



Coaching

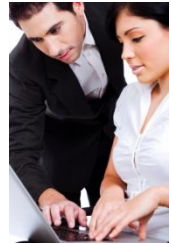
**Scroll Through the Following Slides
to Learn More About Our
Coaching Materials**

www.brainstormdynamics.com

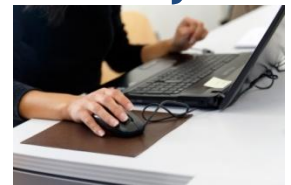
Brief Overview



Our Coaching Content Can Change the Way You Create Some of Your Training and Learning Materials



Making it Simple and Easy to Customize and Publish Workbooks, Leader's Guides, eLearning Content, Handouts, and Other Learning Materials . . .



Saving Both Time and Money



The Participant's Workbook and Leader's Guide



Are Created in Microsoft WORD

COACHING

Overview

Coaching provides you with the essential information and skills needed for you to excel in your interactions with employees and peers.

In particular, this program enhances your abilities to coach on a day-to-day basis rather than on a quarterly, semi-annual, or annual basis. You will help others succeed in the organization by coaching to maximize job performance while enhancing the results of tasks and projects. You will learn to identify the behavior patterns essential for job success. You will also understand how to assist employees who seek higher levels of responsibility.

Coaching is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

Course Objectives

Our goal is to build greater personal skill and confidence in your ability to provide coaching by focusing on the areas listed below.

- Effectively Communicating Observations
- Using and Communicating Positive Reinforcement
- Managing and Guiding the Performance of Others
- Clarifying Quality as it Relates to Goals, Assignments, etc.
- Identifying and Applying Essential Performance Factors
- Developing a General Coaching Guideline
- Using Different Types of Coaching Discussions
- Solving Problems of Motivation
- Using Listening Skills
- Effectively Using Questions
- Identifying "Blocks" to Coaching

Personal Objectives

In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Coaching. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives.



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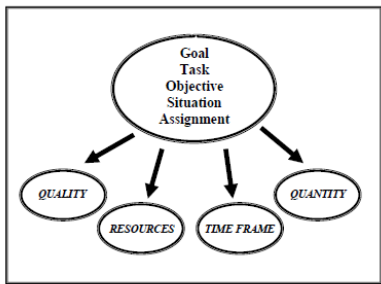
COACHING

Managing the Performance of Others

One of your goals as a coach is to help others succeed in the organization. Success is generally measured in organizations by judging the performance of an individual or team on the basis of pre-determined goals, objectives, and expectations. Shown below is a diagram that you can use to help you succeed as a coach while also managing the performance of others.

This visual model will help you to remember there are four categories to consider in coaching sessions when you're discussing projects, assignments, goals, objectives, etc. These different categories or constraints are interdependent. A change in one category can be offset by a change in another. The categories of the visual model trade-off against each other.

For example, if a schedule is suddenly moved forward from June to April, and your employee needs some coaching assistance, you can deal with this change by determining how to manage the remaining categories. You can lower the quantity or quality, increase the resources on the project, or manage a combination of all three.



12

Sample Two-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

Opening the Workshop	20 minutes	8:30 - 8:50
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Solving Problems of Motivation	90 minutes	9:50 - 11:20
Listening Acknowledgments	15 minutes	11:20 - 11:35

3

Communicating Observations

1) State the following and direct participants to page 2.

This section of Coaching focuses on improving your communication skills not only as a coach, but also across all lines in the organization. The manner in which you communicate situations to employees, peers, team members, customers, and others, will go a long way toward maximizing the interaction.

We usually treat others the way we've been treated, for better or worse. For example, the abused child often becomes the child abuser. The abused employee may become an abusive boss. Fortunately, effective interactions are also learned through observation.

You need to communicate observations in a way the other person understands. Not only must the other person understand what you're saying, you must also describe it in a way that sets a proper tone. Done poorly, you may create a set of unnecessary problems.

All we're trying to do at this point is set-up the conversation so that we have a useful discussion. We're trying to avoid all the problems that can result from poor communication.

What are some methods people use to communicate observations or problems?

Create a discussion. Examples could include avoiding a discussion by sending someone else, getting angry or frustrated, using a good news/bad news ploy, being insincere, misusing language, pretending to care, making accusations, etc.

Let's look at the three things effective communicators do in these situations on page 2.

1) They are direct and to the point.

People prefer a direct approach. Don't beat around the bush or be evasive. Come right to the point.

2) They are specific and concise.

Be sure the other person understands the situation without confusion. Don't allow the other person the opportunity to interpret what you say. To help you be more specific, state expectations, and then state observations.

First, describe the desired, agreed upon, or expected action. If you don't have an agreement, and your communicating a problem you've observed, the problem may stem from unclear goals.

Next, describe what you've observed. Explain the situation exactly how you see it and how it differs from your agreement. This is especially critical when communicating problems.

11

Sample Workbook Pages

COACHING

Overview

Coaching provides you with the essential information and skills needed for you to excel in your interactions with employees and peers.

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Coaching is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

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1

Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

• Workbook pages 11 - 15

LEADERSHIP

Skill Practice

This is your first opportunity to practice skills in this program. Use any of the previous work-related situations you worked on under Listening Responses or Questioning Skills. This first skill practice is fairly simple and is practiced in groups of three people. The person practicing the skills is to be in a leadership role and keep the conversation alive using their listening responses, listening acknowledgments, and questioning skills for about 2 minutes. That's all. The person responding to the person practicing is to act as an employee and respond as appropriately as possible. The third person in the group is the coach.

Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist

- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

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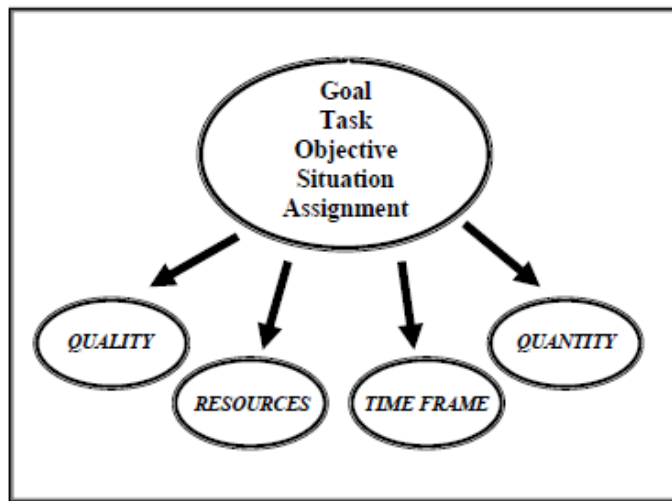
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For example, if a schedule is suddenly moved forward from June to April, and your employee needs some coaching assistance, you can deal with this change by determining how to manage the remaining categories. You can lower the quantity or quality, increase the resources on the project, or manage a combination of all three.



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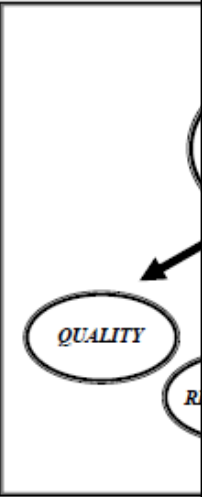
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COACHING 

General Coaching Guideline

On the next two pages is a simple coaching guideline you can use to help you with any coaching discussion. Start with number one and talk about the questions you might ask the employee to establish a positive atmosphere. Follow the same format for each of the four guidelines. Be sure to talk out-loud with your small group to gain everyone's insights.

1) Establish a Positive Atmosphere that Invites Participation

- Plan the discussion in advance. Take measures to prevent interruptions and ensure the employee's confidentiality.

Questions you may want to ask: _____

2) Clarify and Confirm the Agenda (Verbal)

- Ask the employee to define the agenda from his or her perspective.
- Ask questions to clarify the employee's expectations and desires. Confirm with the employee the direction the session will take before moving on.
- Add to the agenda if necessary. Link your suggestions to the employee's.

Questions you may want to ask: _____

Meetings

series of short-term meetings instead of two-days, and below. Each segment of the program will run

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Blocks to Leadership


LEADERSHIP

Skill Practice

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Skill Practice Coaching

LEADERSHIP 

Practice Coaching Checklist

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Sample Workbook Pages

Coaching provides you with your interactions with employees.

In particular, this program is more than a quarterly, semi-annual, or annual organization by coaching and projects. You will also understand the importance of coaching.

Coaching is designed for your shop. This training program is designed to integrate your work with coaching.

Our goal is to build great coaching by focusing on the following:

- Effectively Communicate
- Using and Communicate
- Managing a Team
- Clarifying Objectives
- Identifying and Communicate
- Developing a Coaching Plan
- Using Different Coaching Techniques
- Solving Problems
- Using Listening Skills
- Effectively Using Coaching
- Identifying and Communicate

In this section of your workbook, you will learn how to accomplish the exercises by the end of the session. This will help you determine what your initial objective is about the exercises and talk to your employees.

Managing a Team

One of your goals as a coach is to generally measure in on the basis of performance of others. This is a diagram that you can use to help you understand the performance of others.

This visual model will be used in your coaching sessions when you are coaching. These different categories can be offset by a change in each other.

For example, if a scheduled employee needs some coaching, how to manage the remaining resources on the project.



Coaching

On the next two pages is a coaching discussion. Start with an employee to establish a coaching discussion. Be sure to follow the guidelines. Be sure to follow the guidelines.

1) Establish a Positive Coaching Relationship

- Plan the discussion to ensure the employee is motivated.

Questions you might ask:

2) Clarify and Confirm

- Ask the employee to describe the situation.
- Ask questions to clarify the employee's understanding.
- Add to the agreement.

Questions you might ask:

COACHING

Solving Problems of Motivation Exercise

Identified below are 9 work-related situations for you to choose from. In your groups, select a situation and develop the words you might use with an unmotivated employee, following the flow on pages 38 and 39. Each person in the group should choose a different situation. Try to complete 4 to 6 of the situations. If you have some different work-related situations you'd like to work on, then use those. Really think about your words. Be as creative as you can with your words so you become a great catalyst for the employee. Remember to use power words like impact, importance, value, results, difference, savings, benefits, advantages, significance, and seriousness.

1. Your employee doesn't show much interest in accomplishing one of your functional or department standards (identify one) that you recently developed. What do you say?
2. Your employee is barely achieving one of your team's standards (identify one). What do you say to motivate him so the level of performance doesn't continue?
3. Your employee complains about another team member's lack of interest in working together. She's concerned because she relies on this person to successfully achieve her work. What do you say?
4. You notice your employee being unmotivated and just going through the motions in front of a customer. What do you say?
5. Your employee made a mistake and isn't interested in fixing it for themselves. You're concerned it will be repetitive unless she does take the time to fix it. What do you say to deal with her lack of interest?
6. Your employee requests you look up some information for him because you have more experience, even though he really should do it himself. What do you say to him?
7. During a coaching session, your employee doesn't seem convinced about each of your suggestions to a problem. She uses words like, "I don't know. I guess that'll help." What do you say to her?
8. Your employee is slacking off because he feels you are always assigning work to him. He might be right since he is one of your valued producers. What do you say to get him back on-track?
9. A deadline is missed by your employee. She indicates she didn't have enough time when you really know that she procrastinated until the last minute. When you speak with her, she isn't very enthused about hitting a new deadline. What do you say to get her enthused again?

Sample Leader's Guide Pages

Sample Two-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

Opening the Workshop	20 minutes	8:30 - 8:50
Communicating Observations	30 minutes	8:50 - 9:20
Positive Reinforcement	30 minutes	9:20 - 10:10
Break	15 minutes	10:10 - 10:25
Managing the Performance of Others	90 minutes	10:25 - 11:55
Lunch	60 minutes	11:55 - 12:55
Skill Practice	90 minutes	12:55 - 1:25
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Essential Performance Factors	90 minutes	1:40 - 3:10
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Review Day 1	10 minutes	8:30 - 8:40
Coaching Discussions	30 minutes	8:40 - 9:10
General Coaching Guideline	20 minutes	9:10 - 9:30
Four Elements of Follow-Up	5 minutes	9:30 - 9:35
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Short-Term Meetings

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Skill Practice Coaching

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Skill Practice Coaching Checklist

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 - Use Effective Listening Responses?
 - Provide Full Attention?
 - Clarify and Confirm?
 - Provide Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

Skills of an Effective Leader Exercise

Identify all group the leadership skills you believe are necessary to deal with each situation below and on the following page. Write down the ideas your group situation. Also talk about how you would apply the skills in each situation.

Working with your team and you notice that whenever you give an idea, your idea as the one best way, no matter what you say. How do you respond?

Sample Leader's Guide Pages

The times listed below are important to allow the participants to easily modify these times and make your time

Opening the Workshop

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Skill Practice

Break

Essential Performance Factors

Break

Skill Practice

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Review Day 1

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Create a discussion. Examples could include avoiding a discussion by sending someone else, getting angry or frustrated, using a good news/bad news ploy, being insincere, insulting language, pretending to care, making accusations, etc.

Let's look at the three things effective communicators do in these situations on page 2.

1) They are direct and to the point.

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Be sure the other person understands the situation without confusion. Don't allow the other person the opportunity to interpret what you say. To help you be more specific, state expectations, and then state observations.

First, describe the desired, agreed upon, or expected action. If you don't have an agreement, and your communicating a problem you've observed, the problem may stem from unclear goals.

Next, describe what you've observed. Explain the situation exactly how you see it and how it differs from your agreement. This is especially critical when communicating problems.

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What Went Well?

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Sample Leader's Guide Pages

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- Lunch
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- Review Day 1
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- General Coaching Guidelines
- Four Elements of Follow-up
- Break
- Solving Problems of Motivation
- Listening Acknowledgment

Coaching

1) State the following and observations

This section of Coaching Observations is for the coach, but also across all coaching situations to employ a way toward maximizing effectiveness.

We usually treat others as abused child often become boss. Fortunately, effective coaching can change this.

You need to communicate with the other person using a tone that sets a proper tone.

All we're trying to do at this point is to get the conversation started.

What are some methods of coaching?

Create a discussion. Even if you're getting angry or frustrated, use language, pretending to be a coach.

Let's look at the three types of coaching:

- 1) They are direct and to the point.
- 2) They are specific and clear.
- 3) They are collaborative.

Be sure the other person understands the expectations, and then state them clearly.

First, describe the desired behavior, and your communication goals.

Next, describe what you observe that differs from your agreement.

Skill Practice - Continued

completed their repetitions for about four of the listed situations, then you can switch roles. This means you shouldn't switch roles until you've completed 12 to 20 quick skill practices.

You can change any of the eight situations to better reflect your work. Just remember to state expectations and observations in a non-threatening manner, and the practice session will go well.

Using #2 as an example, you might catch the employee after the meeting to find out what's going on and say, "We agreed in our first meeting that we would be on time for all meetings for the reasons we discussed, or at least call ahead. I noticed you were 30 minutes late and I never received a call. What happened?"

That took about 15 seconds. The coach would provide his or her insights, and you would practice it again. It's that simple.

As coaches, listen for the expectations and observations. Also, look for the closed-ended transitional question that might shut the interaction down. For example, asking, "Is there a problem?" instead of, "What happened?" might create unnecessary negative responses.

Plus, you've assumed there is a "problem" when there might not be one from the employee's perspective. It may depend on each person's point of view. Try to remove any language that could be perceived as judgmental or labeling.

On pages 5 and 6 are Skill Practice Coaching Checklists that should help you when you are coaching.

Do you have any questions about how the skills practices should be done?

Answer any questions.

I would also like for you to do these standing-up if the interaction would mostly occur in that manner. I'll be walking around and available to provide any assistance.

2) Walk around and assist as needed.

Make sure they are doing the skill practice properly, especially the coaching. You want them to get in as many practice opportunities, as time will allow.

3) State the following to draw conclusions.

I'd like to go around to each group and hear what you got out of this skill practice.

14

Meetings

Use segments of short-term meetings instead of two-days. Below. Each segment of the program will run for 15-20 minutes.

Leadership

Check to Leadership

LEADERSHIP

Skill Practice

Use the skills in this program. Use any of the previous workshop activities. This first practice is in groups of three people. The person practicing and keep the conversation alive using their listening and questioning skills for about 2 minutes. That's all practicing is to act as an employee and respond as appropriate in the group is the coach.

Use for longer than 2 minutes. There should be plenty to practice is stopped, the coach provides his or her insight and tries to incorporate the coaching he or she just received. If you follow the rules, and the coaches practices will be worthwhile. Outlined below are some basic skill practice.

Practice Coaching

LEADERSHIP

Practice Coaching Checklist

1. Did the Preventing Emotion? Responses?

2. Did the Preventing Emotion? Responses?

3. Did the Preventing Emotion? Responses?

4. Did the Preventing Emotion? Responses?

5. Did the Preventing Emotion? Responses?

Sample Leader's Guide Pages

The times listed below are important to allow the participants and make your time

Opening the Workshop

Communicating Observations

Positive Reinforcement

Break

Managing the Performance

Lunch

Skill Practice

Break

Essential Performance Factors

Break

Skill Practice

Day 2

Review Day 1

Coaching Discussions

General Coaching Guidelines

Four Elements of Follow-up

Break

Solving Problems of Motivation

Listening Acknowledgments

Coaching

1) State the following and discuss

This section of Coaching coach, but also across all categories situations to employ way toward maximizing

We usually treat others abused child often become boss. Fortunately, effective

You need to communicate must the other person use that sets a proper tone.

All we're trying to do at discussion. We're trying to

What are some methods

Create a discussion. Even getting angry or frustrated language, pretending to

Let's look at the three things

1) They are direct and to the

People prefer a direct approach the point.

2) They are specific and clear

Be sure the other person other person the opportunity expectations, and then state

First, describe the desirement, and your communication unclear goals.

Next, describe what you it differs from your agreement

completed their repetition This means you shouldn't

You can change any of the state expectations and objectives will go well.

Using #2 as an example, going on and say, "We agree for the reasons we discuss never received a call. Why

That took about 15 seconds practice it again. It's that

As coaches, listen for the transitional question that "problem?" instead of, "Why

Plus, you've assumed the employee's perspective. It's language that could be

On pages 5 and 6 are Skills are coaching.

Do you have any questions

Answer any questions.

I would also like for you that manner. I'll be walking

2) Walk around and assist

Make sure they are doing get in as many practice opportunities

3) State the following to discuss

I'd like to go around to each

Essential Performance Factors Exercise

1) Direct participants to page 22.

Before you do your exercise, let's do one quickly as a group exercise. Turn to page 22. You can see the worksheet on this page. Let's say we use listening as our performance factor. First, describe in as few words as possible what you mean by listening and where the skill should be applied.



Gain responses. You may want to write their responses to each question on the flip chart.

Why is listening so important?

Gain responses.

What don't you mean by listening? Remember, give me an example so I don't focus on doing something you don't mean by your definition.

Gain responses. An example might be saying you're listening while you're doing something else, or saying, "uh huh," while slightly nodding your head, all the while it's clear by looking in your eyes that you're really not paying attention. That's not what you mean by listening.

What do you mean by listening? Now give me an example of exactly what you mean. If necessary, show me.

Gain responses. A positive example would be stopping everything else you're doing, putting down whatever is in your hand, looking the person right in the eye, and re-stating what he or she is saying to prove you're listening. That could be part of what you mean by listening. You could model both examples to make you point. Give your own examples that are relevant to the participants.

What we did is exactly what I want you to do in the exercise. As you just saw, it's not so easy to describe each performance factor. In the exercise, try to paint word pictures. If you have a difficult time describing the factors in here, it's likely you'll also have a difficult time when you leave the workshop.

2) State the following for the small group exercise.

This exercise is to be completed in groups of three people. One group member is to go at a time and lead the discussion. The person leading the discussion selects one or more performance factors for an employee. On pages 23 and 24 you can write down what you brainstorm as a group.

Under number one, write the performance factor. Then move to number 2 and complete the page. Make sure your examples are specific. When one person is finished leading the

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