# Table of Contents

A Note to the Facilitator

Course Schedule

SECTION 1. INTRODUCTION

Our Agenda
Flow of the Course
Course Objectives, Learning Outcomes, Your Expectations

SECTION 2. COACHING CONCEPTS

Your Experience
(The Rest of the Coaching Concepts)

SECTION 3. A COACH’S SKILLS

Exercise: Your Good Coaches; Good Characteristics
Skills
Ask Good Questions, Open-Ended Questions
Listening and Motivating
Feedback
Coaching Success and Failure

SECTION 4. THE FOUR TYPES OF COACHING

Four Types
Problem Solving
Tutoring
Mentoring
Confronting
When NOT to Coach
Coaching Blocks

SECTION 5. THE C.O.A.C.H. MODEL

Process Check
Counsel
Offer
Agree
Challenge
Highlight

SECTION 6. APPLYING THE C.O.A.C.H. MODEL

Case Studies
Practice Application
Problem Solving, Practice
Tutoring, Practice
Mentoring, Practice
Confronting, Practice
Personal Coaching Plan
Wrap-Up
A Note to the Facilitator

Coaching Philosophy

- The C.O.A.C.H. model calls for a high level of involvement on the part of the coachee, who owns the coaching session. It sees the real job of a coach as helping people unleash and express their potential.

Presentation Guide

- This guide provides facilitating notes to the Performance Coaching course using C.O.A.C.H. for a trainer to present the course material in the various presentations associated with this course.

- It uses the same section names as the Participant’s Workbook, so you can easily find your place.

- PowerPoint slides have been designed for your use in presenting the course. The Participant’s Workbook is built around the notes pages to those slides, so the class can follow the slide presentation using their workbooks.

- This guide will show you these PowerPoint slides.
Course Schedule

The table shows a typical schedule for a one-day workshop.

<table>
<thead>
<tr>
<th>Time</th>
<th>Section</th>
<th>Materials</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800-0815</td>
<td>1: Introduction</td>
<td>P. Workbook pp. 1-7</td>
<td>List of expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your Expectations</td>
<td></td>
</tr>
<tr>
<td>0815-0900</td>
<td>2: Coaching Concepts</td>
<td>P. Workbook pp. 8-21</td>
<td>Lessons from coaching experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your Experience</td>
<td>Areas for improvement in ability to coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise on Principles</td>
<td></td>
</tr>
<tr>
<td>0900-1015</td>
<td>3: A Coach’s Skills</td>
<td>P. Workbook pp. 22-35</td>
<td>Characteristics of “Your Good Coaches”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise: Who Am I? (pens, papers, sticky tape)</td>
<td>List of motivators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise: Motivators</td>
<td>Good Coaching Characteristics: Self-rating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good Characteristics</td>
<td></td>
</tr>
<tr>
<td>1030-1230</td>
<td>4: Four Types of Coaching</td>
<td>P. Workbook pp. 36-49</td>
<td>For each of the 4 types:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Situation/My Approach (for each type)</td>
<td>My Situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My Approach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My Areas for Improvement</td>
</tr>
<tr>
<td>1330-1400</td>
<td>4: Four Types of Coaching (continuation)</td>
<td>P. Workbook pp. 50-52</td>
<td>When not to coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coaching blocks</td>
</tr>
<tr>
<td>1330-1500</td>
<td>5: The C.O.A.C.H. Model</td>
<td>P. Workbook pp. 53-65</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appendix:</td>
<td>Personal Coaching Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Coachees</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coaching Case</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal Coaching Plan</td>
<td></td>
</tr>
</tbody>
</table>
Section 1. Introduction

Our Agenda

- The slide shows the six sections of the course.

<table>
<thead>
<tr>
<th>Our Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ Section 1: Introduction</td>
</tr>
<tr>
<td>✷ Section 2: Coaching Concepts</td>
</tr>
<tr>
<td>✷ Section 3: A Coach’s Skills</td>
</tr>
<tr>
<td>✷ Section 4: Four Types of Coaching</td>
</tr>
<tr>
<td>✷ Section 5: The C.O.A.C.H. Model</td>
</tr>
<tr>
<td>✷ Section 6: Applying the C.O.A.C.H. Model</td>
</tr>
</tbody>
</table>

- Treat this page like a Web site home page.
Flow of the Course

- The first slide marks the start of the section.

- The second slide shows you how the course flows. Each section in the Participant's Workbook opens with this flowchart, to show where the class is at that point.
Course Objectives, Learning Outcomes, Your Expectations

- Walk the class through these slides.

- At “Your Expectations” ask the participants to share these.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ The objectives for this course are simple...</td>
<td>Coaching: Why?</td>
</tr>
<tr>
<td>To give you a model for coaching and develop your skills as a coach.</td>
<td>Coaching Session: When and for Whom?</td>
</tr>
<tr>
<td></td>
<td>C.O.A.C.H. model: How?</td>
</tr>
</tbody>
</table>
Section 2. Coaching Concepts

Your Experience

- Lead them through this exercise and conduct a large-group discussion.

### Your Experience

- What experience do you have coaching others?

(The Rest of the Coaching Concepts)

- Walk the participants through the rest of the slides for Coaching Concepts. Pause to stimulate discussion and verify understanding after each slide.
- These slides reinforce each other and the main philosophy. Depending on how quickly the class absorbs these, you may shorten the time you spend on these.
- The first two slides show coaching in the context of Lean Leadership Behaviors.

<table>
<thead>
<tr>
<th>Lean Leadership Behaviour</th>
<th>Coach as Steward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops Employees and Teams</td>
<td>A true coach starts by looking in the mirror.</td>
</tr>
</tbody>
</table>
The next four slides show the definition of coaching and its benefits and context.

**What Is Coaching?**

- **Teaching People**
- **Helping People Learn**

**Why Coaching?**

- Potential
- Communication
- Performance

**Training and Coaching**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>0.0%</td>
</tr>
<tr>
<td>Training and Coaching</td>
<td>20.0%</td>
</tr>
<tr>
<td>Activity</td>
<td>40.0%</td>
</tr>
<tr>
<td>Activity</td>
<td>60.0%</td>
</tr>
<tr>
<td>Activity</td>
<td>80.0%</td>
</tr>
<tr>
<td>Activity</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Respect the Coachee**

- **Difficult Person**
- **Difficult Times**

The final two slides in the section address the coach’s job.

**Show the Context**

- **Problem as Coachee sees it**
- **Context of the problem as the Coach sees it**

**Job of Coach**

- To help people unleash and express their potential.
**Principles**

Using the next four slides, discuss the three Principles related to coaching. Ask or call on volunteers to share their answers.

<table>
<thead>
<tr>
<th>Principle of Awareness</th>
<th>Principle of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness enables you to let others see what is not apparent.</td>
<td>Throughout a coaching session, the coachee needs to feel responsible…but must also do so voluntarily.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle of Relationship</th>
<th>Exercise on Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good coaches show genuine respect, attention, and care.</td>
<td>How can I improve my ability to coach, based on these three principles?</td>
</tr>
</tbody>
</table>
Section 3. A Coach’s Skills

- The start of a new section. Use the chart on this page of the Participant’s Workbook to orient participants to where you are in the course.

---

Exercise: Your Good Coaches; Good Characteristics

- Using the slide on the left (Your Good Coaches), lead participants through a discussion of their answers. List common characteristics on a flip chart or white board.
- Afterward, use the second slide above to show the concepts. Ask participants to bring out their answers to the E-Learning module exercise on good characteristics, for discussion.
Skills

- This slide lists the skills that effective coaches use. Emphasize the importance of these skills, which are critical to the coaching model to be taken up later.

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>✤ Asking Questions</td>
</tr>
<tr>
<td>✤ Listening</td>
</tr>
<tr>
<td>✤ Motivating</td>
</tr>
<tr>
<td>✤ Giving Feedback</td>
</tr>
</tbody>
</table>

Exercise: Who Am I?

In this exercise, you will preview the first skill on the list: Asking Questions.

Materials

Pens, paper and sticky tape for labels to be stuck on the back of someone.

Time

About 3 minutes per person

Procedure

1. On the labels write down the names of famous people who are likely to be known to the group, e.g. pop stars, sports personalities, film and TV characters or personalities.

2. Pin one of these to the back of someone in the group without him or her seeing it. The label is shown to the rest of the group by that person turning round slowly.

3. The person wearing the label has to try to find out the name written on it by asking questions that can be answered only ‘yes’ or ‘no’.
Process Questions:

After everyone has had a go, ask:

- How difficult was it asking only questions that received the answer ‘yes’ or ‘no’?
- Are there other types of questions you might have used which would have made the process easier?

This could lead on to the use of open questions which expect an answer of more than one word and usually begin with ‘how’, ‘why’, ‘what’, ‘where’, etc.

Variations

Get each member of the group to secretly write down the name of a famous person and shuffle the labels before starting the game.

Ask Good Questions, Open-Ended Questions

You are now ready to show the concepts, using these two slides.

Go through each of the questions listed on the notes pages of these two slides, as they provide good examples for participants to discuss and emulate.
Listening and Motivating

- Two slides cover the skills of listening and motivating. A third slide contains an exercise that can be done in table groups, with reporting.

Listening

![Listening Diagram](image)

Motivation

<table>
<thead>
<tr>
<th>Types of Motivators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Needs satisfiers</td>
</tr>
<tr>
<td>♦ Rewards</td>
</tr>
<tr>
<td>♦ Job Design</td>
</tr>
<tr>
<td>♦ Participation</td>
</tr>
</tbody>
</table>

Motivation: Exercise

- Identify motivators for each of the four types.

- After the participants have presented, walk them through this list:

  - Needs and motivations: Need for achievement, need for power, need to belong, need for freedom, need for esteem, need for security, need for equity, need for self-development

  - Rewards: Raises, bonuses, status, benefits, prizes, fringe benefits.

  - Redesigning jobs: job rotation, job enrichment, job enlargement

  - Participation: asking opinions, encouraging people to set their own goals, developing pride in your organization or team
Feedback

The next two slides take the class through the skill of giving feedback. Use the statements in the notes pages to spark discussion.

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Good Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Positive</td>
<td>Good feedback is:</td>
</tr>
<tr>
<td>✔️ Constructive</td>
<td>✫ Timely specific, relevant</td>
</tr>
<tr>
<td>✗ Negative</td>
<td>✫ Fits the coachee</td>
</tr>
<tr>
<td></td>
<td>✫ Is consistent and fair</td>
</tr>
<tr>
<td></td>
<td>✫ Focuses on skills, not the person</td>
</tr>
</tbody>
</table>
| | ✫ Balances positives and negatives |}

Coaching Success and Failure

The final three slides in this section allow you to discuss the outcomes of effective coaching, and what makes for success and failure.

<table>
<thead>
<tr>
<th>Keys to Coaching Success</th>
<th>Coaching Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach’s Success = Coachee’s Success</td>
<td>Observable + Positive Change + Positive Relationship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pitfalls to Coaching Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>✫ 1. Lecturing instead of coaching</td>
</tr>
<tr>
<td>✫ 2. Exaggerating situations</td>
</tr>
<tr>
<td>✫ 3. Talking about attitudes instead of behavior</td>
</tr>
<tr>
<td>✫ 4. Never following up</td>
</tr>
<tr>
<td>✫ 5. Not rewarding improved behavior</td>
</tr>
</tbody>
</table>
Section 4. The Four Types of Coaching

- As usual, use the section title slide to orient participants to where you are in the course. Remember to refer them to the flowchart in the notes page of this slide.

Four Types

- This slide shows the four coaching situations, equating to four types of coaching.
- Familiarize yourself with the definitions of each situation.
- Take care to differentiate each of the four situations, and ensure understanding by the whole class.
Problem Solving

- You are now ready to discuss each of the four coaching situations in detail. The first is Problem Solving.
- Review the definition of this situation.

Problem Solving
You use Problem Solving to help people solve their problems or resolve conflicts.

- Continue the discussion by asking participants to share their thoughts/answers. Discuss selected ones in plenary. Use these examples to illustrate Problem Solving. Good ones point to specific problems or conflicts.
- Next, ask participants to reflect on their Problem-Solving approach, using the exercise on the third slide. You can ask for sharing in plenary.

My Problem Solving Situation
Recall the Problem-Solving situation you identified in the E-Learning module.

My Problem-Solving Approach
- Opinions
- Finding solutions
- Feelings about problems
- Insights into problems
- Logical conversation
Tutoring

- You are now ready to discuss each of the four coaching situations in detail. The first is Tutoring.
- Review the definition of this situation.

You use Tutoring to help people obtain the knowledge and expertise they need in their work.

- Continue the discussion by asking participants to share their thoughts/answers. Discuss selected ones in plenary. Use these examples to illustrate Tutoring. Good ones point to specific knowledge or skills to be gained.
- Next, ask participants to reflect on their Tutoring approach, using the exercise on the third slide. You can ask for sharing in plenary.

My Tutoring Situation

Recall the Tutoring situation you identified in the E-Learning module.

My Tutoring Approach

- Identifying
- Acting as resource
- Checking
- Praising
Mentoring

- You are now ready to discuss each of the four coaching situations in detail. The first is Mentoring.
- Review the definition of this situation.

<table>
<thead>
<tr>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>You use Mentoring to help people manage their careers.</td>
</tr>
</tbody>
</table>

- Continue the discussion by asking participants to share their thoughts/answers. Discuss selected ones in plenary. Use these examples to illustrate Mentoring. Good ones point to specific career problems or opportunities.
- Next, ask participants to reflect on their Mentoring approach, using the exercise on the third slide. You can ask for sharing in plenary.

<table>
<thead>
<tr>
<th>My Mentoring Situation</th>
<th>My Mentoring Approach</th>
</tr>
</thead>
</table>
| Recall the Mentoring situation you identified in the E-Learning module. | History  
Key players  
Culture  
Personal Networks  
Goals and Values |
Confronting

- You are now ready to discuss each of the four coaching situations in detail. The first is Confronting.
- Review the definition of this situation.

You use Confronting to help people become more successful performers.

Continue the discussion by asking participants to share their thoughts/answers. Discuss selected ones in plenary. Use these examples to illustrate Confronting. Good ones point to specific performance problems or opportunities.

Next, ask participants to reflect on their Confronting approach, using the exercise on the third slide. You can ask for sharing in plenary.

Recall the Confronting situation you identified in the E-Learning module.

- Clarifying
- Identifying problems
- Challenging
- Concrete and Specific
- Improvement
When NOT to Coach

- Open with an energizer or go straight into the discussion.
- Discuss, in plenary, what participants think can be alternatives to coaching when coaching is not called for.
- The next slide shows the class that coaching is not the only solution. There are situations for which coaching may not be recommended.

When NOT to Coach

- Make sure the situation is coachable.

Preparing for Coaching

- Collect information.
- Prepare questions.
- Analyze best way to approach individuals.
- Anticipate reactions.
- Select an appropriate time and place.
Coaching Blocks

- The next slide contains several coaching blocks. Ask participants to read, and then walk them through each of the blocks.
- Ask participants what other feelings may block coaching.

<table>
<thead>
<tr>
<th>Coaching Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ “I don’t have enough time to coach.”</td>
</tr>
<tr>
<td>♦ “The coachee won’t respond anyway.”</td>
</tr>
<tr>
<td>♦ “The task won’t suffer if I don’t coach.”</td>
</tr>
<tr>
<td>♦ “I might hurt them.”</td>
</tr>
</tbody>
</table>
Section 5. The C.O.A.C.H. Model

- Like you’ve been doing at the start of each section, use the section title slide to orient participants to where you are in the course. Remember to refer them to the flowchart in the notes page of this slide.

- The next slide shows the model in its entirety.
- Familiarize yourself with the model. Know how each step is different.
- Take participants through each step, ensuring understanding of each of the five steps.
Process Check

- This is an important reminder for the group.
- It’s an important reminder for you, too, as facilitator:

  The model is a guide to help you.
  Use your judgment.
Counsel

- For explaining the model, you have two slides for each step.
- The first slide shows the Objectives of the step. The coach initiates the session in this model. This is tailored for Asian cultures, where the coachee will normally find it more usual for the leader to initiate a discussion.

COUNSEL: Objectives

<table>
<thead>
<tr>
<th>To Accomplish:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ To start the session</td>
</tr>
<tr>
<td>✔ To confirm the coaching situation</td>
</tr>
</tbody>
</table>

- The next slide lists possible questions to ask at this stage.
- Remember, asking questions is the core of this model, and of the coaching activity in general.
- Emphasize that, although the coach initiates the discussion, the coachee should own it. The coach is there to facilitate, mainly through asking questions.

COUNSEL: Questions

- You initiate, but let the coachee own the discussion.
- Set the tone with the right questions.
Offer

- The first slide shows the objective, just one in this case:

  **OFFER: Objectives**

  To Accomplish:
  - To offer goals and solutions to each other

- The second slide lists suggested questions.
- Stress that Offer is a brainstorming stage.

  **OFFER: Questions**

  ♦ When coaching, it is important to generate options rather than finding one perfect solution.
  ♦ Offer your perspectives, but remember to help the coachee become creative.
Agree

- In the model, it is time to set agreements on goals and solutions. The next slide shows the objectives.
- Ensure that the goals are consistent with the coaching situation identified in the Counsel step.
- Discuss with participants the importance of SMART goals: Specific, Meaningful and Measurable, Agreed-Upon, Realistic, Time-Phased

<table>
<thead>
<tr>
<th>AGREE: Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Accomplish:</td>
</tr>
<tr>
<td>✓ To agree on the goals</td>
</tr>
<tr>
<td>✓ To agree on the solutions</td>
</tr>
</tbody>
</table>

- The next slide lists suggested questions.
- Again, note that although the objective is to agree, the key method is still to ask the right questions to generate the agreement.

<table>
<thead>
<tr>
<th>AGREE: Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✫ Help the coachee settle on a goal(s) and solution(s). ✫</td>
</tr>
</tbody>
</table>
Challenge

- At this stage, the goals and solutions have been agreed upon. The coach is called upon for certain leadership skills: motivation primarily.

  **CHALLENGE: Objectives**

  To Accomplish:
  
  ✓ To challenge the coachee to meet his/her goals
  ✓ To motivate the coachee to bring out the best in himself/herself

- As with the previous stages, questions are the essential method.
- Your questions will also help to reconcile the goals with the coaching situation identified in the Counsel step.

  **CHALLENGE: Questions**

  - Remove obstacles in the coachee's path to success.
  - Remind the coachee of the benefits of accomplishing his/her goals.
Highlight

- The fifth and final step in the C.O.A.C.H. model.
- The next slide outlines the objectives.

### HIGHLIGHT: Objectives

<table>
<thead>
<tr>
<th>To Accomplish:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ To wrap up the coaching session</td>
</tr>
<tr>
<td>✔ To preview the next session</td>
</tr>
</tbody>
</table>

- And the next slide details suggested questions.
- Note to the class how they have used the method of asking questions throughout the model. That is how the coach best performs his/her job of “helping people unleash and express their potential.”

### HIGHLIGHT: Questions

- IMPORTANT: Enable the coachee to own the session, all the way to the end of it.
- So continue with asking questions, instead of giving directions.
Section 6. Applying the C.O.A.C.H. Model

- Like you’ve been doing at the start of each section, use the section title slide to orient participants to where you are in the course. Remember to refer them to the flowchart in the notes page of this slide.

<table>
<thead>
<tr>
<th>Problem Coachees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking Time Bombs</td>
</tr>
<tr>
<td>Snipers</td>
</tr>
<tr>
<td>Experts</td>
</tr>
<tr>
<td>Victims</td>
</tr>
</tbody>
</table>

- Coaches will usually worry about problem individuals who might prove to be an obstacle to coaching. The next slide lists these problem types.
- Refer participants to the Appendix, which shows details on these four types (Walking Time Bombs, Snipers, Experts, and Victims).
- They can discuss each type in table groups, and present.
Case Studies

- In their table groups, the participants can tackle the case studies.
- Assign one case study (Scenario) to each group.
- Ask participants to follow the directions to the exercise (found in the Appendix).
- Tom is in a Problem Solving coaching situation. Mentoring is for Dick. Tutoring is for Harry. And Confronting is for Bert.

Process Guide, Questions

- How did the coach establish a safe environment for the coachee?
- What questions allowed the coachee to take ownership of the goal(s)?
- What questions allowed the coachee to generate awareness about the current reality?
- What questions allowed the coachee to generate options?
- What questions helped the coachee to make decisions and develop a course of action?
Practice Application

- In these exercises, the class will have opportunities to further practice the C.O.A.C.H. model, for each of the four coaching situations.
- Divide the different situations among the groups. Ask each group to role-play in front of the class. Discuss observations after each role play.
- Ask the participants to pay particular attention to how the coach (a) meets the objectives for each step in C.O.A.C.H., and (b) asks effective questions suggested in the participant’s workbook for each step in C.O.A.C.H.

Problem Solving, Practice

- Your group will be assigned a coaching situation that involves Problem Solving.
- Be ready to role play.

Process Guide

- While discussing problems, did the coach ask for the coachee’s opinions before giving his/hers? Did the coach help the coachee find his/her own solutions to the problems? Did the coach help the coachee gain new insights into the problems?
- Did the coach help the coachee gain a deeper understanding of his/her own feelings about the problems? Did the coach help make the conversation logical?
- Did the coach meet the objectives of each step in C.O.A.C.H.?
- For which stage in C.O.A.C.H did the coach ask effective questions?
- Ask the whole class for what they felt the role plays did well. Ask for recommendations on how to do them better.
Tutoring, Practice

Your group will be assigned a coaching situation that involves Tutoring.
Be ready to role play.

Process Guide

- Did the coach help the coachee identify new knowledge or skills he/she needs?
- Did the coach serve as a resource on technical matters?
- Did the coach check with the coachee to ensure he/she has the knowledge and skills to do his/her job?
- Did the coach praise the coachee when he/she has gained new knowledge or skills?
- Did the coach meet the objectives of each step in C.O.A.C.H.?
- For which stage in C.O.A.C.H did the coach ask effective questions?
- Ask the whole class for what they felt the role plays did well. Ask for recommendations on how to do them better.
Mentoring, Practice

- Your group will be assigned a coaching situation that involves Mentoring.
- Be ready to role play.

Process Guide

- Did the coach talk about the history behind issues and problems?
- Did the coach help identify key players in the company?
- Did the coach help the coachee become more sensitive to the organization’s culture?
- Did the coach help the coachee identify personal networks for accomplishing his/her jobs?
- Did the coach help people commit to the organization’s goals and values?
- Did the coach meet the objectives of each step in C.O.A.C.H.?
- For which stage in C.O.A.C.H did the coach ask effective questions?
- Ask the whole class for what they felt the role plays did well. Ask for recommendations on how to do them better.
## Confronting, Practice

Confronting, Practice

- Your group will be assigned a coaching situation that involves Confronting.
- Be ready to role play.

### Process Guide

- Did the coach mutually clarify expectations about performance?
- Did the coach identify performance problems as they occur?
- Did the coach help the coachee to take on more and more difficult tasks?
- Was the coach concrete and specific when talking about performance problems?
- Did the coach emphasize improvement in the future rather than failure in the past?
- Did the coach meet the objectives of each step in C.O.A.C.H.?
- For which stage in C.O.A.C.H did the coach ask effective questions?
- Ask the whole class for what they felt the role plays did well. Ask for recommendations on how to do them better.
Personal Coaching Plan

- As a final activity, ask participants to read the Personal Coaching Plan.
- Details are located in the Appendix.

<table>
<thead>
<tr>
<th>Coaching Type</th>
<th>“Do”</th>
<th>Strategies</th>
</tr>
</thead>
</table>

Wrap-Up

- Time to wrap-up the course
- Ask for volunteers to share what they learned about coaching, and how they can do better jobs as a coach.
- Thank participants for their interest and participation.