# Instructors Guide

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.
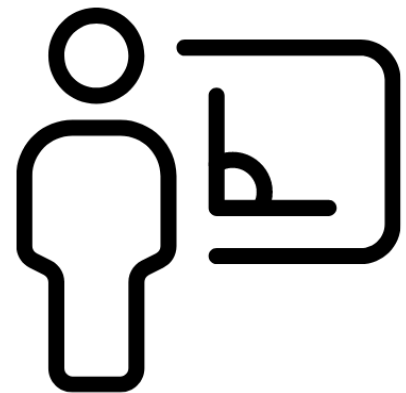
Module Two: Defining Coaching and Mentoring
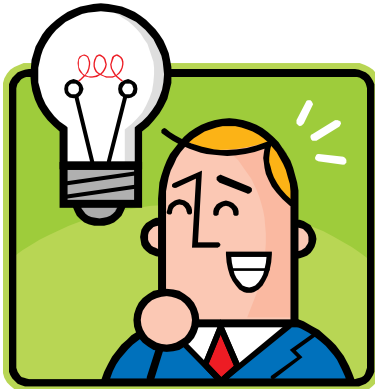
Before getting deeper into the subject of coaching, it is prudent to discuss mentoring and its purpose. Understanding the difference between coaching and mentoring will help you be clear on your coaching objective. Many times, these two concepts are misunderstood.

The goal of this module is to define both concepts and introduce a coaching model that will allow you to focus on improving performance. Let's begin by defining what coaching is.

What is Coaching?

A coach tutors or instructs a person to achieve a specific goal or skill. In baseball, a batting coach only focuses on the mechanics of hitting the ball. They spend time instructing the hitter how to change their swing to improve their performance. They give exercises and goals to the hitter that target the swing of the bat.

In the office environment, you may see similar coaches helping others improve a skill. They may be sales coaches or customer service coaches. No matter what the area of focus is, a coach specializes on improving one or two areas of development at a time.

Here is a recap of the characteristics of a coach:

- Trainer

- Instructor

- Tutor

- Focus on one or two skills at a time

- Their interaction is planned and structured

Estimated Time	10 minutes
Lesson Objective	Participants will identify the characteristics of a coach.
Lesson Summary	Coaching is a tutoring and training process where specific behavioral or performance goals are reached.
Materials Required	• A deck of characteristic cards per table, some describing a coach and others describing mentor • Cut into two sections: Worksheet 1: "A Coach is…" for each table • Save the *Mentoring* half for the next exercise • Precut characteristics Worksheets 2 and Worksheet 3 • Power point slide or flip chart with instructions
Planning Checklist	• Make sure you have enough "Coach" cards for all tables

Recommended Activity	• Tell the participants that we they are going to be tasked in determining what coaching is by first defining a coach
	
	• Hand each table a "Coach" card
	
	• Hand each table a deck of characteristics Worksheet 2 and 3
	
	• Display the instructions
	
	• Give the teams 2 minutes to place however many characteristic cards they think belongs under the title card "A Coach is…"
	
	• Go over the answers below. A coach is :
	
	    o A tutor
	
	    o An instructor
	
	    o A trainer
	
	    o Focus on one or two skills at a time
	
	    o Interaction is planned and structured

Delivery Tips	Be sure to walk around the room, gauging participation, guiding participants and answering any questions they may have. Call time even if they were unable to determine which cards go under the coach category.

What is Mentoring?

Mentoring has a different purpose and goal. Mentoring is the act of guiding, counseling, and supporting. This is vastly different from coaching. It is fundamentally teaching. However, the objective is slightly different.

Mentorship is more voluntary in nature and is less formal than coaching. The mentor and protégé endeavor on a broad development goal, like becoming a leader. Mentoring encompasses many complex areas of development.

In your matching activity, we learned that coaching scenarios include the following:

- Sales

- Customer service

- Production work

- Behavioral issues like tardiness

Likewise, we learned that mentoring scenarios include the following:

- Networking

- Political strategizing

- Negotiation

- Managing

In this workshop, you will learn how to effectively coach; however, later, there will be a discussion on how to transition from a coach to a mentor. It should be a manager's goal to develop their people in a way that furthers their career. Mentoring does this. For now, we are going to focus on coaching people for specific goals. The next lesson discusses an easy-to-remember coaching process.

Estimated Time	10 minutes
Lesson Objective	Participants will identify the characteristics of a mentor.
Lesson Summary	Mentoring is a guiding and support process where complex development goals are reached.
Materials Required	• Remaining cards from previous activity • A card for each table titled "A mentor is…" Worksheet 1

Planning Checklist	• Make sure enough mentor cards are printed for each table
Recommended Activity	• Hand out "A mentor is..." cards to each table • Tell participants to place the remaining card under the title card • After 5 minutes, Go over answers as a group
Stories to Share	*A round peg in a square hole needed a mentor* *When I was in elementary school, I got interested in math because my teacher showed me how I could use it to build model airplanes. During high school, my interest developed further and when I went to university, I decided to study computer science and specialize in programming languages. Fortunately, I was involved in a few work experience terms and learned how I could apply my studies from university. The experience helped me to focus on the more specialized field of cross-platform technology and I was grateful for access to people who actually worked in the field. However, as I reflect back on my work as a student in the work place, I regret that I didn't learn more about how the corporation worked, what they were trying to achieve, and how my work term fit in with their overall vision. I was good at the technical side of my job, but I pretty much felt like a square peg in a round hole. I wish that someone with experience at the corporation had taken me aside and talked about what I was learning, the future of my career there, and how what I was doing could be part of the larger picture. --D.K.*
Delivery Tips	If using story, say this is a comment made by a person who needed a mentor.

Introducing the G.R.O.W. Model

Having a consistent and uniform approach to coaching enables you to coach more effectively with strategy and direction. Using a coaching model will also instill confidence in your employee, because they see a methodical approach. When we approach coaching haphazardly, we become disorganized and this creates frustrating coaching sessions.

The GROW model helps you organize your coaching process in a flow that identifies the goal first and ends with putting a plan together. Here are the details of the GROW model:

- **Goal setting**: a goal has to be set in order to give direction and purpose to the coaching session. Ambiguous goals are usually never achieved. Setting the goal first shapes your discussion with your employee and sets the tone.

- **Reality check**: both you and your employee must come to terms on the current state or level of performance or any issues that are causing breakdowns. Getting to the bottom of the problem begins with identifying it and claiming it. From there obstacles are better identified.

- **Options developed**: here you and your employee explore action steps that will help them improve their performance. Usually goals options that are prefabricated by an employee's manager result in poor buy-in and missed goals. Allow your employee to explore options they develop.

- **Wrap it up with a plan**: once you nail down an option or two, it is time to strike it down on paper. If it is not written down, it won't happen. Creating a well-defined plan is essential in order to know the direction you need to go and to demonstrate success or failure.

GROW is simple yet powerful. Following the GROW process consistently will develop a natural process for you. Coaching should be natural. This puts you and your employee at ease, making the process more valuable and rewarding. Let us unpack the GROW model over the next few modules and see how to incorporate it into our daily work lives.

Estimated Time	15 minutes
Lesson Objective	Participants will learn the meaning of the coaching tool acronym G.R.O.W.
Lesson Summary	GROW is a four phase process to coaching, which stands for the following: • Goal setting • Reality check

	• Options developed • Wrap it up with a plan
Materials Required	• Sticky notes • Pens
Planning Checklist	• Make sure all tables have pens and sticky pads before session begins
Recommended Activity	• Have table groups choose a leader • Instruct groups to discuss challenges they currently face when coaching • Instruct leaders to jot down responses on a sticky note • Allow discussion for 4 minutes • Call time and have leader from each table share the team's responses
Delivery Tips	When having the leaders share, go around each table round robin style. This way you give every table a chance to share before answers begin to repeat.

Practical Illustration

Sharon was assigned to coach a new employee named Brad who worked in the sales department. Brad had been promising as an applicant, yet his sales did not live up to expectations. Sharon decided to have a meeting to determine the problem and create a plan to resolve it. First they decided upon a goal, which was to boost his sales. Sharon found out from Brad that customers had a hard time understanding him through his accent, so they looked at their options. After weighing the choices, Brad decided to attend a speech class. They created a plan that outlined what his expected sales would be and how they correlate to his progress in speech class. Brad eventually was able to reach those expectations, and Sharon had successfully coached him.

Module Two: Review Questions

1) What is coaching?

   a) Tutoring or instructing a person to achieve a specific goal or skill
   b) Tutoring or instructing a person to achieve general skills
   c) Teaching a person how to improve physical abilities
   d) Teaching a person how to improve skills using the sport analogy

   A coach tutors or instructs a person to achieve a specific goal or skill.

2) Which of the following IS NOT one of the characteristics of coaches?

   a) They focus on one or two skills at a time
   b) Their interaction is planned and structured
   c) They are strict
   d) They are tutors and instructors

   Trainer, Instructor, Tutor, Focus on one or two skills at a time, Their interaction is planned and structured

3) Which of the following statements IS NOT true?

   a) Mentoring is fundamentally teaching
   b) Mentorship is more voluntary than coaching
   c) Mentoring is less formal than coaching
   d) Mentoring is pretty much the same as coaching

   A coach tutors or instructs a person to achieve a specific goal or skill. Mentoring is the act of guiding, counseling, and supporting.

4) Which of the following IS NOT included in mentoring scenarios matching your activity?

   a) Political strategizing
   b) Negotiating
   c) Behavioral issues like tardiness
   d) Managing

   Coaching scenarios include the following: Sales, Customer service, Production work, Behavioral issues like tardiness

5) In the GROW model, letter O refers to:

   a) Options developed
   b) Organization development
   c) Organizing
   d) Options revisions

   Options developed: here you and your employee explore action steps that will help them improve their performance. Usually goals options that are prefabricated by an employee's manager result in poor buy-in and missed goals. Allow your employee to explore options they develop.

6) The GROW model is a:

   a) Tutoring model
   b) Coaching model
   c) Mentoring model
   d) Universal teaching model

   The GROW model helps you organize your coaching process in a flow that identifies the goal first and ends with putting a plan together.

7) The G in the GROW model is what?

   a) Growth
   b) Gain
   c) Goal
   d) Grasping

   Goal setting: a goal has to be set in order to give direction and purpose to the coaching session. Ambiguous goals are usually never achieved. Setting the goal first shapes your discussion with your employee and sets the tone.

8) Understanding the difference between coaching and mentoring will help you be clear on your _____ objective.

   a) Mentoring
   b) Coaching
   c) A and b
   d) Neither A nor B

   Understanding the difference between coaching and mentoring will help you be clear on your coaching objective.

9) As an example of coaching, a batting coach only focuses on the mechanics of _____.

    a) The player's body
    b) The layout of the field
    c) Hitting the ball
    d) Running

In baseball, a batting coach only focuses on the mechanics of hitting the ball.

10) _____ is more voluntary in nature and is less formal than _____.

    a) Mentorship, coaching
    b) Goal setting, Coaching
    c) Coaching, goal setting
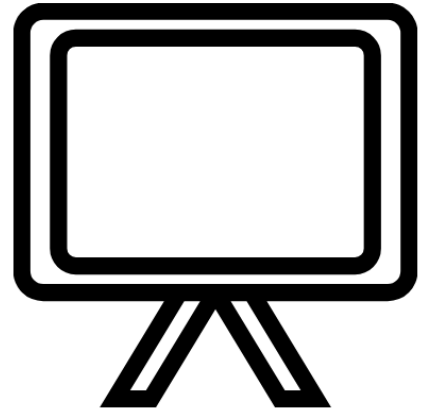   d) Coaching, mentoring

Mentorship is more voluntary in nature and is less formal than coaching

PowerPoint Slides

Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

> *We are all capable of change and growth; we just need to know where to begin.*
>
> Blaine Lee
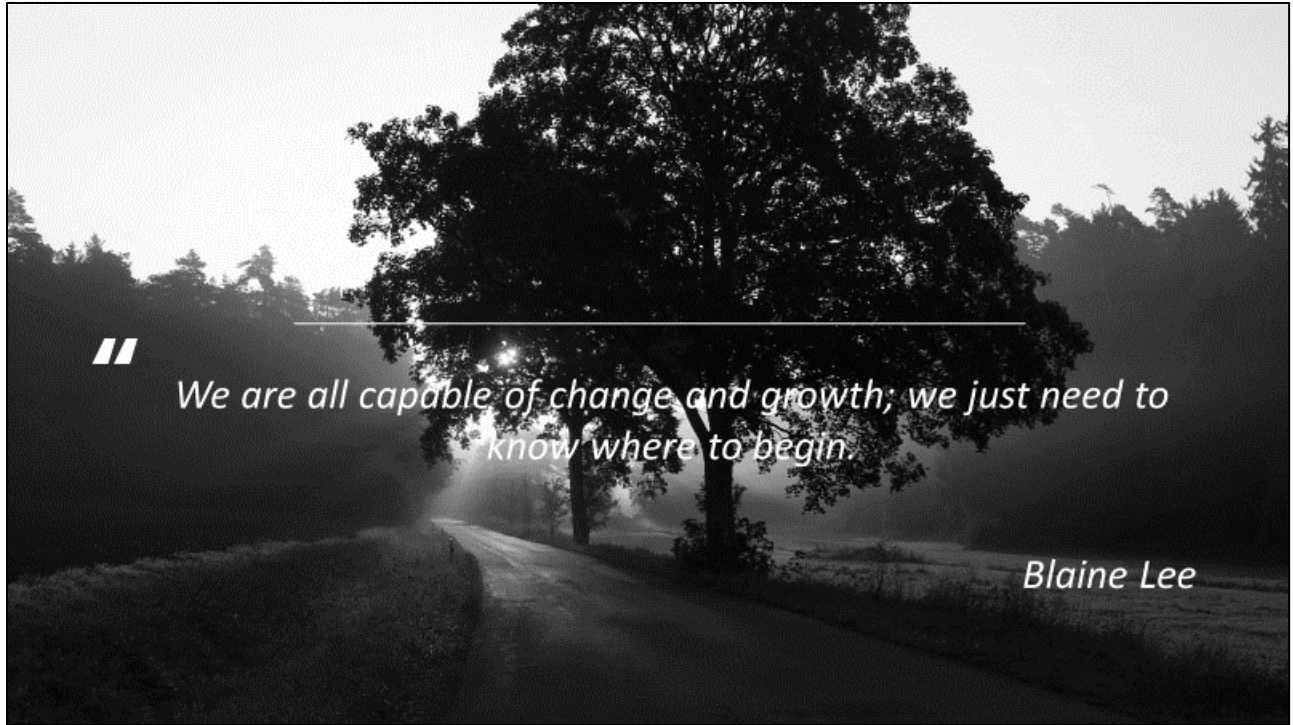
Defining Coaching and Mentoring

Understanding the difference between coaching and mentoring will help you be clear on your coaching objective.

Often, these two concepts are misunderstood.

What is Coaching?

A coach tutors or instructs a person to achieve a specific goal or skill.

What is Mentoring?

Mentoring is the act of guiding, counseling, and supporting.

Introducing the G.R.O.W. Model

- Goal setting
- Reality check
- Options Developed
- Wrap it up

Practical Illustration

- What is Coaching?
- What is Mentoring?
- Introducing the G.R.O.W. Model

Module Two: Review Questions

1. What is coaching?

A. Tutoring or instructing a person to achieve a specific goal or skill

B. Tutoring or instructing a person to achieve general skills

C. Teaching a person how to improve physical abilities

D. Teaching a person how to improve skills using the sport analogy

Quick Reference Sheets

Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

Coaching and Mentoring
Quick Reference Sheet

The G.R.O.W. Model

The GROW model helps you organize your coaching process in a flow that idetnifes the goal first and ends with putting a plan together. Here are the details of the GROW model:

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- **Wrap it up with a plan:** once you nail down an option or two, it is time to strike it down on paper. If it is not written down, it won't happen. Creating a well defined plan is essential in order to know the direction you need to go and to demonstrate success or failure.

SMART Goals

- **Specific**: Ask what needs to be done? The goal must be clear. It cannot be a general statement like be better at sales or be more organized.

- **Measurable**: Place some form of measurement that is easily verifiable to the goal.

- **Attainable**: Make sure the goal is not too much at one time to complete. Setting huge goals will lead to failure because the employee will see it as impossible.

- **Realistic**: Take in to consideration any learning, mentoring that has to take place or habits that have to be broken first before you set your employee's goal.

- **Timely**: Always set a time limit or timeframe.

IRA Steps

Obstacle Identification and Removal:

- Identify the obstacle: Have a frank discussion with your employee and determine what is blocking their performance. Waiting for them to give you the information voluntarily will probably not happen.

- Root out the cause: Many times underlying emotions or problems may be the cause of the obstacles. Ask probing questions and jot down answers. You might realize they have a fear that must be addressed.

- Antidote given: A remedy to the situation is needed in order to get past this obstacle. Brainstorm with your employee on ways to remove the obstacles. In some cases, you may have to try several different antidotes. Be patient if the cause is genuine.

LAMA Process

The LAMA process is designed to approach the planning activity in a consistent and efficient manner.

- **Learn**: some form of learning should take place. It could be a variety of activities. Mentoring with a peer, reading a book, or taking a course, are some examples of learning opportunities you may implement.

- **Apply**: implement what was learned soon after learning is completed.

- **Measure**: agree on a method of measuring when and how the new learning is used on the job. You can perform observations, or have your employee track it on a worksheet you developed. The idea is to monitor the use of the new knowledge.

- **Assess**: review the impact of the new skill on the performance metric being improved. Any success should be attributed to the new skill and encouraged.

Getting Motivated

- Be consistent in your coaching.

- Be respectful with your employees.

- Be caring and watch your employee's behavior for signs of personal issues.

- Be flexible and find ways to reward you employees with non-monetary items.

- Be a cheerleader and celebrate even the smallest of successes.

Building Trust

1.) Maintain positive body language

2.) Listen to them intently and speak less

3.) Always respect your employees

4.) Keep things confidential & keep promises

5.) Be honest and transparent

6.) Be confident & tell them you believe in them.

Handouts

Each course is provided with a wide range of worksheets.
Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.

Sample Worksheet 1
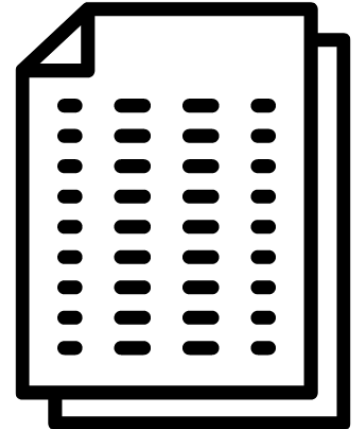
A Coach is/A Mentor is Cards

A Coach is…

A Mentor is…

Coach Characteristics

A Trainer
An Instructor
Involuntary Participation
Focuses on few skills
Structured Interaction

Icebreaker: Cartoon Character

PURPOSE
To get participants to examine themselves and to meet each other.

MATERIALS REQUIRED

1. 2 name cards for each person

2. 1 3x5 index card for each person

3. Markers

ACTIVITY

Have participants write their name on one name card and put it on. Then, ask participants to think of the cartoon character they think is most like them. Have them write the name of the cartoon character on the other name card. The cartoon character can be from any legitimate source such as a comic book, animated movie, or comic strip.

Have each participant stand up, announce their name and character, and why they chose that character. Once all participants have had a chance to speak, ask them to write the name of a real person or movie character they would like to become more like, onto the index card (this is their Goal Card).

Have each participant stand up and explain who they chose and why. When they sit back down, have them place the Goal Card someplace visible in front of them to remind them of their goal.

[INSTRUCTOR'S NOTE: the self-identity and role model may well change during the class, and that's fine. You now have some valuable insight into who your participants are and what leadership skills they may already have.]

Certificate of Completion

Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.
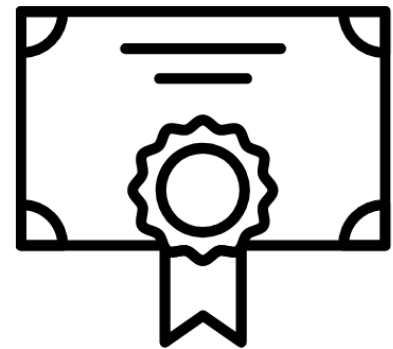
CERTIFICATE OF COMPLETION

[Name]

Has mastered the course

Coaching and Mentoring

Awarded this _____ day of _____ e _____, 20 _____

_____

Presenter Name and Title