

COACHING AND COUNSELING

INSTRUCTOR GUIDE

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For Preview Purposes Only

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Course Description

PURPOSE:

This course is designed to help participants develop their coaching skills as well as their ability to identify their own coaching needs.

Audience:

This class is designed for employees at all levels of development.

Class Size:

Approximately 24 to 28 participants.

Prerequisite

None.

Material:

Materials/ Equipment:

The following materials are recommended for this course:

- ◆ Video: *Coaching and Counseling*
- ◆ Flipchart stand and paper or dry erase board
- ◆ Notepaper
- ◆ Tent cards or name tags

Organization:

This course is divided into five units. The instructor's guide is designed to be used with the supporting Participant Coursebook and the video titled *Coaching and Counseling*.

Duration:

2 to 4 hours.

The exercises in this coursebook are designed to allow the instructor to tailor the curriculum to fit specific class needs. Some exercises teach the same skills in slightly different ways. Depending on time allotment and participant needs, instructors may wish to omit certain exercises. Additionally certain exercises can be expanded to include individual, partner, small group or whole class options.

INSTRUCTOR OVERVIEW

Establishing Goals and Objectives

Purpose:

To provide participants with guidelines and exercises that will improve their ability to state clear objectives and expectations.

Instructions:

Instruct participants to read the exercise on page 2 of the participant coursebook. Allot 15-20 minutes for participants to complete the worksheet on page 2.

If desired, ask for volunteers to read their goals once participants have had a chance to complete the table.

Process the Exercise:

As a class, answer the following questions:

- What barriers do you encounter that distract you from meeting your goals?
- How can overcome these barriers to ensure you stay on track to meet your goals?

This exercise begins on page 2 of the Participant Coursebook.

INSTRUCTOR OVERVIEW

Sharing Goals

Purpose:	
<p>To help participants understand the importance of sharing goals and to allow them to practice sharing information in a way that clearly communicates their message. This is extremely important to promote effective upward feedback and ongoing communication.</p> <p>Group Instructions:</p> <ul style="list-style-type: none">• Have participants form groups of four to eight.• Ask each participant to write down a goal they would like to share, and take turns sharing their goal with the group. Encourage them to express more than just a goal statement by sharing the context for the goal as well.• Next, have the group respond to the goal by explaining how they understood it and what it meant to them. This should highlight differences in how some people perceived it versus how it was intended.• Have participants continue to share the goal until it is clearly understood by all members of their group. <p>Process the Exercise:</p> <p><i>As a class, answer the following questions:</i></p> <ul style="list-style-type: none">• How can sharing goals with others impact your personal development and productivity?• How could not sharing your goals impact your personal development and productivity?• How comfortable was it at first to share your goal? Did it get easier as you	<p><i>This exercise begins on page 3 of the Participant Coursebook.</i></p> <p><i>Instruct participants to read Sharing Goals on page 3.</i></p>

went?

- What aspects of the communication process may cause misinterpretation?
- How can you help ensure that your goals are clearly and accurately understood?
- As a listener, what can help you better focus on understanding what the other person is saying?

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INSTRUCTOR OVERVIEW

Staying Motivated

To help participants think about what motivates and de-motivates them at work. By identifying motivating/de-motivating variables, participants can begin thinking of ways to share these insights with their managers/supervisors during development discussions as a means to increase effectiveness and drive business objectives.

Individual Instructions:

- Have participants answer the questions on page 4 in the Participant Coursebook to identify personal motivators and de-motivators both inside and outside of work.
- Facilitate a conversation with the class on this topic after they have written down a few things.
- Ask for ideas about how to motivate and de-motivate yourself and others. Give them a chance to write down some of the new ideas they may have thought of during the conversation.

Process the Exercise:

As a class, answer the following questions:

- What motivates you to do well at a given task?
- What behaviors can you or someone else do to help you tap into your motivation?
- What de-motivates you? Is there something that specifically shuts you down?
- Have you ever shared this with someone who could do something about it?
- What techniques do you use to help motivate you through the less motivating tasks of your position?

This exercise begins on page 4 of the Participant Coursebook.

INSTRUCTOR OVERVIEW

Keeping Others Motivated

Purpose:

To help participants think about motivation from a different perspective and practice interpersonal communication. This exercise can help participants better understand both their own and other types of motivation. It will also help participants become more adept at sharing information in a performance feedback discussion.

Group Instructions:

- Have participants form pairs or small groups to complete the exercise on page 5 of the Participant Coursebook. If you choose small groups, have each person interview one other person in the group while the group as a whole tries to identify what is motivating the individuals being interviewed. This will give more people a chance to learn about different types of motivation, but also requires additional time.
- Ensure that interviewees have a chance to share how they feel about how the other participants interpreted their motivation.

Process the Exercise:

As a class, answer the following questions:

- Why is it important to understand what motivates the people you work with?
- What differences in motivation did you uncover in this exercise?

This exercise begins on page 5 of the Participant Coursebook.

INSTRUCTOR OVERVIEW

Practicing Listening Skills

Purpose:

To provide participants with an opportunity to improve the bad habits they identified as a result of the self-quiz on the previous page.

Partner Instructions:

Form partners and have participants follow the instructions outlined on page 7 of their coursebook.

Process the Exercise:

Ask the whole class to discuss solutions to the following listening problem:

One member of your team seems to daydream during your meetings. He never contributes to the conversation or takes notes. Yesterday when asked a question he seemed completely unaware of what was being discussed. List some ideas that might help him improve his listening skills.

Now ask the class to discuss how these suggestions might be phrased to provide constructive feedback to this team member.

*Instruct participants to read *Listening without Judgment: Attending, Reflecting and Paraphrasing* on page 6 of the *Participant Coursebook*.*

*This exercise starts on page 7 of the *Participant Coursebook*.*

INSTRUCTOR OVERVIEW

Looking for Learning Opportunities

Purpose:

To help participants reflect on their own performance and identify areas where they could benefit from coaching.

Individual Instructions:

Ask participants to read the exercise and then fill out the worksheet on page 8.

Process the Exercise:

Ask participants if they were able to identify a perspective coach. Invite participants to share their responses with the class. Encourage the class to help identify potential coaches within the company.

This exercise starts on page 8 of the Participant Coursebook.

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INSTRUCTOR OVERVIEW

Approaching a Potential Coach

Purpose:

To provide participants with practice approaching a potential coach.

Individual Instructions:

Ask participants to read the exercise and then fill out the worksheet on page 9.

Group Instructions:

In groups of 3 or 4, have participants role-play their scripts. Each participant will read his or her own words. Another group member will play the perspective coach, adlibbing as he or she sees fit. The other group member(s) will observe and offer feedback for improving the exchange.

Process the Exercise:

Ask participants if they found that asking for someone's help was easier than they expected? Remind them that most people are flattered when asked to share a skill.

This exercise starts on page 9 of the Participant Coursebook.

INSTRUCTOR OVERVIEW

Identifying Coworkers Who Could Benefit from Coaching and Practice Recommending a Coach to a Coworker

Purpose:

To provide participants with practice identifying areas where coworkers could benefit from a coach.

Individual Instructions:

Ask participants to read the exercises and then fill out the worksheets on pages 10 and 11.

Group Instructions:

In groups of 3 or 4, have participants role-play their scripts. Each participant will read his or her own words. Another group member will play the coworker, adlibbing as he or she sees fit. The other group member(s) will observe and offer feedback for improving the exchange.

Process the Exercise:

Ask groups to share with the class their more effective exchanges, explaining why a certain approach seemed to work particularly well.

These exercises are on pages 10 and 11 of the Participant Coursebook.

INSTRUCTOR OVERVIEW

Setting the Stage for the Coaching Meeting

Purpose:

To help participants think about the importance of setting when planning or conducting their conversations with others. This is very valuable for both managers/supervisors and employees. Often, employees don't think about setting when trying to share something important with their managers/ supervisors. Because of this, communication can be stifled or at least not maximized. This will also help participants understand that this is an important consideration whenever planning an important conversation with others in the organization.

Individual Instructions:

- Using the example provided at the bottom of page 12 in the Participant Coursebook, ask participants to brainstorm ways to reduce a defensive response when inviting an employee to discuss the issue.
- Have them write their thoughts in the space provided at the top of page 13 in the Participant Coursebook. Encourage them to think about where and when the meeting might be held.
- Ask for volunteers to share their ideas with the rest of the class.

Group Instructions:

- Have participants form pairs and invite their partner to an important conversation/meeting.
- Next, have them think about the actual meeting, and how it should begin and where it should be held.
- Next, have them role-play the meeting: It is not necessary for them to go far into the meeting, as setting the tone is the most important part of the exercise.
- Have them switch roles and try it again.
- After they are finished, make sure the pairs talk about how they felt about the invitation and the meeting.

This exercise begins on page 12 of the Participant Coursebook.

INSTRUCTOR OVERVIEW

Setting the Stage for the Coaching Meeting, Cont'd

Process the Exercise:

As a class, answer the following questions:

- How does setting an appropriate tone for a meeting aid in the communication process?
- Can you think of a time where a bad environment contributed to a less than ideal conversation?
- Can you think of a time where the environment helped a conversation be productive?
- How did you feel setting up a time to talk rather than just jumping in? Did it help make the meeting feel more purposeful? Ask why or why not.

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INSTRUCTOR OVERVIEW

Making Feedback Effective

<p>Purpose:</p> <p>To teach participants to recognize and correct directions that do not follow the guidelines given on the previous page.</p> <p>Individual Instructions:</p> <p>Instruct participants to follow the directions outlined on the corresponding page of their coursebook.</p> <p>Whole Class Option:</p> <p>Ask for volunteers to read their revisions. Discuss any differences between participants' revisions.</p> <p>Process the Exercise:</p> <ul style="list-style-type: none">• Why is it important to set the stage for constructive feedback? <p>What are some techniques for minimizing a defensive reaction when providing constructive feedback?</p>	<p><i>This exercise is on page 17 of the Participant Coursebook.</i></p>
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INSTRUCTOR OVERVIEW

Delivering Criticism

Purpose:

To practice delivering real-life criticism to a partner.

Individual Instructions:

Instruct participants to read the Delivering Criticism starting on page 19 of the Participant Coursebook.

Partner Instructions:

Instruct participants to follow the directions outlined on the corresponding page of their coursebook.

Process the Exercise:

Why is it important to solicit the other person's viewpoint as well as expressing your own opinion?

This exercise starts on page 19 of the Participant Coursebook.

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INSTRUCTOR OVERVIEW

Asking Open-ended Questions

Purpose:

To give participants practice composing open-ended questions that they can apply on the job.

Individual Instructions:

Instruct participants to follow the directions outlined on the corresponding page of their coursebook.

Small Group Option:

Form small groups of three to five people. Instruct group members to share their questions with their group and to ask for suggestions to improve their questions.

Process the Exercise:

- Did brainstorming for these questions open up any new ideas for professional growth for you?
- Why are open ended questions so much more powerful when it comes to information gaining than other questions or statements?

Instruct participants to read the exercise titled Asking Open-ended Questions on page 21 of the Participant Coursebook.