



**PAHRODF**  
PHILIPPINES AUSTRALIA HUMAN RESOURCE &  
ORGANISATIONAL DEVELOPMENT FACILITY

# Coaching Guide book



**AN HR & OD COACH'S  
METHOD TO MOTIVATION**



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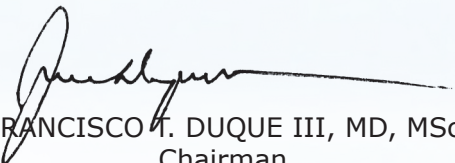
# Foreword

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**W**hen we speak of coaching, it brings to mind something that John Buchan, a famous Scottish diplomat, historian, and novelist, once said: “The task of leadership is not to put greatness into people, but to elicit it, for the greatness is there already.”

Employees are hired because they have been found to possess the knowledge, skills, and attitudes needed for the tasks at hand. The employees’ potential exists but, as Buchan says, it should be sought, maximised, and cultivated; and this responsibility lies with the managers. As coaches, managers should learn how to effectively feed the fire for it to grow and make an impact. We hope that this Coaching Guide would help managers throughout the bureaucracy develop the right skills and competencies they need to become effective coaches.

We also hope that as the Civil Service Commission develops a culture of coaching, managers would learn to put greater confidence on employees, and to realize that people at the lower rung make up half the equation in the fulfillment of organisational goals.



FRANCISCO T. DUQUE III, MD, MSc  
Chairman

# Message

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**T**he Civil Service Commission has bravely announced that it shall be Asia's leading center of excellence for strategic HR and OD by 2030.

Our declaration comes with a loud call of "Gawing Lingkod Bayani ang Bawat Kawani." Unleashing the hero in every public servant is a great challenge; it is stark and can be quite intimidating. Amongst CSC leaders, the word gargantuan may not even fit the task. However, the reality before us demands such heroism, and CSC leaders will have to model this as we brand ourselves as coach of our fellow public servants.

The Coaching Guide, a tool for CSC leaders, should equip us with the hows of coaching. The ability to coach, however, will only bring out the desired results if we put heart into it. In my experience in HR for over 30 years, the values of "tiyaga, malasakit sa kapwa at pagkukusa" are fundamental in coaching. In doing so, we help each other find solutions to our problems and bring out the best ideas for innovation and progress for our beloved country.

Therefore, as we lead the transformation in the organisation and throughout the bureaucracy, let us put into action our deep Love of God and Country, Excellence and Integrity.

Love, Peace and Wellness to all!

*Mary Ann Fernandez-Mendoza*  
MARY ANN Z. FERNANDEZ-MENDOZA  
Commissioner



**COACHING FOR  
INTEGRITY &  
EXCELLENCE**

# Message

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**I**t is said that the mark of a good manager or supervisor is the ability to bring out the best in people. This challenge confronts the public sector manager on a daily basis. He/she also has to address the increasingly complex demands of the public. Coaching provides a good point of convergence between having to hone people on one hand and enabling people to meet public expectations on the other.

Thus, the production of the CSC Coaching Guide comes at an opportune time; a time when the Commission is effecting transformations in many facets of its operations. Coaching presents a viable option in developing people. The coach's capacity is harnessed in exploring coaching opportunities and in developing interactive communication skills and techniques. The coachee is able to draw up personal and professional goals. But it is not only the coach and the coachee who benefit from the coaching exercise. Coaching helps people hone their skills which would not only make them better individuals but more active and effective partners of the organisation in the pursuit of its goals and priorities.

May this Coaching Guide be the springboard for many coaching sessions initially in the Commission, and eventually in the broader field that is the civil service.

  
ROBERT S. MARTINEZ  
Commissioner



# Message

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**T**he Australian Government, through the Australian Agency for International Development (AusAID), is honoured to be a partner of the Philippine Government for many years in promoting governance reforms and initiatives across key national agencies.

At the cornerstone of this partnership is AusAID's support for the Civil Service Commission (CSC), especially in its bold vision to be Asia's leading center of excellence for strategic human resource and organisational development by 2030.

Building the foundations of good governance within our partner agencies, and enhancing their capacity to deliver better services to Filipinos in a sustainable way are critical commitments in AusAID's new Philippine country strategy. It is heart-warming to see that CSC is taking ardent strides to mobilise the 1.4 million civil servants, across all government agencies, to new levels of mindsets and concomitant effectiveness as true public servants.

AusAID congratulates CSC for taking on the challenge of establishing a "leadership brand", which is anchored on providing effective coaching within CSC and with other government agencies. We further congratulate the new CSC coaches who have been accredited recently through the course "Coaching for Integrity and Excellence."

This Coaching Guidebook will be an essential tool for CSC leaders-cum-coaches in improving the public service delivery capacities of civil servants in other government agencies, and in providing the human resource needs of government personnel – all in the fulfilment of CSC's core purpose: "Gawing Lingkod Bayani ang Bawat Kawani."



**COACHING FOR  
INTEGRITY &  
EXCELLENCE**

OCTAVIA BORTHWICK  
Minister Counselor, AusAID



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The content has also been enriched with the inputs of the Civil Service Commission coaches - Executive Director IV Agnes D. Padilla, Assistant Commissioner Ariel G. Ronquillo, Assistant Commissioner David E. Cabanag Jr., Director IV Azucena Perez-Esleta, Director IV Editha M. Dela Peña, Director IV Lydia A. Castillo, Director IV Rodolfo B. Encajonado and Director IV Macybel Alfaro-Sahí, who handled the coaching sessions during the training of the different batches of CSC participants.

We would also like to thank members of the Investors in People Philippines (IIP) including Project Team lead Gerardo "Gerry" A. Plana and Janet Patricia Webster-Watson who guided the development of the guidebook; Team members Reyah Marie L. Masalunga and Marietta Thomasina Angeline T. Porio for their ideas that contributed to the design and the content of the guide; and the staff at All Famous Asia who designed the logo and chapter heading images.

Lastly, we would like to extend our special acknowledgement to Nancy Kline, the author of "Time to Think" and the creator of the Thinking Environment, whose writing and training programs have been a great inspiration; and to John Whitmore, the author of "Coaching for Performance" and the creator of the GROW model of coaching, whose ideas are featured prominently in this guidebook.



# Preface

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**T**he guide book has been written by the CSC leader-coaches for the leaders and managers of the Philippine Civil Service Commission in support of its leadership and coaching brand “Coaching for Integrity and Excellence”. In addition, this guide book is part of the AusAID-PAHRODF design to support the Commission achieve its vision of becoming the ‘Strategic Human Resource Center for the Philippine Bureaucracy by 2015 and Asia’s leading center of excellence for strategic human resource and organizational development by 2030’.

It is hoped that this guide book will support leaders in practicing their coaching skills in their daily exchanges with colleagues and with those they support in other agencies. Coaching is a core competence for the Civil Service Commission leaders, and this guide highlights the skills and behaviors necessary for good practice in coaching.

It is believed that coaching is a necessary luxury. To have the support of a skilled person in helping you think through issues and problems that are occupying your mind and holding you back is beneficial to your performance and well-being.

One of the revelations we’ve learned about coaching was that a coach’s job is not to solve someone’s problem, but to help them find their own solution. This concept is fundamental in the work of Nancy Kline and John Whitmore, and knowing this means that you are free to focus on your coaching skills rather than finding a solution for your coachee.

This guide describes what coaching is not, as well as what it is. One of the things that this guide is not about is giving advice. According to Nancy Kline in one of her workshops, the mind can stop thinking altogether when presented with advice. This guide advocates a non-directive style of coaching that will encourage independent thinking. There are suggestions on who can be a coachee and how to identify opportunities when coaching is likely to be appropriate and helpful. The GROW model of coaching is introduced and there is an example of how it can work in practice.

Coaching becomes a very powerful approach to personal development when it is delivered in a ‘Thinking Environment’. This guide provides an introduction to creating a thinking environment for your coachees. Questions are critical to coaching and the guide devoted a section on formulating powerful questions. The qualities of a coach are described so that coaches can develop these and keep them in mind when applying their coaching skills. Coaching people in your team is compared with coaching other colleagues outside your team or organisation. Finally, the guide has a section about the benefits of coaching.

There are also opportunities for reflection at key points in the guide to help you relate the concepts to your own experiences.





## **Civil Service Commission Coaching Guidebook**

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## **PHILIPPINES-AUSTRALIA HUMAN RESOURCES & ORGANISATIONAL DEVELOPMENT FACILITY (PAHRODF)**



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# I. Introduction to Coaching

## Coaching Defined



If you have ever had a really good coach in your professional life, you will know how wonderfully helpful and motivational the experience can be. A great coach enables you to grow in confidence and capability and helps you find your way when you don't know what to do. But what is this transformational process? Perhaps before defining exactly what coaching is, it is useful to say what coaching is not. There are many misconceptions about coaching, and the term is often used in connection to a range of situations, some bearing no resemblance at all to what coaching really is. Let's have a look at some of them, and you may well be able to add to the list.

Advising is not coaching. In fact coaching is the opposite of advising. If someone advises you of a course of action to take, he/she has really told you what he/she thinks you should do. This is definitely not coaching.

Teaching or instructing is not coaching. Teaching and instructing impart knowledge and skills, and they enable people to perform tasks and activities that they could not do before the teaching or instruction, or they help them do tasks better. These are useful interventions, but they are not coaching.

Mentoring is not coaching. Although mentoring may include coaching, most mentoring programs are specifically structured for veteran managers to help younger managers benefit from their experiences.

Giving feedback is not coaching. There are helpful and less helpful ways of giving feedback. It provides external observation and it may be helpful if honest and well-delivered. But again, it is not coaching.

Discussing poor performance with a team member is not coaching. The term 'coaching' is sometimes used to soften the terminology around managing poor performance. Coaching may be used to help someone improve their performance, but the conversation between a manager and a team member where performance shortcomings are raised is not coaching.

One of the main reasons why none of these methods are considered coaching is because they are externally driven. The agenda is that of the manager, the mentor, and the teacher at least to some degree. Coaching is one hundred percent driven by the coachee.

*So what is coaching?* Coaching is helping coachees achieve their goals. It is helping them find their own solutions. Sometimes it is about helping them understand what is holding them back so that they can find a way forward. Its success depends on the coach believing in the capability of the coachee to find the best solutions for themselves. Coaches do a lot of listening, ask powerful questions, and understand that the coachee's own solutions will always be better than their advice or suggestions. John Whitmore once said, "It is a way of managing, a way of treating people, a way of thinking, a way of being". For most of us, to be a true coach involves a change of mindset and behavior. After all, we have usually been expected to guide, advise, instruct, and give feedback to improve performance. As the manager, we are expected to be a better problem solver than our team members. To be a skilled coach, we need to think and behave quite differently.

### **Directive vs. Non-Directive**

#### **Self-reflection**

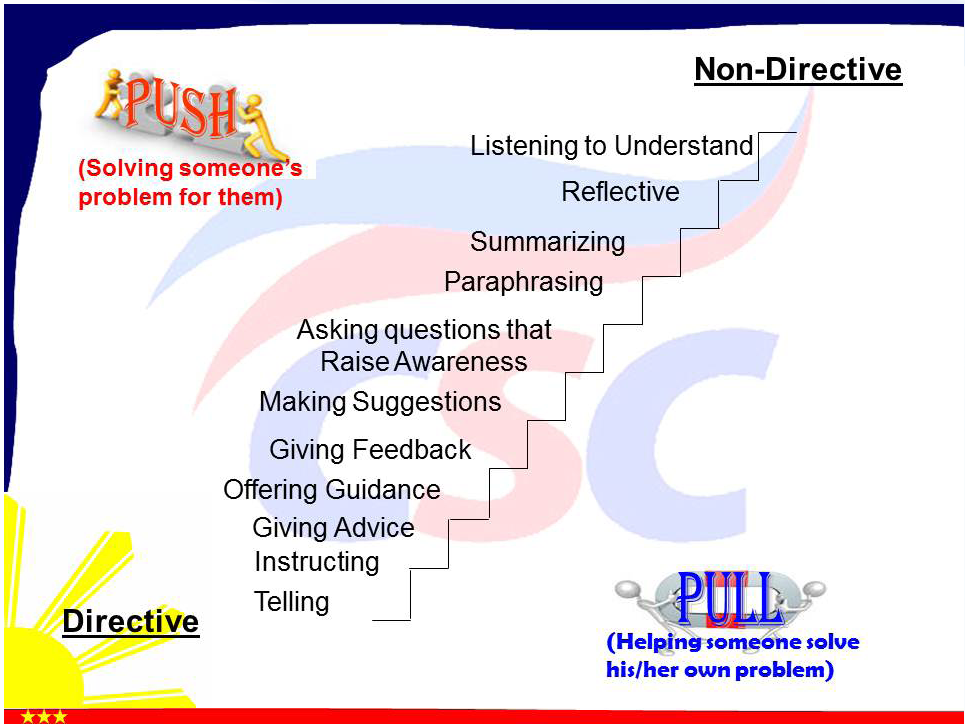
At some time in your life you may have had someone help you to think through problems and decide how to deal with them. Thinking about one of those occasions and use these questions to help you reflect on the experience:

When have I experienced real coaching, that allowed me to think for myself?

What did the coach do?

As mentioned above, the essence of coaching is that the coachee is the driver. We can use this as an analogy for the difference between directive and non-directive coaching.

Imagine you are starting on a journey with the coachee at the wheel. There are degrees to which you can be directive. In the extreme, you decide the destination and the route the driver should take. They follow your directions and ultimately arrive at your chosen destination. How does the driver feel? Certainly not in control of their journey.



Not responsible for the navigation. Whose fault is it if you get lost? Not the driver's. Does the driver need to think for themselves? Not too much. The coach is doing everything short of actually taking the wheel.

Being directive can take on a more subtle form. Perhaps you start by asking the driver where they want to go. So far so good. But then you choose the route and guide them the way you think is best. At least the driver will feel more involved in the journey and perhaps they learn how to get there, but not so well as if you had helped them work out the route for themselves.

A coach could be even more subtle and appear to be giving the driver the freedom to select the route, but the coach could be actually influencing decisions on the way. Questions such as "Have you considered taking the village road here to avoid the stop lights at the next junction?" really influence the driver to follow coach's preferred route.

It is difficult to be directive and adhere to the concept of "coaching being coachee driven". Non-directive, in the context of coaching, does not equate to being passive or lacking clarity. It does not mean that the coach has no role to play. The non-directive coaches not only encourage the driver to take responsibility for both the destination and the journey, but they also provide encouragement and trust in the driver, which builds confidence and self-esteem. Through their support and encouragement,



the driver reaches the destination with a sense of achievement and most likely a more impactful learning experience. Clearly, the non-directive coach has done much more for their coachee. It takes skill and concentration to provide this kind of coaching.

### **Self-reflection**

Thinking again about times when someone has helped you with a problem, what approach did he/she take? Think about the different approaches your 'helpers' have taken:

When have I experienced a directive approach?

When have I experienced a non-directive approach?

What was my reaction to each different approach?

### **Differentiating Coaching from Counseling and Mentoring**

A common area of confusion is the difference between coaching and counseling. This is not unreasonable as coaches and counselors need to apply similar core skills such as listening and asking powerful questions. The difference is more in the purpose rather than the behaviors involved. Counselors, like coaches, create a space in which clients can talk about their issues. The key difference is that counseling deals primarily with helping people overcome problems whereas coaching is concerned with enhancing performance. Counseling generally tends to focus on the past in its search for reasons on why we behave the way we do. The goal is to assist people in understanding the root cause of long-standing issues. Counselors might use "why" questions such as, "why do you keep doing that?" whereas coaches more often ask "what" questions such as, "What would you like to do instead? In comparing coaching and counseling, the former might be seen as solution-focused and action-orientated, while counseling is more meaning-based. Coaching addresses aspirations, objectives, and tasks while counseling focuses more on feelings. Coaching tends to be more structured while counseling can have a more free-form approach. Coaching puts together emphasis on gaining clarity about what people want and how to achieve it, whereas counseling aims to help people understand themselves better. Counseling often has something to do with people understanding some kind of problematic behavior. A marriage guidance counselor will help people understand problems in their relationship, or a counselor will help people find the reasons for their addictive behavior. Coaching is about helping people decide what they will do to improve.



## Self-reflection

Do you have an example of a time when the help that someone has given you seems to be more of counseling than coaching? If you have such a situation, use the questions below to reflect on how coaching and counseling differ.

From my own experience, in what circumstances have I benefited from counseling?

In what circumstances have I benefited from coaching?

How were they different?

In mentoring, the mentor is always more senior to the mentee. Often it is an experienced manager supporting a junior manager in his/her career, or it could be an experienced employee acting as mentor to a new recruit. Although many often refer to coaching and mentoring as the same, they are quite different. The relationship between mentor and mentee is usually more formal. Organisations often set up mentoring schemes with a group of trained mentors. Sometimes mentees select their mentors from the group. Usually, a mentor is not the mentees line manager. In an organisation, the focus of mentoring is usually career development.

## Key Principles of Coaching: Awareness and Responsibility

In his famous book *Coaching for Performance*, John Whitmore states that raising awareness and responsibility are the essential natures of coaching. Both are required to enable people to raise their performance. Awareness is described as "knowing what is going on around you" and self-awareness as "knowing what you are experiencing". Our degree of awareness depends on how receptive we are to "input". Again, he uses a driving analogy. "Better drivers receive a higher quality and quantity of input, which provides them with more accurate and detailed information that they process and act on to produce the appropriate output, the speed and position of the vehicle on the road."

Responsibility is also essential for people in order to improve their performance; it is also closely linked to motivation. As with our driver earlier, if they were told where to go and how to get there, they will feel no responsibility for the journey or how and what time they arrive. But if they choose the route and departure time themselves, their attitude will be quite different.

It is central to the role of the coach to behave in ways that help their coachees increase their awareness and to encourage them to take responsibility.

### **Self-reflection**

If you've ever had a conversation with someone and felt you've learned to understand yourself better as a result, you can:

Describe how the person helped you become more self-aware?

Can you compare two instances: one where a management style has encouraged you to take responsibility and one where you felt more inclined to abdicate responsibility?

## **II. Who can you coach?**

### **Subordinates, peers, superiors, external stakeholders**



The answer is anyone, provided that they have asked you to be his/her coach. This may be a little different in the case of subordinates at work, which we will look at in the next section. The underlying question here is "Does the coach have to be the expert?" If the role of the coach is to give advice, teach, or mentor, the expertise in the subject matter is needed. But given that the essence of coaching is to inspire awareness, responsibility, and independent thinking, the roles are reversed. The

best coaching happens when the coach truly believes that the expert is the coachee. Say for example, the coachee wants to improve his relationships with their team members. Who will know more about the situation? The coachee, of course. Even though you may have some observations or even think you know exactly how they can achieve this, it is almost 100% more likely that the coachee is the expert. Given this, a coach can coach anyone provided that there is a coaching contract in place.

The contract may be formal or informal, but is very important. Imagine how irritating it would be to find that someone you were in conversation with began to coach you without invitation.

## The difference between coaching subordinates and non-subordinates

The main difference between coaching subordinates and non-subordinates is not in the techniques or approaches. Coaching non-subordinates is probably more difficult. That, of course, depends on the manager's style. The traditional view of a manager is that they know better than their subordinates – that is why they are the manager. So the logical approach is for the manager to tell people what to do and how to do it. Clearly, this is the exact opposite of coaching. So if this is the predominant management style in an organisation, there is potentially a mental mountain to climb for the manager to change their approach from managing to coaching.

John Whitmore summarises the benefits, "if managers manage by the principles of coaching (*i.e., encouraging awareness, responsibility and independent thinking*), they get the job done to a higher standard and develop their people simultaneously."

### III. Defining "Coachable Moments"

#### Identifying Coachability: When a person is ready for coaching



The fact is, everyone isn't. Those who are uncoachable often think they have no performance issues and if there is one, they believe everyone "out there" is the cause. In these cases, coaching isn't a very good option to produce positive results. It's like one spouse dragging another to marriage counselling in the hope that the counsellor can "fix" the partner. The sticking point here is a mindset that doesn't allow someone to reflect on their own behavior, a desire to change it, and their personal responsibility for the relationship. So,

forcing someone into a coaching relationship isn't the best organisational solution for certain issues and individuals.

#### Five Characteristics of Coachability

Here are five attributes likely to be present in people who successfully "own" their part of the coaching process.

**1. Committed to Change.** People who don't think they're perfect, want to improve, exhibit responsibility for their lives, and are willing to step outside of their comfort zones are good candidates for a successful coaching relationship.

**2. Open to information about themselves.** People who are willing and able to explore their own behaviors and to learn more about themselves.

**3. Open about themselves.** People who are willing to engage in topics that may be uncomfortable, but are getting in the way of their professional development.

**4. Appreciate New Perspectives.** People who get excited about finding new ways of looking at a situation and figuring out how to learn from it can benefit from coaching.

**5. Awareness about one's self and others.** Coachable people already have at least a fair amount of awareness about themselves. Equally important, they use it to reflect on their behavior and how it impacts other people in the range of situations that come their way.

#### **6. When Not to Coach:** *Identifying non-coachable moments*

Coaching is not the answer to every person or situation. John Whitmore provides a simple test for when managers should adopt a coaching approach:

"If time is the predominant criterion in a situation (e.g., in an immediate crisis), doing the job yourself or telling someone exactly how to do it will probably be the fastest way. If the quality of the result matters most, (e.g., an artist painting a masterpiece) coaching for high awareness and responsibility is likely to deliver the most. If maximizing the learning is predominant (e.g., a child doing homework), clearly coaching will optimize learning and its retention.

## **IV. The "GROW" Process of Coaching**



In Coaching for Performance, John Whitmore introduced a structure for coaching that has been widely accepted and adopted by the coaching community. GROW simply stands for:

1. Goals
2. Reality
3. Options
4. What to do?

It is the coaches' guide to help the coachee clarify what they want to achieve, raise their awareness on where they are now and the options they have for moving forward and explain what to do next—while applying the key principles of awareness, responsibility and independent thinking. This can be achieved through the skillful use of non-directive questions. Let's look at a practical example of this starting with the first exchange between coach and coachee on setting a goal.

The key to effectively apply GROW is asking powerful and non-directive questions. Here are some examples of effective coaching questions in the context of the GROW model:

## **The GROW Model**

### **1. Establish GOALS**

POINT: Determine exactly what the coachee wants to achieve.

Some possible questions:

1. What do you want to achieve by the end of this session?
2. What would be the most helpful things you could take away from this conversation?

### **2. Explore REALITY**

POINT: This is about clarifying the current situation as objectively as possible.

Here, the coach could ask some thought-provoking questions such as:

1. What is happening now?
2. What is the effect or result of that?
3. What do you think is causing this?

### **3. Generate OPTIONS**

POINT: Once underlying issues are identified, ask some more questions so the coachee can identify available options.

Some possible questions are:

1. What are the different things you could do to\_\_\_\_\_?
2. What else could you do?
3. What other options do you think you might have



#### 4. Agree options, **WRAP UP**

POINT: This is where the coachee moves from considering options to making a decision.

Seek a commitment by asking:

1. So, what will you do now?
2. When will you do this?
3. Will this address your goal?
4. What obstacles might you meet?
5. What support will you need?



#### **An example of the GROW coaching model**

##### **Scenario**

A mayor has received a poor rating in the Report Card Survey because of the processing time for issuance of business permits. The standard is 15 mins, and the actual time based on the survey was 1 hour. A CSC director had the following conversation with the Mayor.



## Goal

**Director:** What do you think is the most important area to improve on?

**Mayor:** We need to process business permits faster.

**Director:** How much improvement do you want to make?

**Mayor:** Eventually, we need to reduce the time to 15 minutes, but first I want to aim for 30 minutes

**Director:** By when would you like to have achieved 30 minutes reduction?

**Mayor:** Within 3 months.

## Reality

**Director:** Could you describe the current situation?

**Mayor:** On average it is taking us one hour.

**Director:** What would you say are the reasons for that?

**Mayor:** One problem is a lack of resources. It is hard to keep staff and because we are shortstaffed there is very little time for training. Sometimes we run out of stationery.

**Director:** What would you say is the main cause?

**Mayor:** I would say it is mainly lack of training. People don't know how to carry out the process efficiently.

## Options

**Director:** If the main problem is lack of training, then what would be the different ways that you could address that?

**Mayor:** I think maybe I could ask our most experienced staff if they could train the new people.

**Director:** Good. What else do you think you could do?

**Mayor:** Perhaps there is a training seminar they could attend.

**Director:** OK. Anything else?

**Mayor:** It would be useful, I think, to do an assessment, including talking to staff, find out who needs training the most.

**Director:** Anything else?

**Mayor:** No, I think that's all I can think of.

## What will you do?

**Director:** For those options, which do you think would be the most effective?

**Mayor:** I think we should start with an assessment. Then I can ask the most confident and efficient staff to work with the people who most need training so they can learn from them. We could do that straight away, and then we could also be writing a manual so that new staff can have training from current staff and a manual to refer to after training. We can start with that plan and see how it works after a month.

**Director:** OK that sounds great. I'd love to hear how it goes.

## V. Core Skills for Successful Coaching

### Applying “The Thinking Environment” principles



A Thinking Environment is created by the practice of 10 components. When the 10 components are present they enable people to do their best thinking thus creating the perfect conditions for coaching. The Thinking Environment is in the work of Nancy Kline. It is based on the premise that “the quality of what we do depends on the quality of the thinking we do first.”

The 10 components are all interlinked, but can be described individually:

#### 1. Attention

Listening with palpable respect and without interruption. This is more than active listening. It is listening with interest and fascination to the thinker, without thinking about what you will say next. It is “generative attention”, which means that the quality of your attention is helping the thinker generate new thoughts and ideas.

#### 2. Equality

Treating each other as thinking peers. Remember that in coaching the coachee is the expert, not the coach. Believing that the coachee is the expert and that they can think for themselves better than you can think for them reinforces responsibility. Even if you are more senior, you can engender an understanding that you and your coachee are equal with respect to your coachee’s capacity to think independently.

#### 3. Ease

Offering freedom from internal rush or urgency. None of us can really do our best to think creatively in an atmosphere of urgency and rush. Even if we can only afford 10 minutes to coach someone and help them think, that 10 minutes need to be free from urgency for our coachee to really benefit from it.

#### 4. Appreciation

Offering genuine acknowledgement of a person’s qualities and practicing a 5:1 ratio of appreciation to criticism. There are two compelling reasons for offering appreciation. One is that the mind thinks much better in the presence of genuine appreciation. If you believe someone is stupid, then when they are with you, they will most likely be stupid. If you believe they are intelligent and imaginative, then they will likely prove that you are right. Another is that reality is a balance of good and bad; often we only notice the bad, and hence, we criticise. The mind works best

when people have sound information; therefore, we need to redress the balance and start to give more positive comments than negative. People will think much better around you.

## **5. Encouragement**

Giving courage to go to the cutting edge of ideas by moving beyond internal competition. Coaching should always be free from competition. This is in the sense that as a coach you must encourage your coachee's best thinking. Your ideas and thoughts should not be in competition. Coaches need to be vigilant of their own thinking to ensure they are not subconsciously competing with the coachee for the best ideas.

## **6. Feelings**

Allowing sufficient emotional release to restore thinking. Sometimes people will need to express how they are feeling before they can really think. People may need to cry, for example, before they can start to think about how to go forward.

## **7. Information**

Supplying the facts. It may be that the coachee is lacking some information that will enable them to think well. As the coach, you might be able to supply it, or help the coachee identify that more information is needed and how to find it.

Information is also about honesty and reality. Perhaps someone needs to face up to a bullying situation at work, for example. Denying that the bullying exists will not help the coachee to start to work through it.

## **8. Diversity**

Welcoming divergent thinking. Especially in-group coaching, valuing new and different thinking helps each individual to think more creatively as each person's thinking is enriched by others.

## **9. Incisive Questions**

Removing assumptions that limit our ability to think for ourselves clearly and creatively. The Thinking Environment uses questions to help elicit people's best thinking. Incisive questions are very precise and are designed to help a coachee when there is an uncovered assumption that is blocking them from achieving a goal. A series of questions helps them to surface limiting assumptions and replace them with liberating assumptions, and so move forward.

## **10. Place**

Creating a physical environment that says back to people, "You matter". It is not easy to stay focused on your thinking if the surroundings you are in are uncomfortable or unpleasant. If the coach can create the

physical environment that demonstrates to the coachee that they are important, small things such as diverting calls, clearing the work area, or arranging for a pleasant meeting room, will let the coachee know that they matter.

## Using Questions

Questions are to the coach as a pen is to a writer. An absence of questions would also mean the absence of coaching. John Whitmore describes questions as the “heart of coaching”. Not just any old question though. Asking, “Why did you make such a mess of that assignment?” is unlikely to result in an effective coaching conversation. In fact, questions beginning with “why” and “how” tend to imply criticism and evoke a defensive reaction. The most effective coaching questions are those that begin with what, when, who, how much, how many. The key to ensuring that the questions are non-directive is to follow the train of thought of the coachee. This also helps the coach to avoid mentally answering the questions on the coachee’s behalf and consciously or unconsciously leading them in the coaches own preferred direction. After asking a question, the coach stops talking and listens with interest and fascination. In a Thinking Environment, the coach continues to give attention even when the coachee stops speaking, but is still silently thinking. To speak then would be an interruption, just as it would be to butt in midway through a coachee’s sentence.

Coaching questions are always open questions, that can’t be answered with a simple yes or no, or specific information, such as “What time will you start?” “Most coaching sessions begin with the question “What would you like to achieve in this session?” This is a good coaching question. It is open, non-directive, gives the responsibility to the coachee, and it helps the coachee to think. These are all main characteristics of an effective coaching question.

### Some Useful Questions:

1. What more do you want from this conversation?
2. If you really loved yourself what would you do?
3. Is there an option that you have not yet considered?
4. What more do you think, or feel, or want to say?
5. What might you be assuming that is holding you back?
6. What do you really think?

Some things to remember when asking questions are:

Ask mainly open questions – an open question will start with what and how such as what do you “Want to achieve?” and “How will you decide which option to choose?”



Be careful with questions starting with "why". They can often suggest criticism and make people feel defensive. Imagine your own response to being asked "Why did you do it that way?" It sounds like you are being asked to justify your actions. This kind of question implies judgment. A better coaching question would be "What did you notice was the result of doing it that way?" This requires someone to think and describe rather than defend.

Ask questions that do not lead the coaching client in a particular direction. For example, "What do you want to achieve?" is non-directional as it gives the coachee a completely open field. However, a question like, "Do you think you should be aiming higher?" is definitely trying to guide the coachee in a particular direction.

Sometimes keeping the questions simple can be very powerful. Nancy Kline recommends two questions to help someone think through a situation and find their way forward. They are simply:

"What do you want to think about, and what are your thoughts?" followed up with "What more do you think, or feel, or want to say?" If you try these and really listen to the person think aloud without interrupting, you will be providing a rare opportunity for them to do some real quality thinking.

## **VI. Qualities of a Good Coach**

There are some fundamental qualities that must be present for someone to be an effective coach. An effective coach...

1. Is honest, genuine and authentic
2. Has a positive view of humannature
3. Wants others to succeed
4. Can create a thinking environment
5. Enjoys seeing others develop
6. Enjoys learning
7. Wants others to be independent
8. Is generous with appreciation
9. Values the opinions and initiative of others
10. Keeps information confidential and is trusted by others
11. Has an open mind and is tolerant of diverse views
12. Motivates others by setting a good example



## **VII. Coaching subordinates**

### **Giving performance feedback that leads to a coaching discussion**

Giving feedback on performance can be very helpful for helping people to improve. To be useful it needs to be specific and objective, and it clearly



identifies what was good and what could be improved. For performance feedback to progress to a coaching conversation, the subordinate will need to want to improve. Say you have given your subordinates some feedback on a presentation, and as a result they have decided they would like to improve their performance skills, then you can switch to coaching and follow the GROW process. Allowing the subordinates to self-assess their presentation by asking

them questions about it, rather than stating your observations can increase their ownership and make it more likely that they will want to improve.

## VIII. Coaching non-subordinates

### Capitalising on coachable moments

Coaching opportunities may often arise with peers and friends. A peer may ask if you can advise them or they may just want you to listen as they talk through a problem. Often just by creating a Thinking Environment and giving your complete attention, you enable them to find solutions or ways forward without saying a word. Yet you have provided an opportunity for their independent thinking, helped them to increase their awareness, and preserved their individual sense of



responsibility. If they need more help to resolve their issue then you might ask them if they would like you to ask coaching questions to help them think further. Always seek their permission and agreement to be their coach.

### How to open a coaching discussion

Once you have agreed that you will be a coach for someone it is very good practice to establish very clearly what they want to achieve from the coaching, and how you will coach. You would explain that your role is to help the people think for themselves, not for you to think for them. That you will be asking questions to help them find their way forward, and will only offer your own insights after the coachees have thoroughly explored their own thinking, and only if specifically asked. You may also say that you will allow the coachees to think/speak without interruption, and that this may include silent thinking. You may also explain and describe the 10 components of a Thinking Environment and say that this is what you aim to create for the coachees, so that they can do their best thinking, and the quality of what they do will depend on the quality of the thinking they do first.



## IX. The Benefits of Coaching



Coaching is a very effective process for learning and improving performance. Because it is coachee-driven, the learning is immediately internalised. Any actions agreed on are more likely to be implemented because the coachees have decided by themselves. Coaching helps people think for themselves, and so they gain a deeper understanding than when they are told something or are given advice. This means that it is more effective at

building their capability, and less depended on their manager or others. It empowers people and frees to spend more time improving their own performance.

Template for a coaching conversation using the GROW model

**Goals:**

What do the coachees want to achieve

In the session?

In their life or work?

**Reality:**

What is their situation now in relation to the life or work goal?

**Options:**

What are the different things they could do to achieve the goal?

**What will they do:**

What actions have they decided to take to work towards their goal?

Template for a coaching summary report

Session #	Date/Time	Content	Note
1			
2			
3			
4			
5			

# CSC Leadership Brand: Coaching for Integrity & Excellence Brand Rationale

1. Leadership is key to strategy formulation & execution
2. Leadership Brand inspires and energizes people in achieving the Mission and Vision



**COACHING FOR  
INTEGRITY &  
EXCELLENCE**

This brand bears the same colors of the CSC logo and the Philippine flag. Just like our flag, the Coaching for Excellence brand dissipates the stigma of disunity due to other standards, and it symbolizes a common aspiration – coaching, nurturing others towards personal and organizational excellence.

**The Sun and the Stars** The flag's design speak of the Filipinos' spirit and their deep longing for the country. A white triangle on the flag stands for equality; the upper stripe of dark blue for peace, truth and justice, the lower stripe of red for patriotism and courage, the sunburst of eight rays representing the first eight provinces that took up arms against Spain and the three stars symbolizing Luzon, the Visayas and Mindanao.

In the same way, this leadership brand also captures the two equal horizontal bands of blue (top) and red (bottom) with an inverted triangle based on the funnel movement. On top is the yellow sun with eight primary rays (each containing three individual rays) and around it are three small yellow five-pointed stars.

**Blue** is the color of leadership. Blue conveys importance and confidence without being somber or sinister; hence, the power suit of the corporate world and the uniforms of many police officers. Long considered a corporate color, blue is associated with intelligence, stability, unity, and kinship. Just as seeing red alludes to the strong emotions invoked by the color red, feeling blue or getting the blues represents the extremes of the calm feelings associated with this color.

**Red** is a strong color that conjures up a range of seemingly conflicting emotions from passion to warfare. A stimulant, red is the hottest of the warm colors. Studies show that red can have a physical effect, increasing the rate of respiration, thus raising levels of body energy.

It also represents power; hence, the red power tie for business people and the red carpet for celebrities, VIPs (very important people) and those in leadership. In Christianity, it's sacrificial leadership, like when Jesus Christ shed His own blood to save and redeem humanity.

To pursue excellence, one must be grounded with integrity. The state of being whole, entire or undiminished. Having the soundness of moral character and honesty. The white background of the logo also represents Integrity as embodied by the organization.

**Coaching for Integrity & Excellence** leadership brand is derived from the institution's desired image of being known for people and organizational integrity and excellence. It captures a working operational definition of the Civil Service Commission as a premier HR institution of the government.

**Coach and a coachee** (representing both sexes). CSC is committed to coach – support, help, empower, equip and develop. The CSC Coach wants to see the people they support rise up, soar and succeed.

**The CSC LEADER is an HR and OD Coach pursuing excellence through a nurturing coaching style. This particular coaching style unleashes potentials in people.**

The swirl motion of the red/blue stripe represents the upward movement of people and organizations through CSC's leadership brand. It is like a funnel or inverted pyramid that shows a multiplication of leaders committed to the growth of others.

It captures the inverted pyramid structure of servant leadership (based on the leadership principles of Ken Blanchard and Robert Greenleaf) where the frontliners are on top, empowered, delegated or responsible for their duties and responsibilities while coaching leaders are at the bottom. Delegating but not abdicating. While the frontliners are responsible, they remain responsive to their needs – acting like a support system for those who are on the ground working.

**The Sun and the Stars** represent unity and excellence. CSC is committed to sustain, uphold, and institutionalize INTEGRITY & EXCELLENCE through their coaching leaders and people in government, building and sustaining partnerships.

The Civil Service Commission is professionalizing civil servants towards Public Service Excellence through the promotion of these seven (7) qualities:

## **THINKING STRATEGICALLY**

The ability to direct and establish short and long-range plans and calculate and manage risks based on future or emerging trends and outcomes of decisions to achieve CSC goal.

## **LEADING CHANGE**

The ability to initiate and facilitate change and motivate people to embrace it.

## **BUILDING COMMITMENT**

The ability to inspire and create an environment that encourages positive interaction and collaboration among members of CSC.

## **PARTNERING & NETWORKING**

The ability to build, develop and utilize collaborative relationships with local and international partners to facilitate the accomplishment of CSC goals.

## **MANAGING PERFORMANCE**

The ability to provide timely and relevant feedback to individuals or groups in order for them to take an action and improve their performance.

## **DEVELOPING PEOPLE**

The ability to plan and support an individual or team's skills and abilities so that they can fulfill current and future responsibilities effectively.

## **COACHING FOR RESULTS**

The ability to nurture learning and growth.

# **CSC LEADER: Coaching for Integrity & Excellence**

## **References**

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