

# REPRODUCIBLE TRAINING LIBRARY

Customizable Soft-Skills Courseware

## The Art of Successful Coaching



Instructor Guide

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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.

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# 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.

## Objectives

- Recognize and apply the five approaches to coaching.
- Employ inquiry and advocacy skills when communicating.
- Implement the steps to effective coaching.
- Follow the four-step preparation process for conducting a coaching session.

## Objectives

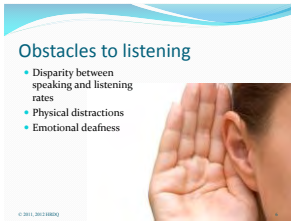
- Develop trust and mutual respect among team members.
- Empower and establish accountability among team members.
- Set meaningful team mission and goals.

# Chapter One



## ***THE COACHING CONCEPT***

**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



# Five characteristics of effective feedback

1. Timely
2. Specific

Instructions: Read each statement and place a “G” next to it if it’s a generalization; place an “S” next to it if it describes specific behavior.

S or G	Statement
	1. James led a brainstorming session with the team.
	2. Margaret is really stressed out and can’t do her job.
	3. Charles’ top priority is watching out for himself.
	4. Gail is the glue that holds this team together.
	5. Scott persuaded his manager to add an extra person to the team for the duration of the project.

3. Fits the individual
4. Relevant to goals
5. Consistent



**Timely:** The closer in time feedback occurs to the behavior, the more likely you are to reinforce, enhance, or redirect the behavior.

**Specific:** Address specific behaviors and actual performance, not the perceived qualities of the other person.  
Activity: 1.S, 2.G, 3.G, 4.G, 5.S

**Fits the individual:** Your approach or style needs to be tailored to make the employee feel as comfortable as possible.

**Relevant to goals:** Focus feedback on behaviors that are related to achieving individual, team, and organization goals. Feedback should be based on an agreed-upon standard that is clearly defined and quantifiable.

**Consistent:** When you’re consistent in giving feedback, both in substance and in style, employees will be able to rely on you, and you’ll be seen as fair. If you’re inconsistent, you may be viewed as showing favoritism.

# Four-step preparation process

## Set the stage

- ◇ Define your objectives. Ask yourself:
  - Can I clearly explain the situation?
  - Do I have all the information?
  - What results do I want?
  - What do I expect to happen?
  - Have I run through possible outcomes?
- ◇ Describe the situation as an opportunity to help the employee.
- ◇ Clarify expectations for the coaching session, defining the time to be spent and the desired outcome.
- ◇ Build empathy
  - Listen attentively
  - Use self-disclosure

## Define opportunity or problem

- ◇ Describe the situation so both parties have the same understanding.
- ◇ Gain agreement on facts
- ◇ Ask questions
- ◇ Voice concerns

### Four-step preparation process

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

**Transition:** This is where the rubber meets the road — your face-to-face coaching session with the employee. There are four steps to an effective session: set the stage, define the opportunity or problem, analyze options, and develop an action plan. These steps are the same regardless of the coaching approach you're using.

**Set the stage:** Self-disclosure demonstrates empathy and shared experiences (but don't dominate the conversation with stories all about yourself); this is about the employee.

### Clarify expectations

Let's spend 15 minutes going through this document so you can see where I think it needs to be improved.

### Build empathy

So what I heard you saying was...

Let me see if I understand this correctly...

**Define opportunity or problem:** Lay the facts on the table and have those involved agree to those facts related to the issue. Be certain to stick only to facts related to the issue; other non-related issues will surface and will detract from solving the issue at hand.

**Voice concerns:** Listen carefully to what the employee says. Validate feelings, not necessarily behaviors. Be prepared to manage how the employee will react. You may need to comfort, and you may need to confront.

**Activity:** This activity encompasses all the material covered so far. Note that participants may interpret each scenario in different ways and choose different approaches based on their perceptions.  
Possible answers:

**Sam:** Confronting this employee seems to be the next step if you have already talked to him. You've probably been supportive in the past and need to be more directive.

**Joann:** Use a counseling approach to uncover all aspects of Joann's feelings about her job. Also, it appears she may be a risk-taker who would benefit from being challenged and pushed out of her comfort zone.

**Shawn:** Encourage Shawn to take more of a leadership role with the team (and perhaps you need to be a mentor yourself to Shawn). Additionally, even if he's not technically a veteran, he would probably respond to the tips given for veterans on the previous page.

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## Coaching scenarios

Instructions: Read each scenario, choose the most appropriate coaching strategy, and map out a one-on-one coaching session.

Sam has had a recent string of bad luck missing deadlines. Every time he has missed a deadline, he has had a reasonable explanation, but he has missed three crucial deadlines in the last two months, and it's affecting other departments. You've talked to him briefly about your concern; however, you haven't noticed any improvement.

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Joann is the employee you most count on when trouble arises. She loves the challenge of solving problems, but quickly becomes bored when things are running smoothly. She has indicated that she's becoming frustrated with the current state of things; however, you don't want to lose this valuable team member.

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Shawn is a star performer. He has consistently exceeded team quotas and raised team standards significantly. You want other team members to follow in his footsteps, but they just feel frustrated trying to catch up to him. Shawn tends to keep to himself, and it's difficult to get him to share his ideas and "trade secrets" with others.

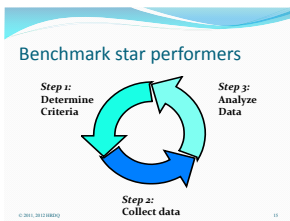
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**Transition:** Once you have identified the key results areas, you must determine the best way to accomplish those results. One way to do this is to benchmark your star performers. The goal is to move your average employees toward your star performers' behaviors, thereby increasing the performance of average employees.

Benchmarking is a way to capture and transfer the expertise associated with key results areas. Both individual behavior and procedural tasks can be benchmarked.



Review the steps of benchmarking.

Step 1: Determine criteria

Step 2: Collect data

Step 3: Analyze data

## Benchmark star performers

### **Step 1: Determine criteria**

- Identify product, process, activity
- Decide aspects to measure: procedure, behavior, belief
- Establish quantitative and qualitative measurements

### **Step 3: Analyze data**

- Assess and report
- Periodically review and modify

### **Step 2: Collect data**

- Decide method
- Observe star performers
- Record information methodically and impartially

**Transition:** Remember that the ultimate goal of coaching is to improve performance of the individual and therefore, that of the organization. Creating a learning environment is another avenue of achieving that same result. Learning environments should be part of every organization's performance improvement system. In fact, a study by Wick and Company found that departments/groups that learned faster had a positive impact on competitiveness and innovation. Here are some ways you can affect learning transfer:

**Intentional:** written communication (manuals, memos, reports, etc.), training (formal courses, self-study, on-the-job, etc.), job rotation/cross training/mentoring, task forces, town meetings.

**Unintentional:** stories and myths, informal networks. Provide opportunities to practice on actual work situations without fear of failure. Instill in each employee a commitment to self-management, and hold each accountable for achieving his or her learning goals.

**Learning style preferences:** This information is based on Howard Gardner's research: *Every person uses all seven learning styles; however, they tend to have a preference for one or two.* We've suggested one approach for each style (see OH); however, there is more than one way to make the most of each style.



# Creating a learning environment

## Goals of a learning environment

- ◇ Learning transfer
  - Intentional
  - Unintentional
- ◇ Reinforcement of star performer behaviors
- ◇ Application of knowledge and information
- ◇ Ease of mentoring
- ◇ Opportunity for reflection

## Characteristics of a learning environment

- ◇ Performance-based and tied to organizational objectives
- ◇ Aspect of every employee's key results areas
- ◇ Accommodates and meets different learning style preferences

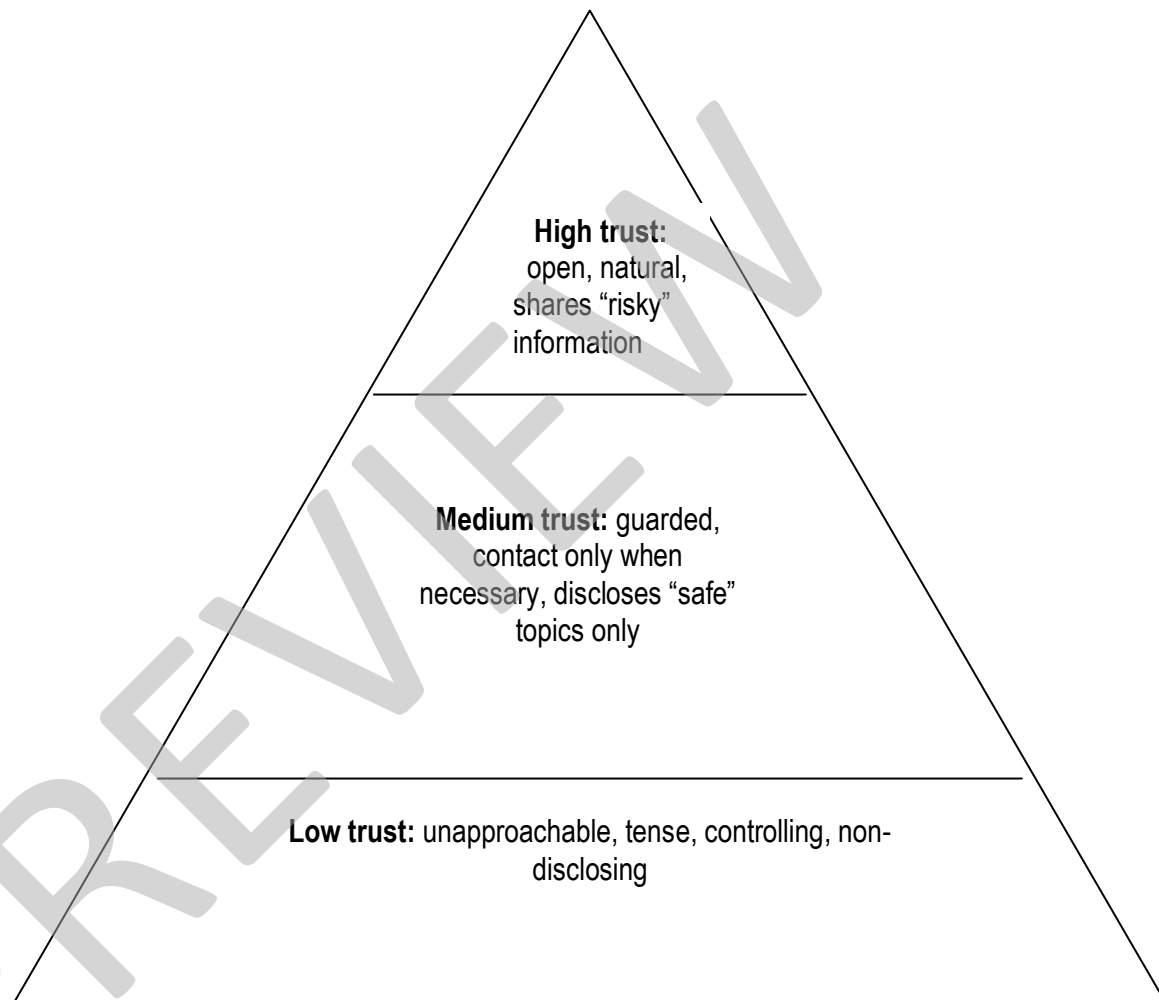
Learning Style	Preferred Approach
Linguistic	
Mathematical/scientific	
Visual/spatial	
Musical	
Kinesthetic	
Interpersonal	
Intrapersonal	

**Introduction:** A high-performing team isn't possible without trust and respect among team members and for the coach (boss or team leader).

**Trust activity:** Display a flip chart labeled A-Z: have participants brainstorm a word or phrase for each letter of the alphabet that relates to building or having trust. Participants should have no trouble coming up with answers such as: follows through on commitments, no backstabbing or gossiping, behaves consistently, listens, accepts others without judging, demonstrates sensitivity and tact, shares information freely, values input from others, admits mistakes and doesn't blame others, etc.

**Activity:** In groups of three, answer the questions pertaining to the given situation. Debrief, using the following possible answers: First you would need to gauge where the team is now in terms of trust—probably at a “low” trust level. You would need to exhibit some “high” trust behaviors such as sharing with the team what you've heard about yourself and being open to feedback about it. Demonstrate your sincerity before tackling the performance problem. Show them that the purpose of your comments is to benefit the team by giving team members the credit when efficiency improves.

## Developing trust and mutual respect



### ***How would you build trust in the following situation?***

You and your newly formed team are getting started on a high-visibility project. You've heard from a peer that team members are suspicious of you and refer to you as “the boss's pet” and “big shot.” You've noticed that some team members are not following the most efficient procedure for completing some important tasks. How do you overcome their concerns and gain their trust? How would you go about informing the team that they should change their work habits?

# Empowering team members

## Four-step process

### 1. Inquire

- ◇ Which mistakes do we need to measure and on what scale?
- ◇ Examples: customer defection, employee turnover
- ◇ How do we determine the fundamental causes of failure?
- ◇ Have we questioned all assumptions, hypotheses, paradigms, generalizations, and sources of theories?

### 2. Learn

- ◇ How do we interpret what we find? Tie it to the big picture, see mistake as a jigsaw puzzle piece — what is it connected to?
- ◇ Have we brainstormed all possible consequences, and results?

### 3. Apply

- ◇ How do we change/fix based on what we find?
- ◇ Are we finding quick fixes that focus on symptoms and not on underlying causes?

### 4. Share

- ◇ Who in the company needs to learn from what we discover?
- ◇ Can we express and defend our ideas?

### Questions to ask

- ◇ What happened? Were you unprepared, lacked certain skill, had unrealistic expectations?
- ◇ Did external factors affect outcome?
- ◇ What knowledge or skill do you need to ensure you don't make the same mistake? How will you obtain that knowledge or skill?
- ◇ Who has an interest in your success and would be willing to help you?

The workbook and overheads contain many questions to ask as you go through the four-step process for learning from mistakes. It would be helpful to solicit an example of a mistake from a participant and use that to go through the process. You can use a humorous approach to get the example, "I know none of you would ever make a mistake, but share one that happened to a co-worker."

Emphasize that the last step is often ignored, often because we don't like to admit our mistakes and want as few people as possible to know about them. But it's important for the benefit of the organization to help make certain the same mistake isn't repeated needlessly.

**Questions to ask**

- What happened?
- Were you unprepared/lacking a certain skill, or did you have unrealistic expectations?
- What knowledge or skill do you need to ensure you don't make the same mistake?
- How will you obtain that knowledge or skill?

**More questions to ask**

- Who has an interest in your success and would be willing to help you?
- Did external factors affect the outcome?
- How can they be avoided in the future?
- How will you obtain that knowledge or skill?

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# Course review

1. List the five roles and responsibilities of coaching.

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2. Match each situation with the appropriate coaching approach.

- |                                   |                |
|-----------------------------------|----------------|
| _____ New employee                | a. Mentoring   |
| _____ Star performer              | b. Counseling  |
| _____ Gap in knowledge            | c. Challenging |
| _____ Personal problem            | d. Encouraging |
| _____ Attitude improvement needed | e. Training    |

3. Which of the following is **not** an inquiry skill?

- a. Probing
- b. Building
- c. Confirming
- d. Encouraging

4. List one obstacle to listening well.

5. List three different methods of training.

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6. Which item is **not** a characteristic of effective feedback?

- a. Measurable
- b. Specific
- c. Relevant to goals
- d. Consistent

7. List the three steps to effective coaching.

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- 1. Encouraging, training, counseling, mentoring, challenging
- 2. New employee:d (encouraging); Star performer:a (mentoring); Gap in knowledge:e (training); Personal problem: b (counseling); Attitude improvement: c (challenging)
- 3. b
- 4. Disparity between speaking and listening rates, emotional deafness, physical distractions.
- 5. On-the-job, modeling, mentoring, classroom, Web or computer-based
- 6. a
- 7. Assess where the person is now, develop and implement a training plan, evaluate and give feedback



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### Have questions?

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