

Coaching Culture Programme



altris
releasing potential





The Altris Coaching Culture programme is very different from traditional ‘leader as coach’ programmes, drawing on our experience in organisational change, leadership development and executive coaching.

Coaching Culture as Change

Our experience shows that many coach-training interventions fail to deliver the desired outcomes because of their focus on the ‘training in models’ aspect with insufficient attention being paid to the follow through and support to ensure that the skills are embedded. In our view, the development of a coaching culture in any organisation needs to be treated as an organisational change programme.

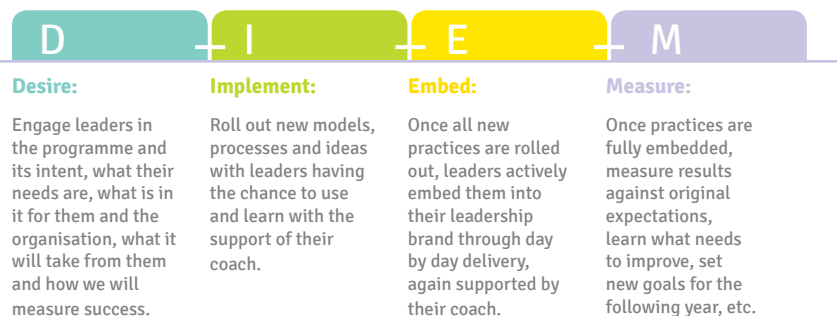
Our DIEM model underpins the programme and is based on best practices in change management.

Starting with a Blueprint

Our experience has shown us that the initiation of a Coaching Culture Development Programme is vital and, like any change initiative, if you move to implement before people are personally invested in the programme, then there is a risk of the programme failing. That is why we put significant effort into our Blueprint process as part of the Desire phase. The Blueprint contains a series of interventions that engage leaders in the programme, setting out the vision for success that the programme depends on and establishing the KPIs that are needed in the Measure phase.

Blueprint Elements

- Sustainability review of existing tools
- ‘Designing a Coaching Culture’ Seminar for Senior Team Engagement
- Individual Blueprint Interview (executives)
- Programme Initiation workshops
- Success Measures and programme KPI workshops
- Individual commitment planning
- Blueprint report and programme staging proposals





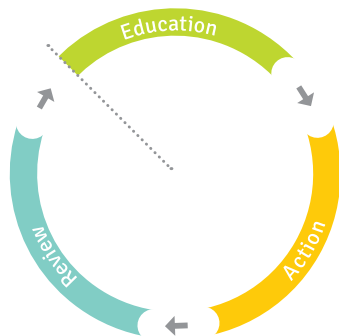
Staged Learning: Our Underpinning Delivery Model

The Implement and Embed Phases are built on our EAR philosophy which underpins our approach to learning and ensures that the organisation achieves the desired ROI from our programmes.

With the introduction of each new model and tool the participant needs to take action to put the new learning into practice so that they develop their own capability. The participant then learns from that practice by reviewing it with their (group or individual) coach.

This approach supports the participant in finding the right way for them to blend the new approaches into their leadership style. This is often a significant barrier for leaders looking to adopt new approaches, and if not recognised and supported, can lead them to go back to old ways of doing things. As a result the individual's and organisation's investment in the training is lost.

In practice this approach results in a series of interventions each designed to build on the other. In each education session the leaders will have the opportunity to try new skills and concepts and prepare for the action phase that follows. The reviews are delivered in group and individual formats, in a coaching style.



Focusing on What is Really important

In our work with organisations we have identified that there are a number of barriers to the successful implementation of a coaching culture. Our programmes are designed to ensure that the expected benefits are realised by establishing enabling activities right from the start of the programme while also targeting ways to overcome barriers proactively. Our programmes have key elements that focus on:

Feedback – Encouraging the provision of open and honest feedback at all levels of the organisation – which can lead on to a coaching conversation.

Blending – How to incorporate a coaching approach into day to day leadership practice - building confidence in the tools and bringing the training to life.

Enabling – Building structures and support mechanisms that allow leaders to see that a coaching approach is actively being encouraged.

Matching Capability with Needs

Your leaders do not need to be experts at coaching, they need to be expert at their core role. Coaching is one tool in their leadership armoury, not the only tool. We do not deliver complicated coaching theory that is never used and irrelevant for your organisation's leaders. Our experience has shown us that each organisation and team has different needs and each leader has different capabilities when it comes to coaching. Telling every leader that they must attain the same high level of competence, pushing certification at them unnecessarily and flooding them with theory they will never use quickly disengages the majority, taking the potential of the few, who may be natural coaches, with them.

To this end, we design programmes to take leaders to different levels of capability.

Whatever the level, every programme follows an initial Blueprint process, education sessions where the leaders learn together, and coaching formats where the leaders grow together. The difference is that leaders engage at a level that is appropriate for their capability.

White Belt

This is our base level and is designed to develop leaders that are 'tool capable'. This level initiates all leaders in the basics of coaching and feedback, when and where to coach and opening up 'what is in it for them as a coach'. It also begins their journey of understanding the attributes of a good coach through our personal coaching keys report which compares their work preferences to a coaching style.

Yellow Belt

At yellow belt level, leaders become 'tool connectors', expanding their understanding of the principles of situational leadership that will inform their use of coaching, and developing their understanding of how to coach different behavioural styles, in group as well as individual settings.

Green Belt

Our third level is for those who have truly embedded coaching into their leadership style and are able to take coaching and use it in more transformational ways by being 'coaching agile'. We incorporate further understanding of rapport and intuition as well as peer and stakeholder coaching approaches.

Brown Belt

For those with the potential of becoming internal coaching experts, in-house coaches of coaches and the 'go-to' person for others within the organisation, we take them to the final level and develop a deeper level of understanding of coaching philosophies and practice.



N.B. We recognise that different teams and organisations will have different needs. Clarity on these is part of the Blueprint process and we will always tailor the programme to meet your exact needs. Like any effective change project, we find that robust dialogue in the design stage produces better results at the end, so it is important to engage in discussions to help you to understand what each offering includes. We can then advise you on what will most effectively meet your needs.

Engaging the Coachee

There is nothing worse than having your leader come back from a coaching skills training programme and proceed to 'do coaching to you'. People know that something is different, feel manipulated and become suspicious. We see this as one of the single most disengaging aspect of traditional training programmes. In response, few employees truly engage in coaching or respond to the feedback that they are being given. As a result the manager, who is probably finding the use of this new tool hard enough, just gives up and goes back to old habits.

Our approach engages the employee from the beginning, creating a safe environment for the manager to practice new skills and immediately creating engagement. To support this, we deliver 'coachee readiness' workshops to the direct reports of all leaders engaged in the programme.

Measurement and Echo©

A key element of our DIEM philosophy is the measurement of the effectiveness of each programme and we close each stage of a programme with a comprehensive measurement process.

Whilst this is key for the overall organisation, we also believe that each leader needs to track their feedback and coaching activity and their ensuing improvement.

Our Echo© tool is a key component of our programme delivery and gives each leader their own development zone where they can rate their performance after each session, see anonymous feedback from their coachees and compare this to their self assessment. Self-review and reflection is a key attribute of a coach and is fundamental to a coaching culture and Echo© initiates and supports this habit.

The Echo© learning tool has a secondary objective for the organisation as it provides basic data on who is actually trying to embed coaching in their day to day activities. Many managers find the measurability aspect of any training programme very challenging, however, we find that the discomfort is generally felt by those who are not engaged in the training rather than those who are embracing it.

