

Coaching and Mentoring

Instructor Guide

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# US-Jaycees-logo-white-and-greenPreface

*Learning is a treasure that will follow its owner everywhere.*

*Chinese Proverb*

## What is Courseware?

MC900071138[1]Welcome to Corporate Training Materials, a completely new training experience!

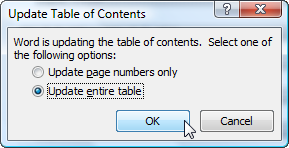
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

## How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants’ industry, or additional information. You can, of course, also use all of your word processor’s other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click “Update entire table” and press OK.

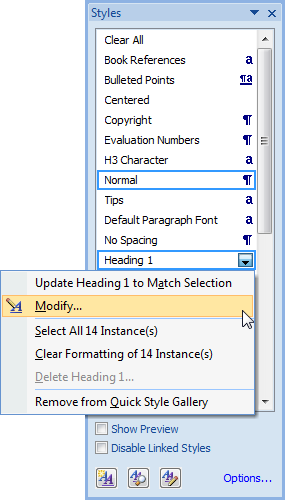


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to Word 2007 or 2010 Essentials by Corporate Training Materials.

## Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

* Laptop with projector, for PowerPoint slides
* Quick Reference Sheets for students to take home
* Timer or watch (separate from your laptop)
* Masking tape
* Blank paper

## Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

* Make it customized. By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
  + Use examples, case studies, and stories that are relevant to the group.
  + Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
  + Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)
* Make it fun and interactive. Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
* Make it relevant. Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
* Keep an open mind. Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

# US-Jaycees-logo-white-and-greenModule One: Getting Started

*What makes a good coach? Complete dedication.*

*George Halas*

You are in your office looking over your performance report and it happened again. Your low performing employee failed to meet quota this month even after you spoke with them about the importance of meeting goals. This employee has a great attitude and you know they can do better. You just do not know how to motivate them to reach the goal. Money used to work, but that has worn off. You are baffled and you know being frustrated makes matters worse. What do you do?

This workshop focuses on how to better coach your employees to a higher performance. Coaching is a process of relationship building and setting goals. How well you coach relates directly to how well you are able to foster a great working relationship with your employees through understanding them and strategic goal setting.

An easy-to-understand coaching model taught in this workshop will guide you through the coaching process. Prepare yourself to change a few things about yourself in order to coach your employees to better a performance.

## Housekeeping Items

Take a few moments to cover basic housekeeping items.

* If you need an opening or a way to introduce the participants to each other, utilize the Icebreakers folder to begin or between breaks during the day.
* Let participants know where they can find washrooms, break facilities, and fire exits.
* Ask participants to turn off their cell phones or at least turn them to vibrate. If they must take a call, request that they do it outside.
* Take this time to encourage the group to ask questions and make this an interactive workshop.
* Write the words Respect, Confidentiality, and Practice on a piece of flip chart paper and tape it to the wall. Explain to participants that in order to get the most out of this workshop, we must all work together, listen to each other, explore new ideas, and make mistakes. After all, that’s how we learn!

## The Parking Lot

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900057299[1].wmfExplain the concept of The Parking Lot to participants.

* The Parking Lot is a visible place where you will “park” ideas that arise which are not on the agenda, may be off topic, or are better addressed outside of the program.
* At the end of the session, we will review parked ideas and follow up, or make suggestions for your own investigation when you are back at work.

Suggestions for the trainer:

1. If you are working with a large group of participants, you may wish to nominate a recorder to park items as you are facilitating.
2. It’s a good idea to note the name of the contributor along with the parked item.
3. Items noted on the parking lot can be useful to you later as you plan future training sessions.

## Workshop Objectives

C:\Users\Kimmi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JVU559D0\MCj02934740000[1].wmfBefore you leave this session today, you should be more familiar on the topic of coaching your people to better performance. We have 10 objectives that will allow us to achieve the overall goal of becoming better coaches.

Here are our learning objectives for today:

* Define coaching, mentoring and the GROW model.
* Identify and set appropriate goals using the SMART technique of goal setting.
* Identify the steps necessary in defining the current state or reality of your employee’s situation.
* Identify the steps needed in defining options for your employee and turn them into a preliminary plan.
* Identify the steps in developing a finalized plan or wrapping it up and getting your employee motivated to accomplish those plans.
* Identify the benefits of building and fostering trust with your employee.
* Identify the steps in giving effective feedback while maintaining trust.
* Identify and overcoming common obstacles to the growth and development of your employee.
* Identify when the coaching is at an end and transitioning your employee to other growth opportunities.
* Identify the difference between mentoring and coaching, using both to enable long-term development through a positive relationship with your employee.

## Action Plans and Evaluation Forms

During the course of the workshop, you may encounter items that you may want to follow up with later. The Action Plan form is a great tool, allowing you the ability to jot down action items and form high-level action plans. Keep the form handy so you can write things down quickly or as needed.

The evaluation is meant to be filled out at the end of the class. We value your thoughts about this class. Look over the form and get an idea of what questions we would like you to answer, this way you will be better prepared to complete this form at the end of this workshop.

Let us get into our first topic for today. We are going to learn some definitions and a new model for coaching.

# US-Jaycees-logo-white-and-greenModule Two: Defining Coaching and Mentoring

*We are all capable of change and growth; we just need to know where to begin.*

*Blaine Lee*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900441521[1].wmfBefore getting deeper into the subject of coaching, it is prudent to discuss mentoring and what it tries to achieve. Understanding the difference between coaching and mentoring will help you be clear on your coaching objective. Many times, these two concepts are misunderstood.

The goal of this module is to define both concepts and introduce a coaching model that will allow you to focus on improving performance. Let us begin by defining what coaching is.

## What is Coaching?

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900056811[1].wmfA coach tutors or instructs a person to achieve a specific goal or skill. In baseball, a batting coach only focuses on the mechanics of hitting the ball. They spend time instructing the hitter how to change their swing to improve their performance. They give exercises and goals to the hitter that target the swing of the bat.

In the office environment, you may see similar coaches helping others improve a skill. They may be sales coaches or customer service coaches. No matter what the area of focus is, a coach specializes on improving one or two areas of development at a time.

Here is a recap of the characteristics of a coach:

* Trainer
* Instructor
* Tutor
* Focus on one or two skills at a time
* Their interaction is planned and structured

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will identify the characteristics of a coach. |
| **Lesson Summary** | Coaching is a tutoring and training process where specific behavioral or performance goals are reached. |
| **Materials Required** | * A deck of characteristic cards per table, some describing a coach and others describing mentor * Once card title “A Coach is…” for each table * Power point slide or flip chart with instructions |
| **Planning Checklist** | * Make sure you have enough decks and “Coach” cards for all tables |
| **Recommended Activity** | * Tell the participants that we they are going to be tasked in determining what coaching is by first defining a coach * Hand each table a “Coach” card * Hand each table a deck of characteristics * Display the instructions * Give the teams 2 minutes to place however many characteristic cards they think belongs under the title card “A Coach is…” * Go over the answers below. A coach is :   + A tutor   + An instructor   + A trainer   + Focus on one or two skills at a time   + Interaction is planned and structured |
| **Delivery Tips** | Be sure to walk around the room, gauging participation, guiding participants and answering any questions they may have. Call time even if they were unable to determine which cards go under the coach category. |

## What is Mentoring?

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900071116[1].wmfMentoring has a different purpose and goal. Mentoring is the act of guiding, counseling, and supporting. This is vastly different from coaching. It is fundamentally teaching. However, the objective is slightly different.

Mentorship is more voluntary in nature and is less formal than coaching. The mentor and protégé endeavor on a broad development goal like becoming a leader. Mentoring encompasses many complex areas of development.

In your matching activity, we learned that coaching scenarios include the following:

* Sales
* Customer service
* Production work
* Behavioral issues like tardiness

Likewise, we learned that mentoring scenarios include the following:

* Networking
* Political strategizing
* Negotiation
* Managing

In this workshop, you will learn how to effectively coach; however, later, there will be a discussion on how to transition from a coach to a mentor. It should be a manager’s goal to develop their people in a way that furthers their career. Mentoring does this. For now, we are going to focus on coaching people for specific goals. The next lesson discusses an easy-to-remember coaching process.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will identify the characteristics of a mentor. |
| **Lesson Summary** | Mentoring is a guiding and support process where complex development goals are reached. |
| **Materials Required** | * Remaining cards from previous activity * A card for each table titled “A mentor is…” * Mentor/Coach matching activity |
| **Planning Checklist** | * Make sure enough mentor cards are printed for each table |
| **Recommended Activity** | * Hand out “A mentor is...” cards to each table * Tell participants to place the remaining card under the title card * Hand out matching activity and have them complete it * After 5 minutes, Go over answers as a group |
| **Stories to Share** | *A round peg in a square hole needed a mentor*  *When I was in elementary school, I got interested in math because my teacher showed me how I could use it to build model airplanes. During high school, my interest developed further and when I went to university, I decided to study computer science and specialize in programming languages. Fortunately, I was involved in a few work experience terms and learned how I could apply my studies from university. The experience helped me to focus on the more specialized field of cross-platform technology and I was grateful for access to people who actually worked in the field. However, as I reflect back on my work as a student in the work place, I regret that I didn’t learn more about how the corporation worked, what they were trying to achieve, and how my work term fit in with their overall vision. I was good at the technical side of my job, but I pretty much felt like a square peg in a round hole. I wish that someone with experience at the corporation had taken me aside and talked about what I was learning, the future of my career there, and how what I was doing could be part of the larger picture.--D.K.*  *(Retrieved from http://www.mentors.ca/stories.htm)* |
| **Delivery Tips** | If using story, say this is a comment made by a person who needed a mentor. |

## Introducing the G.R.O.W. Model

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900071371[1].wmfHaving a consistent and uniform approach to coaching enables you to coach more effectively with strategy and direction. Using a coaching model will also instill confidence in your employee, because they see a methodical approach. When we approach coaching haphazardly, we become disorganized and this creates frustrating coaching sessions.

The GROW model helps you organize your coaching process in a flow that identifies the goal first and ends with putting a plan together. Here are the details of the GROW model:

* **Goal setting**: a goal has to be set in order to give direction and purpose to the coaching session. Ambiguous goals are usually never achieved. Setting the goal first shapes your discussion with your employee and sets the tone.
* **Reality check**: both you and your employee must come to terms on the current state or level of performance or any issues that are causing breakdowns. Getting to the bottom of the problem begins with identifying it and claiming. From there obstacles are better identified.
* **Options developed**: here you and your employee explore action steps that will help them improve their performance. Usually goals options that are prefabricated by an employee’s manager result in poor buy-in and missed goals. Allow your employee to explore options they develop.
* **Wrap it up with a plan**: once you nail down an option or two, it is time to strike it down on paper so to speak. If it is not written down, it won’t happen. Creating a well-defined plan is essential in order to know the direction you need to go and to demonstrate success or failure.

GROW is simple yet powerful. Following the GROW process consistently will develop a natural process for you. Coaching should be natural. This puts you and your employee at ease, making the process more valuable and rewarding. Let us unpack the GROW model over the next few modules and see how to incorporate it into our daily work lives.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will learn the meaning of the coaching tool acronym G.R.O.W. |
| **Lesson Summary** | GROW is a four phase process to coaching, which stands for the following:   * Goal setting * Reality check * Options developed * Wrap it up with a plan |
| **Materials Required** | * Sticky notes * Pens |
| **Planning Checklist** | * Make sure all tables have pens and sticky pads before session begins |
| **Recommended Activity** | * Have table groups choose a new leader (old leader picks) * Instruct groups to discuss challenges they currently face when coaching * Instruct leaders to jot down responses on a sticky note * Allow discussion for 4 minutes * Call time and have leader from each table share the team’s responses |
| **Delivery Tips** | When having the leaders share, go around each table round robin style. This way you give every table a chance to share before answers begin to repeat. |

# US-Jaycees-logo-white-and-greenModule Three: Setting Goals

*If you don’t know where you are going, you will probably end up somewhere else.*

*Lawrence J. Peter*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900055298[1].wmfWithout a goal, your chances of successfully coaching your employee to better performance are low. Defining specific, measureable, attainable, realistic, and time driven goals will plot a marker in the horizon that acts as your beacon. Without it, you are navigating blindly, causing frustration for both you and your employee, because you never seem to make any improvement. It becomes a constant cycle of failing to meet the goal and talking to your employee about it. This repeats repeatedly without a well-defined goal.

This module will discuss setting **goals** with an easy-to-remember technique. This is the first component or the “G” of the **GROW** method of coaching. Let us explore what this is and how to develop it.

## Goals in the Context of GROW

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900354128[1].wmfThe first step of the **GROW** model is the key step in the process. Setting the goal gives you and your employee direction and purpose. You will find it very difficult if you were handed a bunch of tools and materials and told to build something without a clear vision or goal of what is to be built.

The same holds true for developmental goals. It is not good enough to tell your employee they must improve in sales or build widgets faster. These types of goals create more confusion because they do not know where to start. Back to the building analogy, you may end up building a stool when what was really needed was as birdhouse. Clear goals are the cornerstone of the **GROW** model.

Here are some benefits to establishing goals upfront in the process:

* Both you and your employee have a better chance of starting in the right direction together.
* Coaching time is more efficient once goals are discussed upfront.
* You are able to plan ahead of the session and prepare targeted questions.
* The coaching session is direct and avoids meandering.
* You will come across more clear, instilling confidence in your employees.

Now, since we established the importance and benefit of goal setting early in the coaching process, let us look at identifying appropriate goal areas.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participant will understand the benefits of developing the goal first in the  GROW model. |
| **Lesson Summary** | Developing the goal first sets a marker that will act as a guide for all future coaching activities. |
| **Materials Required** | * Project Without a Goal Handout   + Handout contains following pictures     - Hammer, wood, paint, ruler, ladder and a drill   + Handout asks the following questions     - What are you building; how long will it take; where will it be located; how will you know you succeeded? * Project With a Goal Handout   + Handout contains the same materials and questions as the previous handout.   + Project goal: develop shelter for a small aviary creature. |
| **Planning Checklist** | * Make enough copies of handouts for all participants. |
| **Recommended Activity** | * Distribute handout without a goal and allow 2 minutes to complete * Ask, “How did not having a goal impact your ability to answer the questions?” * Encourage answers * Distribute hand out with a goal and allow 2 more minutes * Ask, “How did having a stated goal impact your ability to answer the questions?” |
| **Delivery Tips** | Do not rush the debrief questions. This is the learning moment. |

## Identifying Appropriate Goal Areas

When coaching, it is a temptation for you to talk more because we have plenty to say. However, in order to gain information and identifying appropriate goal areas, you must listen more. Remember, you have two ears and one mouth. Listen twice as much as you talk. Your objective here is to “catch” as much information as possible to help you determine what specific areas you can leverage and achieve results. Many times, allowing your employee to achieve even the smallest of goals begins a positive reinforcement of coaching. At some point before your actual coaching session, you want to engage in a brief discussion with your employee to determine their personal goals.

Here are some questions you should ask while during your pre-coaching meeting. Remember to write down their answers for your reference later:

* What goals are you working on right now?
* Where are you in relation to those goals?
* What do you think is keeping you from reaching this goal?
* How will you know you reached that goal?

Asking these open-ended questions starts a conversation about your employee, which is what you want to achieve. Allowing your employee to speak more enables you to gather more information. Asking questions about their goals reveals their desires and this is something you can tie in to your coaching goal. Maybe an employee is furthering their education by going to college at night. Understanding this, you may be able to motivate your employee to achieve better performance, leading them to make more incentive they can use to fund their educational needs.

Furthermore, understanding where they are in relation to their goals reveals needs that may need support from you. Helping your employee with their personal goals builds a great working relationship. Finally, determining what roadblocks are preventing them from reaching their goals will give you insight into their personal circumstances. Granted, you may not solve all of your employee’s problems, but demonstrating empathy goes a long way and helps to form goals for you that take into consideration your employee’s personal situation. Remember, your employee does not care how much you know until you show how much you care. Listen more and talk less.

One final note, at first you may find asking questions challenging. This is normal. Give it time and do not give up. You may even have to let your employee know that you are interested more in their personal goals as a way to help them reach goals at work.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participant will understand the importance identifying appropriate goal areas. |
| **Lesson Summary** | Asking questions and listening to their employee’s desires and goals in a pre-coaching session helps to develop goals that are more meaningful and have a better chance of being met by the employee. |
| **Materials Required** | * Pre-coaching handout * Power point   + What goals are you working on right now?   + Where are you in relation to your goals?   + What do you think is keeping you from reaching this goal?   + How will you know you reached that goal? |
| **Planning Checklist** | * Print two pre-coaching handouts per participant * If using flip chart, have it prepared before class |
| **Recommended Activity** | * Hand out pre-coaching handout * Show questions on power point or flip chart * Instruct the participants to write the name of the employee they wish to coach immediately after the workshop. * Have participants pair up and take turns asking each other the questions on the, writing responses on second handout * Ask the following debrief question :   + What kind of answers did you get? (target; More details, reveal life circumstances that could impede achieving goal)   + What benefit do you get from asking questions of your employee? (Target: I listen more than talk) |
| **Delivery Tips** | Walk around room and encourage the person asking questions to talk less and listen more. |

## Setting SMART Goals

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900335661[1].wmfWriting goals can be a daunting task if done without a particular format or process. After you have your pre-coaching meeting with your employee, you are ready to meet again with your employee and write a clear goal, starting the GROW process. Having a clear format and goal development process will enable you build an effective goal. SMART is the technique you want to use when building the goal with your employee. It outlines your goal in an easy and clear format that your employee will find useful.

SMART stands for the following goal characteristics:

* **Specific**: What needs to be done? The goal must be clear. It cannot be a general statement like be better at sales or be more organized. Use action verbs like increase sales or use a calendar. Next, we need to put some measurement in place.
* **Measurable**: Place some form of measurement that is easily verifiable to the goal. For example, continuing with the last example, increase sales by 3 percent or use a calendar two times a week. When you have a number incorporated to the goal, it makes it easier to check progress and hold your employee accountable.
* **Attainable**: Make sure the goal is not too much at one time to complete. Setting huge goals will lead to failure because the employee will see it as impossible. In addition, assess your employee’s attitude. Use the information gained from your questions to help make this goal relevant. Irrelevant goals are not done. Make the goal manageable yet challenging.
* **Realistic**: Take in to consideration any learning, mentoring that has to take place or habits that have to be broken first before you set your employee’s goal. If you are asking your employee to do something better, make sure they have the basics down first. Assess them, determine any gaps, and set you goals according to their skills and abilities.
* **Timely**: Always set a time limit or timeframe. Do not allow your employee’s goal to wander aimlessly. Set follow up meetings and keep them. Your employee looks forward to these meetings especially when they are moving towards the goal. Do not set too much time between intervals. This may send the message to your employee that they have time to make the adjustment. You want to set short specific timeframes.

SMART goals are easy to do, but require a commitment on your part to use it consistently. Now that you have an idea how to develop your goal, we are going to see why understanding the reality is essential to the coaching process.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | The participant will identify the components of making a SMART goal. |
| **Lesson Summary** | SMART goals stand for the following process:   * Specific * Measurable * Attainable * Realistic * Timely |
| **Materials Required** | * SMART goal setting worksheet * Sample SMART worksheet already filled out on power point, but poorly done |
| **Planning Checklist** | * Print enough sheets for all participants. |
| **Recommended Activity** | * Display sample worksheet on the screen * Go over each are of the SMART worksheet and correct areas that are wrong as a group, guiding them to the right answers. * Instruct each participant to write the name of the employee from the last activity on the SMART worksheet * Have them fill out the worksheet * Encourage questions. |
| **Delivery Tips** | Be prepared and understand how to write SMART goals before facilitating the workshop. |

# US-Jaycees-logo-white-and-greenModule Four: Understanding the Realities

*Reality is that which, when you stop believing in it, doesn’t go away.*

*Philip K. Dick*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900090432[1].wmfIn the last module, you plotted a marker in the horizon as a beacon, guiding your employee to a specific, measurable, attainable, realistic, and timely goal. This is a great start, but there is also a need to know where your journey began. Placing a marker at the starting point of your employee’s coaching journey enables both you and your employee to determine and measure progress. The goal in the offing may never seem to get any closer, because you have no point of reference to gauge your progress.

In this module, you will learn how to place that stake in the ground, marking the beginning of the coaching journey. Examining the current **realities** is the second component or the “R” of the GROW model. Let us delve into this concept to learn more about it.

## Getting a Picture of Where You Are

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900383224[1].wmfFraming the reality of the situation for your employee is an important step to accepting the coaching process. It is easier for you to outline your employee’s performance problem, but this does not create the most receptive environment. In order to gain acceptance of the problem it is best to let the employees come to the realization themselves. Neglecting to do this could result in a non-responsive employee. They may feel apprehensive or defensive and shut down. They may go along with your coaching, but their attitude is that of just getting the coaching session over with in the least amount of time. Involving your employee is easy if you are willing to ask questions, listen, and guide your employee to where they are in their performance. Here are four simple questions you can ask:

* What is happening now?
* How often is this happening?
* When does it happen?
* What is the affect?

These questions help you to guide your employee to a place where they can see their performance affect the organization. When they realize the impact on their own more buy-in is created. In addition, more information may be obtained on why your employee is not performing at the level they should be achieving.

The realization of the problem marks the starting point. It also serves as a marker on performance. For instance, an employee may discover that they are not reaching production goals because they are taking extra time doing something incorrectly. Knowing this, you are able to refer to this issue when improvements occur.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will identify the benefits of having employees identify themselves where they are in terms of their performance. |
| **Lesson Summary** | Through a group discussion, participants will discover that the employee will see the effect of their performance not only to themselves, but also to the entire organization. |
| **Materials Required** | * Flip chart * Markers * Getting a picture handout with following questions:   + What is happening now?   + How often is this happening?   + When does it happen?   + What is the affect? |
| **Planning Checklist** | * Print enough handouts for all participants. |
| **Recommended Activity** | * Distribute handouts to all participants * Have table teams elect a leader * Have the team discuss a time when they received coaching and were they were told of the problem without their input. What reactions did you have? * Instruct table leader to jot down group answers to share with the rest of the class. * Write down responses from table leaders on flip chart. * Debrief by giving benefits of allowing employee self-identify their current performance issue. |
| **Delivery Tips** | Go around the room to each team in round-robin format, allowing all tables to share before answers begin to repeat. |

## Identifying Obstacles

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900389034[1].wmfWhen coaching, obstacles will arise and you need to be prepared to handle them with efficiency. The last thing you want to happen is your employee handing you an obstacle you cannot address because you are not prepared to handle the problem with a consistent response.

Using the IRA steps to obstacle identification and removal is vital to the coaching process. Here is the breakdown of the process.

* **Identify the obstacle**: Have a frank discussion with your employee and determine what is blocking their performance. Waiting for them to give you the information voluntarily will probably not happen.
* **Root out the cause**: Many times underlying emotions or problems may be the cause of the obstacles. Ask probing questions and jot down answers. You might realize they have a fear that must be addressed.
* **Antidote given**: A remedy to the situation is needed in order to get past this obstacle. Brainstorm with your employee on ways to remove the obstacles. In some cases, you may have to try several different antidotes. Be patient if the cause is genuine.

No matter what the perceived obstacles are, do not let it stifle you coaching objective. Rarely, you may encounter an employee that throws obstacles constantly your way in an effort to derail you. Identify this and address it with that employee, documenting every conversation.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | The participants will understand the steps to identifying obstacles and removing them. |
| **Lesson Summary** | Participants will use the IRA steps to identifying and removing them. IRA stands for:   * **Identify** obstacle * **Root out** cause   + Sample causes: fear, denial, lack of resources, complacency and entrenched culture * **Antidote** given   + Sample antidote: fear/knowledge; denial/acknowledge; lack of resources/give information, procedures; complacency/re-focus; entrenched culture/realign to vision |
| **Materials Required** | * IRA handout * IRA worksheet |
| **Planning Checklist** | * Print enough handouts and worksheets for all participants. |
| **Recommended Activity** | * Distribute both IRA handouts and worksheets to all participants * Have participants work with their table groups * Allow five to seven minutes for them to complete * Go over the answers with the class * Have groups come up with their own obstacles, cause and antidote * Go around room and have teams share their answers * Once complete ask how did the IRA process helped them. |
| **Delivery Tips** | Stress that fact that obstacles come in various forms with various causes. They must be keen to their employee’s situation. |

## Exploring the Past

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900354126[1].wmfExploring your employees past performance and development is a great way to develop the reality of today’s performance. Of course, you want to avoid belaboring a past mistake to the point where it makes the session ineffective. On the other hand, focusing on past achievement helps to encourage your employee.

Here are some things to focus from the past:

* Goals that were met
* Great behaviors
* Great attitudes
* Problems solved

Using the past helps to recap where your employee is at today. It is like telling a story but the end has not yet been determined. Use this time to speak positively to your employee. Avoid being negative or emphasizing the consequences to failure. This will leave an impression on your employee that could hinder their success.

Setting a positive environment opens the door for the next part of the GROW model. Developing options is an essential step both you and your employee must take in order to continue toward meeting your development goals. Let us explore what this entails.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | The participants will understand the benefits of exploring the past to determine future steps. |
| **Lesson Summary** | A brief lecture on exploring the employee’s past will help the participants understand the benefits of review past performance and behavior in shaping the future of their employee. |
| **Materials Required** | * Power point presentation |
| **Planning Checklist** | * Make sure all equipment is working * Make sure presentation is readily available. |
| **Recommended Activity** | * Go through presentation * Encourage questions at the end of the presentation. |
| **Stories to Share** | Of course, we do learn from history, but it is how we apply the learning that matters. I remember in Arthur Koestler’s The Act of Creation (1964) how he talked about creativity being like being faced with a canyon you wish to cross. Your first step it to find a bridge. You might find a bridge that nearly fits but then some extra effort is required to completely span the gap. These bridges are our patterns, which we develop through experience or by hearing stories about other people’s adventures. While we are good at recalling past patterns we must remain mindful of the need to reshape these patterns according to the context and needs of the issue at hand.  Anecdote by Dave Snowden |
| **Delivery Tips** | Avoid reading off the slides. It is best to memorize high points and facilitate the power point with little referencing the slides. |

# US-Jaycees-logo-white-and-greenModule Five: Developing Options

*When a person acts without knowledge of what he thinks, feels, needs, or wants, he does not yet have the option of choosing to act differently.*

*Clarke Moustakas*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900055284[1].wmfThis module discusses how to explore **options** that will enable your employee to move towards the goal that was set before them. This is the next component or the “O” in the GROW model. This is the pivotal step in the coaching process. If done correctly, you will engage your employee and create a desire for them to improve. If done incorrectly, your employee will disengage and they probably will fail again. It is the coach’s job to create this participative environment. Let us look and see how.

## Identifying Paths

Many times, we feel that we have to outline the specific actions and employee has to take in order to reach the stated goal. While this may make you feel better, the likely hood of this action becoming meaningful to your employee is close to nil. Let us quickly review what we have done so far. You established what the goal is. There is usually very little wiggle room when it comes to a performance goal. It is the plain, unchangeable business reality. Next, we established the current state of affairs with respect to your employee’s performance. This historical and factual reality is also unchangeable.

Now, let us take it from the employee’s perspective. How in control do they feel? Would they shut down if we, as their coach, solely determine the action steps they are going to take? They might. It is imperative to keep the employee engaged. If not, the rest of the coaching session is just a one-way discussion, leaving your employee powerless in his or her own development.

When you allow your employee to participate in the development of their options, you get B.I.G. results. B.I.G. results stand for the following benefits:

* **Buy-in** by your employee, because the options developed was a collaborative effort
* **Innovation**, because more creativity is possible when two work at it
* **Growth**, because the options developed will have more meaning and lasting commitment

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand the benefits of allowing their employee participate in developing options. |
| **Lesson Summary** | Sharing the development of options will result in B.I.G. results. B.I.G. results stands for the following benefits:   * Buy-in by your employee * Innovation when two participate in developing options * Growth |
| **Materials Required** | * B.I.G. developing options template * Coaching scenario handout |
| **Planning Checklist** | * Print enough templates for all participants. |
| **Recommended Activity** | * Hand out B.I.G. template and coaching scenario handout * Have each participant by themselves brainstorm options * Advise participants not to complete the APAC portion of template * Give 2-3 minutes * Once done, have participants share their options to their tablemates * Instruct participants to write down new options shared by each tablemate they did not have on their list * Ask: What are some benefits to sharing you options (Target answer: more options, new and different options) |
| **Delivery Tips** | Go around the room and have the participants share several of the options they developed for the coaching scenario, complementing them on their ability to draft options. |

## Choosing Your Final Approach

Deciding on which option to implement could be frustrating. The best thing to do is to implement a consistent method to determining the best possible option. The APAC section of the B.I.G. template is designed to help you come to a quick decision on which option to implement. Here is how it works.

After you have brainstormed your options with your employee, assess the pros of each option. Determine the benefits and possible rewards to selection that option. Write those benefits in the template. Next, assess the cons for each option. Here are some things to consider:

* Resources needed
* Cost
* Time
* Return on investment
* Disruption of the business

All of these factors could rule out an option. Once you identify the cons place those in the corresponding area on the template. Next, determine the top five options that are feasibility to implement. Use a rating scale from 1-5 and place that in the rating column. Now, you are ready to rate the relevancy of the options identified as feasible. Rate the relevancy of the options to the goal. Here are some things to consider when rating this category:

* Does this option build new supporting skills?
* Does this option meet the time requirement of the goal?
* Is this option measurable?

Once you determine the relevancy, you are able to multiply the feasibility rating with the relevancy rating. The highest number is possibly your best option. Remember to gain consensus from your employee on this option.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will use an objective approach to determine which option to use for developing their employee. |
| **Lesson Summary** | Completing the APAC portion of the B.I.G. template will help determine which option to use. APAC stands for the following steps:   * Assess the Pros for each option * Assess the Cons for each option |
| **Materials Required** | * B.I.G. template (already distributed in last activity) * Power point with APAC defined. |
| **Planning Checklist** | * Ensure power point and projector is working and loaded prior to the lesson. |
| **Recommended Activity** | * Instruct participants to define the pros and cons for each option they have listed on the template * Next, have them rate the top five options for feasibility, using a scale of 1-5, with five being the best rating, and have them place that rating in the Rate column. * Next, have them rate the top five options identified in the last step for relevance to the development goal using a scale of 1-5 with five being the most relevant, and have them place it in the Relevancy column. * Have the participants multiply the numbers in each both columns for an overall rating. * The option with the highest score is possibly the best option |
| **Delivery Tips** | Guide the participant on how to use this tool. In addition, remind them this is a helpful tool for determining which option to select. They should gain consensus from their employee before making a final decision. |

## Structuring a Plan

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900363650[1].wmfSince you have your employee’s attention, it is best to begin the planning process. Structuring a plan as soon as possible sends the message to your employee you mean business when it comes to implementing the option. For example: your SMART goal may be to increase the sales attempt rate from five percent to seven in 30 days. Next, you and your employee may have agreed to focus on asking open-ended questions during a sales call as their option, giving them more information to help them attempt better. When are they going to start asking those questions? How many are they going to ask? These are action items you want document in a preliminary plan.

The **3T** questioning technique helps you document three major milestones. Basically, you ask, “What are you going to do:

* Tomorrow?
* Two weeks from today?
* Thirty days from today?

You may need to guide your employee when answering the first question. Remember the more time you let pass from the time you coach them and the time you implement your first action step, you could be losing precious information discussed in your coaching session. Here is an example of how the earlier scenario could be developed:

Coach: “You said you wanted to ask more open-ended questions to help you attempt better sales. Great, what steps are you going to take tomorrow to begin that process? "

Employee: “I can try asking an open ended question on every few calls.”

Coach: “Do you think you can ask a question on every third call?”

Employee: “Okay, I will try to ask on every third call.”

Coach: “Let’s look ahead two weeks from now. Do you think you can increase the frequency to every other call?”

Employee: “That sounds fair.”

Coach: “Great, now, let’s shoot to ask questions on every call 30 days from now. What do you think?”

Employee: “I believe I can do this or get really close.”

Coach: “Let’s write this down on paper and put a final plan together.”

Once you get to this point, you are ready to begin drafting your final plan. Let us see what this involves.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will create a quick plan with the chosen option. |
| **Lesson Summary** | Use the 3-T questioning technique to help structure a preliminary plan. Ask the employee, “What they are going to do…   * Tomorrow? * Two weeks from today? * Thirty days from today? |
| **Materials Required** | * 3T form * Option from previous lesson activity |
| **Planning Checklist** | * Prepare enough forms for all participants * Be familiar with the 3T questioning technique |
| **Recommended Activity** | * In their table groups, have the team answer the three questions * Have groups select a table leader * Distribute worksheet * Allow 2-3 minutes, then have the table leaders share their three responses with the class * Ask the participants how they felt using these questions in structuring a plan. |
| **Delivery Tips** | Recommended approaches for delivering the lesson. |

# US-Jaycees-logo-white-and-greenModule Six: Wrapping it All Up

*A good plan today is better than a perfect plan tomorrow.*

*Chinese Proverb*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900055563[1].wmfIn the last module, your goal was to get your employee participating in the coaching process by identifying actions steps together. It is time know to solidify what has been said and established as actions steps or simply stated—wrapping it all up.

In this module, you are going to learn how to finalize your employee’s plan in a way that motivates them to take action immediately. **Wrapping** up the coaching session is the final component or the “W” in the GROW model to coaching. This step is crucial, because it should set things in motion quickly, which is your goal. Let us see how.

## Creating the Final Plan

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900363638[1].wmfWhen creating a development plan, there must be consistent steps outlined, allowing your employee the opportunity to learn, apply measure, and assess their development. The LAMA process is designed to approach the planning activity in a consistent and efficient manner.

Each component of the LAMA process is time sensitive and is anchored by your overall SMART goal, meaning the entire process should be complete by the goal day you set. Here is the breakdown of LAMA and a description of each of the components:

* **Learn**: some form of learning should take place. It could be a variety of activities. Mentoring with a peer, reading a book, taking a course, are some examples of learning opportunities you may implement.
* **Apply**: implement what was learned soon after learning is completed.
* **Measure**: agree on a method of measuring when and how the new learning is used on the job. You can perform observations, or have your employee track it on a worksheet you developed. The idea is to monitor the use of the new knowledge.
* **Assess**: review the impact of the new skill on the performance metric being improved. Any success should be attributed to the new skill and encouraged.

As mentioned earlier, each component must have a start and an end date. The assessment date should correspond to the SMART goal date. If you are SMART goal timeframe is greater than 30 days, you should plan more assessment dates and coach according to the performance results.

Since you now have a basic idea how to create that final plan, let us look at how to determine the first step.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand how to create a final plan. |
| **Lesson Summary** | Use the LAMA model to help build a detailed development plan. LAMA stand for the following steps:   * Learn the new skill * Apply the new skill * Measure the performance * Assess the results |
| **Materials Required** | * LAMA worksheet * Flip chart * Markers |
| **Planning Checklist** | * Prepare enough worksheets for the participants * Have enough flip chart paper and markers for all the table groups * Be familiar with the LAMA process |
| **Recommended Activity** | * In groups, have the team develop a LAMA plan * Have the team write their plan on a piece of flip chart paper * Allow 3-5 minutes, then go around the room and have teams share their ideas as a group |
| **Delivery Tips** | Remind the groups to model the structure of the flip chart example to that of the LAMA worksheet for consistency. |

## Identifying the First Step

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1JXY5E11\MC900291950[1].wmfThe first step to any development activity is to learn. Allowing the employees to learn something new is essential to their overall development. There are many benefits to making learning a deliberate practice in coaching process.

Here is a summary of benefits:

* Employee feels valued with the investment you are making in them
* You demonstrate that you care which helps to foster a better working relationship
* You give a chance for a role model to become a mentor to your employee
* New skills learned could be shared with other employees

Now you understand some of the benefits to learning. Let us look at ways you are able to motivate your employee.

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| **Estimated Time** | 5 minutes |
| **Lesson Objective** | Participants will understand the benefits of allowing learning to be the first step to development. |
| **Lesson Summary** | Facilitate a discussion on the benefits of making learning the first step. |
| **Materials Required** | * Learning resource sheet * Power point with benefits |
| **Planning Checklist** | * Have power point tested and ready before facilitation. * Have enough sheets ready |
| **Recommended Activity** | * Present slides * Go over benefits * Encourage questions * Distribute resource sheet |
| **Delivery Tips** | Do not take too long going over presentation. |

## Getting Motivated

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900437000[1].wmfMotivating your employee is an essential part of coaching. Many times, motivating by money alone is not enough. Employees prefer to have a great working environment and a good relationship with their manager. It is the manager’s job to create this environment. Here is a helpful way to create the supportive and motivating environment your employees need to thrive.

The process is called the five B’s now this process requires you to re-think the way you manage. If you find yourself challenged by this topic, seek out additional resources that will help you develop the skills and behaviors necessary to foster a motivating atmosphere.

The five B’s are the following:

* Be consistent in your coaching. Coach all of your employees. Do not reserve coaching for only your “problem “employees.
* Be respectful with your employees. Being a manager does not give you the ability to insult or berate your employees.
* Be caring and watch your employees’ behavior for signs of personal issues. The goal is to guide them when they are experiencing problems both in and outside of work. Of course, you are not going to get personally involved, but you want to lend and empathetic ear and guide them to resources that my help them.
* Be flexible and find ways to reward you employees with non-monetary items. Perhaps some downtime away from their desk doing something else or cross training is a possibility.
* Be a cheerleader and celebrate even the smallest of successes. Give recognition the way your employees prefer. Some may like public recognition while others prefer low-key ones. Find out what your employees prefer and use it strategically.

Taking the time to motivate your employees is a worthwhile investment. Make sure you plan it and implement it without fail or else your coaching efforts will be in vain. Next, let us look at the importance of trust in the coaching environment.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will identify techniques to motivating their employees. |
| **Lesson Summary** | Use the five B’s to help keep your employees motivated. The five B’s are:   * Be consistent * Be Respectful * Be caring * Be flexible * Be a cheerleader |
| **Materials Required** | * Get them motivated resource sheet * Flip chart * Markers |
| **Planning Checklist** | Make sure enough materials are available for all groups. |
| **Recommended Activity** | * Distribute resource sheet * In their groups, have them brainstorm things they can do under each of the five B’s. * Allow 3-5 minutes and then go around room and have them share |
| **Delivery Tips** | If you have five groups, assign each group a category and have them brainstorm only that category. |

# US-Jaycees-logo-white-and-greenModule Seven: The Importance of Trust

*Without trust, words become the hollow sound of a wooden gong. With trust, words become life itself.*

*Anonymous*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900367808[1].wmfIn your coaching session with your employees, you will discover many times things about your employee that are personal and sensitive topics. This is normal and demonstrates trust in you. As their coach, establishing and maintaining trust is the most essential ingredient to the entire process. If your employee determines that your purpose of improving their performance is to further your career, then they will not trust you. Without trust, whatever you say and do will be subject to skepticism.

This module discusses the meaning of trust, its relationship to coaching and building trust. Building trust must be a sincere desire in you. It requires an investment in time and emotion. Anything less will not foster a trusting relationship between you and your employee. First, let us begin by defining what trust is.

## What is Trust?

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900332500[1].wmfIn the next couple of lessons, we are going to discuss trust. Coaching should be a place where you and your employee can discuss things openly. Having a trusting relationship with your employees is essential to the coaching process. Without trust, you will seldom get to the root cause of issues that could be hindering their performance.

Trust is built over time and is accomplished through your actions. Trust, in the realm of coaching, could be defined as the ability to instill confidence, and reliance in you by being fair, truthful, honorable, and competent in what you do as a manager. Lacking in any of these areas could hinder you instilling trust into your employees.

Let us look at how trust works in coaching.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will be able to define the meaning of trust. |
| **Lesson Summary** | Trust is the ability to instill confidence and reliance in someone by being fair, truthful, honorable, and competent in what you do as a manager. |
| **Materials Required** | * Flip chart * Markers * 3X5 Index cards * Power point slide or flip chart with the meaning of trust |
| **Planning Checklist** | * Have pieces of flip chart paper ready to distribute to the groups * Have enough index cards on the table for all participants |
| **Recommended Activity** | * In their groups, have each participant think of a manager they trust * Have the participants write down on the index card the attributes or behaviors that makes them trustworthy * Encourage the participants to share their notes with the rest their tablemates * Have a table leader collect an attribute from each participant at the table * Ask table leaders share a couple of attributes and go around the room * Once done, display the slide or flip chart with the meaning of trust * Encourage questions |
| **Delivery Tips** | Make sure the table leader is chosen at the beginning of the activity so they can have enough time to collect responses from their tablemate to share with the rest of the class. |

## Trust and Coaching

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900090662[1].wmfEffective coaching is done in a trusting environment. There is no doubt about this. In order for you to be able to inspire your employees to perform better, they have to trust you. Your coaching session is the only opportunity to demonstrate to them that they can trust you because you use the coaching session as a tool for building up employees and not tearing them down.

Avoid using your coach session as a venue to deliver reprimands, sanctions, bad news, etc. This is not the place for that kind of information. In addition, avoid using coaching when only negative things need to be addressed. Coaching should be a purposeful event that happens regularly and is void of negative information. This is not to say you cannot discuss performance issues. It just has to be presented in a way that speaks of development than of punishment.

When coaching, we should avoid being a DOPE, or

* **Degrading** your employees
  + Using negative words like stupid, lazy, slacker, etc.
* **Ostracizing** your employee
  + Using coaching sessions only as a means for disciplinary action
* **Punishing** your employee
  + Using sessions to deliver sanctions or firing them
* **Evaluating** your employee
  + Telling employees that they are the worst performer,
  + Why can’t they be like the other good employees, etc.

Make coaching a haven for encouragement and development and not a place for stress and discouragement. Without trust, you will not be able to coach well. Next, let us look at how to build trust.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand how coaching and trust work together. |
| **Lesson Summary** | Creating a negative experience in your coaching sessions will hinder your ability to build trust. While coaching your employee, do not be a DOPE.  Do not:   * Degrade your employee * Ostracize them * Punish them * Evaluate them |
| **Materials Required** | * Flip chart * Power point or flip chart with DOPE defined * Marker |
| **Planning Checklist** | * Make sure flip chart is removed of used sheets * Have power point or flip chart ready with definition |
| **Recommended Activity** | * Ask the participants, “What are some ways you can make the coaching experience negative?” * Go around the room and collect answers and write the on flip chart * Stop when you have several items listed on the flip chart * Tell participants that in order to foster a trusting relationship during the coaching process we must avoid being a DOPE * Display the slide or flip chart with definition * Encourage questions |
| **Stories to Share** | There was once a manager I knew that only “coached” people when it was a serious issue. The word “coaching” meant you were in trouble. Employees feared their manager, because they never knew if they were going to be called in for a “coaching” session, which spelled doom in their eyes. |

## C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900055273[1].wmfBuilding Trust

Building trust takes practice and dedication to being sensitive to your employee’s needs. Here are eight steps to building trust with your employees in and out of the coaching session:

1. Maintain positive body language
2. Listen to them intently and speak less
3. Always respect your employees
4. Keep things confidential
5. Keep your promises
6. Be honest and transparent
7. Be confident
8. Tell them you believe in them

Next, let us learn ways to provide feedback in a positive yet serious manner.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will define the steps to building trust with their employees. |
| **Lesson Summary** | There are 8 steps to building trust with your employees. |
| **Materials Required** | * Building Trust 8-Step Process handout |
| **Planning Checklist** | * Have enough handouts for all participants * Be familiar with the 8-Step process |
| **Recommended Activity** | * Have table teams discuss ways they can build trust * After 3-4 minutes, encourage participants to share randomly * Distribute handout and review the process * Encourage questions |
| **Delivery Tips** | Walk around the room when brainstorming to lend guidance when necessary |

# US-Jaycees-logo-white-and-greenModule Eight: Providing Feedback

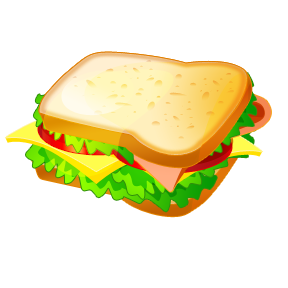
*I’ve learned that mistakes can often be as good a teacher as success.*

*Jack Welch*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900233020[1].wmfIn the last module, we discussed the importance of establishing trust and its relation to the coaching process. Although building trust is a personal investment you must make, you are still required to provide both negative and positive feedback.

Understanding how to structure feedback is essential in balancing trust with the need to discuss desired and undesired behaviors with your employee. In this module, you are going to learn techniques for delivering feedback well. Let us begin.

## The Feedback Sandwich

Initiating the feedback process could be a stressful situation if done incorrectly. However, as managers, we have to make tough discussions with our employees. In the world of giving feedback, time is the essence. You want to be comfortable when giving feedback. When you are comfortable, your employee will be comfortable.

The Feedback Sandwich is a method of introducing feedback to your employee surrounded by praise. It starts the conversation by briefly reviewing a positive aspect your employee is currently demonstrating. It could be a good attitude; a well-executed sales pitch, etc. Be careful not to spend too much time praising at the beginning, because your “meat” of feedback message will be diluted. Remember, the reason why you are speaking to your employee at this time is to deliver feedback.

Next, deliver the opportunity for growth in a positive tone. Avoid accusing your employee, but remain focused on the message you must deliver. In the next lesson, we will discuss how to structure constructive criticism. For now, remember this is the largest part of your dialogue.

Finally, close the feedback session on a positive note. Praise the employee on a strength they have or tell them you are confident they are going to adjust and be successful. This helps the employee overcome the embarrassment that is associated with receiving feedback.

To review, you want to structure your feedback sandwich by starting with Praise, then delivering the opportunity for growth and closing with praise again. This is easy to remember if you recall the acronym **POP**.

Here is a sample delivery:

**Praise:** *John, your sales attempts this month are doing well because you are asking good probing questions up front and I appreciate your work*.

**Opportunity for growth:** *Here is something I noticed. When a customer says, “No” to your attempt, you immediately stop selling and abandon the sales attempt. This is where you should use more questions. As a result, your sales percentage is one of the lowest on the team.*

**Praise:** *I know you are capable of asking more questions because you build good rapport with our customers.*

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand how to introduce and give negative feedback with a positive tone. |
| **Lesson Summary** | The Feedback Sandwich is a method of giving negative feedback amidst praises, in the following order:   * Praise * Opportunity for growth * Praise   Alternatively, just remember POP. |
| **Materials Required** | * Feedback Sandwich scenario handouts |
| **Planning Checklist** | * Have enough handouts for participants. * Have a couple of examples of how to use the technique to share with the class |
| **Recommended Activity** | * Distribute handouts * Have participants read each scenario * Have them write a POP response * Have participants share their response with their tablemates * Encourage questions |
| **Delivery Tips** | Start the activity off with an example from your experience of using the feedback sandwich technique. Let them know this will take time and practice to perfect. |

## Providing Constructive Criticism

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900082311[1].wmfProviding constructive criticism is a skill that requires you to focus on four key areas.

First, focus on one issue at a time. Avoid addressing multiple issues. This will only cause confusion and frustration. Identify the issue and set plan on how you are going to address this.

Second, focus on being timely. Once you identify an issue, make sure you do not wait too long to deliver the critique. The more time passes the less affective it will be. Your employee may even forget what they did.

Third and most importantly, focus on observable actions or behaviors. Avoid generalities. For example, do not say, “You have an issue with time management.” This statement is lacking an observable action or behavior. Instead, you might want to say, “I notice you spend extra time talking to other employees on your way to meetings, making you late to most of them.” The observable behavior is “talking to other employees.” With this behavior identified, you are now able to focus on the next point.

Fourth, focus on a plan to change the behavior. Depending on the extent of change that must happen, your plan may be a simple adjustment. However, if it is complex, then use your SMART goal writing technique to help your employee set successful goals.

Now let us learn how to encourage growth and development.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will define the focal points of providing constructive criticism. |
| **Lesson Summary** | There are four focal points to providing constructive criticism. They are:   * Focus on one issue at a time * Focus on being timely * Focus on observable actions or behaviors * Focus on a plan to change behavior |
| **Materials Required** | * Constructive Criticism job aid * Constructive Criticism worksheet * Power point or flip chart with four focal points |
| **Planning Checklist** | * Have enough job aids and worksheets for all participants * Prepare power point or flip chart in advance |
| **Recommended Activity** | * Distribute worksheet * Have tablemates elect a table leader * Instruct participants to recall a time when they received great constructive feedback. * Have them write down the elements that made it great * Have them share with their tablemates * Have table leader jot down one response from each person at table * Have table leaders share their summary with the class * Display power point of flip chart and go over points * Distribute job aid * Encourage questions |
| **Delivery Tips** | Monitor activity by walking around room ensuring all participate. |

## Encouraging Growth and Development

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900071368[1].wmfEncouraging growth and development is really providing opportunities to learn. When we give opportunities to our employees, we send the message that we value them and are willing to invest time, effort, and sometimes money into their development.

As managers, we should foster an environment of learning. Here are some ways you are able to provide learning opportunities for your employees:

* Develop a peer mentorship process
* Use your internal training department
* Send your employee on lend to another department to learn something new
* Start a book of the month club where your employees read, on company time, a few pages at a time
* Use your team meeting as a venue for team learning
* Send your employees to seminars if your budget allows

A good approach is to create a menu of opportunities for your employees to learn. Remember that learning styles vary among adults. Therefore, try different approaches.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand how to encourage and develop their employees by providing opportunities to learn. |
| **Lesson Summary** | Investing and providing opportunities to learn for your employees is a way to encourage growth and development. |
| **Materials Required** | * Power point or flip char with lesson summary on it * Flip chart * Markers |
| **Planning Checklist** | * Have clean flip chart ready before lesson begins * Have enough blank flip chart paper for each table prepared before the lesson |
| **Recommended Activity** | * Display power point slide or flip chart * Ask what are ways we can provide opportunities for your employees to learn * Distribute a piece of flip chart paper to each table * Have the participants discuss learning options for their employees * Have them write their ideas on the flip chart paper * Have each table present their ideas * Instruct other tables to scratch off any repeats on their list * Go around the room until all tables shared * Encourage questions |
| **Delivery Tips** | When participants are writing down their answers, go around the room watching for those participants that are not involved. Encourage them to share their thoughts with the team. |

# US-Jaycees-logo-white-and-greenModule Nine: Overcoming Roadblocks

*Obstacles are those frightful things you see when you take your eyes off your goal.*

*Henry Ford*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900367648[1].wmfIt is common to encounter roadblocks during the coaching process. Roadblocks manifest in many different forms. Roadblocks, however, should not spell and end to the coaching process. You should expect roadblocks to occur. It is natural for it to happen because we are expecting behavior change, which that in and of itself is a task for your employee.

In this module, we will discuss ways to overcoming roadblocks. Some of the things you will learn are identifying common roadblocks re-evaluate goals and focus on progress. Roadblocks are not dead ends. They are warning signs that will help you identify when you need to intervene and get your employee back on track.

## Common Obstacles

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900389038[1].wmfCoaching takes two people to accomplish. The manager must be just as engaged as the employee. Lack of zeal and honesty creates roadblocks that will hinder your employee’s ability to reach their goals. Here are some common obstacles we as managers create:

* Do not have enough time to coach properly
* Lack of confidence in coaching
* Fear of confrontation
* Feels awkward
* Fear of failure in coaching
* Afraid employee will not respond

Now, from the employee’s perspective, here are some common obstacles they may encounter:

* Home/life issues are blocking progress
* Fear of losing their job
* Lack of confidence reaching the goal
* Denial there is anything wrong
* Poor relationship with the coach

Obstacles come in many different forms. However, the root of the obstacles typically comes from a personal deficiency in their life situation. Maslow’s theory of needs outlines basic needs we all must have in order to reach higher order needs. Here is brief overview of the needs.

* Physical need
* Safety need
* Social need
* Esteem need
* Growth need

The basics of all needs are the physical and safety needs. If a person is lacking in either of these areas, they will find it difficult to progress further into the higher needs. For example, if you know your employee is having issues at home, their physical or safety need may be at risk, creating an obstacle to reaching a goal, which is a higher order need. When faced with a needs issue, try your best to acknowledge the need and guide them to a qualified resource to assist them with this issue.

Let us look at how to re-evaluate goals and realign the employee back to achieving the goal.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will identify the most common obstacles to reaching goals. |
| **Lesson Summary** | Obstacles to coaching come from both the employee and the manager. |
| **Materials Required** | * Obstacles activity |
| **Planning Checklist** | * Have enough copies of activity for all participants * Have the answer key ready |
| **Recommended Activity** | * Distribute activity to all the participants * Instruct them to either place an E, for employee, or M, for manager, next to the obstacle listed on the paper * Give them 5 minutes then go over the answers * Encourage questions |
| **Stories to Share** | Many times when I am about to coach an employee, I tend to have to check my attitude. Sometimes I may be the one that places obstacles. We as managers must ensure that the coaching activity is guarded against what is going on in the rest of the world Failing to do so, lessens the importance to the coaching process for both you and your employee. |
| **Delivery Tips** | Make sure you walk around the room and help those who are not participating. Guide them and encourage them to participate. |

## Re-evaluating Goals

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900215880[1].wmfAs time passes from the original coaching session, you want to check in on your employee and see where they are at, in respect to the goal that was set. It is at this point, where you may want to re-evaluate the goal and determine if it is still SMART.

There are several things you want to take into consideration when re-evaluating goals. First, re-evaluating does not mean that you have to change it. Re-evaluating is an opportunity to check on the goal and to determine how your employee is doing in achieving this goal. Here are some steps you want to take when re-evaluating a goal:

* Revisit the starting point. You want to review where you began. This way you are able to see if progress has been made and your employee is moving towards the goal.
* Determine what has been accomplished. Look at what the current performance level is and compare it to the starting point determined earlier.
* Review the amount of time left in respect to the goal date. You want to see if the amount of improvement is aligned with how much time has passed or how much time is left before the goal date is reached.
* Determine if the time remaining before the goal date is adequate to fulfill the goal. Here you want to see if there is still enough time to improve and reach the goal.
* If not enough time is left to accomplish goal by goal date, then set a new goal and goal date based on how much improvement has been accomplished and the time it took to get there.
* If there is still enough time, set smaller goals to help the employee move towards the established general goal.

In overcoming roadblocks, you may need to be more flexible. Perhaps the goal originally seemed like a viable goal, but when put into practice it becomes apparent that you will not be able to reach it. Do not become frustrated. Be flexible and understanding of your employee if you have to reset a goal.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will identify the steps to re-evaluating goals |
| **Lesson Summary** | The essential steps to re-evaluation goals are:   * Review the starting point * Determine what has been accomplished * Review how much time has passed or is left in respect to the goal date * Determine if the time left is adequate to continue * If not enough time, then set a new goal and goal date * If enough time, then set smaller goals to help employee move on |
| **Materials Required** | * Goal re-evaluating worksheet |
| **Planning Checklist** | * Have enough worksheets for all participants * Become familiar with the steps to re-evaluating goals |
| **Recommended Activity** | * Distribute worksheet * Have participants identify a goal that must be re-evaluated. It could be a working or personal goal. * Have them work through the worksheet * Give them about 5 minutes to complete * Encourage volunteers to share their re-evaluation. * Encourage questions. |
| **Delivery Tips** | Walk around room and monitor participation. Help those who are struggling and give them ideas they can use to help with the activity. |

## Focusing on Progress

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900324764[1].wmfIf you find yourself with an employee struggling with reaching their goals, you may be tempted to pull them over and discuss how they are missing the mark and the related consequences.

Focusing on the negative aspects will only create more obstacles. Remember the hierarchy of needs mentioned earlier? Well, if you start making the coaching session feel more negative, the employee may feel that their job is threatened. If this happens, they will become more fearful and this adds to the roadblocks.

Instead of focusing on the negatives, focus on the progress. Tell your employee that you see progress and that you believe that they are able to make their goals. Speaking positively expands the employee’s belief about themselves. Use encouraging phrases like the ones here:

* I know you are not quite there yet, but you managed to improve this much in such a short amount of time.
* Your progress is steady and you are showing promise that you will reach that goal.
* You showed definite improvement since our last discussion. I am confident you are going to hit this goal.

It is easy to speak into the positive aspects of progress. The benefits of focusing on progress could reap the following:

* Increased communication between you and your employee
* Build trust
* Increase motivation
* Goal is reached
* Build good relationship with your employee
* Employee’s confidence is boosted

You see if you speak positively, then positive things come out, but if you speak negatively, and then you will get a negative reaction.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand how to leverage progress in keeping their employees motivated. |
| **Lesson Summary** | Focusing on the positive progress your employee is making helps them overcome obstacles. |
| **Materials Required** | * Paper to write on * Pens |
| **Planning Checklist** | * Make sure participants have something to write on * Be familiar with the talking points in the lesson below before class |
| **Recommended Activity** | * Instruct participants to be ready to note ideas on a piece of paper * Cover ideas and concepts mentioned in the lesson below * Have participants reflect on their own what actions steps they can take to focus more on progress * Have them write this down on their action plan sheet * The participants do not have to share this * Encourage questions. |
| **Stories to Share** | I noticed that the conversation goes much smoother when I focus on the progress than on the negative aspects. The employee is more open to discussion and receptive to my coaching. |
| **Delivery Tips** | Tell participants to be ready to jot down ideas as you discuss the benefits of focusing on the progress. |

# US-Jaycees-logo-white-and-greenModule Ten: Reaching the End

*The reason goals are not reached is that we spend time doing second things first.*

*Robert J. McKain*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900058904[1].wmfIdentifying the end of the coaching process for a particular goal is a vital step that helps both you and your employee acknowledge you have both reached the end. Failing to acknowledge the achievement of a goal could result in disappointment for your employee. Many times, they are anticipating the end and perhaps expect some form of celebration or kudos. No matter how you do it, as a coach, you must know when your employee has reached their goal and acknowledge it.

In this module, you will learn to recognize success, transition your employee from this coaching goal to another and wrapping it up. Let us begin by discussing how to know when you have achieved success.

## How to Know When You’ve Achieved Success

Determining if success is achieved is a crucial element to the coaching process. If you fail to recognize success, you could hurt your coaching program. Your employee worked hard to reach their goals and it is your job to recognize when it has been achieved.

Taking inventory of your employee’s accomplishments helps you to determine how well your employee has achieved success. This inventory could also help you determine if your employee is ready to move into the next level of their development.

Here are some areas to review when taking inventory:

* Review the goals and compare them to how well your employee achieved them
* Review where your employee is at the beginning of the coaching process and how far they have progressed
* List the behaviors you employee demonstrated during the coaching progress
* List your employee’s strengths
* List your employee’s weaknesses
* List your expectations and compare them to how well your employee meets or exceeds your expectations
* If applicable, determine if your employee is ready of the next level of their development

If you noticed, there are two levels of success. The first level deals with the immediate goal. During the course of developing your employee, you probably set various goals. You may use this inventory to determine if they are successful in one goal and then move on to the next goal.

On the other hand, you may use this to help you determine if your employee has achieved overall success and is ready to move on to more development in other areas like management.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand when success is achieved. |
| **Lesson Summary** | Once you have reached the goal date, it is time to compare the beginning metrics with end metrics, determining if success is reached. It is time to take inventory of your employee’s performance. |
| **Materials Required** | * Blank coaching inventory checklist handout * Sample completed coaching inventory checklist |
| **Planning Checklist** | * Prepare enough handouts for all participants |
| **Recommended Activity** | * Give handouts to a participants * Have them review it for 3 minutes * Give completed sample * Allow them to review it for 2 minutes * Encourage questions. |
| **Delivery Tips** | Walk around room while the participants review handouts and be ready to answer questions. |

## Transitioning the Coachee

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Failure to transition may frustrate the employee over time. Transitioning closes a door and opens the next. Below are the steps to making a good transition:

* Make a statement of success. This is a purposeful announcement you make to your employee as a way to mark the transition. Here is a sample:

*“John, you have accomplished a great deal over the last year. Today marks the beginning of a new phase of development for you.”*

* Overview of accomplishments given: here you review what your employee has accomplished and how well they did and that you are proud of them
* Verify your employee agrees. You want to ensure that you and your employee are on the same page. They may not quickly understand that you are about to move them into another level of development. Use open-ended questions to help you determine if your employee is in fact ready to transition. If they are not ready, then set goals to help them address those concerns and coach them through it, using SMART goals and the GROW coaching process.
* Engage the employee with the next level of development. You should have a plan in place that outlines the transition. Share this plan with your employee and have them engage it as soon as possible. Perhaps you may have to hand them off to another manager for development, then walk the employee over to that manager and introduce them.

If your purpose is to transition your employee to the next development goal, then follow the steps like before this time engage your employee to the new goal instead. Always make sure your employee is ready for the next level of development.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will identify the steps to transiting their employee to other areas of development. |
| **Lesson Summary** | Using the MOVE steps will help you transition your employee the next level of development by:   * Make a statement of success * Overview of accomplishment * Verify your employee is in agreement * Engage the employee with next level of development. |
| **Materials Required** | * MOVE worksheet |
| **Planning Checklist** | * Print enough MOVE job aid |
| **Recommended Activity** | * Distribute job aid * Have them review it for 2-3 minutes * Encourage questions |
| **Stories to Share** | One of the best experiences I ever had is when I helped an employee reach their goals and transition into the next level of development. Usually they come back to me and thank me for my help. |
| **Delivery Tips** | While they review the job aid, go around the room and clarify any confusion you may see at the tables. |

## Wrapping it All Up

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900198984[1].wmfWrapping it all up is just a matter of organizing your employee’s coaching file and transitioning the file to the next manager for reference. Even if you do not plan to transition your employee over to a new manager, wrap up the coaching file and keep it accessible for future use.

Here are some things you want to do so you can wrap this coaching file up:

* Have all your coaching documents related to your employee placed in a file folder. If it is electronic, do the same.
* Use the wrap up worksheet and place that as the first page of the coaching file. The Wrapping it up worksheet outlines the following:
* Employee’s profile (i.e. name, years at organization, job title, etc.)
* List of achievements
* List of positive behaviors
* List of areas for further development
* List of goals your employee would like to achieve
* Your overall assessment
* Your recommendation
* Brief outline of the next events

Your employee’s coaching sessions are now transitioning into something else. Let us look at what mentoring is and how to leverage that is a form of development for your employee.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will define the elements of wrapping up the employee’s coaching session for transitioning. |
| **Lesson Summary** | Writing a summary for your employee’s transition helps to document items for the next development resource like another manager or mentor. |
| **Materials Required** | * Wrapping it up worksheet |
| **Planning Checklist** | * Make sure there is enough worksheet available for all participants * Become familiar with the worksheet and its components. |
| **Recommended Activity** | * Distribute worksheet * Have them review it for 3 minutes * Encourage questions * Have participants discuss at their tables how they plan to use this worksheet give them 2-3 minutes * Encourage feedback from participants. |
| **Delivery Tips** | Walk around room, ensuring all students are participating and be ready to answer questions. |

# US-Jaycees-logo-white-and-greenModule Eleven: How Mentoring Differs from Coaching

*Mentoring is a brain to pick, an ear to listen, and a push in the right direction.*

*John Crosby*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1JXY5E11\MC900071143[1].wmfEarlier in this workshop, we defined the terms coaching and mentoring. We learned that both concepts vary greatly in terms of the goal each sought to achieve. In this module, you are going to learn the practical differences and blend the two for a balanced development program. In addition, we will discover how to integrate the GROW module when you are mentoring your employee and finally, you will learn how to focus more on building relationships. Let us start by comparing the practical differences between coaching and mentoring.

## The Basic Differences

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900383516[1].wmfThere are differences between coaching and mentoring. Each typically has goals to accomplish, but the methods are vastly different.

Coaching has the following characteristics:

* Interaction is usually not voluntary
* The interaction usually is for a set amount of time.
* The interaction is structured and meetings are typically confined to scheduled meetings
* Coach does not necessarily have to be an expert on the coaching topic
* Generally, the interaction is short-termed and focus usually in one or two areas of development
* The focus is on a particular job function developmental issue
* The goal is to produce a more immediate change or result
* Coaching is typically targeting specific opportunities for improvement

Mentoring has the following characteristics:

* Interaction is usually voluntary
* Relationship is usually long-term over an extensive period of time
* Interaction is less structured with more causal than structured meetings
* Mentor is usually regarded as an expert in their field and is a resource to the protégé
* Career development is the overall goal of mentoring
* The goal is to develop areas that the protégé deems necessary for their development for future roles
* Mentoring targets the entire career path of a protégé

Let us see how we can blend the two models for an effective development program for your employees.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will identify the basic difference between coaching and mentoring. |
| **Lesson Summary** | Coaching an employee is usually involuntary, targeted one-on-one contact, and structured. Mentoring is usually voluntary and is less structured, but the contact may be more frequent. |
| **Materials Required** | * Flip chart paper * Markers * Paper to write on * Pens |
| **Planning Checklist** | * Have enough flip chart paper and markers for all tables * Make sure you are familiar with the differences before class |
| **Recommended Activity** | * Distribute a piece of flip chart paper to each table * Assign one table the concept of coaching * Assign the other the concept of mentoring * Alternate around the room until all tables either have coaching or mentoring as their category * Have the teams brainstorm the characteristics of their category * Allow them 5 minutes to do this * When time is up, go around the room and you go over each team’s paper * Make any necessary corrections by moving the listed item to either coaching or mentoring |
| **Delivery Tips** | When making corrections, be gentle about it and use positive reinforcement |

## Blending the Two Models

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900055102[1].wmfDepending on the type of working environment, you have and the overall goal of your employee, you may want to combine the characteristics of coaching with mentorship. What you decide to use depends on the current work environment, the type of advancement opportunity your employee has and the time you or someone else have to give to develop the target employee.

There is no right or wrong answer when determining which characteristic you want to combine. Simply pick the ones that will help you achieve maximum results. For example, you may want to blend the more casual approach to meeting with your employee with a targeted area of development. On the other hand, you may want to blend the relationship-building aspect of mentoring to the planned meeting intervals.

The approach you determine is considered the best for you environment. Here is a list of benefits you realize when you combine coaching with mentorship:

* Increased flexibility
* Allows you to supervise your employee while acting autonomous
* Allows your employee to determine what they want to develop
* Your employee will feel more empowered in their development
* You can enlist the help of other managers in the development of your employee
* Greater satisfaction for both you and your employee

In essence, blending the two models provides more flexibility with the monitoring you need to ensure your employee is on the path to career development.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand the benefits of blending mentorship with coaching. |
| **Lesson Summary** | Creating a hybrid approach to development by combining the structured approach of coaching with the autonomy a protégé has while mentoring reaps several benefits. |
| **Materials Required** | * Flip chart * Markers |
| **Planning Checklist** | * Make sure you have 2 pieced of clean flip chart for each table ready to distribute before the lesson begins |
| **Recommended Activity** | * Have the participants review the characteristics of coaching versus mentoring done in the previous lesson * In their teams, have them come up with a combined list of characteristics they feel would reap maximum results * Have them write the list on a piece of flip chart paper * Next, have the table brainstorm benefits to their approach * Allow 5-6 minutes for this to happen * Once done, go around the room and have the entire table stand up and one person presents their Hybrid strategy with the benefits to the class. * Go around the room until all tables presented * Encourage questions |
| **Delivery Tips** | Creating a hybrid has not right or wrong answers. Try to remain neutral and not place one team’s idea over another. This may send the wrong message to the team you did not favor. |

## C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900215194[1].wmfAdapting the GROW Model for Mentoring

Adapting the GROW model to mentoring is very easy to do. When coaching, the GROW model is used as a guide for the coach to structure their dialogue with their employee. The coach develops the goal and guides the employee to reach a goal the coach selects.

In mentoring, the GROW model is used as a guide to questioning the protégé on when development path they want seek. Here the mentor asks open-ended questions that form the basis of the mentoring program. Here are some questions you can use when you want to use GROW for mentoring purposes:

* **Goal**: What are your career goals? What do you want to accomplish in the next year?
* **Reality**: Where are you in relation to your career goal? What are you lacking that you need to have in order to reach that career goal?
* **Options**: What are activities you think will help you develop those missing skills? How do you want to go about developing the skills necessary to advance your career?
* **Wrap it up**: What is your plan? How do you want to go about this?

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand how to adapt the GROW model to mentoring. |
| **Lesson Summary** | The GROW model is easily adapted to mentoring by allowing the employee to choose their goal, identify their reality, identify their options and draft their plan. |
| **Materials Required** | * Power point or flip chart with the lesson summary on it |
| **Planning Checklist** | * Make sure power point or flip chart is prepared before lesson begins |
| **Recommended Activity** | * Display the power point of flip chart * Have a participant read it to the class * Ask the class: “What skill our behavior you must have in order to get this information from your employee?” Target: Questioning skills |
| **Delivery Tips** | Avoid judging answers by saying, “That is wrong” or “That is correct”. Thank the participants for the answers they give and then share your target answer. Judging makes the participants less likely to volunteer answers. |

## Focusing on the Relationship

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900438083[1].wmfWhen you coach, the relationship is hierarchal, meaning that you are driving the process and the employee must respond. Mentoring is not meant to be set up that way. Mentoring is a shoulder-to-shoulder type relationship. In coaching your focus is on reaching goal with a targeted development plan.

On the other hand, mentoring is sharing and guiding your protégé. It requires less structure but more relationship building. Being a mentor to someone creates a special relationship where the mentor watches over the protégé, guides them, and corrects them in different situations. There is not a set intervention. It is constant awareness, looking out for pitfalls and political traps that are common in the work environment.

Mentors also become more involved in the protégé’s life, demonstrating caring, understanding, and guiding them through it from the employment perspective. Deep personal issues should be taken care of by professionals; however, guiding them to that professional level is a mentor’s job.

Here are some behaviors that help to foster a good relationship between a mentor and a protégé:

* Demonstrate caring by listening for issues that are not readily disclosed to you. Perhaps you over hear a conversation where your protégé is struggling with something. Demonstrate care by encouraging your protégé to discuss it with you.
* Demonstrate understanding by acknowledging and empathizing with your employees situation. Take the time to fully grasp what is going on and acknowledge it is real and that you would feel the same if you were in their shoes.
* Demonstrate listening by giving your undivided attention and avoid interruptions when talking with them like answering the telephone or looking at email. Notate and mirror things back to your protégé to demonstrate you are listening.
* Demonstrate respect by keeping the relationship professional at all times. Avoid degrading your protégé or using causal language in front of others. Show you respect your employee as if they were an equal.

Keeping an eye on the relationship is just as important as keeping focus on the goal. The mentor-protégé relationship is delicate because the employee must see the value of the relationship. If they do not see a relationship, then the purpose for mentoring is gone.

We are near the close of this workshop, and it is time to wrap this class up. Let us here some words from the wise before we do close this session.

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| **Estimated Time** | 10 minutes |
| **Lesson Objective** | Participants will understand the importance focusing on the relationship when mentoring an employee. |
| **Lesson Summary** | Demonstrating caring, listening, understanding and respect are essential ingredients to a mentor-protégé relationship. |
| **Materials Required** | * Index cards * Pens * Two pieced of flip chart paper * Markers |
| **Planning Checklist** | * Make sure there are pens and index cards on all tables before lesson starts * Make sure you have a clean piece of flip chart paper ready before lesson starts. |
| **Recommended Activity** | * Ask the class: What are the basics to building a relationship. * Select several participants * Write down answers on flip chart * Target answers: caring, listening, understanding, respect * What are some of the ways we can demonstrate this in terms of our behaviors * Solicit answers from the group and write down their answers on another piece of flip chart paper * Encourage questions |
| **Delivery Tips** | When you are collecting answers, remember not to judge the answers. Thank the participants for sharing and focus on the target answers when you debrief the class. |

# US-Jaycees-logo-white-and-greenModule Twelve: Wrapping it Up

*Things do not change; we change.*

*Henry Davie Thoreau*

This is the last module of today’s session. We have learned many things about coaching. Implementing what you have learned today immediately is the best way to start changing your behavior. Remember that coaching is an equation that includes you. Your employee will respond better if they see you are willing to change to help them reach higher performance.

## Words from the Wise

MC900370486[1]Here are some quotes from wise leaders in the coaching field. Take a moment to listen and reflect on their words:

* **Lee Iacocca**: I have found that being honest is the best technique I can use. Right up front, tell people what you're trying to accomplish, and what you're willing to sacrifice to accomplish it.
* **John Wooden**: If you're not making mistakes, then you're not doing anything. I'm positive that a doer makes mistakes.
* **Pearl Buck**: I don't wait for moods. You accomplish nothing if you do that. Your mind must know it has got to get down to earth.
* **Warren Buffett**: I don't look to jump over 7-foot bars. I look around for 1-foot bars that I can step over.
* **George Allen**: People of mediocre ability sometimes achieve outstanding success because they don't know when to quit. Most men succeed because they are determined to.

## Parking Lot

Review the items on the parking lot. Some items may need one-to-one participant follow up. You may be able to clear other items up now. Follow-up workshops may even be appropriate.