

## **Module: Coaching Skills**

### **Trainer Notes**

#### **Slide 2**

##### **Trainer Tell:**

You've probably heard people talking about coaching in the workplace. You might have even received some coaching in the past, or you might have used coaching to improve a person's performance, even if you didn't actually describe it as "coaching" at the time.

But what actually is coaching, and how do you use it? And what skills do you need to be an effective coach?

#### **Slide 3**

##### **Trainer Tell:**

In this session, we'll look at the basics of coaching in the workplace. We'll clarify what it involves, and review the key approaches that you can use to be a successful coach.

##### **Trainer Do:**

Show slide & sum up the points.

#### **Slide 4**

##### **Trainer Ask:**

What do you mean by coaching?

##### **Trainer Do:**

Take a few responses from the participants. Look for words like guiding, enabling someone to perform better etc.

##### **Trainer Tell:**

Coaching is training or development in which a person called a *coach* supports a learner in achieving a specific personal or professional goal. The learner is sometimes called a coachee. It is an informal relationship between two people, of whom one has more experience and expertise than the other and offers

advice and guidance. It is a useful way of developing people's skills and abilities, and of boosting performance.

### **Slide 5**

#### **Trainer Tell:**

Coaching is about moving from your current state to your desired state. In order to do that you need to ask 3 questions i.e. where you are now, where you want to be & how can you get there.

### **Slide 6**

#### **Trainer Tell:**

Now let us form 2 groups.

#### **Trainer Do:**

Divide the audience in 2 groups

#### **Trainer Tell:**

Now both groups will get 5 minutes to discuss among themselves. 1<sup>st</sup> group will list what to do while instructing and 2<sup>nd</sup> will list how to do coaching.

#### **Trainer Do:**

Discuss the points listed on a flipchart/board and sum up the slide.

### **Slide 7**

#### **Trainer Ask:**

So what is the need for coaching?

#### **Trainer Do:**

Take responses & list on the flipchart. Then sum up the points using the slide.

### **Slide 8**

#### **Trainer Ask:**

So what are the benefits of coaching?

#### **Trainer Do:**

Take responses & list on the flipchart. Then sum up the points using the slide.

## **Slide 9**

### **Trainer Tell:**

It's worthless to coach someone if they aren't going to change and improve. But how do you know if the person will change? How do you know if someone is coachable?

The answer is very simple...

### **Trainer Do:**

Show slide & read pointers slowly one by one.

## **Slide 10**

### **Trainer Tell:**

Used in the right situation at the right time, coaching can make the life of a manager immensely easier. Learning how to recognize, when and when not to coach is just as important as learning how to coach.

Managers coach in order to build employees' knowledge and skills.

It is simply a way to give remedial instruction when performance deficiencies necessitate it.

Coaching can also be part of a long-term effort to promote employee development.

## **Slide 11**

### **Trainer Tell:**

The role of the coach is not just coaching! Consequently, the role of the coach will be many and varied, from instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator, adviser, supporter, fact finder, motivator, counselor, organizer, planner and the Fountain of all Knowledge.

### **Trainer Do:**

Show slide & sum up

## **Slide 12**

### **Trainer Tell:**

The skills & qualities of a good coach are:

### **Trainer Do:**

Show slide & read the pointers slowly one by one. Use example of Shahrukh Khan as a coach in the movie Chak De India.

## **Slide 13**

### **Trainer Tell:**

Great managers strive to do right by their employees — treat them well, motivate them to succeed, and provide the support and coaching each person needs. This is often easier said than done, especially when it comes to coaching.

That's because coaching takes time, skill, and careful planning and there are certain types of people who may be particularly challenging for managers to coach. Think about the one on your team who is pessimistic at every turn, or the person who refuses your advice with a smile on his face. Hence, some of the challenges faced by managers while coaching are...

### **Trainer Do:**

Show slide & sum up.

## **Slide 14 & 15**

### **Trainer Tell:**

Let us play a game to learn the Do's & don'ts of coaching. Here is what you need to do.

There are some cue cards kept here. Some of these cards have the dos written on it while the others have the don'ts. Every person will pick one cue card and stick it on the flipchart under the column where it fits according to you i.e. either dos or don'ts.

### **Trainer Do:**

Divide the flipchart into two columns and once you get the responses under the respective column show the slide and sum up.

## **Slide 16**

### **Trainer Tell:**

A successful coach will develop well defined coaching behaviors and a learning environment that will aid the coachee to develop and perform to their potential. The coaching behaviors that coaches need to develop include:

### **Trainer Do:**

Show slide & sum up.

## **Slide 17**

### **Trainer Tell:**

In order to create a coaching culture in your organization you should...

### **Trainer Do:**

Show slide & sum up.

## **Slide 18**

### **Trainer Ask:**

What is on the job coaching?

### **Trainer Do:**

List the responses on the flipchart. Then sum up using example as follows.

### **Trainer Tell:**

On-the-job coaching is coaching that takes place while employees are actually working. In this an experienced member of staff will help the coachee learn skills and processes through providing instructions or demonstrations (or both).

This benefits both employees and the business. Employees learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day. The business benefits by ensuring that the coaching is specific to the job. It also does not have to meet the additional costs of providing off-the-job training or losing working time.

## **Slide 19**

### **Trainer Tell:**

On the job coaching is necessary as it develops the related skills of your employees by way of continuous & ongoing observation, analysis, demonstration & feedback.

For example: At Aldi stores, the store manager acts as the trainer. A typical format is for the manager to explain a process to the trainee, then to demonstrate it. The trainee then carries out the process, while the manager observes. Once the manager is happy that trainees are competent, they can then carry out the process unaided. This process is used, for example, to teach a store assistant how to operate the till and to instruct a trainee manager how to order stock accurately.

## **Slide 20**

### **Trainer Do:**

Introduce a role play exercise & let the participants enact the steps as mentioned in the slide.

## **Slide 21**

### **Trainer Tell:**

Let me tell you a small story to explain this model. There were 2 friends. One was very intelligent while the other was not that intelligent. One evening while they were in a park the intelligent boy saw the other boy riding a bicycle. The intelligent boy did not know how to ride a bicycle; however he thought that if the not so intelligent boy can ride it then I can also ride it.

He then took a bicycle & started riding.

### **Trainer Ask:**

What do you think must have happened to him?

### **Trainer Do:**

Wait for the responses. Look for the answer that he would have fallen.

**Trainer Tell:**

Yes he fell off the bicycle. Now that is a state of unconscious incompetence where one does not have certain skill & he is unconscious about this fact.

Now, after that the intelligent boy learns the techniques of riding a bicycle but does not practice.

**Trainer Ask:**

Now what do you think must have happened to him?

**Trainer Do:**

Wait for the responses. Look for the answer that he would have struggled to ride it.

**Trainer Tell:**

Now he has acquired the knowledge i.e. he has become conscious but he is still incompetent to ride the bicycle as he has not physically practiced riding it. This is a stage on conscious incompetence.

After that he practiced riding and then he was able to ride it smoothly. This is a stage of conscious competence where one has acquired the skills through repetition & practice.

Now the intelligent boy sees the other boy performing certain stunts with the bicycle. He also tries doing that but fails. This is a situation where he is competent to ride the bicycle but unconscious about the skills required to perform those stunts. This is a stage on unconscious competence.

Hence, in the process of developing our skills we all go through one or more of these stages.

**Slide 22****Trainer Tell:**

This model can be used to assess your employee's skill and willingness to do a specific task. Based on that assessment, you can choose how to best manage or influence the employee towards success.

Ability: Experience with the task, training, knowledge, and natural talents.

Willingness: Desire to achieve, incentives to do task, confidence in abilities, and feelings about task (“attitude”)

In case of a person with high will / low ability invest time early on. Provide tools, training, guidance, coaching, feedback up-front, explaining and answering questions.

For a person with high will / high ability promote freedom to do the job ▪ Set objectives, not methods. ▪ Praise, don't ignore. Communicate trust and recognition. ▪ Encourage them to take responsibility and involve them in decision-making. Treat as a 'partner' ▪ Take appropriate risks, include stretching tasks.

For a person with low will/ low ability first, build the will. Provide a clear briefing, identify motives and develop a vision of success. ▪ Then build the skill. Structure tasks for quick wins, coach, and train. ▪ Finally sustain the will; provide frequent feedback, praise and nurture. ▪ Throughout, supervise closely with tight control and clear rules and deadlines.

For a person with low will / high ability identify reasons for the low will (such as task/management, style/personal factors). ▪ Develop intrinsic motivation, incentives, value alignment. ▪ Work on their confidence by developing a vision of how good they could be at completing the task.

### **Slide 23**

#### **Trainer Tell:**

The key takeaways from today’s session are....

#### **Trainer Tip:**

Read the pointers in the slide