



Behavioral Coaching

Training Design

1 November 2001

Intended Audience

This workshop is intended to serve the needs of Global Manufacturing Company managers, both those who have subordinates and those who have no subordinates.

Objectives

At the end of the workshop, participants will be able to:

1. Explain why improving coaching skills are important to our business success.
2. Relate coaching situations to the 4Es+Always 1E leadership standards and to its 17 leadership competencies.
3. Apply a four-step process to coaching situations.
4. Use verbal, non-verbal, and empathetic listening techniques to increase your understanding of the other's true message and viewpoint.
5. Develop objective feedback statements.
6. Identify and respond to both apparent and hidden messages in a coaching situation.
7. Improve coaching skills.
8. Develop practical solutions to common coaching problems.

Major Design Parameters

The table below lists the major design parameters.

| Design Parameter | Description |
|-------------------------|--|
| Delivery Method | Instructor-led |
| Activities | A combination of mini-lectures, large group discussions, small group exercises, and role plays. |
| Length | 7.5 hours |
| Learning Environment | The learning environment is expected to be: <ul style="list-style-type: none">■ Standard classroom with light controls■ Presentation area (computer projector, screen, and lectern)■ Flip chart (1 or 2) with water-based markers)■ Participants seated at tables (any shape) accommodating groups of 3 people for small group exercises. |
| Equipment | Equipment to project PowerPoint slides. |
| Leader Materials | The session leader will have: <ul style="list-style-type: none">■ Facilitator's guide■ PowerPoint slides |
| Participant Materials | Each participant will have a participant manual containing major content items, copies of PowerPoint slides, instructions and information for exercises. |

Overall Design

| Time | Topic |
|---------------|---|
| 8:00 – 9:05 | Introduction, Perspective, and Motivation |
| 9:05 – 9:40 | Coaching and Behaviors |
| 9:40 – 9:55 | (break) |
| 9:55 – 10:30 | Overcoming Difficulties in Coaching |
| 10:30 – 10:50 | Review of Coaching Process and Skills |
| 10:50 – 11:50 | Important Coaching Principles |
| 11:50 – 12:50 | (lunch) |
| 12:50 – 1:20 | Giving Objective Feedback |
| 1:20 – 2:45 | Effective Listening – An Important Coaching Skill |
| 2:45 – 3:00 | (break) |
| 3:00 – 3:35 | Coaching Skills for Clarifying Details |
| 3:35 – 4:35 | Coaching Skills for Developing Solutions |
| 4:35 – 5:02 | Generalization Back to the Job and Wrapup |

Design Details

The design details are contained on the following pages.

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| Design Details: Behavioral Coaching | | | | | | |
|--|-----|--|---------|------------------------|--|---------------------|
| Start | Min | Segment # and Title | Obj | Method | Description of Activity | Evaluation |
| Introduction, Perspective, and Motivation | | | | | | |
| 8:00 | 1 | 1. Welcome | DNA | Mini lecture | Trainees hear welcome speech and introduction of leader. | DNA |
| 8:01 | 29 | 2. Introduction Ice Breaker Interviews | 4 | Large group discussion | Trainees in pairs interview each other to determine the other's name, title, work assignment, years in management, etc., worst coaching experience, and goals for this course. The interviewer then introduces the interviewee to the rest of the class. | Class participation |
| 8:30 | 5 | 3. Course Overview | DNA | Mini lecture | Trainees hear about course content, objectives, length, activities and exercises, protocol, etc., including reaction to their expectations. | DNA |
| 8:35 | 20 | 4. Review of Coaching Background | 1, 7, 8 | Large group discussion | Trainees respond to a series of questions that elicit (desired response): <ul style="list-style-type: none"> ■ What are some of the goals of coaching? (drive performance management, increase performance excellence, increase coachee's happiness, grow coachee's capabilities, etc.) ■ What are some situations in which coaching is used? (PC meetings, correcting errors, helping grow, etc.) ■ When and where can coaching be done? (formal PC meetings in office, routine management meetings in office, soon after noting a problem, every day, in any nook, etc.) ■ What are the roles in coaching and what are their relationships? (coach and coachee working as partners/equals) ■ What are some of the things that cause difficulty in coaching? (see list under <i>Overcoming Difficulties in Coaching</i>) | Class participation |
| 8:55 | 10 | 5. Why this Course is Needed | 1, 7 | Large group discussion | Trainees respond to the question "Why is it important to improve coaching skills?" The facilitator adds additional reasons if necessary, including the relationship of coaching to Personal Commitment. | Class participation |
| Coaching and Behaviors | | | | | | |
| 9:05 | 10 | Coaching and Behaviors | 2 | Mini lecture | Trainees listen to an explanation of the relationships among: <ul style="list-style-type: none"> ■ Skills, knowledge, attitudes, and personality (technical, general business, personal, and interpersonal) ■ Behaviors (the overt implementation of these) ■ Results. In order (1) to get buy-in that this course and coaching apply to more than just interpersonal behaviors, and (2) to explain that coaching is most effective when applied to the behaviors, not the other two. | In next exercise |

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|--|-----------|-------------------------------------|-----|------------------------|---|---------------------|--|
| Start | Min | Segment # and Title | Obj | Method | Description of Activity | Evaluation | |
| 9:15 | 20 | S/K/A Examples Exercise | 2 | Small group exercise | Trainees break into 4 small groups and prepare examples of technical, general business, personal, and interpersonal skills, knowledge, and attitudes. Following this, each group shares with the class. | Class participation | |
| 9:35 | 5 | 17 Leadership Behaviors | 2 | Mini lecture | Trainees see how each of the 17 leadership behaviors fits into the classification of technical, general business, personal, or interpersonal (for several there is more than one good classification). Afterwards, the class discusses the ambiguous ones. Following this, the facilitator explains that most coaching situations fit into one of the 17 leadership behaviors. | Class participation | |
| 9:40 | 15 | BREAK | | | | | |
| Overcoming Difficulties in Coaching | | | | | | | |
| 9:55 | 35 | Overcoming Difficulties in Coaching | 8 | Large group discussion | Trainees participate in a full-class discussion about the following problems in coaching, and for each one answer how to address it. <ul style="list-style-type: none"> ■ Coach's own "baggage" ■ Too much reliance on the coach ■ Loss of professional relationship ■ Urge to clone yourself ■ Lack of trust ■ Being an authority figure ■ Surprises in previous coaching and reviews ■ Different personality types ■ Coaching not supported in the work environment. | Class participation | |
| Review of Coaching Process and Skills | | | | | | | |
| 10:30 | 5 | Review of Coaching Process | 3 | Mini lecture | Trainees hear about the major steps of the coaching process. The facilitator fills in the missing steps if necessary. <ol style="list-style-type: none"> 1. Vision of ideal behavior. 2. Assessment of actual behavior. 3. Coaching session: <ol style="list-style-type: none"> a) Set purpose of discussion. b) Clarify the details of the problem or opportunity. c) Identify and develop ideas / alternatives. d) Prepare action plan. 4. Follow-up | Class participation | |

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|--------------------------------------|-----------|--|------|------------------------|---|----------------------------|--|
| Start | Min | Segment # and Title | Obj | Method | Description of Activity | Evaluation | |
| | | | | | Prior to starting the coaching process there is, depending on the type of coaching, some data gathering/observation/assessment. Following the coaching process, there should be good follow-up. | | |
| 10:35 | 15 | Review of Coaching Skills | 7 | Large group discussion | Trainees list important coaching skills. The facilitator does NOT fill in the missing skills. The flip chart is posted for use throughout the day. | Class participation | |
| Important Coaching Principles | | | | | | | |
| 10:50 | 60 | Important Coaching Principles, Skills, Attitudes, and Perspectives | 1, 7 | Large group discussion | <p>Trainees participate in a full-class discussion about the following propositions, and for each one answer (1) what it means for coaching, and (2) how to implement it.</p> <ul style="list-style-type: none"> ■ Coaching is different from therapy. ■ Treat a person as a creative, resourceful, whole person. ■ The coachee has most of the answers; the role of the coach is to help the coachee find them. ■ The coach must be interested in growing others. The coach's role is to develop the coachee, not do the work himself ■ Being trustworthy is mandatory. ■ The coach-coachee relationship is different from that of manager to employee. ■ You can't separate the work results from the behaviors. ■ Coaching on behaviors affects both work and non-work activities. ■ Coaching applies to more than just problems. ■ The coachee must own the behavioral causes and outcomes. ■ The coachee must have a commitment to improve. ■ The coach must know and adjust for his/her own biases. ■ The coach must avoid distractions. ■ The coach must keep confidentiality. ■ The coach must have knowledge of field in which coaching. ■ The coach must manage his/her own emotional responses. ■ The coach must avoid moralizing. ■ The coach must have genuine curiosity. ■ The coach must avoid alienating non-coached people. | In all remaining exercises | |
| 11:50 | 60 | LUNCH | | | | | |

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| Start | Min | Segment # and Title | Obj | Method | Description of Activity | Evaluation |
| Giving Objective Feedback | | | | | | |
| 12:50 | 10 | Model of Objective Feedback | 5 | Small group exercise | Two trainees model giving objective feedback by reading a script to the remainder of the class, which enables the class to discover the elements of giving objective feedback. They share their discoveries and the facilitator writes them on a flip chart. The facilitator corrects any errors and supplies missing elements as needed. This flip chart remains displayed for the following exercise. | Class participation |
| 1:00 | 20 | Objective Feedback Exercise | 5 | Small group exercise | Trainees in small groups work with a series of 10 problem situations for which they (1) tie the problem area to the 17 leadership behaviors, and (2) construct the objective feedback statement. Afterwards, they share their work with the class. | Class participation |
| Effective Listening – An Important Coaching Skill | | | | | | |
| 1:20 | 20 | Modeling Good Listening | 4 | Observation and Analysis | <p>Trainees observe two other trainees reading a scripted coaching interaction. The trainees analyze what they are hearing with the intent of discovering all the good listening techniques that are being “demonstrated”:</p> <ul style="list-style-type: none"> ■ Silence ■ Use intensity level intelligently ■ Verbal encouragement ■ Empathy ■ Paraphrasing, restating, and feedback ■ Clarifying questions ■ Summarize <p>Afterwards, the trainees share the techniques with the rest of the class while the facilitator writes them onto a flip chart. The facilitator supplies ones that were missed.</p> | Class participation |
| 1:40 | 10 | Other Effective Listening Techniques | 4 | Mini lecture | <p>Trainees hear an explanation of the effective listening techniques that didn’t fit into the scripted coaching session:</p> <ul style="list-style-type: none"> ■ Non-verbal listening techniques ■ Others from the above list. <p>Trainees receive a checklist of all the effective listening techniques.</p> | In following exercise |
| 1:50 | 15 | Virtual Listening Exercise | 4 | Written exercise | Trainees complete a written exercise in which they are given a series of small behavioral coaching situations. For each situation, they must (1) identify the apparent and hidden messages, and (2) state how they would respond to the total message. Following this, the facilitator reads the school solutions and discusses any differences. | Class participation |

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| Start | Min | Segment # and Title | Obj | Method | Description of Activity | Evaluation | |
| 2:05 | 30 | Listening Role Play | 4 | Role play, single round | <p>Trainees are broken into groups of three: one coach, one coachee, and one observer. There are three role play situations based on the 17 leadership behaviors for six groups so that each situation is covered by more than one group. The role play covers the entire coaching process; there is only one round of role plays. The coach is allowed to use only questions and listening; the coach is NOT allowed to offer conclusions, suggestions, or solutions. There is some preparation time before beginning the role play. During the role play, the observer uses the checklist of the effective listening techniques to record the techniques used. Following the role plays, the whole class discusses:</p> <ul style="list-style-type: none"> ■ What techniques worked especially well. ■ How easy or difficult it is to use these techniques. ■ Tips for facilitating the use of various techniques. | Class participation | |
| 2:35 | 5 | Generalization to the Job | 4 | Individual exercise | Trainees write a list of the new things that they have learned in this section, and how they plan to apply them to their jobs. | None | |
| 2:40 | 5 | More Coaching Skills | 7 | Large group discussion | Trainees as a group add any new ideas for coaching skills to the previous flip chart. | Class participation | |
| 2:45 | 15 | BREAK | | | | | |
| Coaching Skills for Clarifying Details | | | | | | | |
| 3:00 | 5 | Coaching Skills for Clarifying Details | 7 | Mini lecture | <p>Trainees listen to a short explanation of the following coaching skills:</p> <ul style="list-style-type: none"> ■ Acknowledgment ■ Ask powerful questions ■ Use intuition. | In following exercise | |
| 3:05 | 30 | Clarifying Details Exercise | 7 | Role play, single round | <p>Trainees are broken into groups of three: one coach, one coachee, and one observer. There are three role play situations based on the 17 leadership behaviors for six groups so that each situation is covered by more than one group. The role play covers the entire coaching process; there is only one round of role plays. The coach is allowed to use only questions and listening; the coach is NOT allowed to offer conclusions, suggestions, or solutions. There is some preparation time before beginning the role play. During the role play, the observer uses the checklist of the coaching skills for clarifying details to record the skills used. Following the role plays, the whole class discusses:</p> <ul style="list-style-type: none"> ■ What techniques worked especially well. ■ How easy or difficult it is to use these techniques. ■ Tips for facilitating the use of various techniques. | Class participation | |

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| Start | Min | Segment # and Title | Obj | Method | Description of Activity | Evaluation |
| Coaching Skills for Developing Solutions | | | | | | |
| 3:35 | 5 | Coaching Skills for Developing Solutions, part 1 | 7 | Mini lecture | Trainees listen to a short explanation of the following coaching skills: <ul style="list-style-type: none"> ■ Draw upon own experience ■ Forward the action; getting the coachee to accept responsibility ■ Deepen the learning | In following exercise |
| 3:40 | 25 | Developing Solutions Exercise 1 | 7 | Role play, single round | Trainees are broken into groups of three: one coach, one coachee, and one observer. There are three role play situations based on the 17 leadership behaviors for six groups so that each situation is covered by more than one group. The role play covers the entire coaching process; there is only one round of role plays. The coach is allowed to use only statements of experience, questions, and listening; the coach is NOT allowed to offer conclusions, suggestions, or solutions. There is some preparation time before beginning the role play. During the role play, the observer uses a checklist of the first set of coaching skills for developing solutions to record the skills used. Following the role plays, the whole class discusses: <ul style="list-style-type: none"> ■ What techniques worked especially well. ■ How easy or difficult it is to use these techniques. ■ Tips for facilitating the use of various techniques. | Class participation |
| 4:05 | 5 | Coaching Skills for Developing Solutions, part 2 | 7 | Mini lecture | Trainees listen to a short explanation of the following coaching skills: <ul style="list-style-type: none"> ■ Give perspective, not advice ■ Challenge to strengthen ■ Bottom line. | In following exercise |
| 4:10 | 30 | Developing Solutions Exercise 2 | 7 | Role play, single round | Trainees are broken into groups of three: one coach, one coachee, and one observer. There are three role play situations based on the 17 leadership behaviors for six groups so that each situation is covered by more than one group. The role play covers the entire coaching process; there is only one round of role plays. There is some preparation time before beginning the role play. The coach is allowed to use only statements of experience, questions, and listening; the coach is NOT allowed to offer conclusions, suggestions, or solutions. There is some preparation time before beginning the role play. During the role play, the observer uses the checklist of the second set of coaching skills for clarifying details to record the skills used. Following the role plays, the whole class discusses: <ul style="list-style-type: none"> ■ What techniques worked especially well. ■ How easy or difficult it is to use these techniques. ■ Tips for facilitating the use of various techniques. | Class participation |

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| Start | Min | Segment # and Title | Obj | Method | Description of Activity | Evaluation |
| Generalization Back to the Job and Wrapup | | | | | | |
| 4:35 | 20 | Summary and Conclusions | all | Feedback | Trainees summarize what they learned, especially relating to the objectives and their new confidence to use coaching more in their jobs. | DNA |
| 4:55 | 5 | Personal Planning | all | Individual exercise | Trainees write out their plans for coaching opportunities and skills to be used when they return to the job. | DNA |
| 5:00 | 2 | Closing Remarks | all | Mini lecture | Trainees listen to final remarks of facilitator. | DNA |
| 5:02 | | | | | | |