

Preview



The PRACTICAL Coach™

Leader's Guide

for preview only

The Practical Coach – Leader’s Guide

Introduction

This Trainer’s Guide is a short, easy-to-read booklet that will help prepare you for your upcoming class. It is divided into the following sections:

- Introduction
- Getting Started
- Facilitating the Class
- Follow-up
- Class Aides

This booklet is designed to orient you to the training program and give you facilitation ideas. However, it is not an in-depth discussion of the video or participant materials. While this booklet will get you started, your study of the video and participant materials will best prepare you to teach.

How to Use the Training Program

The participant workbook is written as a self-study module. Managers who want to learn to recognize good work, correct poor work and turn dead-end performance around have several study options.

To utilize the participant workbook to its fullest potential, you will need to customize it for a class setting. This guide will help you do so.

Customizing the Participant Materials

While the video is the cornerstone of this training program, the participant workbook is your focus. All the activities and assessments support the learning; your role is to create an interactive environment to promote the learning in a class setting.

That may seem like a daunting task, but it’s actually straightforward, fun, and easy to do. We’re not suggesting that you need to rewrite the activities in the workbook; rather, you need to *facilitate* the activities in the workbook. And this guide will help you get started.

Getting Started

The Practical Coach workbook and video program is knowledge-based training. However, in a class setting, you have the opportunity to create a skill-based program. If you’d like your class to build and model the skills illustrated in the video and discussed in the workbook, add an additional 1 to 2 hours to your workshop time.

To help you organize your thoughts, we’ve included a *Pre-class Checklist*. Use it every time you schedule *The Practical Coach* workshop.

Pre-class Checklist

- ❑ Order workbooks (one per participant)
- ❑ Send each participant a letter outlining the learning objectives and confirming the time and location of the workshop (write your own or use the form we've provided, located in the Class Aides section of this guide)
- ❑ Decide whether your workshop will be knowledge-based or skill-based
- ❑ Watch the video
- ❑ Read the participant's workbook
- ❑ Read this booklet
- ❑ Customize the program by making notes in the margins of your participant's workbook pages and copying the Class Aides you're going to use
- ❑ Create flip charts to reinforce the learning points of each section
- ❑ Get giveaways (candy, inexpensive trinkets, buttons, stickers, etc.) to reinforce the learning and add another dimension of fun
- ❑ Establish a follow-up process to reinforce the learning

Setting Up the Room

If possible, set up the tables in small groups. Try to avoid the classroom or U-style set-up because neither is conducive to small group formations and discussions.

Facilitating the Class

Before we get into the nitty-gritty of the program, let's go through a few basic training tips:

- ❑ Start on time and end on time
If you want your participants to respect you, you need to first show that you respect them and their time. Start on time to reward those who arrive promptly.
- ❑ Take breaks at odd intervals
Tell your class to return in 7 minutes or start your 10-minute break at 11:33. Participants are more apt to return promptly because of the specifics of your request. It's more fun too!
- ❑ Keep the workshop interactive. Ask a lot of questions and facilitate small group discussions
- ❑ Raise the energy level and increase participation in the class by having fun
Everyone knows that learning is more effective when it is fun. As the leader, it's your responsibility to keep things going. When the energy level starts to dip, ask questions and reward the answers. Or, give participants a break and have them return to a fast-paced Q & A contest. Be creative!

- Tell the class that you will follow-up to help ensure that learning took place; then, do so!

Ice-breakers

Spend fifteen minutes at the start of your workshop facilitating an ice-breaker. Choose from the two we've included in the Class Aides section of this guide, or use your own. The purpose of the ice-breaker is to:

- Set the stage for a fun workshop
- Give participants an opportunity to ease into the learning environment
- Give participants an opportunity to acquaint themselves with one another
- Give you a team-focused activity to start discussion about the workshop topic
- Give late-comers a chance to arrive without missing any specific content

Also, plan on using your ice-breaker to divide participants into groups of four.

Learning Objectives

Refer participants to page v in their workbooks. Give them a moment to review the learning objectives.

The Video

We recommend that you show the video in its entirety after you review the learning objectives. It sets up the class and offers you a strong framework from which to discuss the three areas of practical coaching. To reinforce each area, play that section of the video again before discussing it in class.

Activities

Many of these activities are individual-focused. However, after participants finish the activity, small group discussion or classroom discussion can help reinforce concepts.

We also recommend pairing participants within their small groups. Utilize the peer-to-peer commitments and discussions.

To maintain an interactive environment during the activity debriefs, consider the following:

- Have groups flip chart their collective answers
- Go from group to group discussing the answers to one question (take one answer from each group)
- Go through an activity together aloud
- Instead of everyone doing all the questions, assign a different question to each group.

Note: Participants may want to maintain confidentiality with regard to their team member's identities and performance issues. Allow them to speak in general terms about issues and action plans. It's more important that they create an action plan and commit to follow up with a peer than to share the specifics of the action plan with the class.

Skill-based Activities

To expand this workshop, you may want to offer participants the opportunity to practice and model skills, focus on these areas:

- Take 10 Check-In – page 14 in their workbook
- The Two Minute Challenge – page 35 in their workbook
- Spotting Potential Side Tracks – page 46 in their workbook

Think of ways participants can practice the skills in the class and model the correct behaviors. For example: Divide up into groups of two and role play a Two Minute Challenge on the following behaviors. Then switch roles.

- Late to work
- Feuding with a co-worker
- Missing a deadline
- Arguing with a customer
- Personal phone calls during work

You can use this small group practice approach for many of the topics listed above. Also, consider skits and other creative ways for participants to practice what they've learned.

Summaries

Each chapter has a summary. With a little imagination you can turn them into high-energy group summaries. Some ideas are:

- Have groups work on the summary activity together, flip chart their answers and present them to the class.
- Have groups work on the summary activity together under a set time limit. Group with the most answers presents information to class. Group with most correct answers wins.
- Give groups 2 minutes to write down on a flip chart all the learning points that they can remember. Then as each group presents its information, the other groups should cross off duplicate answers. The group with the most unique answers wins. This summary activity works best when you give participants a short amount of time to brainstorm and you don't explain the debrief until they're finished writing.

- Have participants yell out things they've learned
- Play post-it summary. Have each group prepare four questions and answers and assign a point value to each one (10, 20, 30, 40). Place them on a flipchart in columns (if you have three teams, you'll have three columns, etc.) and assign a point value to each post-it. Teams will choose from any column other than their own.
- Groups can create a slogan or jingle based on the learning points and present them to the class

There are many ways to reinforce the learning. Be creative and have fun.

Follow-up

Once your participants walk out of your training room, it may seem like your job is done. But, how do you know whether they will remember what they learned? If it's a skill-based workshop, how do you know they will transfer those skills to the workplace?

That's why follow-up is so critical. When you sent your participants a confirmation letter that outlined the learning objectives, you prepared them to learn. Then, when they walked into your training room, you created an environment in which they could learn, facilitated discussions, and maybe, gave them an opportunity to practice new skills. Now, it's time to determine what they are doing with their new knowledge or skills.

How you follow-up will depend on your time, resources, demands and company culture. The ideas here range from simple check-ins to a more formal process:

- Distribute photocopies (you have our permission) of the I Want To Remember forms in this Leader's Guide. Have them fill them out and add their address. Promise to send them back to each participant in three weeks.
- At the end of your workshop distribute funny postcards. Tell participants to write three or four things they want to take away from the workshop and address the notes / postcards to themselves. Collect the notes / postcards and tell participants you will return their mail to them in two weeks. This requires little time on your part. The only thing you have to remember is to mail (or deliver) the notes / postcards.
- Encourage participants to begin filling out the following charts right there in class:
 - Positive Feedback Chart - page 19 of their workbook
 - Side Track Chart - page 48 of their workbook
 - Coach's Journal - page 55 of their workbook
- Encourage participants to find a follow up partner. Pass out photocopies (you have our permission) of the Action Plan Follow-Up form in this Leader's Guide. Remind them that you'll call them as well to ensure that they are keeping their promises to call their partner. This requires a little time on your part. Although you don't have to call both partners each time (consider alternating) you do have to call for each action plan. You may also have opportunities for coaching one-on-one.

- Call participants at random within 30 days of the training. Ask them specific questions to ensure their understanding of the content or to ensure they have transferred the skills they learned. This can be time-consuming but is a great way to build relationships with your participants and coach one-on-one.
- Schedule a follow-up lunch 30 or 60 days after the training. Use a brown bag lunch hour to informally discuss what's worked, what's been challenging, and any issues or achievements related to the training.
- Offer certificates to participants who complete certain milestones. For example, have participants send you a photocopy of their completed Coach's Journal after six months. Then, send the participant a *Certificate of Achievement*. Decide the criteria for the certificate and share it with the class at the end of the workshop.

Again, be creative and have fun. The follow-up is not an effort to make more work for you, but rather to reinforce the learning.

Class Aides

Sample Confirmation Letter

Congratulations! You have been chosen to attend our leadership workshop, *The Practical Coach*.

This leadership workshop deals with practical ways to show your team members that their daily performance matters to you. Whether it's recognizing good work, correcting poor work or turning a dead-end performance around, you'll leave this workshop with a plan of action and the skills to make it happen. From tardiness to body odor, we'll tackle your real world coaching issues head on.

During this workshop, we will cover:

- Identifying and coaching according to a team member's style.
- Regular use of a "Take 10 Check-In"
- Confronting dead-end performance with The Two Minute Challenge
- Recognizing potential side tracks team members use

And, we'll present these issues and many more in a practical, real-world way. We won't give you any magic fixes or management techniques. We will give you information and ideas to help you continue to build your coaching skills.

The workshop details are as follows:

Date:

Time:

Location:

Ice-breakers

The Penny Peek

Materials: one or two pennies per group

Objective: To illustrate that the team is more successful than any one of its members alone.

Directions:

1. Ask for one person per group to get the pennies from you.
2. When everyone is seated tell participants to look at the penny. Don't explain what you expect of them or tell them how much time they have.
3. After approximately 5 – 10 seconds, tell them to return the pennies to you.
4. Give participants 30 seconds to write down, individually and without talking, as many details of the penny as they can remember.
5. Ask for a show hands for number of details: two, three, four, and so on.
6. Now, tell the participants to make a group list of the details. Give them another 30 seconds.

Debrief:

Discuss the difference between the individual lists and the group list. Tie the discussion into teamwork in the workplace and the workshop.

The Company Team

Materials: a flip chart page per group, markers, and masking tape

Objective: To illustrate how a team comes together and begins to foster a sense of belonging

Directions:

1. Give groups 5 minutes to come up with a company name for their team, a slogan, and a logo.
2. Tell teams to put their company information on a flip chart and post it on the wall near their table.

3. Explain that throughout the workshop teams will compete for prizes by summarizing content and answering questions correctly.

Debrief:

Ask participants why you had them go through this activity.

Ask them whether they feel like a team and why or why not.

Ask them whether the competition – a common goal – added to their feeling of belonging to a team.

Tie the discussion into teamwork in the workplace and the workshop.

If you choose to conduct competitions throughout the workshop to reinforce learning, debrief this ice-breaker again at the end of the class.

I Want to Remember...

I'd like to remember the following three things from *The Practical Coach* workshop I attended. I want to remember these things and incorporate them into my work practices.

1.

2.

3.

Signature _____ date _____

Action Plan Follow-up

I plan to discuss my *Positive Feedback Chart* with my partner on: _____
(date) at _____ (time).

I plan to discuss my *Side Track Chart* with my partner on: _____ (date) at
_____ (time).

I plan to discuss my *Coach's Journal* with my partner on: _____ (date) at
_____ (time).

Name _____ date _____

Partner's Name _____

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