

COACHING & PRSD

DAY ONE - Welcome

Chameleon Education

Allstate NI : Mays Meadow : 21st and 22nd October 2025



Great leaders essentially act as authentic chameleons, consistently displaying their true selves throughout the changes of contexts that require them to play a variety of roles.

COACHING IS ONE OF THOSE ROLES

Goffee & Jones



2
0
1
5



**What were you doing at that time & where?
Did you see yourself in your current role when you looked forward 10 years?**

Today's Expected Outcomes

Explore and understand the similarities & differences between coaching & mentoring

Understand the concept of parent, adult and child egos and how they relate to coaching

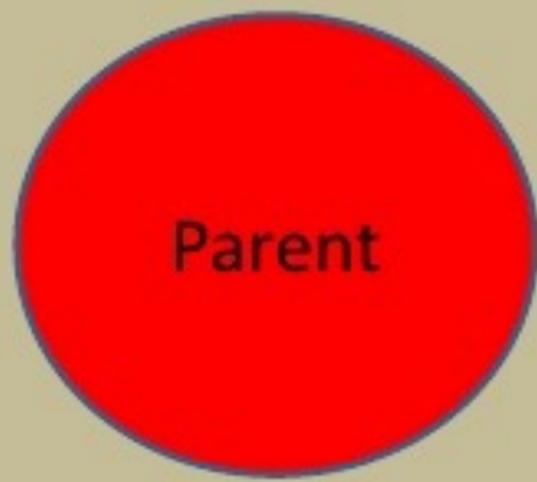
Be able to use the EEC feedback model

Be introduced to essential coaching skills

Be introduced to the GROW coaching model and use it in practice



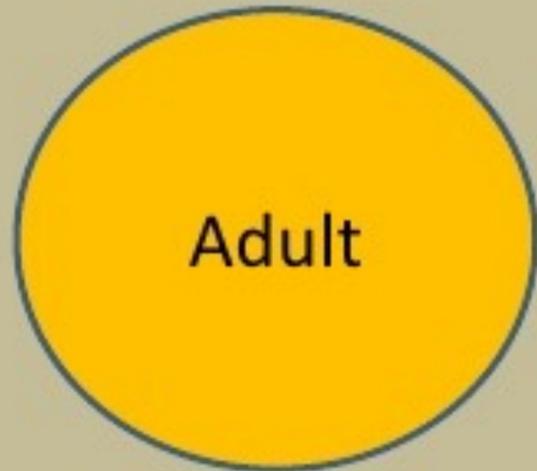
Transactional Analysis



Parent

Parent Ego State

Behaviours, thoughts and feelings copied from parents and parent figures.



Adult

Adult Ego State

Behaviours, thoughts and feelings are direct responses to here and now.



Child

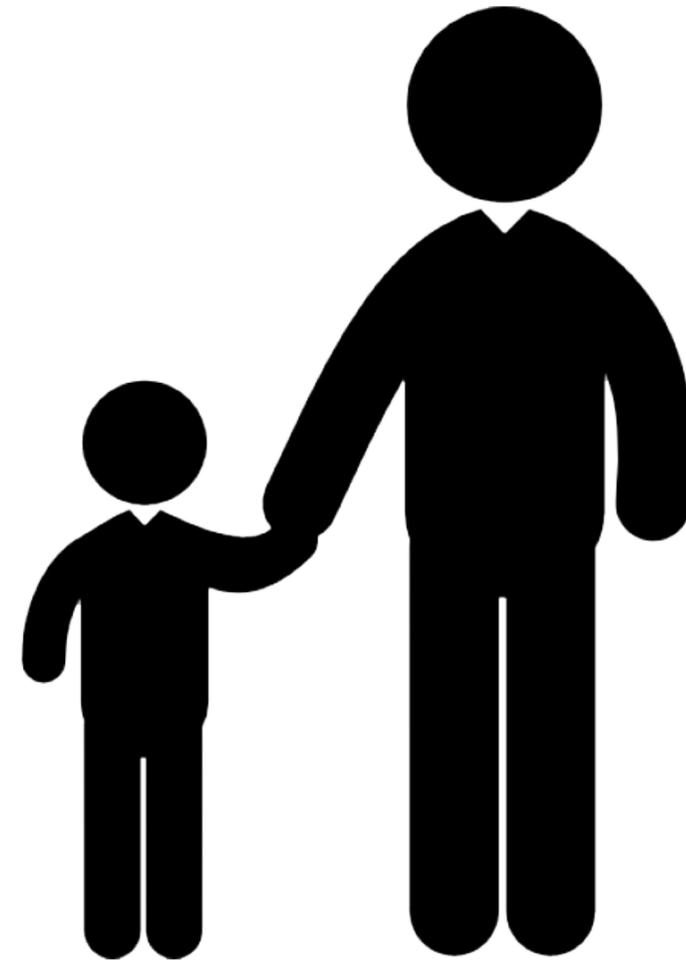
Child Ego State

Behaviours, thoughts and feelings are replayed from childhood.

Parent

controlling or nurturing

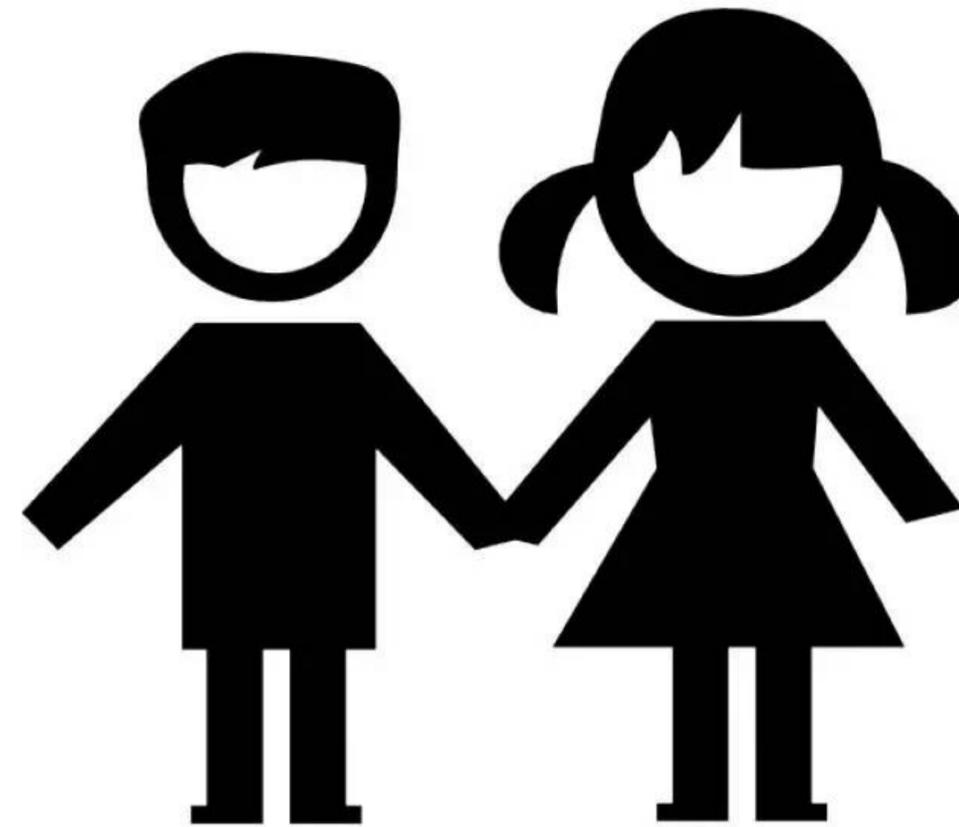
- sets limits
- disciplines
- judges
- criticises
- keeps traditions
- takes care of things
- reassures
- cares for



Child

natural/free or adapted

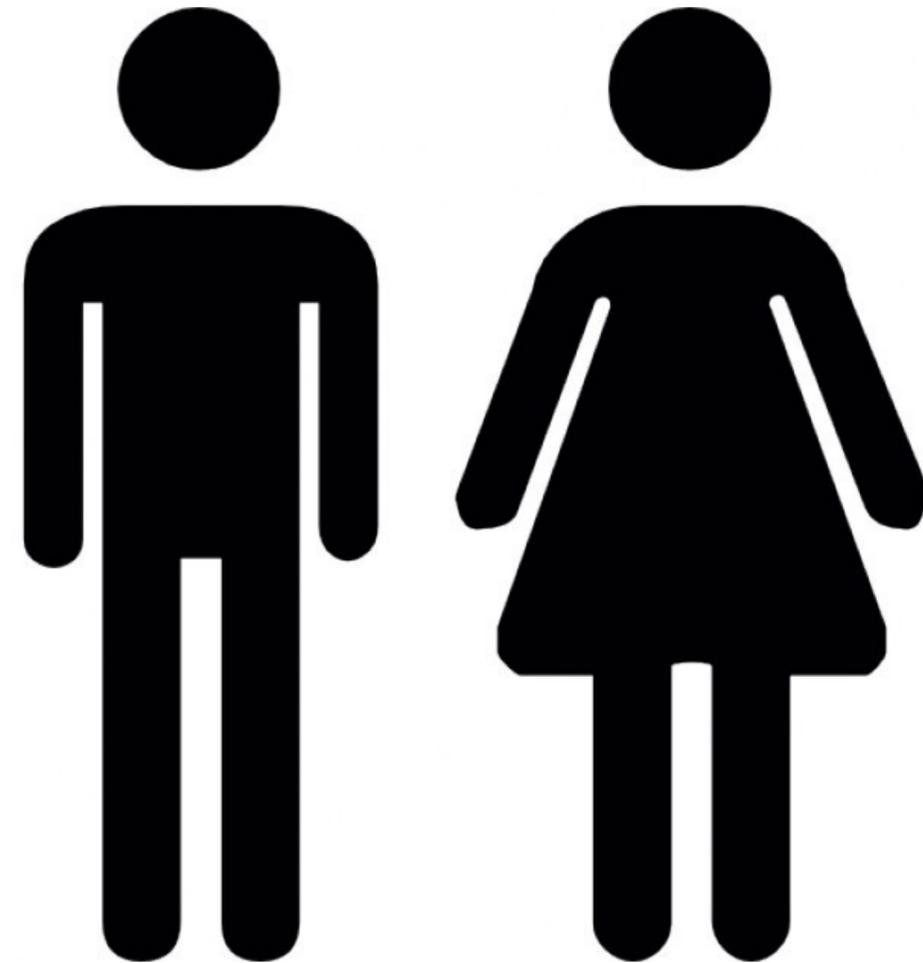
- loves/hates
- has fun
- is trusting
- asks for help
- sulks
- withdraws
- manipulates others
- explores/curious



Adult

logical & reasoned

- gathers information
- sets out alternatives
- organises and plans
- interested and confident
- estimates probabilities
- anticipates consequences
- thinks before acting
- makes evaluated decisions



PAC & PRSD

What sort of 'child ego' comments are likely in the context of PRSD?

What trap could a leader fall into regarding a 'parent ego' response?

When there is push-back regarding PRSD, what would be an 'adult' response?

The Feedback Zone



THE MASS



EEC Model

- Example
- Effect
- Continue/
Change

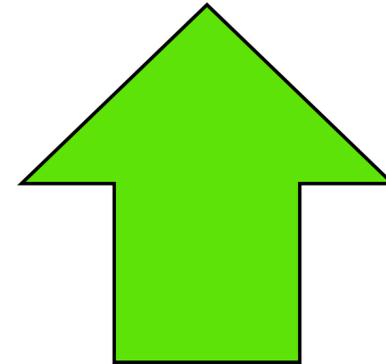




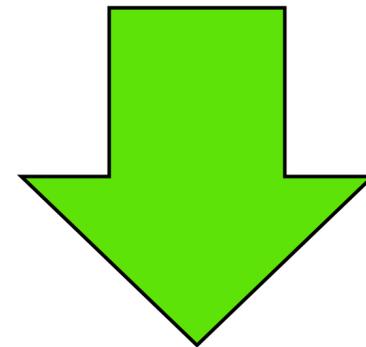
Coaching V Mentoring

ASK

non-directive



the coaching – mentoring – managing continuum



directive

TELL

Where does your current PRSD experience sit on this continuum?

What shift would improve outcomes?





Coaching is unlocking a person's potential to maximise their own performance. It is **helping** them to learn rather than teach them.

(Sir John Whitmore)

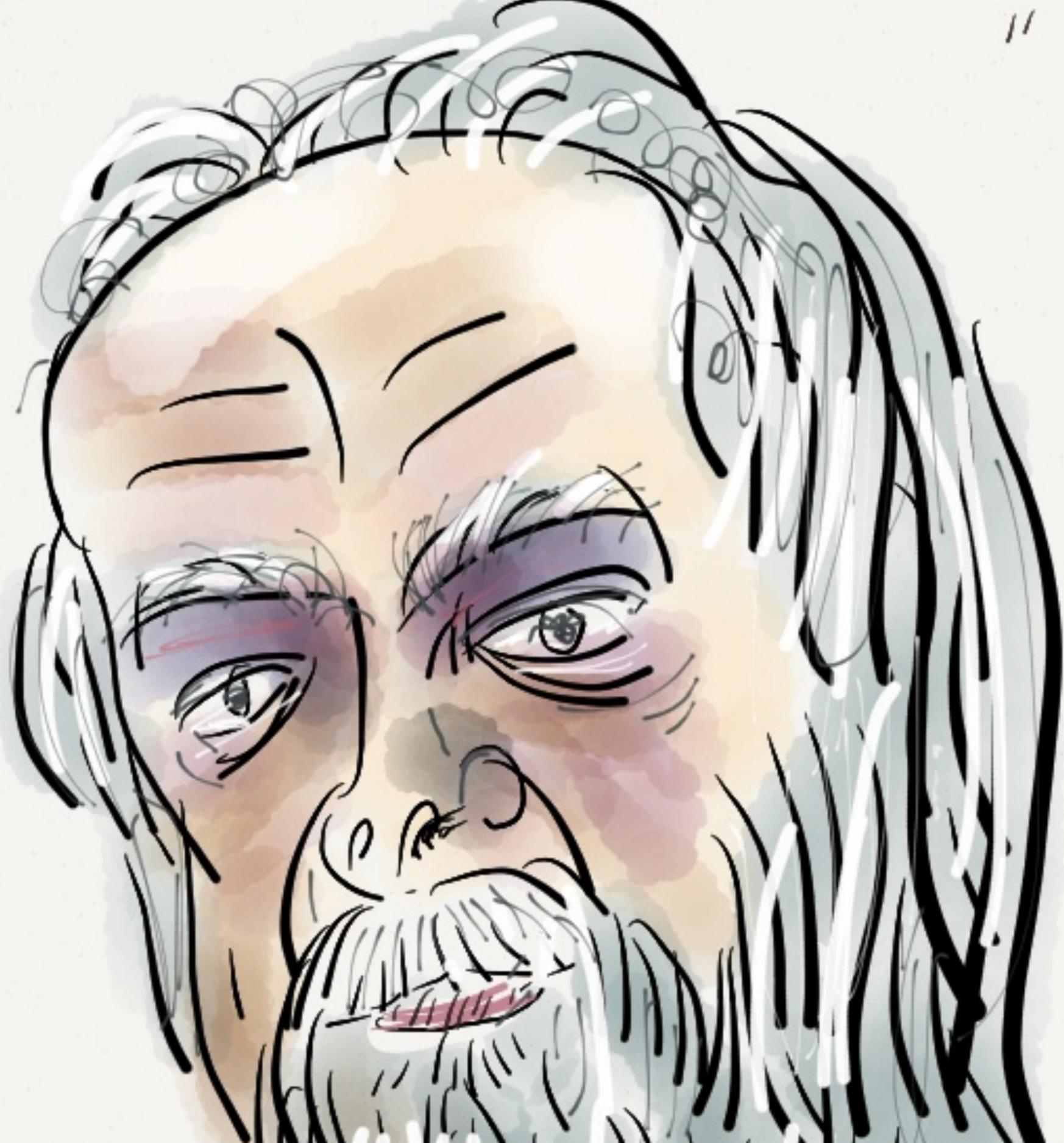
Principles

- People perform best when they feel ownership
- Coaching builds responsibility, not dependency
- Performance improves when attention is focused on learning rather than judgement



Coaching : Two key pillars





"I cannot teach
anyone
anything
I can only
make them
think."

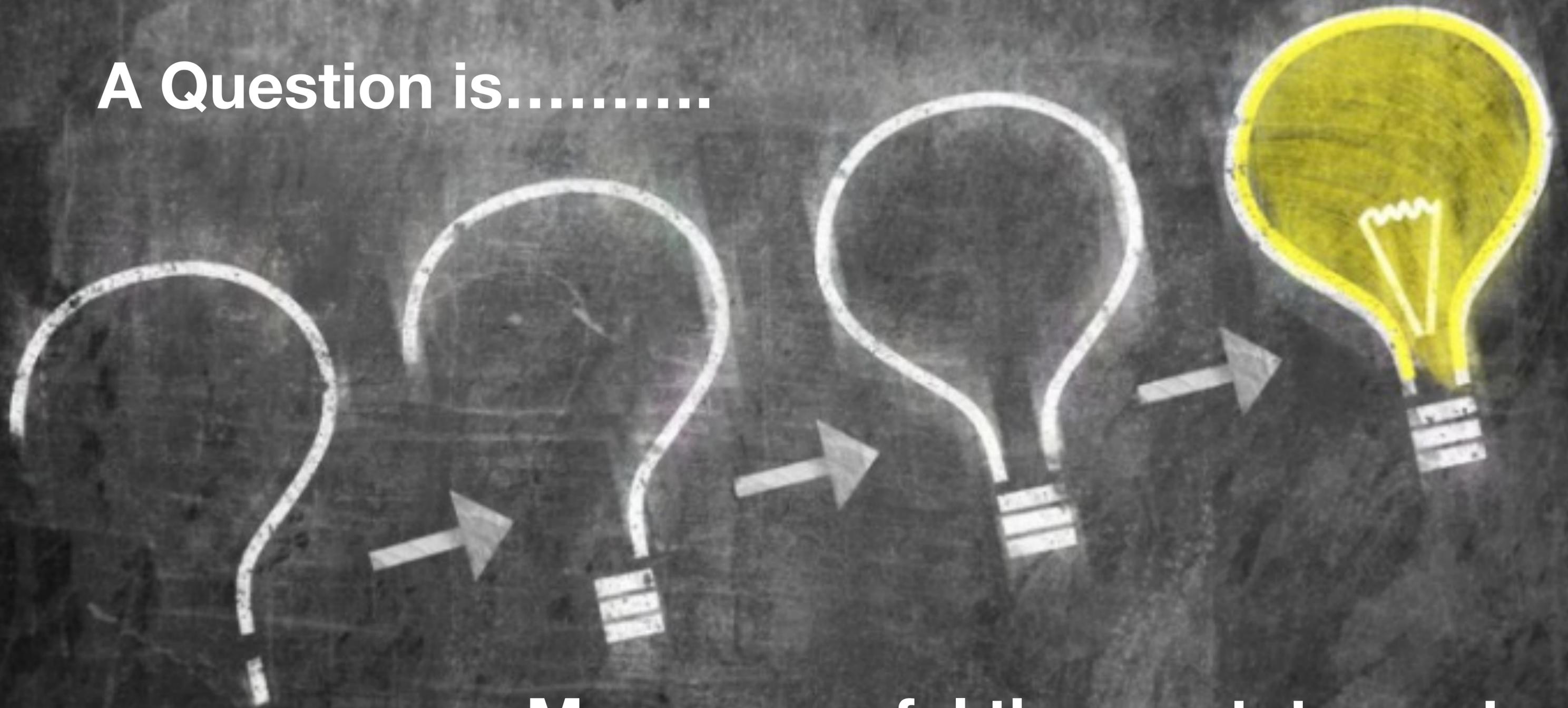
Socrates

What skills and qualities are needed for coaching others?

QUESTIONING



A Question is.....



More powerful than a statement



WHERE

WHEN

HOW

WHO

WHY

WHAT

TED

Tell.....

Explain.....

Describe.....



**What will success
look like?**

**What would be a
successful outcome
for you?**



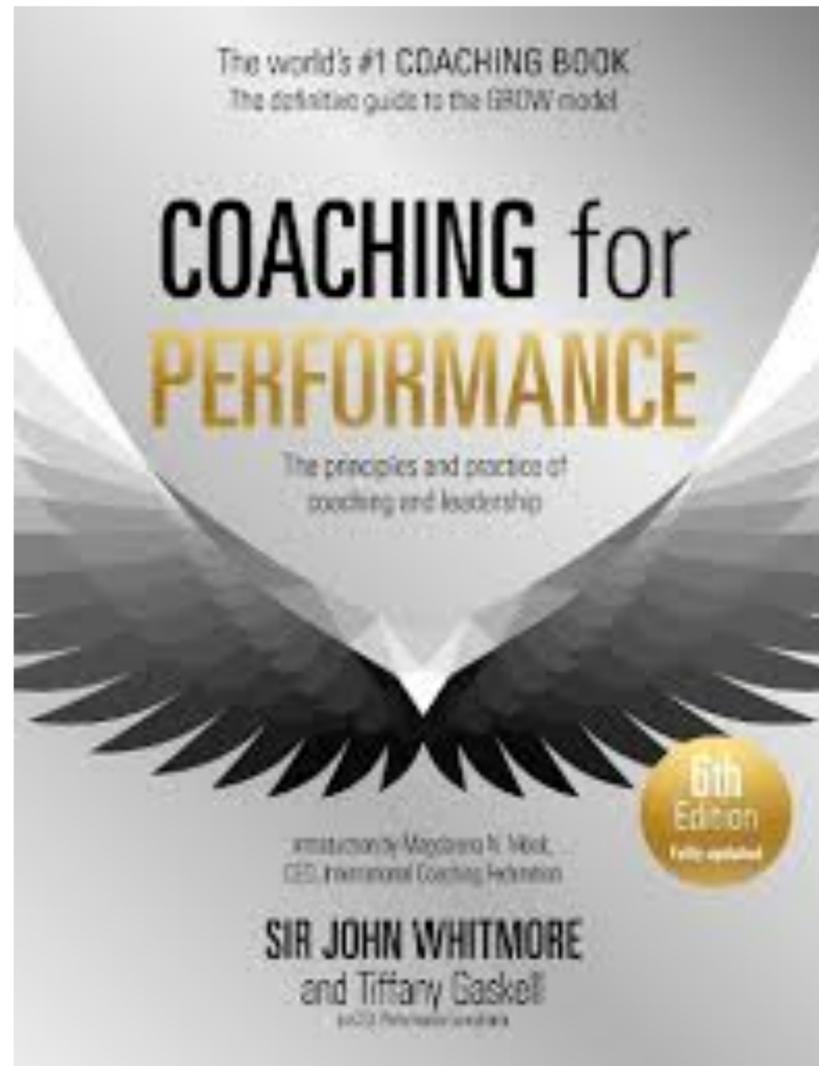


Vodafone IN 44%

7:51
Monday, 5 November

Why?

Press



COACHING & THE GROW MODEL

GOAL - What are you aiming for, what is the focus?

REALITY - Where are you now, what stage are you at?

OPTIONS - What's possible, what steps/actions can you take?

WILL/WHAT NEXT - What will you commit to and by when?



**7 MINUTES TO
GROW**

Action short of strike over the past few years has created a certain apathy, resistance, reluctance to engage in PRSD. I'm not sure how to kick-start the process in a way that is more motivating and worthwhile



Coach

Coachee

Observer

Observer checklist



Coach maintained open, non-judgemental stance

Questions were open and purposeful

Active listening was demonstrated

Feedback invited and summarised clearly

GROW model was 'in play'

I have found PRSD to be more of a tick box process, it's just a paper exercise

Action short of strike has meant PRSD has been practically non-existent. Staff have rarely engaged in conversations about their performance

Staff don't seem able or willing to engage in PRSD in a meaningful and professional way.

I know PRSD is supposed to take place but when am I going to fit that into an already hectic schedule

Personal Action Plan

What will I do differently in my next PRSD engagement?

Who will I coach?

What support will I need?

How will I measure impact?

COACHING & PRSD

DAY TWO - Welcome back

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**What can you begin to
do immediately?**

**What will you do in the
longer term?**

**BASED ON
DAY ONE**

**Any questions/issues
arising?**

Today's Expected Outcomes

Have an understanding of the OSCAR model

Compare and contrast OSCAR & GROW for PRSD

Use the Jo-Hari window as a framework for feedback

Be able to develop observation skills

Be more aware of communication pitfalls in coaching

Practice objective setting & coaching skills

Create an action plan



The OSCAR Coaching Model

OUTCOME

-
-
-

SITUATION

-
-
-

**CHOICES &
CONSEQUENCES**

-
-
-

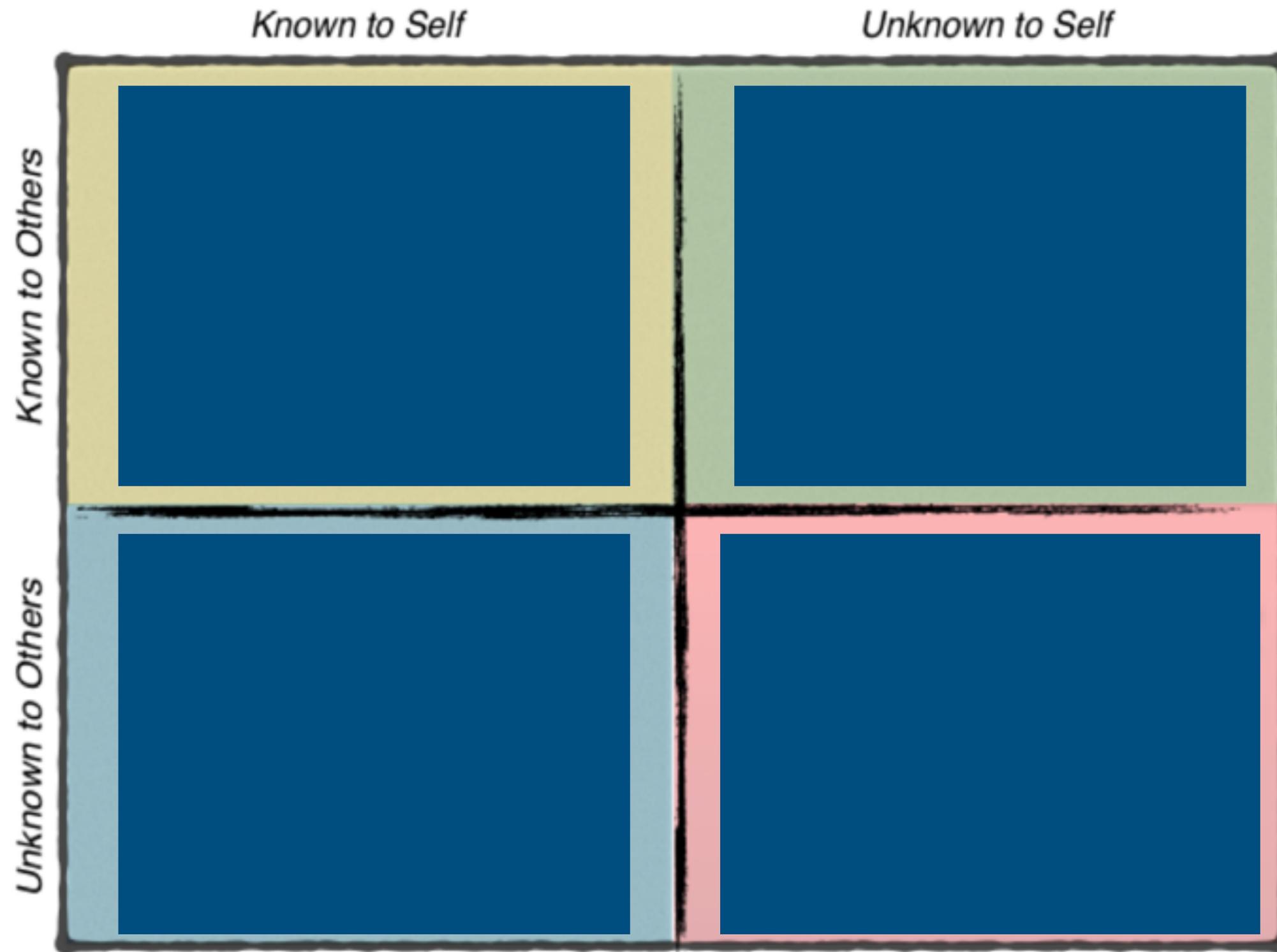
ACTIONS

-
-
-

REVIEW

-
-
-

The Jo-Hari Window



The Jo-Hari Window

Feedback is the breakfast of champions (Dr K Blanchard)

What one piece of feedback do you avoid giving or receiving?

How might you reframe it as a learning/growth opportunity?

Cause or Effect

Taking Responsibility



Effect

- Externalise Blame
- Lack of ownership
- Develop a culture of blame
- Path of least resistance
- Low Emotional Intelligence

Cause

- Take on responsibility
- Have a sense of commitment
- Show courage
- Able to receive feedback
- High Emotional Intelligence

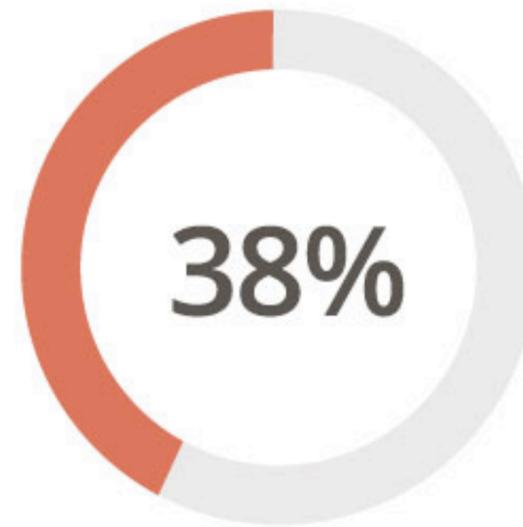
Communication & Coaching



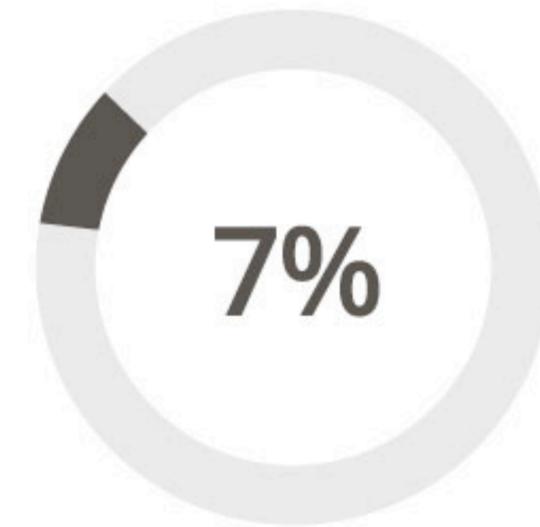
Communication Model



Body language



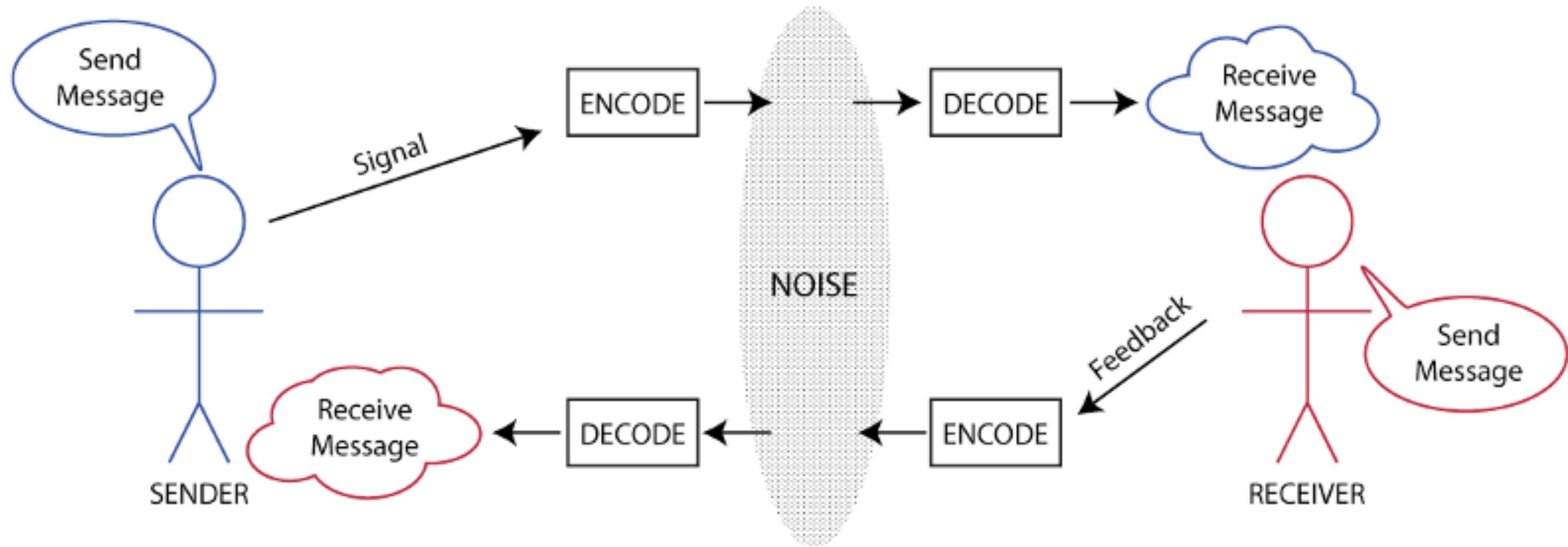
Tone of voice



Words

Professor Albert Mehrabian : Professor Emeritus UCLA





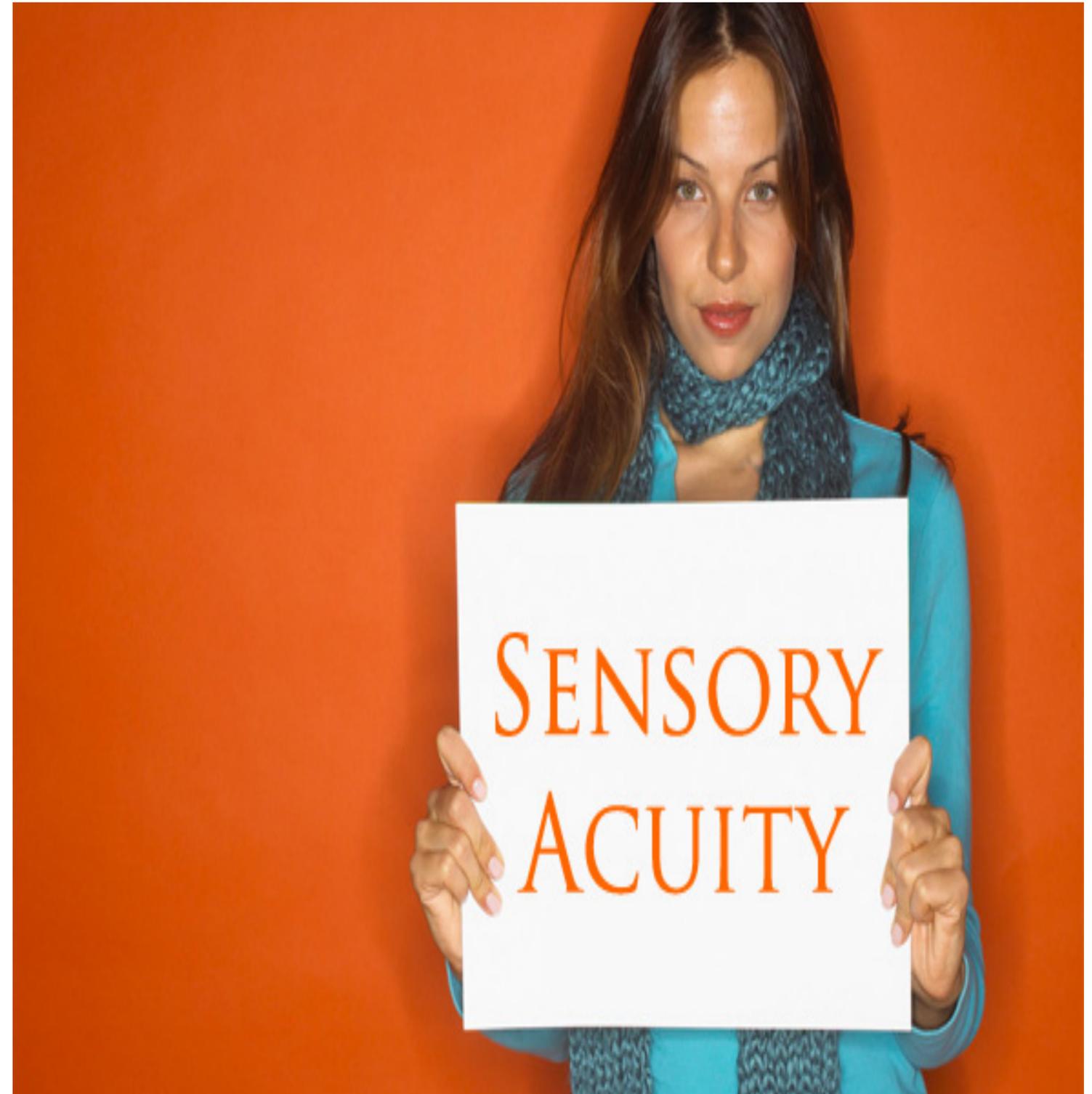
What 'noises' get in the way of coaching in the context of PRSD?



**FINISHED FILES ARE THE
RESULT OF YEARS OF SCIENTIFIC
STUDY COMBINED WITH THE
EXPERIENCE OF MANY YEARS**



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Setting PRSD objectives

Make them worthwhile - make them SMART

S - Specific

Robust and unambiguous

M - Measurable

You can't manage what you can't measure

A - Achievable

Can it be reached even if a 'stretch' is required?

R - Relevant/realistic

Connected to a real/relevant challenge or improvement

T - Time-bound

What is the deadline for completion and final review?

Focusing on the 3rd PRSD objective

Personal/professional development

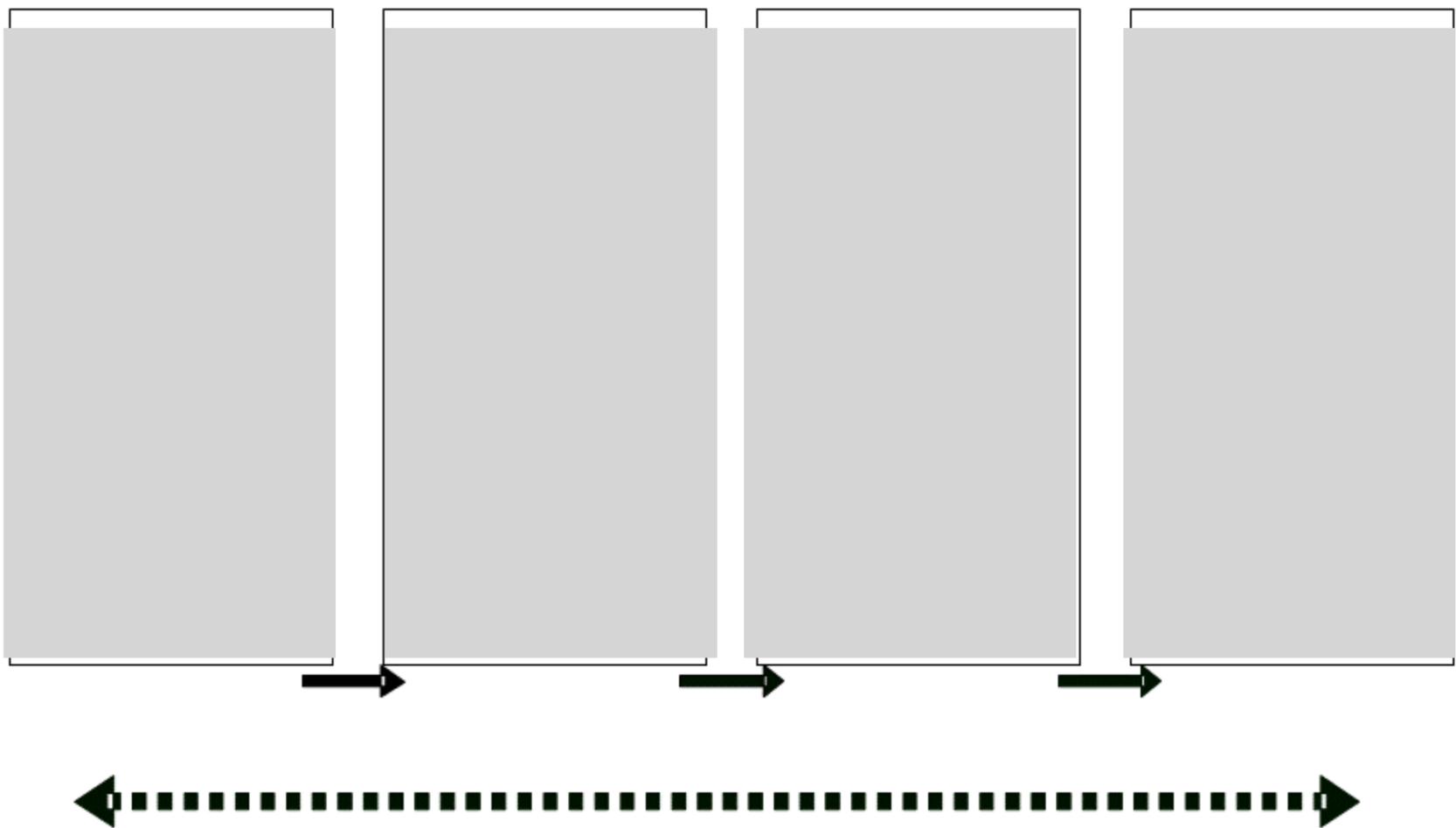
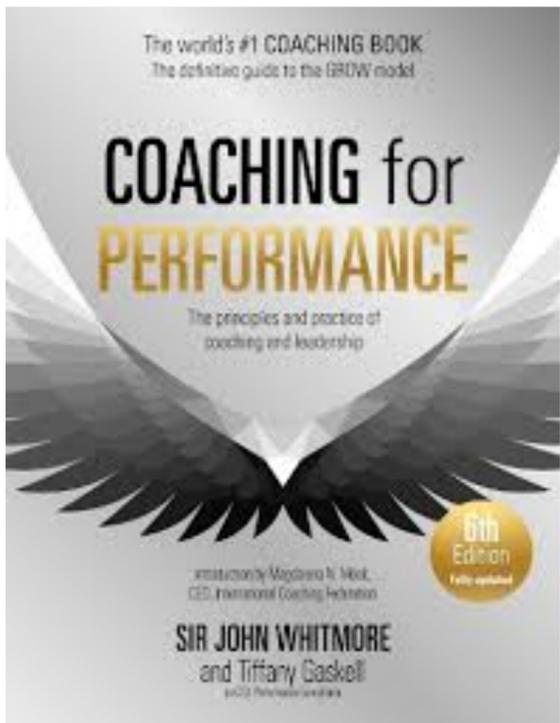
**A staff/team member tells you at an initial stage or.....
it's a result of your own observations and feedback** *(Confidence)*

- I would like to be a lot more confident and contribute more at team meetings
- I have a real panic when I hear that a certain parent wants to speak to me
- I would have ambitions for a more senior leadership role but I think other people would struggle with me being in that position
- I feel that I agree to do things to avoid any conflict but it's causing me stress inwardly

A woman with dark hair and glasses, wearing a black blazer over a white top, is looking down at a document held by another woman. The second woman has long, straight brown hair and is wearing a dark blazer. They are in an office setting with a desk and shelves in the background. The text 'COACHING PRACTICE' is overlaid on the image.

**COACHING
PRACTICE**

Grow Model





**7 MINUTES TO
GROW**



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COACHING & PRSD

**Online follow-up
2nd December
11.00 am on Zoom**

THANK YOU

