

THE ART OF SUCCESSFUL COACHING



INSTRUCTOR GUIDE

1-DAY COURSE

THE ART OF SUCCESSFUL COACHING

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Instructional design and learning philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:









- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter 1: The Coaching Concept

Type of Activity	Segment	Time
	Introduction: Characteristics of coaches	20
	Roles and responsibilities of coaching	25
	Determine what action to take	20
	Mentoring self-assessment	5
	Communication techniques	15
	Inquiry/advocacy self-assessment	5
	Listening skills	15
	Listening practice	5



Reading



Written
Exercise




Facilitate







Group
Activity

Course timing

Chapter 2: Quick coaching model

Type of Activity	Segment	Time
	Steps to effective coaching	20
	Characteristics of feedback	10
	Recognizing feedback	5

Chapter 3: One-on-one coaching sessions

Type of Activity	Segment	Time
	Four-step preparation process	25
	Handling specific personalities	15
	Coaching scenarios	15
	Three-minute coaching moments	5



Reading



Written Exercise










Facilitate



Group Activity

Course timing

Chapter 4: Building a performance improvement system

Type of Activity	Segment	Time
	Develop a performance improvement plan	5
	Determine key results	10
	Benchmark star performers	10
	Identify best practices	10
	Create development plan	10
	Measure performance	10
	Creating a learning environment	10



Reading



Written
Exercise



Facilitate



Group
Activity

Course timing

Chapter 5: Building and coaching a winning team



Reading










Written Exercise



Facilitate



Group Activity

Type of Activity	Segment	Time
	Developing trust and mutual respect	15
	Building trust scenario	10
	Translating trust into action	10
	Building loyalty	5
	Holding employees accountable and empowering team members	20
	Open communication	10
	Setting team mission and goals	10
	Wrap-up	10

Course objectives

Successful completion of this course will increase your knowledge and ability to:

Recognize and apply the five approaches to coaching:

- Encouraging
- Training
- Counseling
- Mentoring
- Challenging

Employ inquiry and advocacy skills when communicating

Implement the steps to effective coaching

- Assess individual's current status
- Develop and implement training plan
- Evaluate
- Provide feedback

Follow the four-step preparation process for conducting a coaching session:

- Set the stage
- Define opportunity or problem
- Analyze options
- Develop an action plan

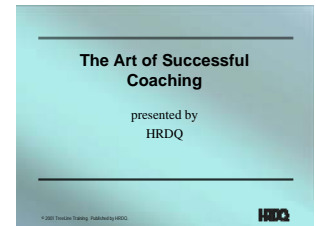
Establish a performance improvement system that works:

- Determine key results
- Benchmark star performers
- Identify best practices
- Create development plan
- Measure performance

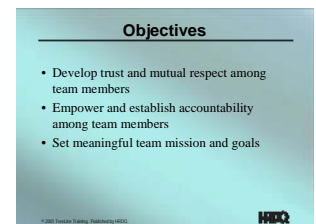
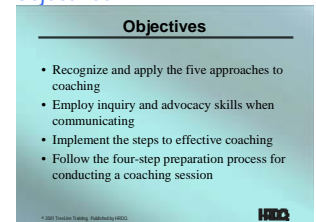
Develop trust and mutual respect among team members

Empower and establish accountability among team members

Set meaningful team mission and goals



Welcome participants to the training session. Introduce yourself and take care of any logistic issues. Review the objectives.



Chapter One



THE COACHING CONCEPT

Opening activity: Have participants call out names of great sports coaches—get about five names and write them at the top of flip-chart paper and post them around the room. Then have people write characteristics, qualities, and behaviors that each coach exemplifies. This can be done by giving participants sticky notes and having them write on those and posting them on the appropriate chart, or just supply markers and have participants write directly on each chart. Debrief by discussing the qualities listed under each coach, highlighting similarities and differences.

Transition to the chart in the workbook by looking at how those characteristics would enhance a “coach” in the workplace. Preview the topics that will be covered during the program and ask participants about any special concerns they have.

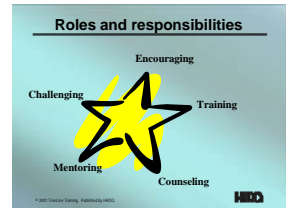
What coaching is and isn’t

Traditional Supervision	Coaching
Goal-setting a once-a-year (at most) activity	Goal-setting is an ongoing process of measuring and monitoring to keep employees informed of their progress
Implements arbitrary or no performance standards	Implements standards that are tied to business objectives and results
Uses generic or no motivation	Uses individualized approach to motivation based on incentives and coaching to achieve specific business results
Sees what’s wrong and tells employee how to fix it	Observes achievements and shortcomings and helps employees develop individualized plans for improvement
Uses “stick” more than “carrot” approach	Uses “carrot” more than “stick” approach

The roles and responsibilities of coaching



Transition: If coaching isn't traditional supervision, what is it? There are five approaches to coaching: encouraging, training, counseling, mentoring, and challenging. An effective coach recognizes when to use each approach, and together the approaches enable managers and supervisors to help employees develop their full potential.



Transition: Mention that when a supervisor is faced with a performance problem, he or she should always begin the process of dealing with the problem by determining the root cause. The chart highlights various situations and the appropriate coaching approach to handling it. Note that what works for one situation won't necessarily work for another.

Determining the action to take

Employee Situation	Coaching Approach
New employee Growth and development	Encouraging
Gap in skill or knowledge Moving to a new skill Interest in expanding responsibilities	Training
Personal or professional problems Attitude or behavioral issues out of character for employee	Counseling
Improvement in attitude or behavior needed Low-key counseling approach hasn't worked	Challenging
Star performers seeking growth Establishing organization-wide mentoring program	Mentoring

Coaching approach

Encouraging

How to use	Employee
Provide insight and direction	
Offer feedback and suggestions	
Show them the ropes (model)	
Have them shadow a peak performer	
Provide support and follow-up	
Use collaborative language	
Share your belief in the other person's skills and abilities to fulfill expectations	

Training

How to use	Employee
Teach	
Model	
Provide explicit and clear instructions for a specific task	
Provide job aids	
Give ongoing support and follow-up	

The next couple of pages will discuss each of the approaches to coaching in detail and allow participants to list some strategies for a specific employee. For each approach, after discussing the points under "How to use," have participants list the name of an employee who would benefit from this approach and write down ideas of actions to take or words to say, in the right-hand column, if the participants can't think of someone, use the following example: Sam is interested in helping Maria, a new team member, come up to speed so she can offer the team additional expertise.

Repeat the process with each coaching approach: review the tips in the workbook, then apply to a specific person or use the example provided.

Training example: Cheryl, a budget analyst, needs to teach Joe how to develop a sales forecast.

Coaching approach

Counseling

How to use	Employee
Offer advice	
Show empathy	
Help develop options	
Identify potential obstacles	
Ask open-ended questions	
Avoid confrontational questions	

Challenging

How to use	Employee
Separate the issue from the employee	
Change behaviors, not attitudes	
Don't blame—look for solutions	
Know the desired outcome	
Identify consequences for non-compliance	
Use direct language	
Follow up	

Counseling example: James is having trouble with his teen-age son and often leaves work early. Note: open-ended questions will be discussed in detail in the next section. Confrontational questions make employees feel defensive and should be avoided.

Challenging example: A counseling approach with James hasn't worked and he seems to have developed a sense of entitlement toward leaving work early. As a result, he is not meeting productivity goals. Tips: It's critical to focus on specific behaviors, rather than a "bad attitude." It's also important to know what result you want to achieve — what actions you want the employee to do or not do. Language must be direct and explicit; however, do express your confidence that this situation can be improved (unless you really believe it can't be).

Coaching approach

Mentoring

How to use	Employee
Make mentoring voluntary	
Establish goals and monitor progress	
Balance independence with interference	
Accept alternative definitions of success	
Recognize alternative paths to success	
Avoid controlling language	

Mentoring example: Frank, a hotel manager, is a rising star and is looking to gain skills to advance his career. Avoid controlling language. Examples include "I want you to ..." "You should ...". Also, avoid the royal "we."

Mentoring assessment: Being an effective mentor requires being open to feedback to the same degree the person you are mentoring is open to your feedback. After your mentee completes the assessment, review it with him or her and commit to making improvements.

Mentoring assessment

Instructions: Ask the person you are mentoring to complete this assessment about you.

Does your mentor meet or talk with you regularly? Is he or she available to you? Not enough Sometimes Frequently

Does your mentor give you advice and direction that is useful? Is it based on changes you can make? Not enough Sometimes Frequently

Does your mentor help you spot new opportunities? Does he or she steer you toward the appropriate balance between risk and reward? Not enough Sometimes Frequently

Does your mentor help you set goals so that your career is moving in the direction you want? Does he or she help you understand the skills you need to achieve those goals? Not enough Sometimes Frequently

Communication techniques



Transition: Effective communication is a foundational skill for successful coaching. There are many ways to look at communication; this particular model focuses on two key skills: inquiry (listening mode) and advocacy (talking mode). Discuss the specific skills for each, giving additional examples.

Inquiry	Advocacy
Listen to understand the employee's point of view	Share your assumptions, perceptions and conclusions
Acknowledge the employee's thoughts and feelings	Clearly state your reasoning
Ask questions to clarify	Ask employee to consider your views
Reflect on the employee's comments	Build on employee's comments

Inquiry skills

Probing: "Tell me about ..."

Confirming: "So, from what you've said, I'm assuming ..."

Acknowledging: "I sense you're feeling overwhelmed by ..."

Encouraging: "Uh-huh, tell me more."

Advocacy skills

Expressing clearly: "Here's the situation we need to address."

Using "I" language: "I have observed ..."

Seeking questions: "What do you think about what I've just said?"

Building: "That's a good point. I'd also suggest that ..."

Self-assessment

Instructions: Rate yourself on how often you use inquiry and advocacy skills. Use the following scale: 1=rarely; 2=occasionally; 3=fairly often; 4=frequently

Inquiry skill	Frequency of use			
Probing	1	2	3	4
Confirming	1	2	3	4
Acknowledging	1	2	3	4
Encouraging	1	2	3	4
Advocacy skill	Frequency of use			
Expressing clearly	1	2	3	4
Using "I" language	1	2	3	4
Seeking questions	1	2	3	4
Building	1	2	3	4

Complete the self-assessment. Place a star next to the highest rated skill(s), and circle the one(s) that are areas for improvement.

Refer participants to the action plan at the end of the manual. This provides an opportunity to create a plan to use more inquiry and advocacy skills, especially those ranked as 1 and 2 in this assessment.

Transition: It almost goes without saying that a skillful listener is critical to making the coaching model work. But listening is one of those skills that even when people know how to do it, they find it's difficult to consistently be a good listener.



Obstacles:
Disparity between speaking and listening rates: we can process information at a much greater rate than people can speak. Average speaking rate = 150 words per minute; average processing rate = 600 words per minute. We fill the gap (450 words per minute) with our own thoughts.
Physical distractions: sounds, movement and activity, etc.
Emotional deafness: certain words or gestures may turn off a listener or get the listener caught up in the words instead of the message, and they'll quit listening. Danger signals: defensiveness, resent opposing viewpoint, personality clash.

Activity: Get a partner. Partner A talks for 60 seconds, telling Partner B how he or she got to the training that morning, or what he or she has learned so far. Partner B's job is to listen, using the techniques just discussed. After one minute, tell Partner B to make two columns in the workbook — on the left side write down everything Partner A said, and on the right side, write down all the other thoughts running through his or her head while "listening" to Partner A. **Point:** Even though we just discussed how to listen well, it's still difficult to quiet your mind and pay attention.

Listening skills

Three obstacles to listening well

Listening filters

- Personal history
- Values/biases/prejudices
- Interest in subject
- Knowledge of subject
- Vocabulary

Poor Listeners	Skillful Listeners
Glance at watch, tap foot, drum fingers	Make eye contact, occasional nodding, say words of encouragement
Finish people's sentences, make assumptions	Paraphrase speaker's words, clarify, summarize
Interrupt to disagree, rush in to correct the speaker	Hold their fire, then calmly state views
Focus on delivery or mannerisms	Focus on content
React emotionally	Remain open-minded
Ignore nonverbal cues	Pay attention to nonverbal cues
Think of what they are going to say next	Focus on what is being said by the speaker