



**REPRODUCIBLE
TRAINING LIBRARY**
Customizable Soft-Skills Courseware

Coaching for Development

Help Employees Achieve their Full Potential



Instructor Guide
Half-Day Program

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About the Reproducible Training Library

Reproducible Training Library (RTL) offers an unrivaled range of training programs that combine quality and affordability. These learning solutions are designed using proven adult-learning methods and offered at a price that will extend your training budget a lot further than you can imagine.

Structured as instructor-led programs, the RTL provides ready-to-use content on the topics and skills most needed in today's organizations. What's more, once you purchase and download an RTL product, it's yours to keep, customize, and use over and over again.

Affordable Classroom Training

It takes 43 hours to develop a single hour of instructor-led training, according to research carried out by the Chapman Alliance.¹ For a half-day workshop—the minimum length of a classroom program in the RTL—this translates into a development cost of \$23,736, significantly more than it costs to purchase the entire RTL collection.

In addition to being cost-effective, the RTL allows you to tap into a wide range of expertly developed training designs, each complete with an instructor guide, participant guide, and slideshow presentation. With just a few clicks of the mouse, you can download the Microsoft Word and PowerPoint files to your desktop in a matter of minutes.

"I was able to go from unzipping the RTL files to delivery in less than 2 hours, making the preparation time to delivery easy and much less stressful. The instructor guides are written in a way that is logical and makes the pre-workshop study time simple and less frustrating: No hunting for the right slides, no guessing what the instructional designer intended for each module!"

—James T. Puett, Manager, Leadership and Organizational Development, Healthways Human Resources

Accelerated Learning - Accelerated Performance

The starting point for developing new titles for the RTL is to tap into the most contemporary thinking and best practices on topics that are proven to positively influence individual and organizational performance. Our experienced instructional designers review dozens of articles, books, and conference papers to isolate the critical components of a particular skill set. Then they use their expertise to create an effective training and learning design that is structured to enhance the learner's skills and improve his or her performance. A common instructional approach used in the development of RTL content is the "4P" instructional model conceived by Dave Meier at the Center for Accelerated Learning:

1. **Prepare** (the learner)
2. **Present** (the information)
3. **Practice**
4. **Perform** (provide job aids that help the learner transfer and reinforce the learning back on the job)

¹ Calculation of development hours assumes the design includes a lesson plan, workbooks, handouts, and a supporting PowerPoint slide deck.

Customizable

Each classroom title in the RTL can be delivered or viewed without any modification. The open Word and PowerPoint formats, however, enable you to add your own unique elements and even change the entire look and feel of the content. Here are just a few ways you can customize the material:

- Add your organization's logo or brand.
- Place your own organization-specific content into the design.
- Change examples to fit your industry or work environment.
- Modify content to match company rules and procedures.
- Add, delete, or rearrange content to meet training time constraints.
- Change fonts, colors, and layout properties.

You can also combine more than one title into a longer training design, extract relevant sections and reuse them in other designs you have created, or use the general structure of one module to begin developing a completely new design. Whether you choose to use the material as designed or modify it to suit your needs, you'll find the RTL to be a flexible resource and a wise investment.

License-Free

Buy once, use many times. It's a compelling model for any budget-challenged training department. Purchase any title from the library with the knowledge that you won't need to budget for any additional licensing fees or annual subscriptions. The material is yours to use in whatever way you choose.² You can freely distribute the material throughout your organization, make it available on your internal server, create unlimited hard copies, upload it to a Learning Management System (LMS), develop a customized version, and even embed the material in other training or learning systems you design.

Preparing for the Course

Before conducting the training, we encourage you to read the Instructor Guide thoroughly, familiarize yourself with the program's components, and test-run the PowerPoint presentation. Please be aware that the size of diagrams and charts are smaller than they appear in the Participant Guide.

Make copies of the Learning Summary (one per participant) and distribute them at the beginning of the Review module. If you would like written feedback on the course, make copies of the Course Evaluation form and distribute them at the end of the training.

What's Included in This Program

This course contains several components:

- Instructor Guide
- Participant Guide
- Classroom PowerPoint Presentation
- One-page Learning Summary
- One-page Course Overview
- Course Evaluation Form

Materials Not Included

You will need the following materials to conduct the course:

- Flip chart and makers
- Tape to post flip chart pages around the room (used in section 4.2, "Best Practices for Successful Coaching")

If you choose to wrap up the program by asking participants to share key learning points, we recommend using a Koosh ball or beanbag for the activity (see Review, "Learning Summary").

Who Will Benefit

This program is appropriate for anyone responsible for overseeing the work of others and would like to help them improve their job performance.

Timing

The timing suggestions noted in this course assume that you have experience facilitating instructor-led training. If you are a new facilitator, you may wish to allow more time. Regardless of your experience level, you and your participants will gain the most from the program if you devote time beforehand to understanding the content.

Please consider rehearsing the delivery in order to gauge the pace of the program and determine whether you need to adjust the timing.

Please note: Only the pages highlighted below are those featured in this preview.

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Course Objectives


Successful completion of this course will increase your ability to:

- Learn to discern the difference between coaching and other development strategies.
- Discover the key elements to successful coaching relationships.
- Understand the coaching process and how to apply each step.
- Identify common challenges to successful coaching.
- Discover effective strategies for managing challenges.
- Establish and maintain a successful coaching relationship with an employee.

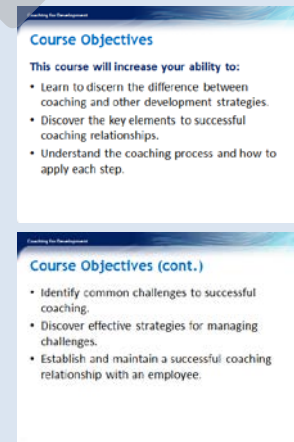
Instructor Notes

 5 minutes



 Introduce yourself and briefly describe your background.

Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include showing respect for all participants, participating fully, not using electronics, and not interrupting or dominating the conversation.



Review the course objectives.

Introduction

To remain competitive, companies need to retain valuable employees, address problems that interfere with productivity, and help employees achieve their full potential. But the traditional “command and control” method of managing employees has been shown to be less effective than involving people in their own development—and the best way to do this is to guide them through improvement.

A Society for Human Resources study revealed that 55 percent of organizations use or have used formal coaching programs to aid in their employees’ development. The study also showed that coaching is a good investment that can have a positive impact on an organization’s bottom line.¹

The ability to coach helps you increase your employees’ commitment and level of engagement, and helps you avoid and handle problems that interfere with working relationships and productivity. Coaching others can also make it easier for you to achieve your own goals and make you more valuable to your organization.

Instructor Notes



25 minutes



Ask: (show of hands), “Who has been an employee coach?”
“Who has been coached?”

“We’ll draw on all those experiences today. First, let’s see why coaching matters.”



Ask participants to read the Introduction, which provides an overview of why this topic matters and describes how the course will empower them as professionals.

(continued on the next page)

Individual Activity: Self-Assessment

Instructions: For each statement, circle the number that best reflects how well it describes you. Use the following scale:

1 = *doesn't describe me at all*

2 = *describes me to a small extent*

3 = *describes me to a moderate extent*

4 = *describes me very well.*

Statement	Rating
1. I have the knowledge, expertise, and competence to be a successful coach.	1 2 3 4
2. I can be trusted to do what I say I will do.	1 2 3 4
3. When working with others, I always seek a win-win solution to issues.	1 2 3 4
4. I keep confidential information confidential.	1 2 3 4
5. I try to be nonjudgmental when listening to others' feelings and ideas.	1 2 3 4
6. I am patient because I understand that some things take time to achieve results.	1 2 3 4
7. When I listen, I focus on the speaker and seldom interrupt.	1 2 3 4
8. I am comfortable collaborating with others to find solutions to problems and new ways of doing things.	1 2 3 4
9. One value I do my best to uphold is that honesty is the best policy.	1 2 3 4
10. I believe that people do best when given the chance to figure things out for themselves.	1 2 3 4

Add the numbers assigned to each statement and see how your coaching skills measure up by reviewing the interpretations on the following page. Then answer the follow-up question.

Total _____

(continued on the next page)

Instructor Notes (cont.)

“Managers who are successful at employee coaching share certain characteristics and skills. Let’s find out which ones you already have and which ones you might need to work on.”



Review the instructions. Allow participants 5 minutes to respond individually, find the total of their ratings, and answer the question.

Optional: Give participants a few minutes to share their responses to the question with a partner.

Optional: Debrief by asking several volunteers to share their responses to the questions with the class.

(continued on the next page)

Coaching for Development

10–15: Your coaching skills need significant improvement.

16–20: Your coaching skills could use improvement.

21–25: Your coaching skills are not bad, but you still have some room for improvement.

26–30: You are on your way to becoming a good employee coach, but there are some skills you need to work on.

31–35 : Your coaching skills are pretty good, but you could still improve.

36–40: You have excellent coaching skills! You can use what you learn in this course to become even better.

Which statement had the highest rating? This is where your strength lies. Elaborate on how it has helped you or could help you coach employees successfully.

Instructor Notes (cont.)

“Now that you have a good idea about what coaching is, what it takes for coaching to succeed, and your strengths as a coach, let’s examine the process itself: how coaching works.”







PREVIEW

MODULE 1

Beginning the Coaching Process

Objectives

- Understand the two primary reasons for employee coaching.
- Initiate and maintain a successful coaching relationship by establishing rapport and building trust.

Type of Activity	Section	Time (minutes)
 	1.1 The Coaching Process	20
 	1.2 Establishing Rapport	15
 	1.3 Building Trust	10

Total: 45 minutes

The Essentials of Trust

These essential behaviors can help you build trust in a coaching relationship:

- Be honest and behave with integrity.
- Demonstrate competence.
- Do what you say you will do—be trustworthy and keep your promises.
- Trust first.ⁱⁱ Demonstrate trust in the other person by being the first to share information about yourself.
- Demonstrate respect for the other person’s feelings, ideas, and point of view.
- Keep confidential information confidential.
- Be willing to share information and resources, and be honest about the reasons when you are unable to do so.
- Show that you have the other person’s best interests at heart.

Instructor Notes (cont.)



Review “The Essentials of Trust,” incorporating participants’ responses from the previous activity where possible.

“Think back to the Initiating Coaching Example. What are some ways Suki and Jeremy can improve Jeremy’s ability to communicate with his direct reports and build trust?”

Elicit responses and write them on a flip chart page. Add any of the following that participants do not mention.

- Keep confidentiality.
- Be accountable.
- Meet at least once a week.
- Meet in a private place.

“Once you have established rapport and trust, you can move on to the next crucial step in the coaching process: setting goals.”

2.1 Identifying Useful Goals

Useful goals give the person being coached a target for which to aim. They:

- Are specific, relevant, and achievable
- Include action steps, a timeline, and criteria for success

Group Activity: Questions for Setting Goals

Instructions: Read the scenario. Then answer the question.

Scenario: Marc's supervisor, Karin, saw that he was having difficulty staying on top of his workload and meeting his deadlines. She told him what she had observed and asked whether he would like some help getting his workload under control. He accepted gladly. They have already had one meeting, and Karin feels that they have begun to establish rapport and build trust. Now they are meeting to identify his goals and create a coaching plan.

What are some questions Karin could ask Marc to help him focus on what he wants to accomplish and identify his goals?

Instructor Notes



20 minutes



“Goals are essential for successful coaching. They give the person being coached a target for which to aim. But to be useful, goals must meet certain criteria.”

Review the criteria for useful goals.

Ask: “Who sets the goals for coaching?”

Elicit responses until someone says, “The person being coached.” Then continue:

“That’s right. Your job is that of a facilitator—to help the person figure out what’s going on, focus on what he or she wants to accomplish and decide how to achieve his or her goals. That means asking the right kinds of questions.”



Review the instructions. Allow participants 10 minutes to respond in small groups.

Debrief by asking groups to share their answers with the class.

Record them on a flip chart page.

(continued on the next page)

Guidelines for Active Listening

To make sure that you understand what others say and let them know that they have been heard, do the following:

Staying Focused

- Clear your mind.
- Make eye contact.
- Focus on one idea.
- Ignore distractions—other conversations, ringing phones, unrelated concerns, etc.

Capturing the Message

- Be aware of the speaker's tone and body language so you can pick up nonverbal messages.
- Be open-minded—respect the speaker's feelings and point of view, even if you think they may be wrong.
- Avoid telling the person what you think they should do—remember that your job is to help the person come to their own conclusions.
- Extract the main ideas.
- Ask questions as needed to make sure that you understand what the speaker is saying (“Do you mean that...?” “If I understand you correctly, you would like to...”)
- To encourage the speaker to go into the subject in more depth, ask for more information (“That’s really interesting. Could you tell me more?” “I’d really like to know more about...” “Would you like to expand on that?”)
- From time to time, summarize the speaker's verbal or nonverbal message (“I can see that you are upset about...” “You’ve obviously given this a lot of thought...”)

Instructor Notes (cont.)

“Listening is more than just hearing the speaker's words. Active listening means paying attention and focusing on the speaker's message.”



Review “Guidelines for Active Listening” (including those on the next page), incorporating participants' responses from the previous activity where possible.

(continued on the next page)

Group Activity: Implementing Guidelines for Providing Helpful Feedback

Instructions: Think of an employee to whom you would like to give feedback. Using a pseudonym for the employee’s name, give that feedback to your partner as if he or she was the employee. Then do this again, this time allowing the other person to think of an employee and provide feedback. When you are in the role of the employee, just listen—do not respond.

When the activity is over, discuss what you experienced as a speaker and as a listener.

Individual Activity: Your Insights

What insights did you gain from this module that might help you coach employees more successfully?

Instructor Notes (cont.)

“It’s one thing to know the guidelines for useful feedback. It’s another to put them into action. Let’s take a few minutes to try it.”



Ask participants to form pairs. Review the instructions. Allow participants 5 minutes to complete the activity; at 2.5 minutes inform them to switch roles.

Ask several pairs to describe their experience.



Review the instructions. Allow participants a minute or so to respond individually.

Option: Give participants another 1–2 minutes to share their responses with a partner.

“As we’ve seen, asking questions, listening, and giving feedback is central to your role as a coach. Getting better requires continual practice—and as you practice, you’ll find that you are steadily improving as a coach.”

“But coaching can be complicated, and it comes with lots of challenges. In the next module, we’ll discuss the importance of monitoring the employee’s progress and look at ways of addressing some of those challenges.”

4.3 Best Practices for Successful Coaching

Group Activity: Putting It Together

Instructions: Suppose your manager asks you to summarize what you learned today into a set of best practices that could be shared with others who want to coach their employees. Write them on the flip chart page(s).

Instructor Notes



15 minutes



“We’ve explored a lot of topics today, discussed a lot of issues, and come up with some strategies you can use to coach your employees successfully. Now let’s put together everything we’ve learned into a set of best practices for coaching.”

Post several flip chart pages on the wall, one or two pages for each small group.



Ask participants to stand in small groups at their designated flip chart page(s). Review the instructions. Give each group a marker and ask them to select someone to be the recorder. Review the instructions.

Allow the groups 10 minutes to come up with their best practices. When the time is up, allow participants another 5 minutes to walk around the room and look at the other groups’ suggestions.

(continued on the next page)

Test Your Knowledge

1. Which of the following describes employee coaching?
 - a. A more experienced person sharing his or her knowledge and expertise over time to help someone develop new skills.
 - b. A temporary relationship, usually one-way, in which an expert transmits knowledge to others.
 - c. A collaborative relationship in which someone works with another person over time to help them improve their performance and develop their skills.
2. List three elements that are essential for successful coaching:
 -
 -
 -
3. The first essential step in the coaching process is to set goals.
 - a. True
 - b. False
4. Circle the three behaviors for establishing trust.
 - a. Keep confidential information confidential.
 - b. Demonstrate flexibility.
 - c. Do what you say you will do.
 - d. Be honest.
5. What are three elements of a useful development plan?
 -
 -
 -

Instructor Notes



10 minutes



As a final activity, ask participants to complete the “Test Your Knowledge” section individually.

Debrief by reviewing the answers (below and on the next page) as a group.

Answer Key

1. c
2. Credibility, mutual trust, collaboration, communication, confidentiality, open mind, nonjudgmental attitude, patience, belief in process, accountability, commitment.
3. b
4. a, c, d
5. goals, actions, timeline, resources and support.

(continued on the next page)

What our Clients Say about the Reproducible Training Library

“I have used many of the *Reproducible Training* programs and I can't say enough good things about them. The content is easy to tailor—I've even combined programs to meet my clients' specific needs. Not only am I able to provide my clients with a professionally developed, customized program at a reasonable price, but I've saved myself a lot of time and frustration, too. I plan to buy more programs in the future. I highly recommend them!”

Rosemary C. Rulka, MS, SPHR
President
R.C. Rulka Consulting, LLC

“We chose the *Reproducible Training Library* for the open-source format and customizable materials. The programs are well structured and rich with content. Preparation to delivery was less than 2 hours, and the addition of our company themes make the materials look like they were designed in house.”

James T. Puett
Manager, Leadership and Organizational Development
Healthways Human Resources

Delivering high-quality, customized training has never been simpler.

The *Reproducible Training Library* is your comprehensive source for soft-skills content that's downloadable, customizable, reproducible, and affordable. From communication and leadership to team building, negotiating, and more, our experts have done the development work for you. Whether you use the materials “right out of the box” or tailor the content to your needs—download to delivery takes just a few clicks.

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Have questions?

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