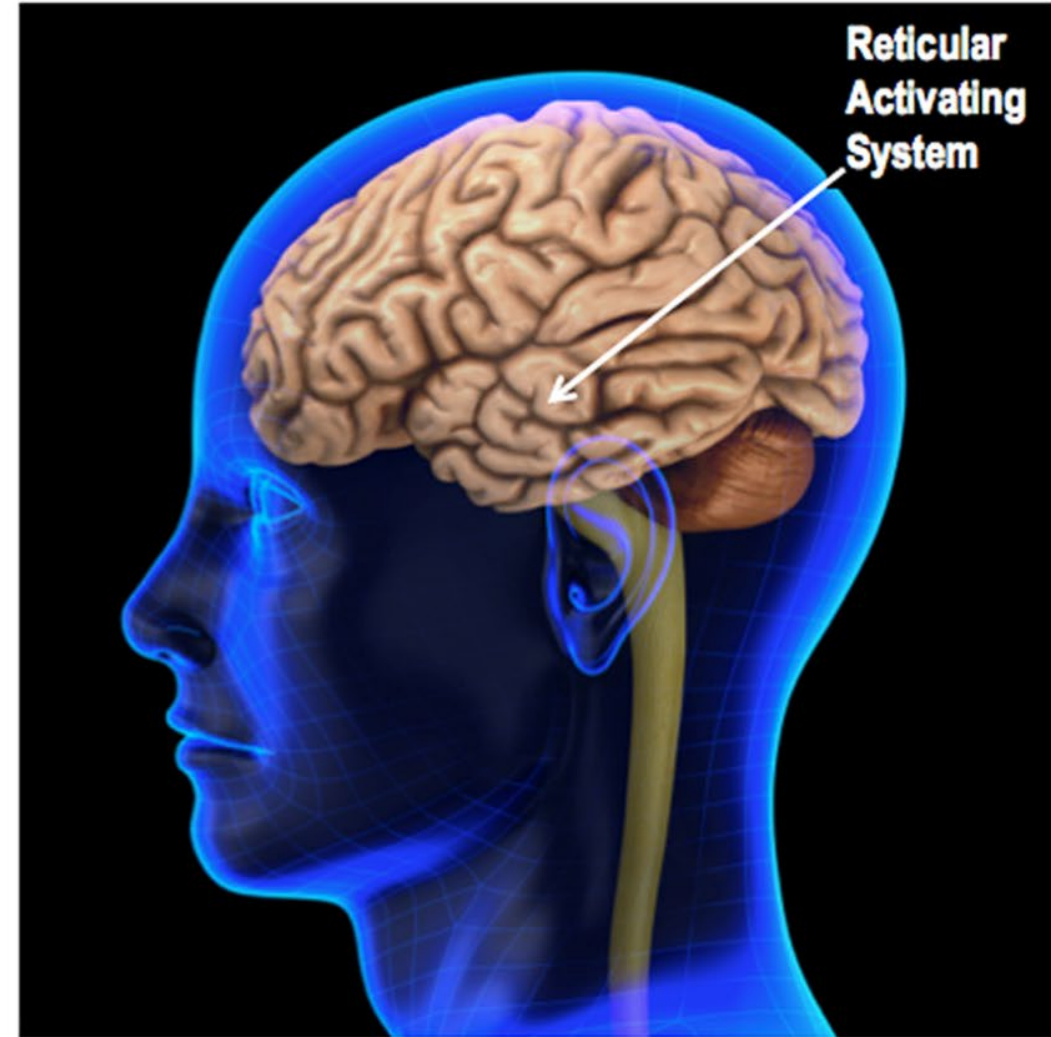
Screens out the junk

Acts like an Executive Assistant

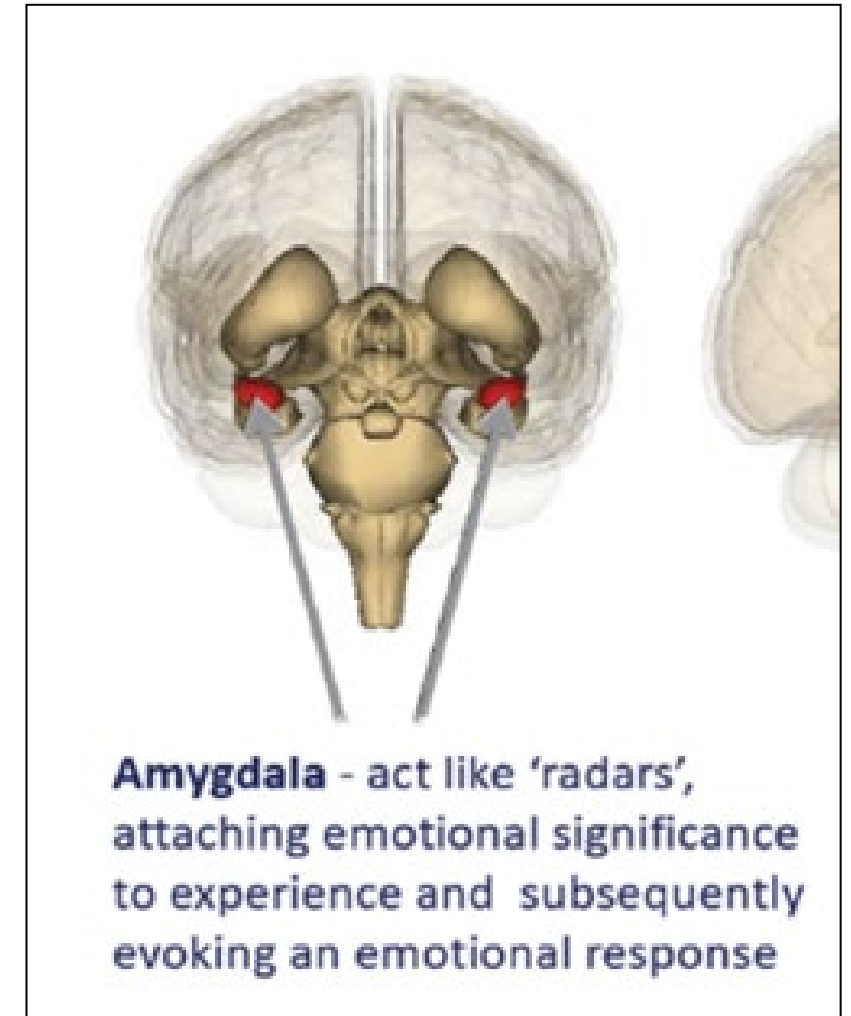
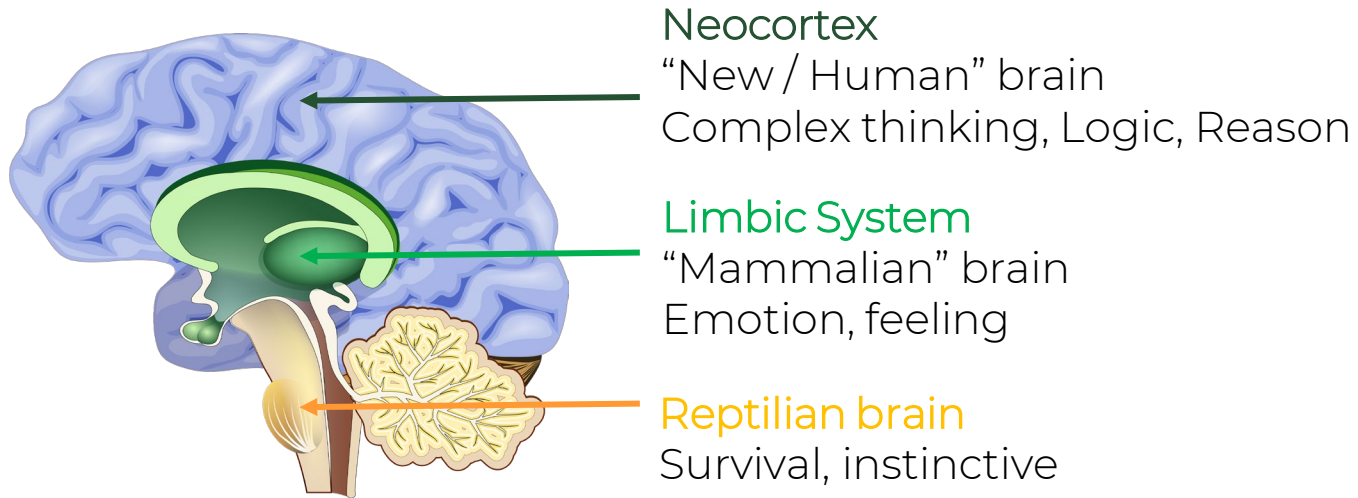
Allows you to focus on what you  
**VALUE**

Allows you to perceive a  
**THREAT**

Supports you when you set  
**GOALS**

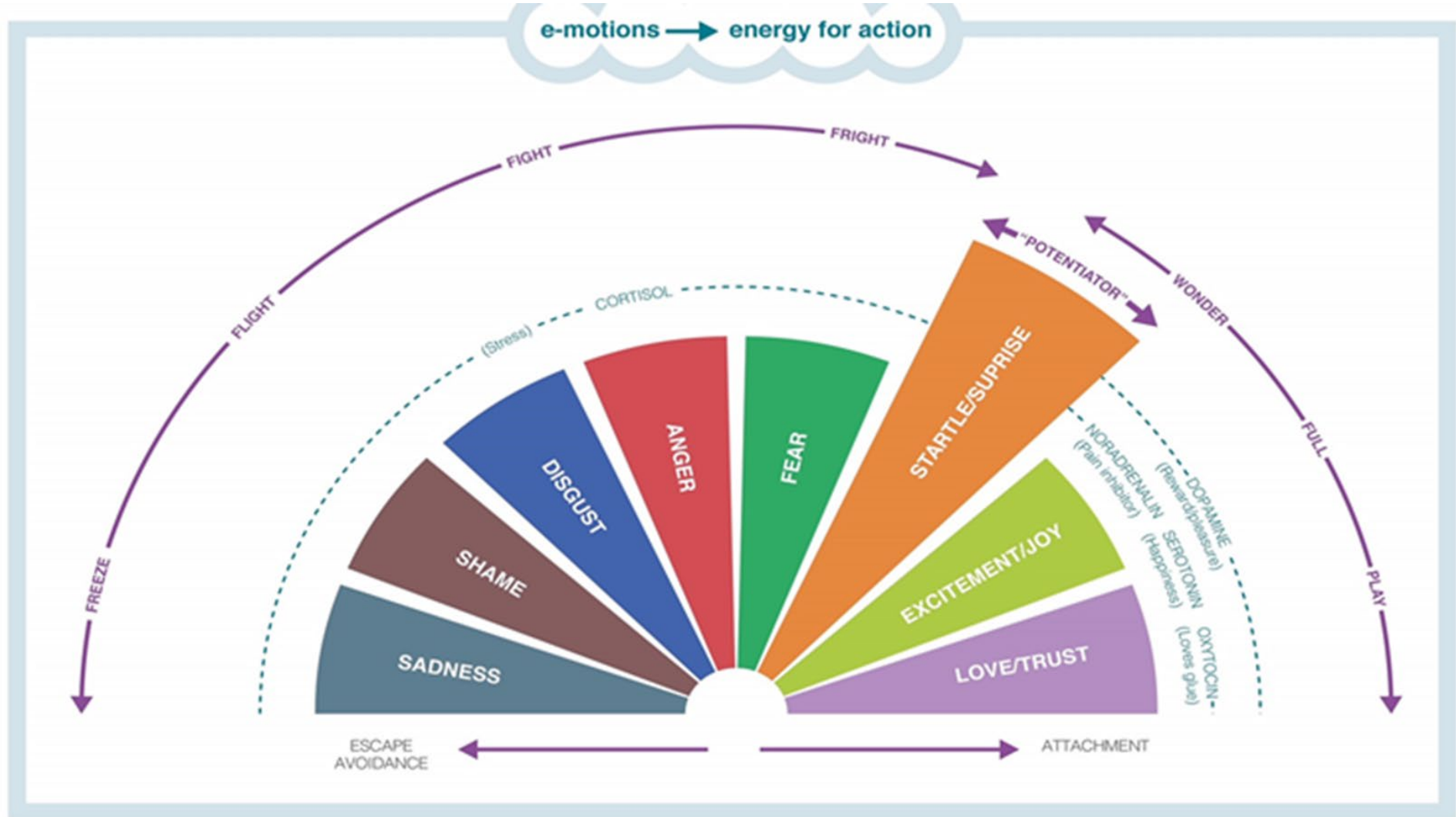


# Brain Basics





# Our emotions



# What happens in an Amygdala Hijack?

Immediate and overwhelming, and out of measure with the actual stimulus because it has triggered a much more significant emotional threat

When in amygdala hijack you:

- Can only think about what's troubling you
- Memory is poor and can only remember what's relevant to the threat
- Can't learn anything new – rely on old learned patterns
- Can't innovate or be flexible



# What are your triggers?

Write down 2 triggers maybe a situation/a meeting/a person & discuss with a partner for a few minutes. Think 'what gets the worst out of you?' x 5 mins

## The Top 5 amygdala (emotional) triggers

1. Condescension
2. Being treated unfairly
3. Being unappreciated
4. Feeling you are not being listened to
5. Being held to unrealistic deadlines





# The Role of the Amygdala

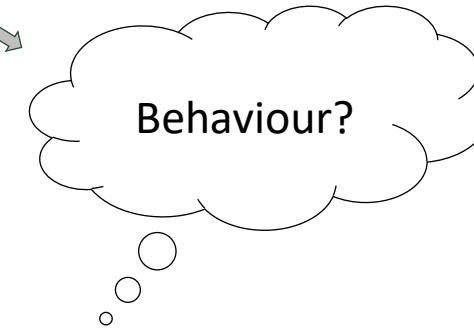
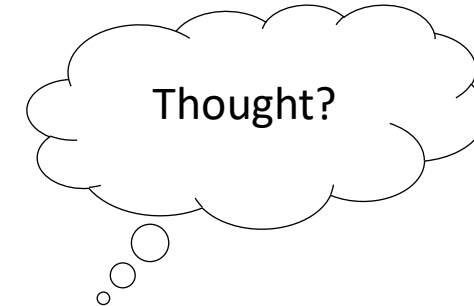
**Trigger**



**Stimulus**



**Response**



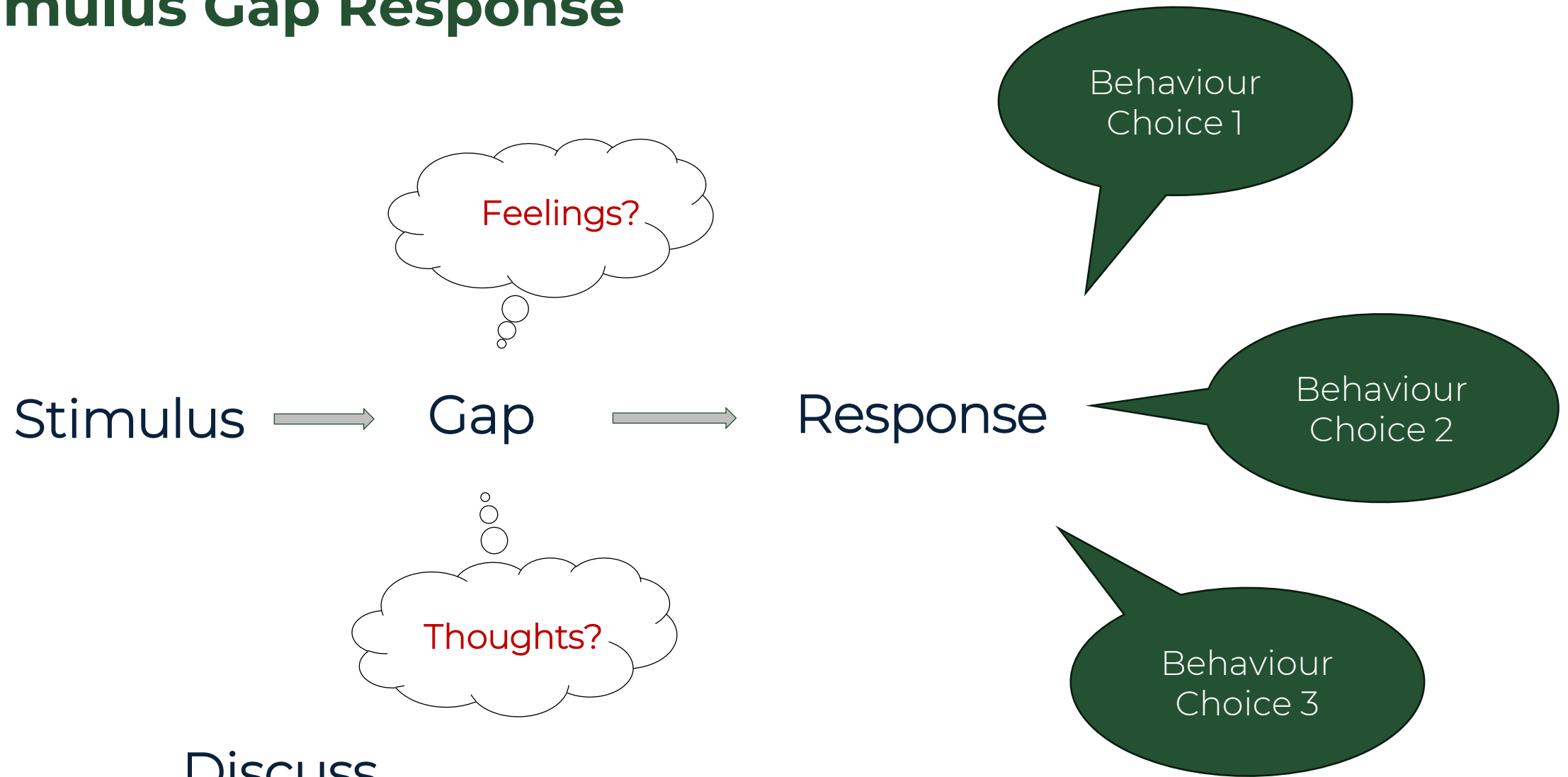
# Threat Response

## Fright – Fight – Flight – Freeze

- Built in and automatic human response to physical threat!
- Role in evolution!
- Useful to us?
- What about non-physical threats?



# Stimulus Gap Response

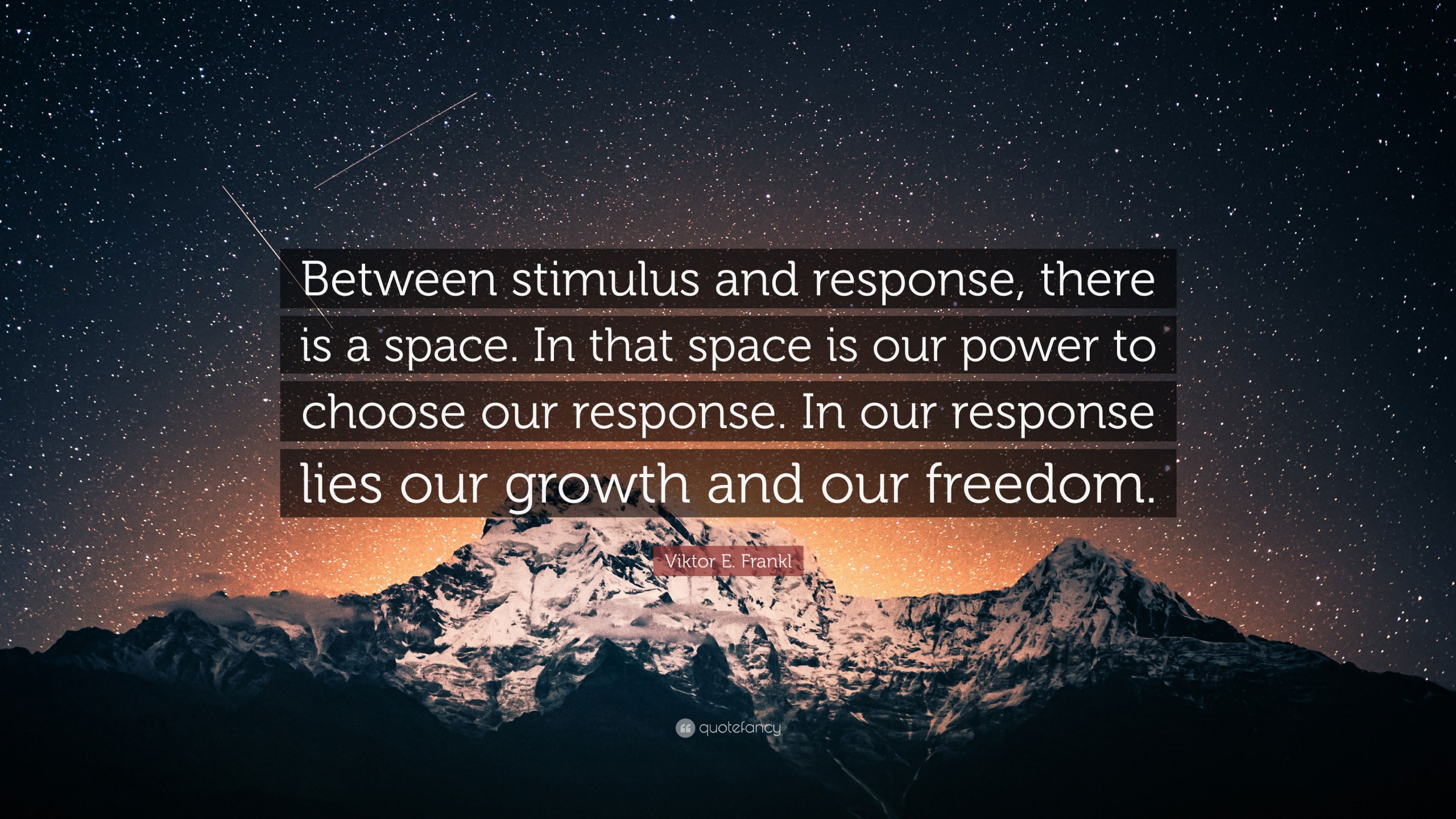


Discuss

What is the gap you need to create?  
What choices do you know have?







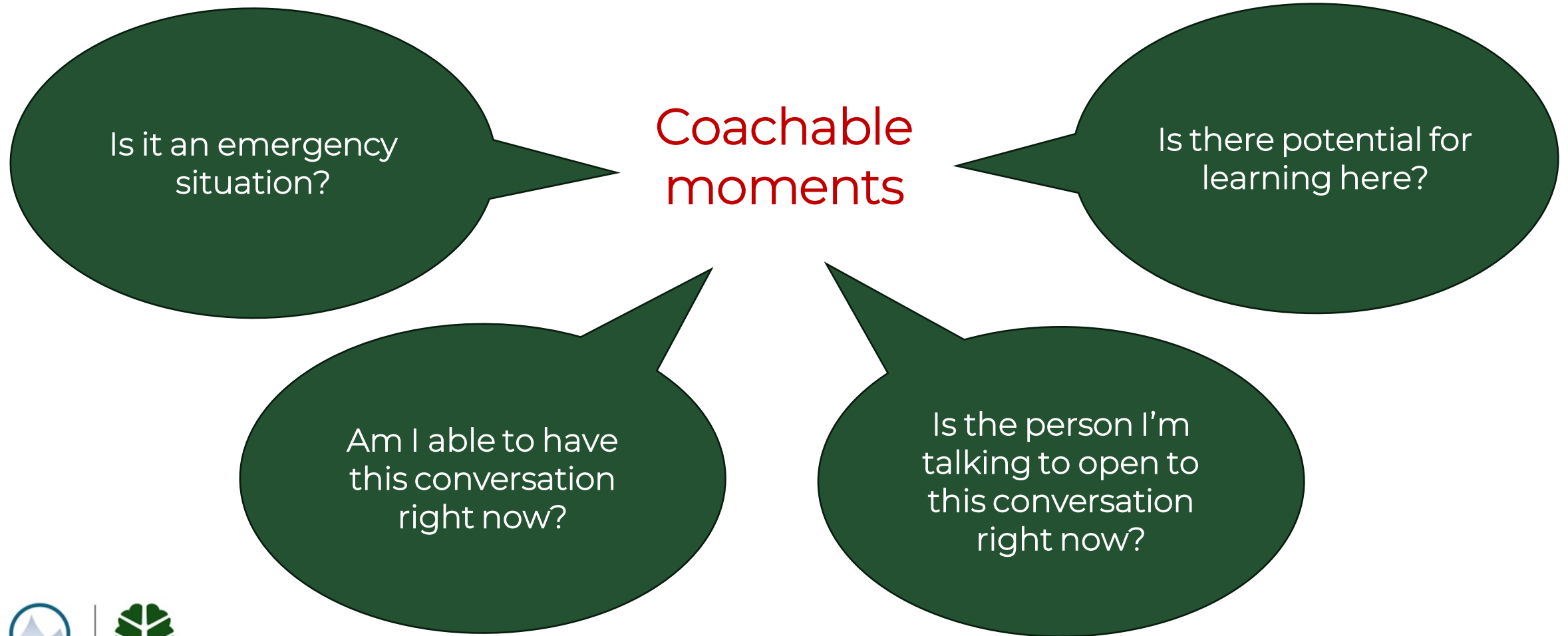
Between stimulus and response, there  
is a space. In that space is our power to  
choose our response. In our response  
lies our growth and our freedom.

Viktor E. Frankl

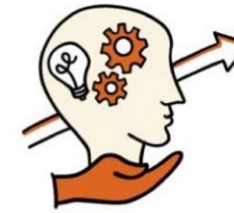


# Think

How can we think differently; how can we take responsibility; how can we change?

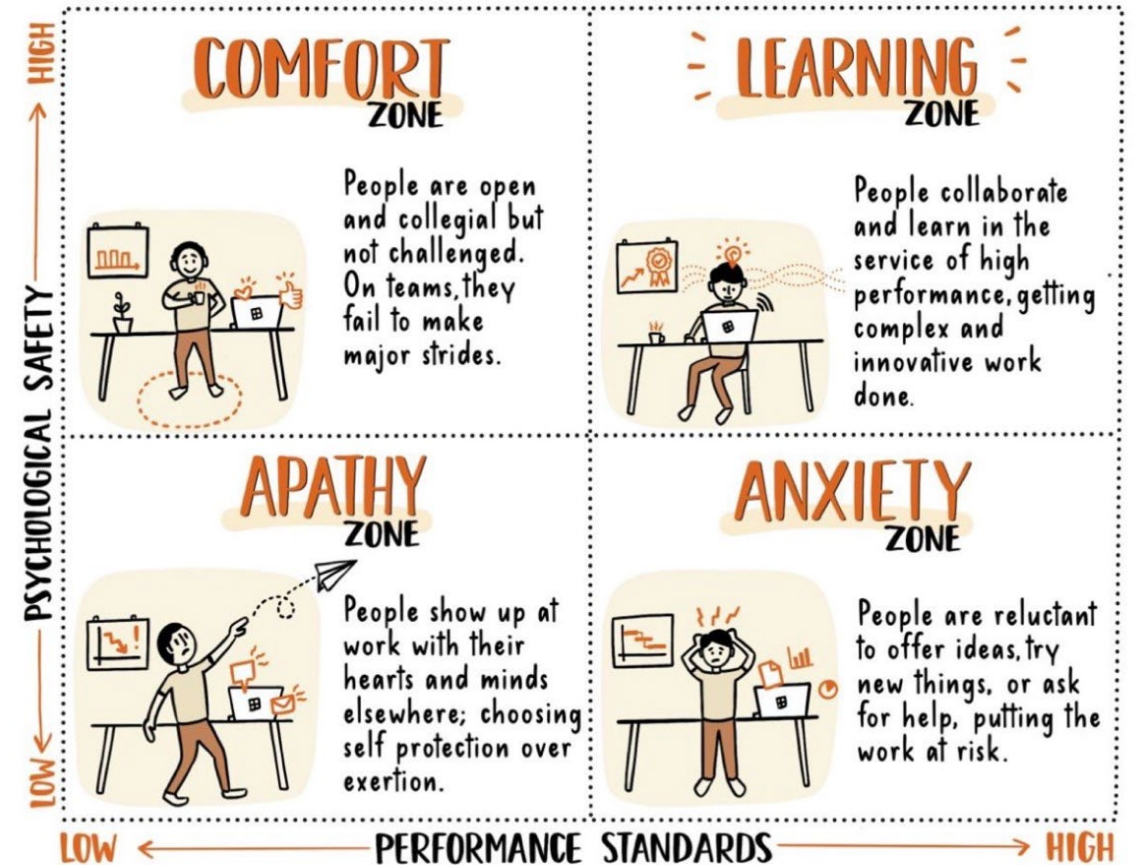


# Psychological Safety & Performance



HOW  
**psychological safety**  
RELATES TO PERFORMANCE STANDARDS

AMY EDMONDSON



Sketchnote: Tanmay Vora, QAspire.com

[www.amycedmondson.com](http://www.amycedmondson.com)





# Neuroplasticity

The brain continually reorganizes itself by forming **new neural connections** throughout life.

This phenomenon is known as **neuroplasticity**.



RECORDED WITH  
**SCREENCAST**  **MATIC**



# To bring about change

## Behavioural change stages:

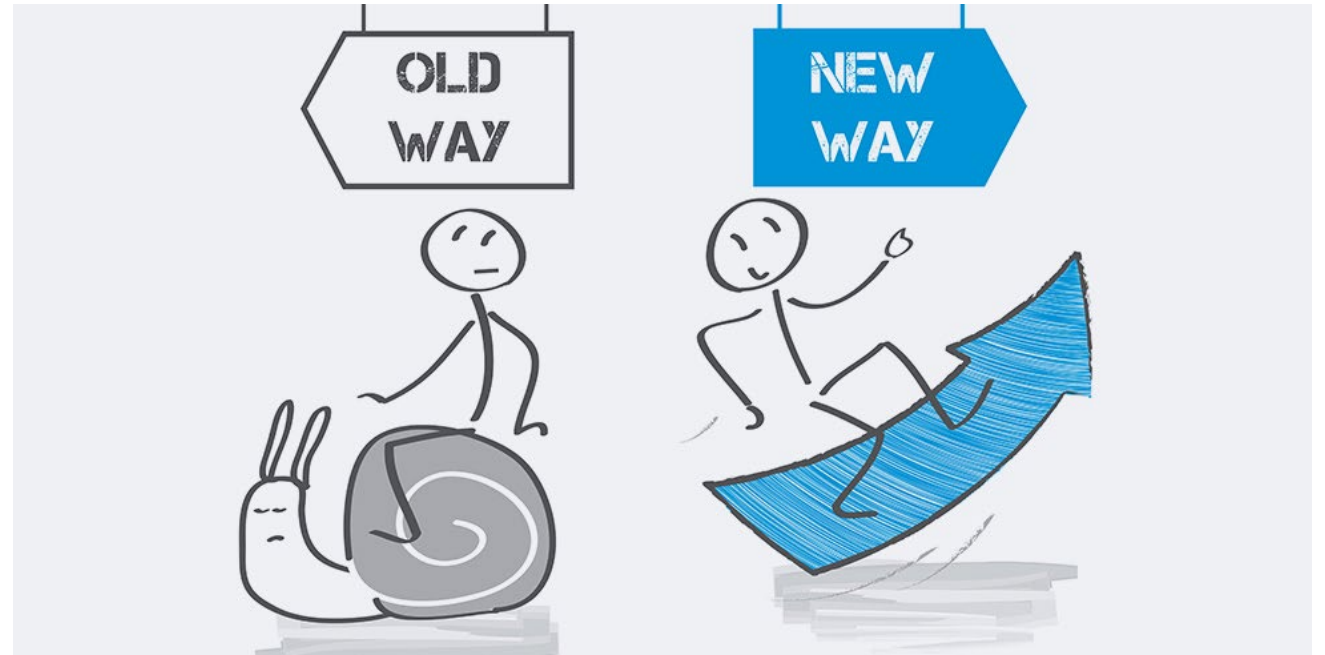
Stage 1: powerful awareness

Stage 2: focused attention

Stage 3: enlist support

Stage 4: deliberate practice

Stage 5: “habit” and sharing



✓ 21 days to establish a new habit

✓ 60 days to really embed it



# Habits Grid

What habits do you want to keep or change?

See Portal (supplementary resources) for a monthly personal tracker to help you focus on a particular habit change that you may want.

Have a go experimenting with this.

My New Habit Is:

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28





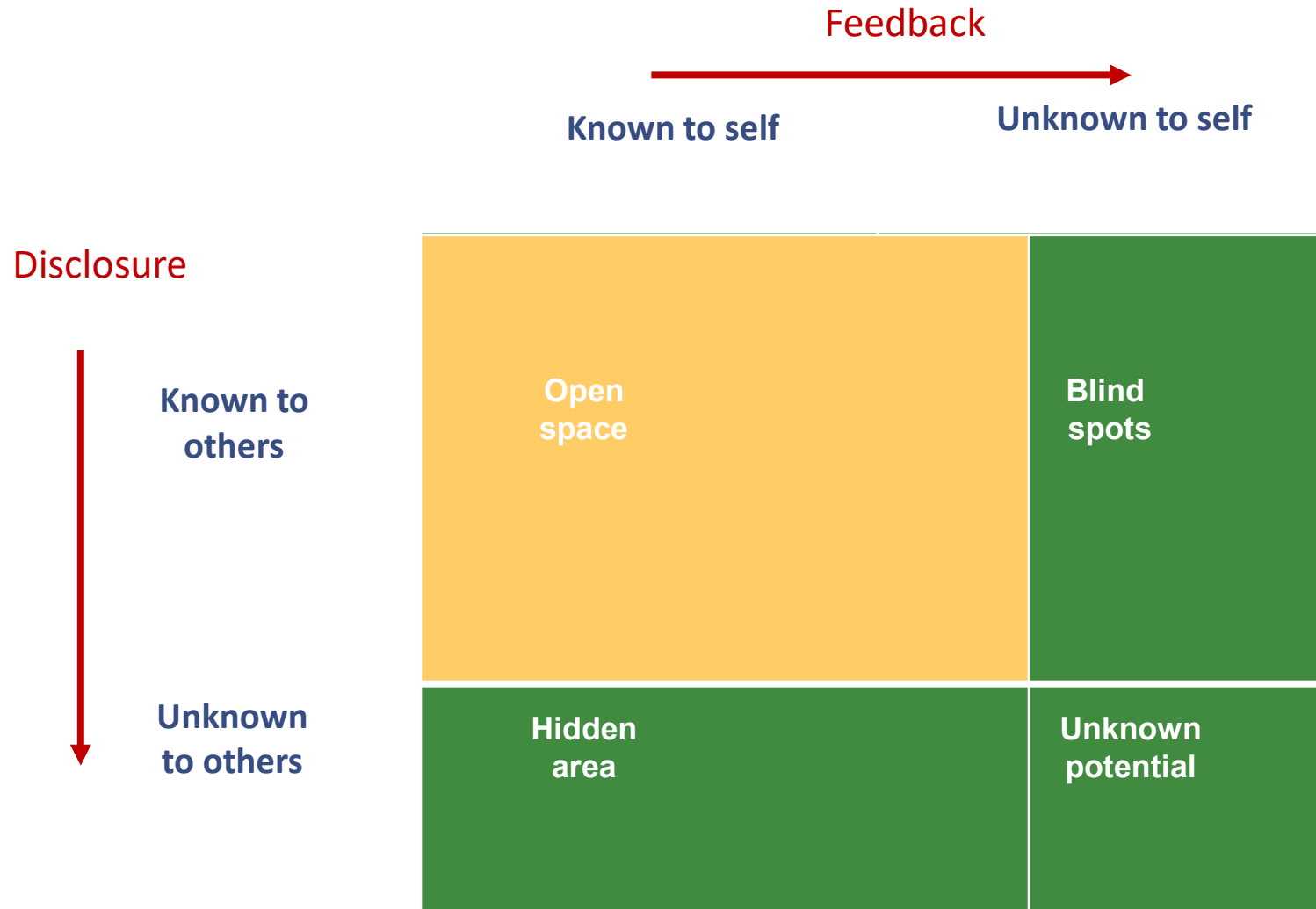


Lunch

# THINK



# Johari window



*Adapted from the work Joseph Luft and Harry Ingram*

# Your Advice Monster





# Taming your Advice Monster



Tell it  
monster

## Noisiest monster

'I'm convincing you that the only way I add value here is to give the answer; in fact, if I don't have the answer I will fail'

Short term wins:

- Short term wins – ego based
- Person with the answers all the time
- Status – people come to me for solutions

Cost:

- Becomes the bottleneck
- Exhaustion
- Your advice may not be as good as you think
- It disempowers 'I'm not as smart'

Save it  
monster

## Quieter monster

With an arm around you, 'I care for everyone', 'I have the biggest heart'. Ensures no one fails, sees job to save and rescue everyone. Feels noble.

Short term wins:

- Short term wins
- Message to others: 'I can be sub-optimal as there is always someone to 'clean up' after me'

Cost:

- Exhausting rescuing everyone
- Not allowing any responsibility & accountability
- Infantilising people

Control it  
monster

## Sneakiest monster

In charge; the only way for success is maintaining control 'If I step away for a moment there will be chaos', 'if I let others do it, there will be chaos'!

Short term wins:

- Status, power & security 'people feel safe around here'
- Not anxious about the unexpected happening
- Not being bothered by others' opinions

Cost:

- Exhausting controlling everything
- Trying to control things you can't actually control
- Can't be agile, unable to adapt



# Ask & Actively Listen



# Enabling growth & development

## What is coaching?

The art of facilitating another person's learning, development and performance.

It raises self-awareness and identifies choices.

Through coaching, people are able to find their own solutions, develop their own skills, change their own attitudes and behaviours.

The whole aim of coaching is to close the gap between potential and performance.

Jenny Rogers



# The Leadership continuum



## Activity

10 mins: In buddy pairs discuss what activities & behaviours might be used along each part of the continuum.

As you do this, consider any or all these points:

Who is the expert?  
What's the time & energy required?  
Who owns the outcome?  
How engaging does it feel?





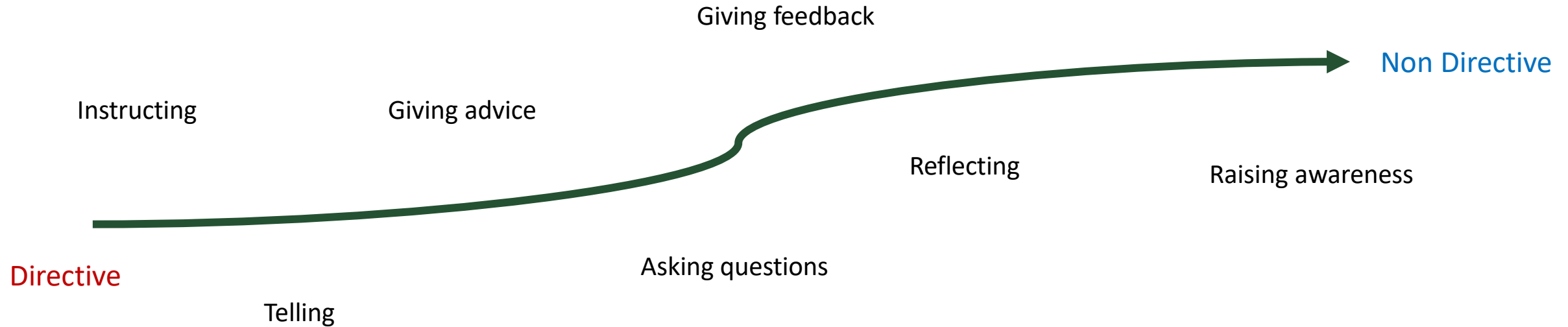
# Summary: Coaching & Mentoring – what's the difference?

## Mentoring

Mentoring is a **more directive** approach where somebody (the mentor) shares their knowledge, skills and experience for the benefit of others

## Coaching

Coaching is a **less directive** approach where somebody (the coach) asks questions in order to raise a person's awareness and help them generate helpful insights & ideas that are their own.



# How can coaching help in the workplace?

- Setting performance or personal development goals
- Career planning
- Taking on new tasks or projects
- Dealing with a tricky situation
- When someone feels stuck and doesn't know where to start
- Giving feedback or starting a 'difficult' conversation
- Supporting people through organisational change
- Supporting people through personal change
- Increasing someone's self-awareness
- Helping people recognise their strengths
- For team development
- Unlocking new ideas and innovating

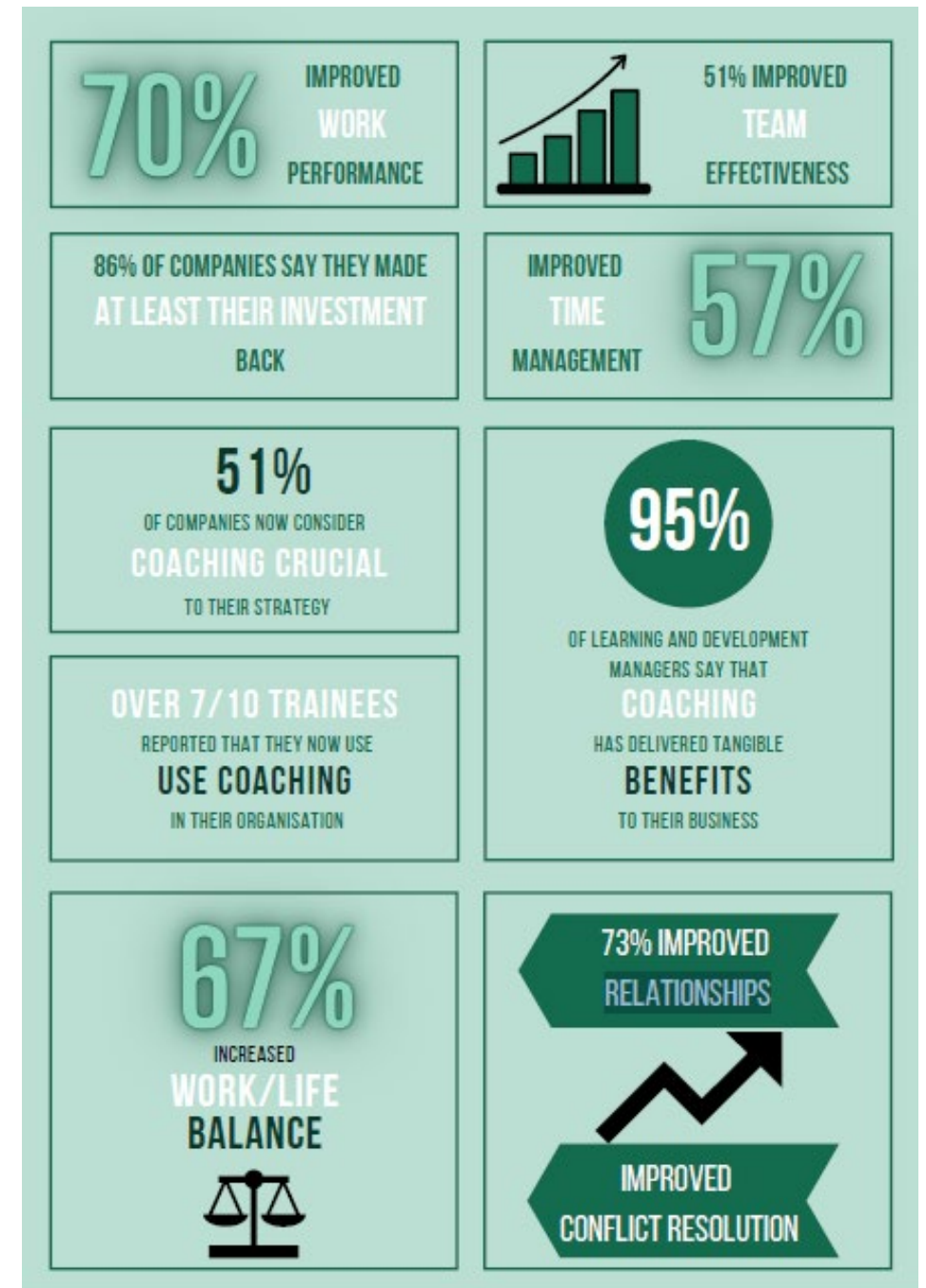
## When coaching is NOT the answer?

- When it is clear that somebody needs something else from you eg advice
- When someone is not in the right state of mind to be coached eg upset
- In an emergency
- When someone is lacking the necessary knowledge, skill or ability eg new to the organisation or no prior experience.



# Benefits of coaching in the workplace

- Encourages people to take responsibility
- People feel empowered to get there for themselves
- Leads to better solutions having time to think
- Builds better relationships
- More effective communication
- People feel seen and heard
- Improves job satisfaction
- Increases morale and engagement
- People contribute more effectively to the team
- Focuses on solutions not problems
- Improves individual and team performance
- Creates a sense of safety & trust
- Coaching is catching – it spreads across an organisation and into life!



# What might get in the way of coaching?



- My experience!
- Busyness /time
- Not able to listen well
- Easier to give a solution
- Mindset around feedback
- Belief in the other person
- What else.....?



Hardest thing to do is to  
STOP!

And think...

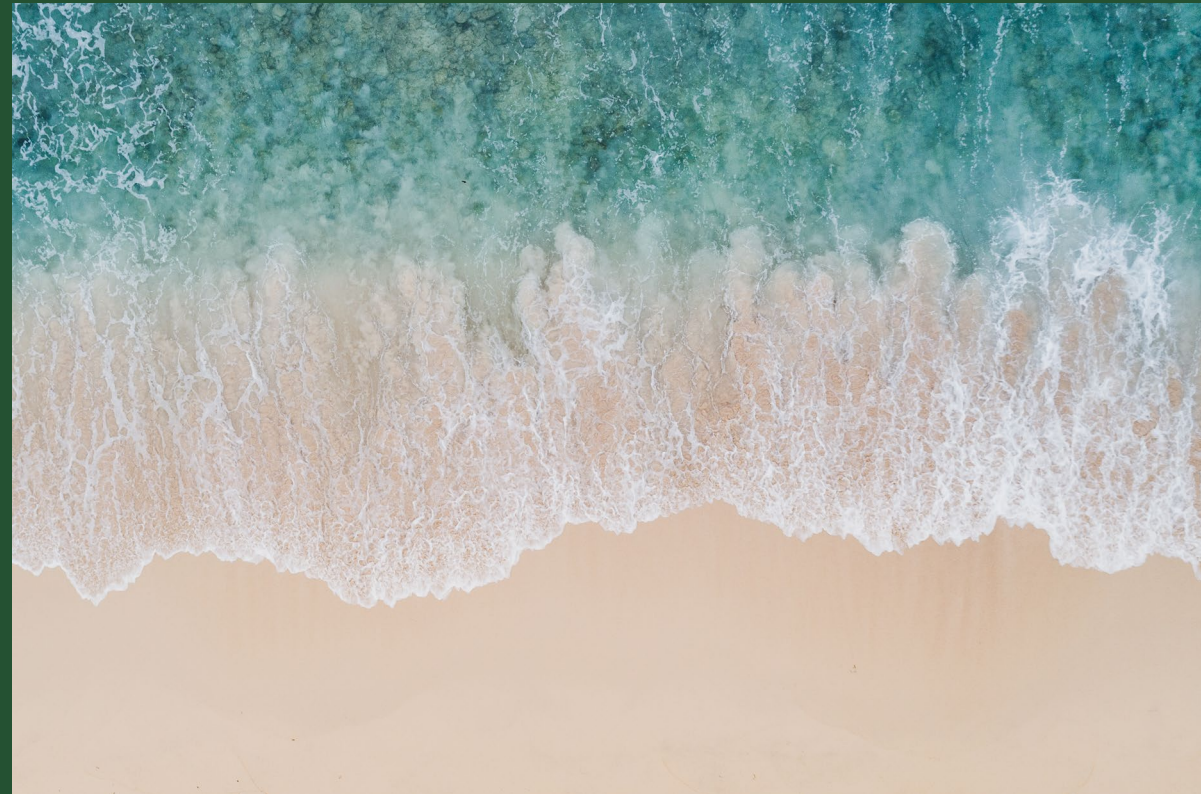
..is this a coachable  
moment?





*'Ease Creates. Urgency destroys.  
When it comes to helping people  
think for themselves, sometimes  
doing means not doing'.*

**Nancy Kline, Founder 'Time to Think'**



# Break





# Ask & Actively Listen



# Core Coaching skills

- Asking open & 'powerful' questions
- Building rapport / relationship
- Active listening
- Reflecting back
- Giving supportive feedback
- Being curious / open minded – leaving your own assumptions at the door – what is the other person's 'map of the world'?
- Using your intuition





# Coaching Models

All questioning models are a variation on the same theme:

Where are you now?



Where do you want to be?



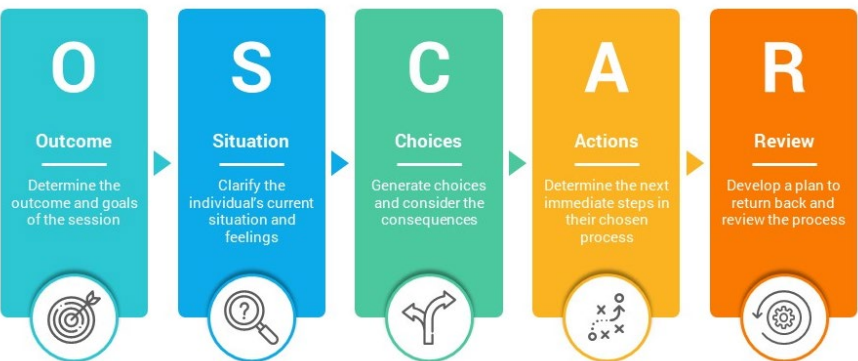
What's stopping you?



What do you need to do to get there?

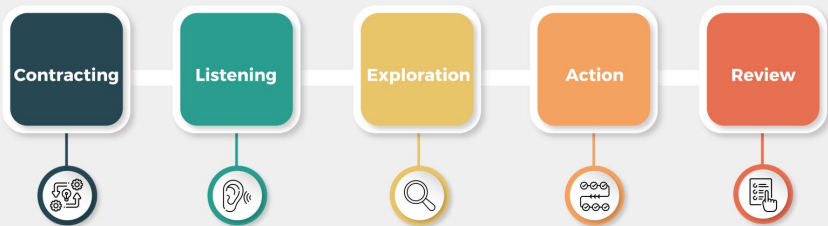
OSCAR Coaching Model

OSCAR Coaching Model



The GROW Model

CLEAR Coaching Model



# Hot seat questioning

Group coaching technique

Helps generate multiple valuable questions for group member

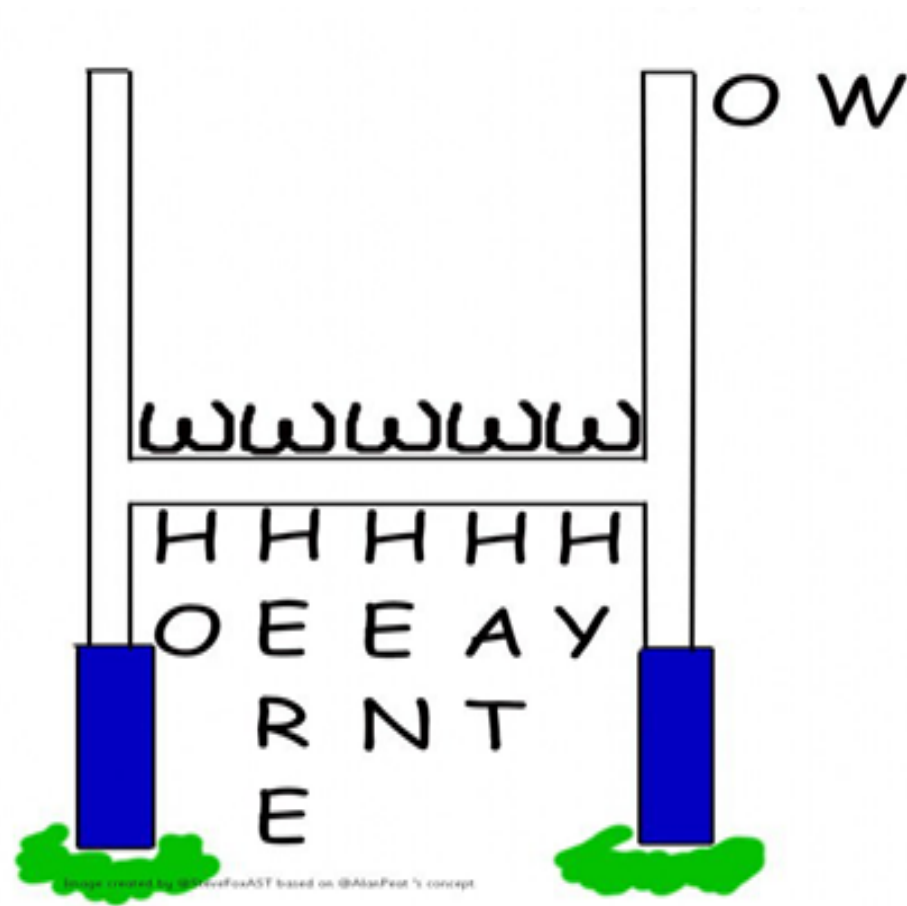
Helps other group members appreciate the value of questions rather than advice

Intention is to stimulate thinking – not dig into the issue



# Asking questions

Open questions begin with:



Beware of “*why?*” questions



# Effective questions 1

Closed	Open	Active
Is this an effective strategy for you?	What makes this an effective strategy for you?	Please say more / tell me about...
Is there more to be learned here?	How can you take learning from this experience?	Help me understand...
Did you try something different?	What did you try? How did it go?	Show me how...





# Effective questions 2

Notice the emotional response you may get from each column

Negative Questioning	Positive Questioning
Why are you behind with your schedule?	How is the project progressing?
Why haven't you done it?	What support do you need to succeed?
What went wrong?	What worked well?
What's the problem?	What problems will you have to overcome?
Do you know what you're doing?	What do you hope to achieve? What steps do you think you should take?



# Powerful Questions

Powerful questions are ones that:

- Gauge importance
- Generate options
- Test commitment
- Check out decisions
- Tackle limiting beliefs
- Determine goals
- Change perspective
- Identify support & resources
- Raise awareness
- Explore consequences



# Examples of Powerful questions

## Powerful / Insightful questions

What's on your mind? .....And what else?

What's important about that?

What would the consequences of that be for you or for others?

What's the hardest or most challenging part of this for you?

What's the REAL challenge here for you?

What would you gain / loose by doing / saying that?

If someone said / did that to you, what would you feel / think / do?

If you're saying yes to this, what are you saying no to?

What else is possible for you?

What is your responsibility here?

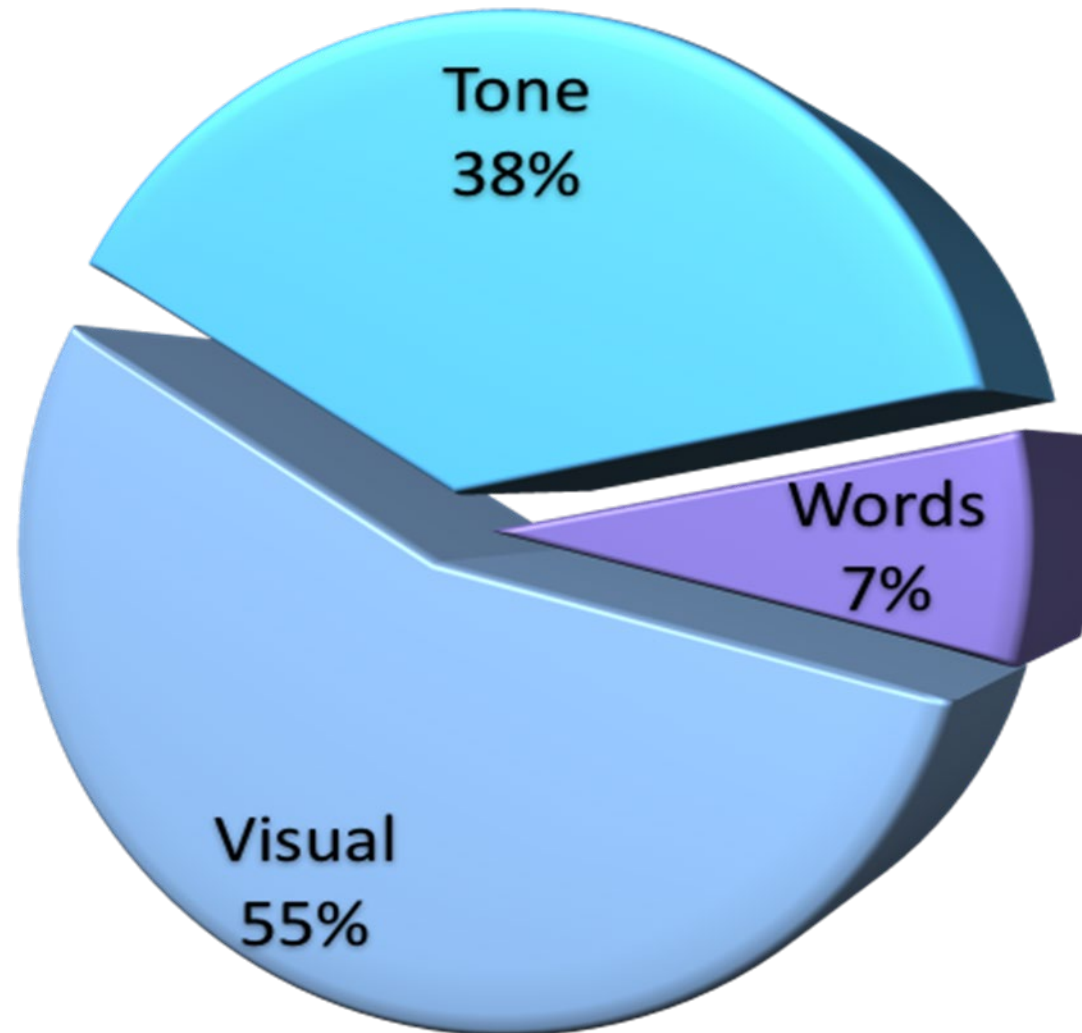


# Ask & Actively Listen





# The whole communication message



*"Communication is the real work of leadership"*

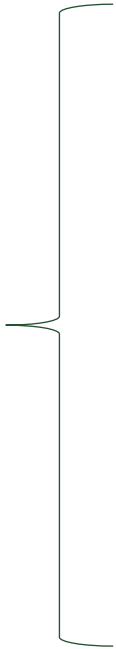
*Nitin Nohria, Harvard Business School*

Albert Mehrabian



# Covey's 5 levels of Listening

Common  
levels

Listening continuum		
	<b>Empathetic listening</b> - stop thinking about anything else other than what the other person is saying	Within the other persons map of the world
	<b>Attentive listening</b> – paying attention and focusing on what the speaker says	Within your map of the world
	<b>Selective listening</b> – hearing the parts of the conversation that interest you – ready to respond	
	<b>Pretend listening</b> – give the appearance of listening with casual gestures	
	<b>Ignoring</b> – no effort to listen	



# Do you ever listen with.....

- Giving Advice like *"I think you should ..."*
- Explaining your situation *"But I didn't mean to ..."*
- Correcting the person *"Wait! I never said that!"*
- Consoling the person *"You did the best you could ..."*
- Telling a story *"That reminds me of the time ..."*
- Shutting down feelings *"Cheer up. Don't be so mad."*
- Sympathizing *"Oh you poor thing ..."*
- Interrogating *"How come you did that?"*
- Evaluating *"You're just too unrealistic."*
- One-Upping *"That's nothing. Listen to this!"*



# LISTEN





# SILENT



# Practicing your listening

In breakout pairs for 15 minutes, take turns in being the speaker and the listener:

Speaker - talks about an issue they have for 5 minutes

Listener - listens empathetically & holds the belief that what we are doing is valuable to the person we are listening to, and to ourselves

Listener may prompt gently eg 'say more', 'what else', but NOT ask questions

Listener - relays what they heard the speaker say as accurately as they can

Speaker gives feedback on accuracy and listening

Reflections and learning around this experience of listening



# What do you need to believe in order to listen really well?

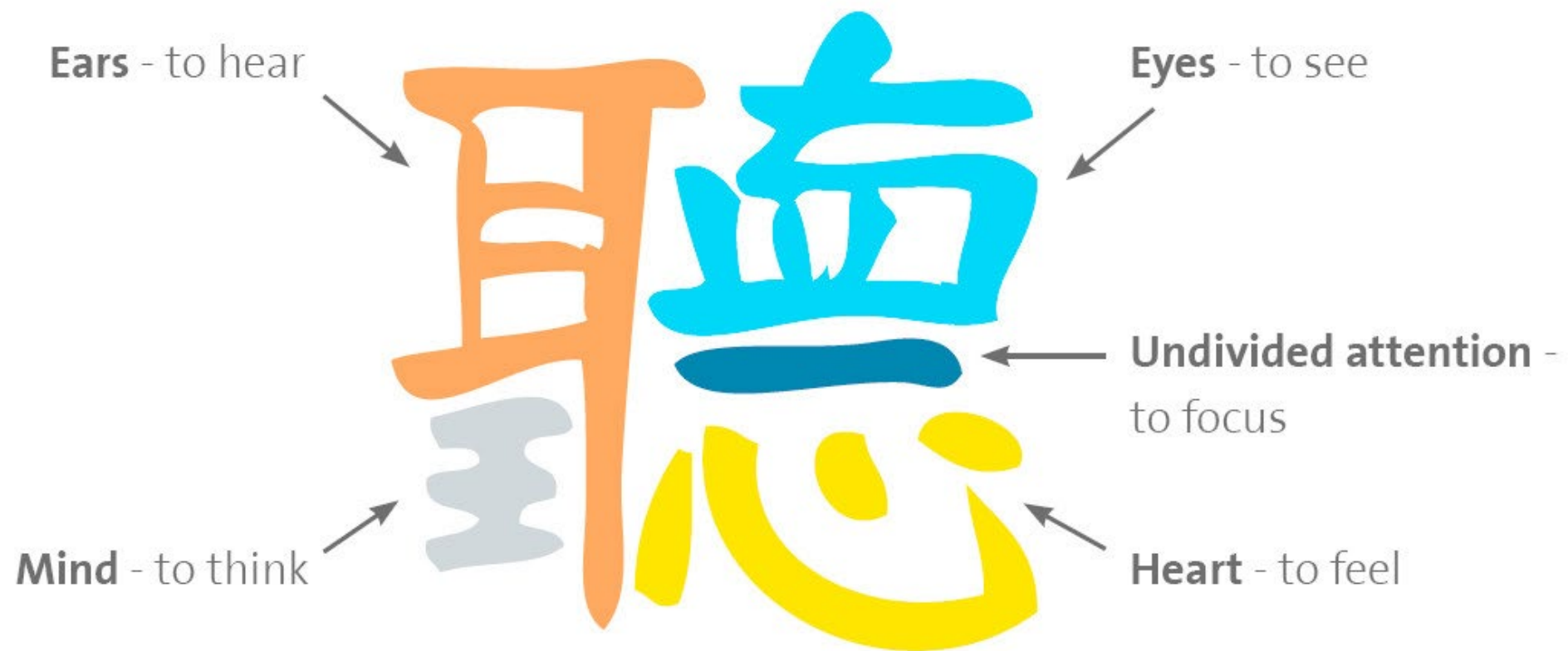
Some beliefs that help us:

- Best thinking happens with best attention
- Talking is a way of finding out what you really think
- 5 minutes spent listening can save 5 hours further down the line
- Listening is one of the greatest gifts I can give someone
- Letting someone get to the end of their thoughts enables best thinking



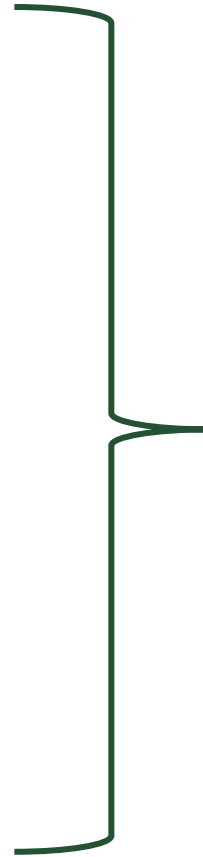
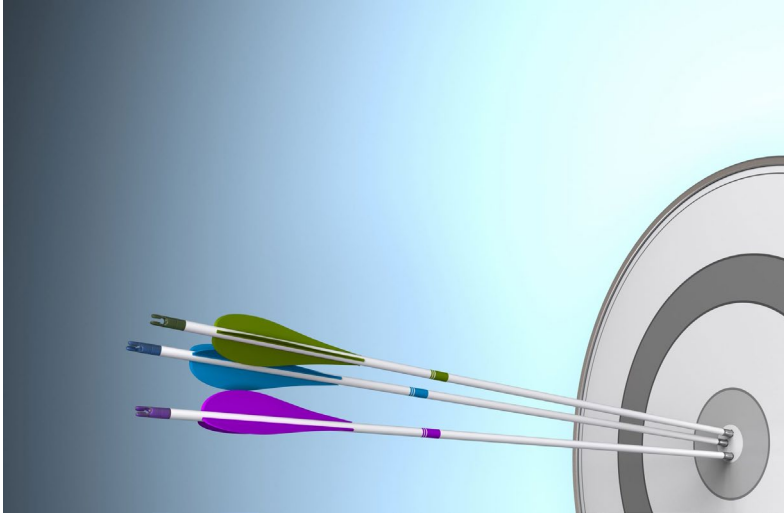
Take a moment to think about what beliefs could really help you to listen even better.....





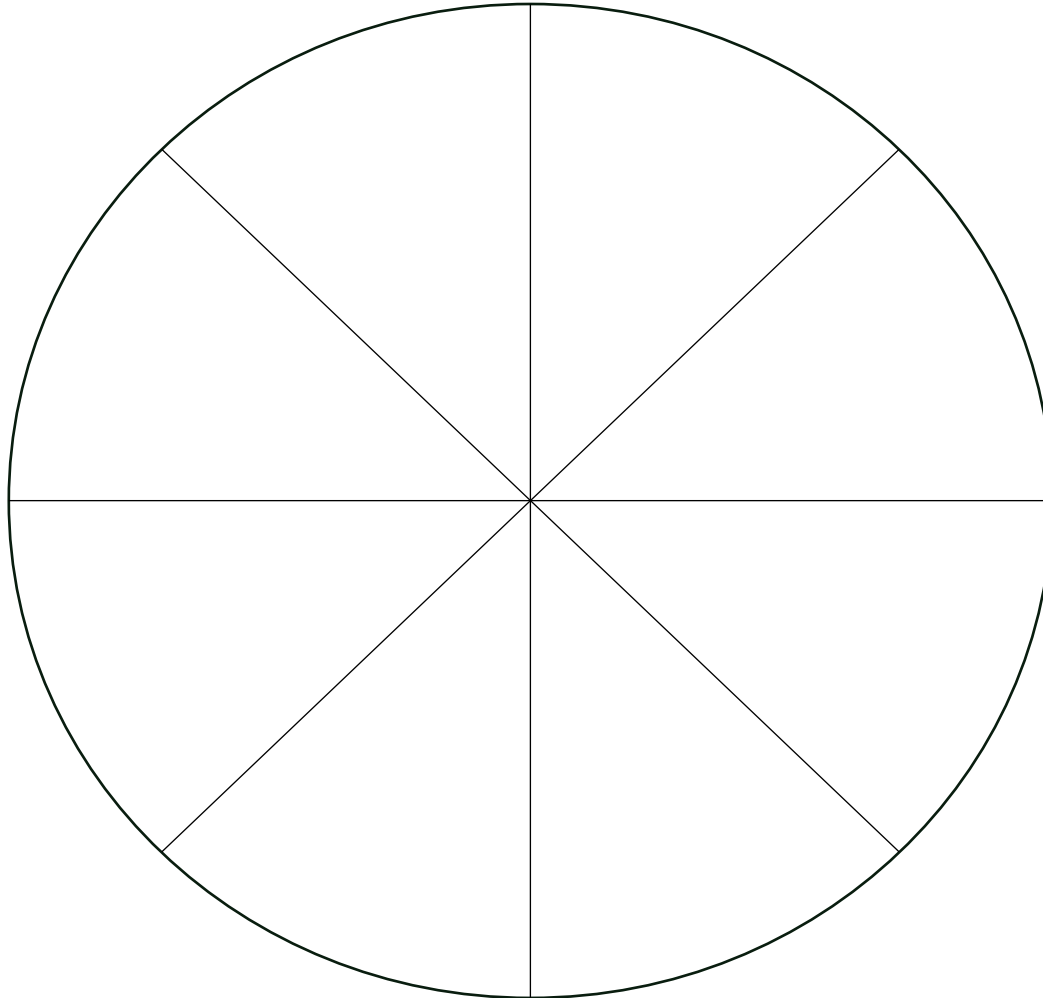


# RESULTS



# Identifying Goals

## The Wheel of Anything



A valuable tool to explore what is happening in your life. The sections represent the things that are of importance to you and the aim is for them to be in balance.

There can be any number of sections and any subject eg; work competencies, leadership skills, coaching competencies or life issues (eg health, family, environment etc)

1. Draw your wheel and label the different parts
2. Rate your level of satisfaction
3. Reflect on your findings

