

Facilitator Introduction

10 MINUTES



Welcome and Workshop Overview

Welcome Manufacturing team to the Coaching Technique Series.

Show the overhead *Objectives for Coaching Techniques Series* (Slide #2-3), and the *Program Flow* (Slide #4-5) **Review** *Program Norms* (Slide #6)

Review the following administrative details:

- Session length
- Breaks

Facilitator Commentary



Transition to Clarifying Learning Activities

Show the *Superior Coaching Model* (Slide #7)

Make the following points:

- Throughout today's session we will be looking at the individual elements in the model.
- Indicate you will examine all elements, but emphasis will be placed on understanding and practicing the critical skills.

Group Activity

35 MINUTES



Clarifying Key Values and Essential Characteristics

Distribute the handout, *Clarifying Key Values and Essential Characteristics* (Page #8-10).

(**Read** *Trainer's Notes* for the Clarifying Key Values and Essential Characteristics activity.)

Trainer's Notes!



Objectives

To help participants clarify the first two elements in the Superior Coaching Model—key values and essential characteristics—and prepare themselves to use these elements in later exercises.

Description

Superior coaching is graphically defined in the Superior Coaching Model.

The model has five elements:

1. Key values
2. Essential characteristics
3. Critical skills
4. Core conversation
5. Performance applications

This exercise begins to clarify for participants the definition of key values and essential characteristics by having each individual read descriptions of these elements and then select a topic relevant to key values and essential characteristics and coach other team members on these topics.

Time: 35 minutes

Materials:

- Copy of *Clarifying Key Values and Essential Characteristics* for each participant.
- Overhead, *The Superior Coaching Model*
- Chapter 2, COACHING

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

Refer to the *Superior Coaching Model* (Slide #7), in setting up the exercise.

(**Make certain that participants know where they are in developing their understanding of each element in the model.)

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



Group Discussion

10 MINUTES



Debrief

Ask for and answer any questions.

*** Ensure participants are beginning to see the Superior Coaching Model as a whole and how the individuals elements are related to each other.***

Group Activity

25 MINUTES



Clarifying Critical Skills

Distribute the handout, *Clarifying Critical Skills*. (Page #12-15)

Show the overhead, *Critical Skills*. (Slide #11)

** Leave up on screen throughout activity**



Describe briefly each skill:

- **Attending**

First critical skill. Vocal and non-vocal behaviors that coaches use to convey that they are listening.

- **Inquiring**

Second critical skill used by superior coaches. Questions and directives that can be open or closed.

- **Reflecting**

Third critical skill. Coach conveys understanding by playing back to the other person or team in the coach's own words what has been communicated by the other person or team.

- **Affirming**

Fourth critical skill. This occurs when the coach reinforces the sense of competency in people being trained and contributes to their commitment to continuous improvement.

- **Being disciplined**

Fifth critical skill. The ability to use the other four skills—attending, inquiring, reflecting, and affirming—to create the essential characteristics of superior coaching.

(**Read Trainer's Notes** for the Clarifying Key Values and Essential Characteristics activity.)

Trainer's Notes



Objectives

To help participants clarify the third element in the Superior Coaching Model—critical skills—and prepare them to use this element in later exercises.

Description

Superior coaching is graphically defined in the Superior Coaching Model.

The model has five elements:

1. Key values
2. Essential characteristics
3. Critical skills
4. Core conversation
5. Performance applications

This exercise begins to clarify for participants the definition of critical skills by having each individual read descriptions of the skills and then coach other team members on the definition of one or more of these skills.

Time: 25 minutes

Materials

- Copy of *Clarifying Critical Skills* for each participant
 - Overhead, *The Superior Coaching Model*
 - Overhead, *Critical Skills*
 - Chapter 2, *COACHING*
-

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

(**Make certain that participants know where they are in developing their understanding of each element in the model.)

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

Group Discussion

10 MINUTES



Debrief

Ask for and answer any questions.

Group Activity

15 MINUTES



Clarifying the Core Conversation

Distribute the handout, *Clarifying the Core Conversation* (Page #17)



Show the overhead, *Clarifying the Core Conversation* (Slide #16)

**** Leave up on screen throughout activity****

Describe briefly the Core Conversation:

The core conversation is a process of expanding upon and then focusing in on information. In the first phase the coach does two things:

1. Give the other person what information the coach has relative to the purpose of the interaction.
2. Assists the other person to develop relative information.

In the second phase of the core conversation the coach applies the information from the first phase to achieve a positive result.

Make the following point:

- It is important to understand the connection between:
 - Shape as a characteristic of the core conversation.
 - The way shape is developed during a superior coaching conversation.

(**Read Trainer's Notes** for the Clarifying the Core Conversation activity.)

Trainer's Notes!



Objectives

To help participants clarify the core conversation element in the Superior Coaching Model, and prepare them to use this element in later exercises.

Description

This exercise continues to clarify the elements in the Superior Coaching Model and addresses the definition of the fourth element in the model, core conversation. Participants discuss the definition of core conversation and bring any questions they have to the general session.

Time: 15 minutes

Materials

- Copy of *Clarifying the Core Conversation* for each participant
 - Overhead, *The Superior Coaching Model*
 - Overhead, *The Core Conversation*
 - Chapter 2, *COACHING*
-

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

(**Make certain that participants know where they are in developing their understanding of each element in the model. Ensure a connection is made between shape as a characteristic and the core conversation the way shape is developed during a superior coaching conversation.**)

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

Group Discussion

5 MINUTES



Debrief

Ask for and answer any questions.

Make the following points:

- The core conversation is the predictable shape that superior coaching conversations take.
- It is the process of moving from expanding information to focusing the use of this information that makes superior coaching so different from other kinds of coaching conversations.



Show the overheads, *The Superior Coaching Model* (Slide #18), and *The Core Conversation* (Slide #16).

15 MINUTES

BREAK

30 MINUTES



Group Activity

Clarifying Performance Applications

Distribute the handout, *Clarifying Performance Applications* (Page #20)

Show the overhead, *The Four Performance Applications* (Slide #19)

**** Leave up on screen throughout activity****

Describe briefly each application:

- **Resolving Problems:** The first performance application of coaching includes the many kinds of conversations in which managers and leaders work to resolve a wide variety of problems presented to them by others.
- **Teaching:** Teaching is another primary function of coaches, who may teach individuals and teams technical information and skills and the values and culture of the organization—sometimes called mentoring.
- **Supporting Performance:** In addition to resolving problems and teaching, coaches also interact with individuals and teams to support their performance. Supporting performance can mean giving information about changes in requirements or expectations, or giving feedback to assure others that their performance is on target.
- **Adjusting Performance:** Sometimes coaches must make significant adjustments in the performance of individuals and teams. They must confront performance that is below expectations or established standards, and also challenge people who are performing at one level to move to a higher level.

(**Read Trainer's Notes** for the Clarifying Performance Applications activity.)

Trainer's Notes!



Objectives

To help participants clarify performance applications in the Superior Coaching Model and prepare to use this element in later exercises.

Description

In this exercise, participants clarify the final element in the Superior Coaching Model, performance applications. They work as teams/groups and review each of the four major coaching performance applications. They then draw the outline of the core conversation on their flip charts and show what would happen in the expanding and focusing phases for each of the performance applications.

Time: 30 minutes

Materials

- Copy of *Clarifying Performance Applications* for each participant
- Overhead, *The Superior Coaching Model*
- Overhead, *The Four Performance Applications*
- Chapter 2, *COACHING*

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

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

Group Discussion

Debrief

Ask for and answer any questions.

Make the following point:

- There are many different kinds of coaching conversations, but most pertain to one of the four types of performance applications.

10 MINUTES





Show the overhead, *The Superior Coaching Model* (Slide #21).

Facilitator Commentary

5 MINUTES

Transition to Values & Beliefs

Make the following points:

- Throughout today we've been gaining a general overview of the Superior Coaching Model.
- Starting in the next session, we will begin examining each element in even greater detail allowing team leaders the opportunity to test their understanding of
- Indicate we will examine all elements, but emphasis will be place on understanding and practicing the critical skills within the session and then continue during the Manufacturing Team roundtable discussions.

10 MINUTES



Conclusion of Session Two.

Show the overhead, *Objectives for Coaching Techniques Series*, (Slide #22) and **Review** those objectives



Show the overhead, *Coaching Techniques Program Flow*, (Slide #23)

Make these comments:

Next session we will:

- Practice using the critical skills.
- Practice the core conversation within performance applications.

10 MINUTES

Break into Review groups. **Take** a couple of minutes to complete your *Review and Action Log*.

Call time on the activity and return to larger group.

NOTES:

[illegible]