

PREVIEW GUIDE



When the Coach is You!

Materials Included With *When the Coach is You!*

The workshop designed to accompany the video-based program is a flexible, yet comprehensive ½-day training design. The workshop kit includes all the materials you'll need to run the program:

- ◆ The **Video program** of *When the Coach is You!* provide the theory and examples to illustrate the workshop topics. This video walks viewers through the practical steps to increasing success for coaches and learners in any organization.
- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises. Two complete training designs are included, and offer options to help you shorten or lengthen your workshop with additional activities and discussions, as desired.

When the Coach is You!

SAMPLE PAGES FROM LEADER'S GUIDE

INTRODUCTION

When **CRM** released its first coaching video back in 1984, the idea of applying the concept of athletic coaching to the world of the workplace seemed somewhat fresh and new. Fast forward to our current rapidly-changing workplace, and the tired, old sports metaphor appears seriously dated. But the concept of peer coaching has emerged as an almost-essential skill in most, if not all, work teams.

CRM's newest video, **WHEN THE COACH IS YOU! Skills For Helping Others Learn What You Already Know**, utilizes a solid coaching model that has withstood the test of time. Following these five steps will help you to leverage the practical knowledge that is buried away in each team member for the service of the team. But experience has also shown that just having the requisite knowledge doesn't necessarily make us great coaches. So, added to the basic model is a new emphasis on the importance of the Coaching Relationship, to help you to turn even the most loner specialist into an effective coach, and a good coach into a great one.

The video vividly illustrates the importance of Communication in preparing the learner as well as in establishing a positive learning environment. As the vignettes so aptly illustrate, with no communication, there can be no coaching. But with it, all things are coachable.

In our new Internet-driven age, where e-learning sites loudly trumpet the latest training buzzwords, it's instructive to remember that, whether it's ten years ago, or today, team members working with one another to share their knowledge can still be the single most important asset a team can have. **WHEN THE COACH IS YOU!** delivers this message with style to a whole new generation of trainees. I'm sure it will become one of your most trusted training resources in the new millennium.

Kirby Timmons for CRM Learning

BACKGROUND

COACHING - A KEY TO BUILDING AND KEEPING QUALIFIED EMPLOYEES

One of the biggest challenges facing employers in today's highly competitive marketplace is finding and keeping qualified employees. Research has shown that while helpful, the ability to offer a competitive salary or a good benefits package is not always enough. Employees want and need to feel comfortable in their jobs. No tool management has at its disposal can do more to make an employee feel comfortable than an effective coaching program.

By coaching, we are not referring to the old model that always relied on a manager or special trainer to impart new skills to staff members. The coaching concept we are talking about utilizes the knowledge and skills of *all* team members. In this process any team member can become a coach for other members of the team with less knowledge or lower skill levels in a specific area.

From management's perspective, coaching is useful because, properly used, it can create a more skilled and productive employee. What is often overlooked is the far reaching impact coaching can have on that employee. Because it helps the employee master new skills or strengthen old ones, it builds confidence and generates a sense of accomplishment. Both of these things contribute strongly to job satisfaction. A good coaching program can also prevent employees from becoming overwhelmed or feeling insecure because of the inevitable on-going changes technology and today's volatile marketplace can trigger in any organization.

Management and the learner are not the only ones who benefit when a good coaching program is in place. The process also benefits the coaches. Being asked to coach a fellow worker is a validation of one's worth and skills. Teaching a skill also serves to strengthen that skill in the teacher. And not to be overlooked is the sense of accomplishment and satisfaction that comes just from helping another person. All of these things also contribute to job satisfaction.

SUGGESTED TRAINING DESIGNS

The two following suggested **Training Designs** target two different audiences.

Training Design 1 has been developed for use with employees who have little or no experience with coaching. It is especially valuable as a tool for introducing the idea of coaching in companies where the policy has recently, or will soon be, introduced.

The discussion questions, support materials and exercises are designed to help the trainer demystify the coaching process. They can be used to assist the trainer in redefining the concept of coaching so that participants understand that it is no longer strictly a “leader-to-team” activity. Today any member of the team could be called upon at some time to fill the role of coach for another member of the team. Most importantly, this **Training Design** contains exercises developed to assist the trainer in helping the participants see themselves as potential coaches, and to help them build confidence in their ability to fill this role.

Training Design 2 was developed for use with employees who have had some experience with the coaching process. The discussion questions, support materials and exercises are designed to assist the trainer in helping participants better understand and execute the five essential steps in the coaching process, and generally sharpen their individual coaching skills.

This training design also presents the trainer with some tools for helping participants become more aware of the potential pitfalls they may encounter in working as a coach with a new learner. These tools can also be used to help the participants brainstorm ways to overcome those pitfalls.

HOW TO USE THESE DESIGNS

While these two **Training Designs** are directed at two separate levels of experience, we recognize that each group of participants will be different, with different needs. Therefore we highly recommend that trainers examine each design carefully. One of these designs may be a perfect fit. However you may find that there are individual elements in both designs that would be helpful in meeting your specific training goals. In this case we suggest you customize your **Training Design**, using whatever material in either suggested design that best serves your needs.



TRAINING DESIGN 1

ACTIVITIES

1 1/2 - 2 hours

Materials Needed:

Flip chart, marking pens, video of **WHEN THE COACH IS YOU!**, video player, pad and pencil, photocopies of **Worksheets A and B.**

❶ PRE-VIEWING DISCUSSION.

Introduce yourself to the workshop. Establish why the group is there. If there is a specific goal you wish to accomplish, beyond helping them acquire a better understanding of coaching, state it now. Begin the session with a brief discussion about coaching (see suggested questions below) to get an indication of how much your group understands about the subject. Do not comment or correct any misconceptions at this point. (10 minutes)

❷ SOME SUGGESTED QUESTIONS FOR DISCUSSION:

- How would you define coaching? (Write answers on the flip board, for review after the video has been shown.)
- Does being a coach require any special skills? If so, what are they? (Write answers on a fresh sheet on the flip board for review later.)
- Have any of you ever received coaching? What was the experience like?
- Have any of you ever coached anyone at work or in other activities? What was that experience like?
- Is there any difference between teaching and coaching? If so, what is the difference? (10 minutes)

❸ INTRODUCE VIDEO. Remind participants again of the reason you are showing the video. (5 minutes)

❹




SHOW VIDEO. (18 minutes)

TRAINING DESIGN 2



ACTIVITIES:

- 1 INTRODUCE YOURSELF TO THE GROUP and explain the purpose of the workshop. (5 minutes) 1 1/2 - 2 hours
- 2 DETERMINE WHO IN YOUR GROUP HAS RECENTLY BEEN INVOLVED IN A COACHING SITUATION, either as a coach or as a learner. Discuss with these participants whether they feel their experience was a positive or a negative one. If they all report that their experiences were positive, ask for some examples. Then ask the participants to name one factor in the experience that they believe helped set that positive tone. Record their answers on a clean sheet on the flip chart. However, if some participants report negative experiences, focus instead on these experiences. Briefly explore the situation to discover what aspect of the experience triggered the negative feelings, and list these answers on the flip chart. (OPTIONAL: If time permits, you may want to make two lists, one of positive points and one of negative points about the remembered experiences. Which ever lists you choose to create, save them to review after showing the video.) (10 minutes)
- 3 ASK PARTICIPANTS IF THEY KNOW OF ANY RULES OR GUIDELINES FOR EITHER A COACH OR A LEARNER, that might be helpful in setting up a positive coaching situation. Without comment, list their answers on a fresh page on the flip chart under the heading "SUGGESTED GUIDELINES FOR COACHING." Reserve this list for review after participants view the video. (10 minutes)
- 4 INTRODUCE THE VIDEO. If there are any areas or aspects of the video presentation you want to alert participants to, indicate them now. (5 minutes)
- 5  SHOW THE VIDEO. (18 minutes)
- 6 AFTER VIEWING THE VIDEO, REVIEW WITH YOUR GROUP THE FIVE STEPS TO SUCCESSFUL COACHING DESCRIBED IN THE VIDEO. List the steps on a fresh sheet of the flip chart. (5 minutes)

Materials Needed:

Flip chart, marking pens, video of **WHEN THE COACH IS YOU!**, video player, pad and pencil, photocopies of **Worksheets B and C**.

WORKSHEET A

ARE YOU READY FOR A POSITIVE COACHING EXPERIENCE?

DATE _____ NAME _____

TRAINER _____

Today's healthcare industry is one of constant and rapid change. Today's workers bring to their jobs more skills and a greater diversity of backgrounds than any previous generation. Because of this, there is a strong probability that at some time or another you will find yourself with just the right skills or knowledge needed to help a teammate get a job done. And it is just as likely that there will come a time when you will need some coaching yourself.

Are you ready for this challenge? The following exercise is designed to help you discover if, like Peggy or Louise or Todd in the video, there are pockets of resistance you need to work on to ensure that when it comes time for you to step into the role of coach or learner, the experience will be a positive one. On this form or on a separate sheet of paper, finish the following sentences. Don't dwell on the questions. Put down the first thing that comes to your mind.

❶ I wouldn't mind coaching one of my teammates if: _____

❷ I would like to have the opportunity to coach one of my teammates because: _____

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