

Why coaching isn't happening (*and how it can*)  
Overview - *Effective coaching*



*“What we think, or what we know, or what we believe is, in the end,  
of little consequence.*

*The only consequence is what we do”*

**JOHN RUSKIN (1819 - 1900)**

Ruskin's words are as valid today as they were more than 100 years ago. The only addition we might make in this age of Excellence and Quality is 'and how well we do it'.

One of the most important things managers are supposed to do is coaching. But how many of the following statements apply to your organisation, your management colleagues and YOU?

- You know that to beat your competitors you have to be more responsive than they are to customers' needs.
- You believe that this continuous improvement can be achieved by releasing the innovation and initiative that lies within people at every level in your organisation.
- You know this means moving from 'command and control' management to a more open, participative style based on a culture of coaching.
- You think from what everyone has said, that you and your colleagues are committed to making this change.
- You know what you need to do to achieve it – after all, you've read the books, already had some training, and agreed what needs to be done.
- But you know that, where managers are simply encouraged to do it, time pressures, business priorities and day-to-day fire-fighting get in the way of coaching.
- And you know that, where you have installed processes and documents to force them to do it, these result in a ritual dance with coach and subordinate simply 'going through the motions'.
- *You know that effective coaching is just not happening.*

# Motherhood and apple pie - and coaching

It's difficult to argue against any of them!  
Most managers happily accept that a coaching culture is vital to business success.  
Why, then, does it not happen?

Our experience tells us that while managers accept the theory of a coaching culture, putting it into practice places on them a whole series of, as they see them, 'unreasonable demands':

## Unreasonable demand No. 1

This is extra workload. They have budgets to build - and meet, operating difficulties to sort out, customers to deal with. How can they find time for coaching as well?

- Nobody tells them that coaching is the prerequisite for effective delegation; that they are being asked to work smarter, not harder.

## Unreasonable demand No. 2

What, all of them? Flatter organisations mean more reportees. Managers assume they are being asked to coach everyone at every opportunity.

- Nobody gives them the permission and the tools to make smart choices about prioritising coaching where it will give the best returns.

## Unreasonable demand No. 3

Coaching is like Appraisal, isn't it? Personal development plans, learning contracts and other systems – often put in place to enforce coaching – suggest that it's a formal activity that takes hours.

- Nobody shows them that a well-constructed fifteen-minute coaching session can have huge impact – and leave the learner with the work to do!

## Unreasonable demand No. 4

I can't coach someone more experienced than me! Any experienced manager knows intuitively that different people need handling in different ways.

- But, nobody explains to them that they can use different styles of coaching appropriate for individual needs; that they don't need to be as technically skilled as their people to be a credible coach.

## Unreasonable demand No. 5

Don't just tell me what to do; I need to know how to do it. Most training, where it is given, is very strong on what coaching is, but very weak on the detailed 'how tos' of doing it.

Nobody...

- explains the precise behavioural skills of coaching
- helps managers 'benchmark' their current skill level
- helps them develop and improve skills.

## Making the demands reasonable

If you recognise some or all of the symptoms described so far you have a choice:

- you can give up any ideas of implementing a coaching culture, or
- you can try a new approach – giving your people the knowledge and skills they need for truly effective coaching.

If you choose the latter course, we can help. In the centre-page spread is an overview of Huthwaite's Effective Coaching Programme, showing how our training turns apparently 'unreasonable demands' into management solutions and a flexible repertoire of coaching skills.

On the following pages there is more information about Huthwaite's research, training design and consultancy services, which may help to explain why so many companies, from small enterprises to the world's largest corporations, trust Huthwaite to help them improve their managerial and commercial performance.

# Overview - Effective coaching

The programme is designed to help managers understand the reasonable demands that a coaching culture makes of them and to develop the skills required to meet those demands.

## Objectives

By the end of the programme delegates will:

- understand and be able to explain the differences between and uses of coaching, mentoring and counselling
- understand and be able to explain the function of coaching in a performance management culture and where coaching fits into a managers activities (unreasonable demand No. 1)
- have and be able to use a model for diagnosing performance problems and analysing where coaching effort could be applied to best effect. (unreasonable demand No. 2)
- be able to identify a wide range of coaching opportunities and structure coaching sessions so that time is used to best effect. (unreasonable demand No.3)
- be able to create a positive coaching environment and use a variety of coaching styles appropriate to different people, tasks and situations. (unreasonable demand No. 4)

- be skilled in helping their people generate solutions, motivating implementation and reviewing performance
- have used Behaviour Analysis (see opposite) to benchmark their existing coaching style and had repeated opportunities to practise Huthwaite's researched Coaching Skill Models and receive objective feedback from tutors. (unreasonable demand No.5).

## Target audience

Quite simply, anyone in the organisation who is responsible for helping to develop the performance of others. This naturally includes all people-managers, but the possible audience for this programme could also include senior, very experienced members of staff or technical specialists or trainers who are frequently required to share their knowledge in a one-to-one coaching role.

## Programme content

- Coaching, mentoring and counselling – different functions, skills and outcomes.
- Coaching in a performance management culture – cascading objectives, coaching and reviewing for continuous improvement.
- Understanding the manager as a 'scarce resource' – tools for prioritising coaching and evaluating payoff.
- Diagnosing performance problems - getting to the causes behind the symptoms – knowledge, skills, attitude, external blocks.
- Identifying coaching opportunities in your work environment and structuring coaching sessions for the available time.
- Behaviour Analysis as a tool for modelling and measuring skill – Huthwaite's research into coaching skills – matching the style to the situation by varying the behaviours.
- Persuasion styles – skills for dealing with 'resistant' learners – skills for developing, agreeing, reviewing mutually agreed solutions.
- Case study – generic or customised – giving benchmarking and practice opportunity in a variety of coaching situations.

## Training design and methodology

The training design is based on the principle that trainees learn best by *doing and reviewing*. Analytical and planning processes and the coaching skill sets are introduced incrementally, interspersed with roleplay opportunities and case study exercises.

Each roleplay is observed by a trainer/coach who makes a live Behaviour Analysis of the skills used. During the review sessions trainees are encouraged to consider the strengths and weaknesses of their analysis and planning. They then receive feedback on their behaviour profile in the roleplay compared with Huthwaite's researched Coaching Skill Models.

This repetitive cycle of input–practice–feedback helps trainees to match their behaviour ever closer to the research models as the course progresses and equips them with an awareness of their own behaviour so that skill improvement can continue post-course.

## Materials

During the programme trainees receive a comprehensive library of user-friendly reference material giving detailed explanation of key concepts, plus documents to assist in analysing needs and planning coaching sessions.

Case studies and coaching roleplays used during the programme may be customised to replicate the trainees' own work environment if the client wishes.

## Duration

Normally three days. Other timing designs are possible to meet specific client needs.

## Faculty and group size

The programme is delivered by two Huthwaite consultants, to maximise the quality of individual feedback. Training group size is limited to twelve, giving a maximum faculty: trainee ratio of 1:6.

# Researching the behaviour models

There are literally thousands of suppliers of management and commercial skills training. What makes the Huthwaite approach uniquely different? Our work with many of the worlds leading companies to improve their performance is based on very simple principles:

- Theory is fine, but most people want practical help to achieve *realistic* changes - not unreasonable demands.
- The practical help that people want is knowing what to do and learning how to do it.

Huthwaite International therefore believes there are two essential requirements for skill development:

- A picture, or model of what effective performance looks or sounds like. What actually happens in a win-win negotiation, a successful appraisal, or a truly effective coaching session? If you have an incorrect model (and most training models are simply some trainer's best guess!) you risk becoming very proficient at doing things the wrong way.

- A skill learning process, which lets you repeatedly practise the skill and get objective feedback on your performance, until eventually the skill is absorbed into your natural repertoire.

Huthwaite has been researching the components of interactive skills for almost thirty years. We also have nearly thirty years' experience of creating learning processes that make people more effective in their jobs.

Huthwaite pioneered the commercial use of a research tool, now widely recognised and universally known by psychologists, human resource professionals and training specialists as Behaviour Analysis.

Behaviour Analysis is a method for observing, categorising and quantifying objectively what people do in interactive situations such as meetings, selection interviews, negotiations and staff appraisals - in particular, what they say to each other.

We subdivided the interactions, or conversations, into behaviours; discrete, observable units of performance, which can be measured in terms of quantity or quality and which can then be changed. Proposing, seeking information, summarizing, disagreeing and giving information are examples of basic behaviour categories.

By observing many appraisals, for example, and analysing the results statistically, we can discover what it is that the most effective appraisers actually do differently.

We call this the Success Model, the ideal pattern of behaviour that is most likely to give a successful result.

# Developing effectiveness

Huthwaites objective is not to sell training. Our objective is the same as yours: to have your people make the difference by doing things more effectively. If we achieve that, our training sells itself.

The skill development process is based on sound psychological theory and proven over countless implementations. Known technically as Behaviour Modelling, it is the only way of ensuring that skills are transferred from the trainer to the trainee:

- Step 1. Show, explain and discuss the Success Model to give a theoretical understanding.
- Step 2. Provide a low-threat opportunity for the trainee to practise the model.
- Step 3. Give objective and accurate feedback on performance (using Behaviour Analysis) to help the trainee modify his or her behaviour to match the Success Model more closely.
- Step 4. Repeat steps 2 and 3 until the trainee has the confidence to use the skill in a 'live' situation.
- Step 5. Support the trainee with on-the-job coaching (in other words coach the coach) until the skill is part of the natural behaviour repertoire.

## Your next step...

### I need further information

Please have a Huthwaite consultant contact me.

Please send me more information about Huthwaite International and the following skill sets:

- Developing major accounts
- Key account management
- Presentations & proposals
- Sales awareness for marketing
- Winning business from corporate entertaining
- Coaching skills
- Negotiation
- Sales management skills
- Selling skills

### How to contact us



Call Huthwaite International on +44 (0)1709 710081



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