Welcome and Workshop Overview

*Welcome* Manufacturing team to the Coaching Technique Series.

*Show* the overhead *Objectives for Coaching Techniques Series* (Slide #2-3), and the *Program Flow* (Slide #4)  *Review* Program Norms (Slide #5)

*Review* the following administrative details:

- Session length
- Breaks

*Ask* each participant to come to the front of the room to select his/her potato. Tell the group that they need to care for this potato throughout today’s session.

Facilitator Commentary

Transition to Key Values

*Show* the *Superior Coaching Model* (Slide #6)

*Make* this comment:

- Up to this point in the Coaching Techniques Series, we’ve been gaining a general overview of the *Superior Coaching Model* and now we will examine and practice the elements in detail.

Group Activity

What Superior Coaches Believe

Show the overhead, *What Superior Coaches Believe* (Slide #7-9)

(Read Trainer’s Notes for the What Superior Coaches Believe activity.)

**Objectives**

To help participants understand the beliefs of superior coaches and identify how these beliefs affect the behavior of superior coaches. Participants are given the opportunity to examine their own beliefs about coaching and compare these to the beliefs of superior coaches.

**Description**

Participants work as teams and review the beliefs that are characteristic of superior coaches. (They have already briefly reviewed these beliefs in previous exercises.) In this exercise, however, they associate specific implications listed below and ensure each team member understands them. They should work as a team. For each belief identified in Step 2, they will identify at least one concrete implication of the belief, i.e., something specific that a coach would do because of this belief. Space has been provided under each belief for their notes.

**Time:** 10 minutes

**Materials:**

- Copy of *What Superior Coaches Believe* for each participant.
- Overhead, *The Superior Coaching Model*
- Overhead, *What Superior Coaches Believe*
- Chapter 2, COACHING

**Review** the exercise and its objectives. Assign breakout areas, if used.

**Refer** to overhead, *What Superior Coaches Believe* (Slide #7-9), in setting up the exercise. **Leave overhead on screen during exercise.**
(**Make certain that participants know where they are in developing their understanding of each element in the model.)

*Call* time on the activity and return to the general session.

**Group Discussion**

**Debrief**

*Ask* for and answer any questions.

*Discuss* how beliefs influence what coaches actually do.

*Make* the following point:

- How beliefs influence one’s views of coaching.

**Facilitator Commentary**

**Transition to Essential Characteristics**

*Make* the following comment:

- We have looked at the first element in the Superior Coaching Model and are now looking at the second.

*Show* the *Superior Coaching Model* (Slide #12), and *Essential Characteristics* (Slide #13)

*Make* this comment:

- Time does not permit us to look at each *Essential Characteristic* in depth, so we will be concentrate on *Communicating Respect*.
Group Activity

Testing our Understanding of Communicating Respect

*Distribute* the handout, *Practicing Communicating Respect*. (Page #15-16)

*Show* the overhead, *Meaning of Respect*. (Slide #14)

** Leave up on screen throughout activity**

*(Read Trainer’s Notes for the Practicing Communicating Respect activity.)*

**Objectives**
To give participants the opportunity to practice behaviors of attending and inquiring and get feedback from their fellow team members.

**Description**
Each participant imagines that he/she is at the beginning of a coaching conversation for any of the performance applications—resolving problems, teaching new knowledge or skills, supporting performance, and adjusting performance.

They then create some concrete situation in which they are using the performance application that you have selected. They prepare a statement they might use at the beginning or the end of the application that demonstrates respect and a second statement that does not. The team then discusses each statement and gives concrete reasons why members agree that the statement does or does not communicate respect.

**Time:** 20 minutes

**Materials**
- Copy of *Practicing Communicating Respect* for each participant
- Overhead, *Meaning of Respect*
- Chapter 2, *COACHING*
**Review** the exercise and its objectives. Assign breakout areas, if used.

**Call** time on the activity and return to the general session.

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**Group Discussion**

**Debrief**

*Ask* participants to give a few examples of their statements that demonstrate respect and those that do not.

*Ask* for and answer any questions.

**Review** the:

- List of essential characteristics  *(Show *Essential Characteristics* – Slide #13)*
  - Balance
  - Being Concrete
  - Shared responsibility
  - Shape
  - Respect
- Meaning of Respect *(Slide #14)*

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**Facilitator Commentary**

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**Transition to Critical Skills**

*Show* the *Superior Coaching Model* (Slide #17),

**Review** the Superior Coaching Model and its elements

*Show* the overhead, *Critical Skills* (Slide #18)
**Make** the following comments:

- We have covered values and essential characteristics, and now turn to the third element, critical skills.
- Time does not permit looking at each skill in depth, time will be allocated during the Roundtable discusses to do this. So at this time we will concentrate on the skills of attending, inquiring, and reflecting.  
  **Review** the Critical Skills...ensure that participants understand each of these skills. Give them concrete illustrations.

**Group Activity**

**Practicing Attending, Inquiring, and Reflecting**

**Distribute** the handout, *Practicing, Attending, Inquiring, and Reflecting* (Page #19)

**Show** the overhead, *Critical Skills* (Slide #18)

**Leave up on screen throughout activity**

(Read Trainer’s Notes for the Practicing Attending, Inquiring, and Reflecting activity.)

**Objectives**

To give participants the opportunity to practice behaviors of attending, inquiring, and reflecting, and receive feedback concerning their performance.

**Description**

Each team member selects a topic from the list provided to discuss with another team member. Arrange the teams in a circle. Start with any one member. That person uses the topic that he/she has selected from and talks to the person to his/her left for two minutes. The person being spoken to is responsible for using the attending, inquiring, and reflecting behaviors during the interaction. The rest of the team records its
observations on the *Observation Sheet* found on the following page during the interaction. At the end of each interaction, each team member uses the sheet to give feedback to the person being observed.

**Time:** 30 minutes

**Materials**

- Copy of *Practicing Attending, Inquiring, and Reflecting* for each participant
- Copy of *Observation Sheet* for each observer
- Overhead, *Critical Skills*
- Chapter 2, *COACHING*

**Review** the exercise and its objectives. Assign breakout areas, if used.

**Call** time on the activity and return to the general session.

**Group Discussion**

5 MINUTES

**Debrief**

**Ask** for examples from participants of the three kinds of behaviors, attending, inquiring, and reflecting.

**Ask** for and answer any questions.

10 MINUTES

**Interactive Presentation**

**Performance Applications: Resolving Problems, Teaching,**
**Supporting Performance, and Adjusting Performance**

**Show** the overhead, *The Four Performance Applications* (Slide #20)
**Show** the overhead, *The Core Conversation* (Slide #21)
Describe briefly Resolving Problems application:

- **Resolving Problems**: The first performance application of coaching includes the many kinds of conversations in which managers and leaders work to resolve a wide variety of problems presented to them by others.

Show the overhead, *Resolving Problems Performance Applications*. (Slide #22)

Describe the special characteristics of the Resolving Problems Application. Identify what the coach is accomplishing in the expanding and focusing phases of the conversation.

Describe briefly Teaching application.

- **Teaching**: Teaching is another primary function of coaches, who may teach individuals and teams technical information and skills and the values and culture of the organization—sometimes called mentoring.

Show the overhead, *Teaching Performance Application* (Slide #23)

Describe the special characteristics of the Teaching Application. Identify what the coach is accomplishing in the expanding and focusing phases of the conversation.

Describe briefly Supporting Performance Application

- **Supporting Performance**: In addition to resolving problems and teaching, coaches also interact with individuals and teams to support their performance. Supporting performance can mean giving information about changes in requirements or expectations, or giving feedback to assure others that their performance is on target.

Show the overhead, *Supporting Performance Application*. (Slide #24)

*Describe* the special characteristics of the Supporting Performance Application. Identify what the coach is accomplishing in the expanding and focusing phases of the conversation.

*Describe* briefly *Adjusting Performance Application*

- **Adjusting Performance**: Sometimes coaches must make significant adjustments in the performance of individuals and teams. They must confront performance that is below expectations or established standards, and also challenge people who are performing at one level to move to a higher level.

Show the overhead, *Adjusting Performance Application*. (Slide #25)

*Describe* the special characteristics of the Adjusting Performance Application. Identify what the coach is accomplishing in the expanding and focusing phases of the conversation.

**BREAK**

Practice Interaction

Performance Applications – Skill Practice

Distribute the handouts:

- *Practice Interaction – Performance Applications Instructions* (Page #26-27)
- *Skill Practice - Performance Application: Resolving Problems* (Page #28)
- *Skill Practice – Performance Application: Teaching* (Page #30)
- *Skill Practice – Performance Application: Supporting Performance* (Page #31)
- *Skill Practice – Performance Application: Adjusting Performance* (Page #33)
Show the overhead, *The Four Performance Applications* (Slide #35)

*(Read Trainer’s Notes for the Skill Practice Performance Applications activity.)*

**Objectives**

To give participants the opportunity to practice all the elements in the Superior Coaching Model and apply these elements to a performance application that focuses on resolving problem, teaching, supporting, or adjusting performance. Participants are given feedback on the demonstrated competency in using the Superior Coaching Model and using it in the performance application, *Resolving Problems, Teaching, Supporting, or Adjusting*.

**Description**

Members work in teams. Breakout areas are highly suggested. In this exercise each member takes a turn at serving as a coach and practices using the performance application of their choice—Resolving problems, Teaching, Supporting, or Adjusting. The facilitators should observe interactions when possible for feedback. Each member receives feedback on how well he/she used the elements in the Superior Coaching Model in carrying out the coaching conversation.

**Time:** 40 minutes, 4 rounds at 10 minutes each

**Materials**

- Copy of *Practice Interaction – Performance Applications Instructions*
- Copy of *Skill Practice - Performance Application: Resolving Problems*
- Copy of *Skill Practice – Performance Application: Teaching*
- Copy of *Skill Practice – Performance Application: Supporting*
- Copy of *Skill Practice – Performance Application: Adjusting*
- Copy of *Observation Sheet* (for each participant)
- Designated breakout areas
- Overhead, *The Four Performance Applications*
- Overhead, *Resolving Problems Performance Application*
• Overhead, *Teaching Performance Application*
• Overhead, *Supporting Performance Application*
• Overhead, *Adjusting Performance Application*
• Chapter 2, COACHING

**Review** the application and ensure that its meaning is clear for each participant.

**Show** the overhead, *Giving Feedback* (Slide #36)

**Call** time on the activity and return to the general session.

**Group Discussion**

**Debrief**

**Ask** for and answer any questions and discuss the participants’ key learnings.

**Facilitator Commentary**

**Conclusion of Session Three.**

**Ask** group, “What do they need to do, as coaches, to ensure that they create a coaching behavior with their employee?”

- Try to get responses, such as being disciplined, remember the elements of the model, **FOLLOW-THROUGH**

**Ask** for a volunteer from each group to come forward.
**Demonstrate** for the 3-4 participants, the concept of follow-through with the straw & the potato. Repeat demonstration until each participant is successful.

**Ask** participant to return to group with straws for group. Have participant teach/coach his/her group how to pierce the straw through the raw potato.

**Show** the overhead, *Superior Coaching Model*, (Slide #37)

**Show** the overhead, *Objectives for Coaching Techniques Series*, (Slide #38) and **Review** those objectives

**Break** into Review groups. **Take** a couple of minutes to complete your *Review and Action Log*. (Slide #39)

**Call** time on the activity and return to larger group.

**NOTES:**

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