

On-the-Job Coaching

by Pat Mitchell

a 90-minute Workout

FOR PREVIEW ONLY

How to use this resource

Two ways to use this resource

- 1) Use the video tape, the CD and the manual to run a short course on the subject of on-the-job-coaching, or
- 2) Use the CD to deliver a self-study programme to an individual learner.

Short course

You will find all the guidance you need to prepare a short course on the subject of on-the-job-coaching in this Discussion Leader's Guide.

The guide will help you prepare and run a '90-minute Workout' with a group of learners. The accompanying CD contains a letter, in Word[®] format, that you can use to write to your learners before the course begins. This letter sets out the preparation that your learners should undertake in advance of the course. The CD also contains the Delegate's Workbook that you can print out and make available to each of your learners. Furthermore, the CD contains a PowerPoint[®] presentation to accompany your delivery of the Workout.

As an alternative to using the CD in this way, you can photocopy the Delegate's Workbook. You can also reproduce the OHTs on pages 29–33 of the Discussion Leader's Guide as an alternative to using the PowerPoint[®] presentation.

To use the CD to print out supporting documentation, and to use the PowerPoint[®] presentation, insert the CD and select option 8, *Additional Documentation* from the menu that will appear.

Self-study programme

The CD contains a complete, interactive, self-study version of the programme. All you need do is insert the CD into your computer and you will see a list of the seven modules that comprise the programme. Start with Module 1, or resume where you left off.

Technical issues

To use the CD for self study, you will need the following or better:

Pentium PC

- 133 MHz
- Windows 95, NT4, 98, 2000 or Me
- Sound card and speakers
- CD-ROM drive
- 16 MB of Ram

- Colour monitor set to 600 x 800 resolution or higher
- Printer

Or

Macintosh

- Power PC
- Macintosh 8.1
- 16 MB of Ram
- Colour monitor that supports 600 x 800 resolution or better

You won't need sound if you are only going to print out the supporting documentation and use the PowerPoint® presentation, in which case you will probably be able to use lower specification computers than those above.

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Contents

Introduction	5
Discussion Leader's Preparation	8
Detailed Session Plans	17
OHT Masters	29
Certificate	35
An Invitation to Work Out – Master	37

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What the Workout is for

Coaching plays an increasingly important part in helping people at work to develop the skills and knowledge they need. Coping with rapid change and business pressures calls for a culture of continuous learning in organisations. Often, training simply cannot wait for courses to be organised and professional trainers to be mobilised. We have to learn from one another – from our bosses and our more experienced colleagues – in coaching sessions at the workplace when needs arise. This, in turn, means that those who coach others must have the skills to do it effectively. The Workout will provide these skills.

The target audience

The Workout is designed for all those involved in coaching their colleagues at work. They will not necessarily be managers. In fact, in many organisations a great deal of coaching is carried out by experienced staff members.

The ideal group size is six.

The Workout leader

Though the Workout can, of course, be led by a professional trainer, the guidance, structure and resources it contains will enable line managers to run it with confidence.

Why 90 minutes?

Today's successful organisations often face a dilemma. Their flat hierarchies, lean staffing and flexible working practices can only work properly if individuals are able to continuously learn and develop. Unfortunately, these structures also make it increasingly impractical for people to leave their jobs for training for any significant length of time. The Workout solves this problem by providing the principles of coaching within an intensive, 90-minute timeframe.

Is 90 minutes enough?

No and yes! The broad aim of the Workout is to create effective on-the-job coaches. That is a three stage process which involves:

- **Preparation.** Those taking part are asked to think about specific aspects of coaching, and, in particular, their own coaching activities, before coming on the Workout. This helps them to relate the general principles which the

Workout will provide to their particular circumstances. It also prepares them to 'hit the ground running' at the start of the intensive 90-minute session.

- **Principles.** These form the backbone of the Workout itself.
- **Practice.** In the final session of the Workout, those taking part pair up and arrange to observe and provide feedback for one another's actual coaching sessions at work. The Delegate's Workbook contains guidance on how to do this.

The Workout's objectives

Those taking part in the Workout will:

- Be able to prepare an on-the-job coaching session systematically.
- Be able to set the scene for the learner and use questions to establish 'coaching as conversation'.
- Understand the 'dos and don'ts' of four critical types of coaching behaviour:
 - getting the language right
 - giving praise and encouragement
 - giving constructive criticism
 - using the structure, summarising and testing understanding to keep the learner on track.
- Know how to follow up an on-the-job coaching session.
- Relate the general principles to their own specific coaching activities.

Contents of the On-the-Job Coaching Workout

The Workout contains:

- ***This Discussion Leader's Guide.*** This provides all the information needed to prepare and run the 90-minute programme, including a detailed plan of each session.
- ***OHT Masters.*** These are also supplied in MS PowerPoint®.
- ***Certificate.*** There is a blank certificate which you can customise, complete and give to each individual taking part.
- ***Delegates' preparation*** (also on disk). This file (An Invitation to Work Out) consists of an outline of joining instructions and some specific preparatory work which those taking part are asked to do.

- *Delegate's Workbook* (also on disk). This contains space for delegates to make notes during the Workout, summaries of the principles of on-the-job coaching, an example of a coaching plan and guidance on how to observe and provide feedback for one another's coaching sessions.
- *Video triggers*. There are nine short video triggers. These illustrate particular aspects of coaching, such as the right and wrong way of giving criticism. They are designed to prompt discussion.
- *Self-study Programme* (on disk). This contains a detailed programme for individual study, including answers to questions posed in the text, the summary of principles and guidance on how to apply the skills.

You may customise the resources supplied on disk and print as many copies of these as you need for running the Workout within your own organisation or, if you are a training consultant, on programmes for your clients.

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Outline

You are going to lead an intensive, 90-minute Workout on the skills of on-the-job coaching. To help you prepare, this section of the guide takes you step by step through the:

Objectives

What those taking part will be able to do as a result of the Workout.

Content

What the Workout covers.

Tools

The resources provided to help you run the Workout.

Process

How the 90-minute programme works and, in particular, what you will be doing as the Discussion Leader.

Set up

The practical steps you have to take to make sure the Workout runs smoothly.

Objectives

As a result of the Workout, those taking part will be able to:

Prepare

Prepare an on-the-job coaching session systematically.

Set the Scene

Explain what is going to happen and why. Use questions to establish 'coaching as conversation'.

Use the right behaviour

Understand the 'dos and don'ts' of four critical types of coaching behaviour:

- getting the language right
- giving praise and encouragement
- giving constructive criticism
- using the structure, summarising and testing understanding to keep the learner on track.

Follow up

What to do after an on-the-job coaching session.

Relate principles to practice

Understand how the theory applies to them.

Content

The Workout covers the following four aspects of on-the-job coaching:

Prepare

- **Objectives** (focused on the learner, not the coach)
- **The IPA approach – Individual** (what do I know about the person I am coaching?); **Plan** (step by step; what to do; reasons and key points); **Arrangements** (where; when; equipment needed – does it work?).

Set the Scene

- **Context** (why are we doing this?)
- **Objectives** (explain that 'You will be able to . . .')
- **Process** (step by step; how will we work?; coaching as conversation).

Use the right behaviour

- **Language** (jargon; technical terms; body language)
- **Praise and encouragement** (do it! make it specific)
- **Constructive criticism** (stick to issues; ask, don't tell; discuss reasons)
- **Use the structure** (step by step; summarise; test understanding)

Follow up

- **Let the learner practise**
- **Add finishing touches** (outstanding questions; remaining faults).

Each of these is covered by a short summary note which you will find in the *Delegate's Workbook*.

Please read these now so that you thoroughly understand the principles of on-the-job coaching which are covered by the Workout.

Tools

In addition to the outline programme and the detailed session plans in this *Discussion Leader's Guide*, you are also provided with:

An Invitation to Work Out

This contains the instructions for the delegates' preparation.

Delegate's Workbook

This contains space for delegates to make notes during the Workout, summaries of the principles of on-the-job coaching, an example of a coaching plan and guidance on how to observe and provide feedback for one another's coaching sessions.

The principles they cover are as follows:

Trigger	Setting	Principle covered
Trigger 1	Office	Rebecca demonstrates how coaching can be spoiled by not preparing the arrangements right before beginning.
Trigger 2	Car workshop	The importance of putting the job in context before plunging into the detail. Fred gets it wrong.
Trigger 3	Kitchen	The importance of explaining to the learner the objectives of the coaching session and how it will be run. Stephen gets it right.
Trigger 4	Office	Using appropriate language and the importance of body language. Rebecca gets it wrong.
Trigger 5	Office	The same scene and principle as Trigger 4, but this time Rebecca does it correctly.
Trigger 6	Kitchen	Stephen demonstrates how to praise and encourage the person being coached.
Trigger 7	Car workshop	Fred shows how not to criticise Mike when he has done something wrong.
Trigger 8	Car workshop	Fred then demonstrates how to criticise constructively.
Trigger 9	Kitchen	Stephen uses the structure he has established, together with summarising and testing Kate's understanding to ensure that his coaching session is on track and she knows where they have got to and where they are going next.

Watch the trigger videos now. Then watch them again as you go through the detailed session plans.

Process

As you have read in the Introduction, creating effective on-the-job coaches is a three-stage process involving:

- **Preparation** by those taking part.
- **Principles.** These are covered during the 90-minute Workout.
- **Practice.** Delegates pair up and observe one another carrying out actual on-the-job coaching sessions.

Delegates' Preparation

The file called *An Invitation to Work Out* describes what the delegates are expected to do before coming on the Workout.

Please read this now so that you understand what they will bring with them.

How the Workout works

Like all good training and coaching, the programme is divided into separate sessions. Here is an outline.

Session No. 1 – Time: 5 minutes

Introduction

Delegates' flipcharts up on the wall

Delegates complete 'coaching activity and timing' flipchart

OHT 1

What we will cover

How we will work

Session No. 2 – Time: 20 minutes

Prepare

'Objectives' from the flipcharts

I for Individual

P for Plan

OHT 2

Trigger 1 and discussion

A for Arrangements

Session No. 3 – Time: 20 minutes

Set the Scene

Context

Trigger 2 and discussion

Objectives and process

Trigger 3 and discussion

OHT 3

Session No. 4 – Time: 35 minutes

Use the right behaviour

Language

Trigger 4 and discussion

Trigger 5 – getting it right

Praise and encouragement

Trigger 6 and discussion

Constructive criticism

Trigger 7 and discussion

Trigger 8 – getting it right

Use the structure

Trigger 9 and discussion

OHT 4

Session No. 5 – Time: 5 minutes

Follow up

OHT 5

Practice

Finishing touches

Session No. 6 – Time: 5 minutes

Action

Pair up for practice

Next steps

Total time – 90 minutes

Your organisation

Decide how you will relate the important general principles of coaching covered in the Workout to your own organisation. In particular:

- Think about your own experiences, good and bad, of coaching and being coached. Humorous examples will be particularly useful!
- Think about the specific coaching activities of those taking part. They will also be doing this as part of their preparation, but you may have to throw in a few examples to get discussion going, or to pull it back to practical issues if it gets too general.

The detailed session plans

Work your way systematically through the detailed session plans. Make sure that you are familiar enough with their contents to avoid having to constantly consult them during the Workout.

The Self-study programme

If you would like to find out what the Workout is like when you are on the receiving end, work through the Self-study programme.

Set up

Here are the steps you must take to make sure that the Workout runs smoothly.

Delegates' Preparation

Customise and complete the *Invitation to Work Out* and send a copy to each person taking part. Two to three weeks' notice will normally give them sufficient time to do the preparation, without being so long that they forget all about it.

Material for the delegates

For each person taking part you will need:

A copy of the *Delegate's Workbook*.
A completed certificate.

Equipment

You will need:

- A VCR and TV monitor
- An overhead projector and screen (or LCD if you using the PowerPoint® presentation)
- Copies of the OHTs on acetate if you are using an overhead projector
- A flipchart and stand or whiteboard
- Marker pens
- Tape, Blu-Tack® or pins.

Resources	What to do
Delegates' flipchart sheets	<p>Remind the group that the first step in preparing a coaching session is deciding where we want to end up – the objectives.</p> <p>Use the examples from their flipchart sheets to reinforce the message that good objectives tell us what the learner <i>will be able to do</i> as a result of the coaching. They are about the learner, not the coach.</p> <p>Ask the group for one or two examples of objectives for their actual coaching activities.</p>
OHT 2	<p>Use OHT 2 to summarise the IPA approach to preparation – not India Pale Ale, but:</p> <ul style="list-style-type: none"> • Individual • Plan • Arrangements (equipment, timing, layout, and so on).
Delegates' flipchart sheets	<p>Individual</p> <p>Use what they have written about themselves on their flipchart sheets to reinforce the point that the more they know about the individual they are coaching, the better.</p> <ul style="list-style-type: none"> • Ask the group, 'What is the one question you must find the answer to, no matter what or who you are coaching?' • It is, 'Have you ever done anything like this before?'
Workbook (page 10)	<p>Plan</p> <p>Use the 'cup of coffee' example in the Workbook to explain that creating a coaching plan involves:</p> <ul style="list-style-type: none"> • Breaking the task into separate steps. • Identifying what to do at each step. • Identifying reasons and key points (this is very important).
Workbook (page 10)	<p>Arrangements</p> <p>Explain that they are about to see someone starting a coaching session (not very well!). Ask the group, after they watch, to make a note in their Workbook of any problems with the Arrangements – the timing, layout, equipment and so on.</p>
Trigger 1	Play <i>Trigger 1</i> .

Resources	What to do
<p>Trigger 2</p> <p>Workbook (pages 11 and 12)</p> <p>Workbook (page 13)</p> <p>Trigger 3</p>	<p>Play the last few seconds of <i>Trigger 2</i>.</p> <p>Ask the group to work in pairs for 2 or 3 minutes. Each person in each pair must identify and note down:</p> <ul style="list-style-type: none"> • One piece of information which they must give the learner to put their actual coaching tasks in context. • One piece of jargon which they must explain. <p>Ask for some examples from the group.</p> <p>Objectives and process Explain that you are now going to play <i>Trigger 3</i>, in which they will see Stephen starting to show Kate how to make an apple pie.</p> <p>Ask the group to make a note of what Stephen does well, after they have watched the trigger.</p> <p>Play <i>Trigger 3</i>.</p> <p>Give the group 2 or 3 minutes to discuss their conclusions in pairs.</p> <p>Their answers should include:</p> <ul style="list-style-type: none"> • Stephen explains what they are going to do. <i>I'm going to help you learn to make one of the great British dishes – an apple pie.</i> <i>Note: Not I'm going to show you but I'm going to help you learn.</i> • He asks the 'magic question'. <i>Have you ever done anything like this before?</i> • He sells the benefits. This is part of putting the task in context. <i>It's also healthy and cheap.</i> • He tells her where they will end up. <i>By the end of the session, you will be making a good one and then, once you've done it three or four times, you'll be making an excellent one.</i>

Resources	What to do
<p>OHT 3</p>	<ul style="list-style-type: none"> • He explains the session’s framework. <p><i>Well, it’s always easier if we take it step by step. So the first step is to prepare our tools . . .</i></p> <ul style="list-style-type: none"> • and later he says . . . <p><i>I’m going to take it step by step. You’re going to watch, ask any questions and try it for yourself.</i></p> <ul style="list-style-type: none"> • He starts a conversation by asking questions, particularly ones to test that Kate has understood. <p><i>OK?</i></p> <p>Use <i>OHT 3</i> to stress the importance of <i>coaching as conversation</i>.</p>

Session No. 4 – Time: 35 minutes

Resources	What to do
<p>Prepared flipchart sheet</p>	<p>Use the right behaviour Use your prepared flipchart sheet of the programme outline to remind the group where you have got to.</p> <p>Explain that this session covers four critical types of coaching behaviour:</p> <ul style="list-style-type: none"> • getting the language right • giving praise and encouragement • giving constructive criticism • using the structure, summarising and testing understanding to keep the learner on track.
<p>Workbook (page 13)</p>	<p>Language Explain to the group that they are about to see Rebecca and James at the computer again. Rebecca still isn’t doing very well. Ask them to make a note of what she is doing badly, after they have watched the trigger.</p>
<p>Trigger 4</p>	<p>Play <i>Trigger 4</i>.</p>

Resources	What to do
<p>Workbook (page 14)</p>	<ul style="list-style-type: none"> • She keeps a conversation going by asking lots of questions. Many of these are open questions. <p><i>Right, where do we start?</i></p> <p><i>What can you see?</i></p> <p><i>Which one do you think we need?</i></p> <ul style="list-style-type: none"> • She helps him out when he is struggling: <p><i>What would you do if the address was not there?</i> When he clearly does not know she says:</p> <p><i>Well, I'll tell you.</i></p> <ul style="list-style-type: none"> • She encourages him when he gets an answer right. <p><i>That's right. Either will do.</i></p> <p>Point out that doing this correctly takes longer than doing it wrongly.</p> <p>Ask the group to work in pairs for 2 or 3 minutes. For their actual coaching tasks, each person in each pair must identify and note down:</p> <ul style="list-style-type: none"> • One question to ask the learner to check their level of understanding. • One element which most learners will probably not understand. <p>Ask for one or two examples from the group.</p> <p>Praise and encouragement</p>
<p>Workbook (page 15)</p>	<p>In Trigger 6 we are back to Stephen, Kate and the apple pie. Ask the group to make a note of what Stephen does well after they have watched the trigger.</p>
<p>Trigger 6</p>	<p>Play <i>Trigger 6</i>.</p> <p>What Stephen does well:</p> <ul style="list-style-type: none"> • He praises and encourages Kate. Bad coaches concentrate on pointing out mistakes. Good coaches take every opportunity to build the learner's confidence by praising success.

Resources	What to do
<p>Workbook (page 16)</p> <p>Trigger 8</p>	<p>Fred does most things badly. In particular:</p> <ul style="list-style-type: none"> • He attacks Mike's personality: <p><i>God almighty, you great wally!</i></p> <p>Tell the group that, when they are criticising someone, it is essential to stick to issues. If you tell a person what they have <i>done</i>, it is possible for them to change their behaviour the next time around, but changing our personalities is beyond most of us.</p> <ul style="list-style-type: none"> • Not only does he not encourage Mike to speak, he shuts him up when he tries to. When Mike says: <p><i>It's 'cause I don't . . .</i></p> Fred interrupts with: <p><i>Are you completely stupid?</i></p> • He uses sarcasm. Again, tone of voice is very important: <p><i>. . . The car rolls over. The customer is dead. Not good for business!</i></p> • Instead of helping Mike to learn from his mistake, he takes over: <p><i>Just get out the way. Watch and learn.</i></p> <p>Trigger 8 shows Fred picking up Mike making the same mistake again, but this time he criticises constructively. Ask the group to identify and note down the differences, after they have watched the trigger.</p> <p>Play Trigger 8.</p> <p>Their answers should include:</p> <ul style="list-style-type: none"> • The most important improvement is that he is asking instead of telling: <p><i>Take a look at what you've just done. See if you can see anything that's not quite right.</i></p> <p>Emphasise the importance of getting the learner to think when they have made a mistake.</p>

Where we are going

- **Prepare**
- **Set the scene**
- **Use the right behaviour**
 - language
 - praise and encouragement
 - criticism
 - using the structure
- **Follow up**
- **Your coaching activities.**

OHT 1



Prepare

Individual

Plan

Arrangements

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OHT 2



Coaching as conversation

**We have
ways of making
you talk!**

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OHT 3



Use the right behaviour

Language



Praise and encouragement

Constructive criticism



Use the structure



OHT 4



Follow up

- **Let the learner practise**
- **Add finishing touches**
 - **Questions**
 - **Faults**

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OHT 5

