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PAGE

Activity 1—Welcome**Materials:****Activity Time:** 6 minutes**Slide Time:** 6 minutes**PW Page:****Start/Stop Time:****Slide: 2****Welcome****1. Welcome participants.**

We are delighted you're with us today. We will learn the coaching process and skills that create more effective conversations, and then practice applying the process and skills to the workplace situations you identified in your LAUNCH assignment.

2. Introduce yourself.

Share one or two facts about yourself related to your experience with coaching. This should only take a minute.

- Example: My name is _____ and I have always been interested in increasing the effectiveness of my conversations with direct reports and colleagues. One of the things I've learned about coaching is that people have important ideas, and I was missing them. I didn't have any training when I first tried to coach, made a lot of mistakes, and had to learn quickly how to manage more effectively. Thankfully, I attended training like this and started practicing with every conversation. It was the practice that made all the difference in my learning. In fact, I invited my direct reports to let me know when coaching was needed if I didn't see it myself, and we learned together, which is what we'll do today.

3. Transition to the next activity and slide—Session Overview.

Explain that the concepts on the inside cover of their workbooks will thread throughout the day.



Activity 3—Natural Tendencies

Materials:

Activity Time: 28 minutes

Slide Time: 5 minutes



PW Page: 6

Start/Stop Time:

Slide: 8

The Coaching Mind-set

1. Identify the focus of a Coaching Mind-set.

During our time today, we’re going to focus on the coaching mind-set. We know that this is a big shift for some people, away from telling and toward increased asking and drawing out.

2. Correlate Telling and Asking to creating dependency and creating self-reliance.

You will also notice that we have added “creating dependency” on the Telling side and “creating self-reliance” on the Asking side. We don’t intentionally try to create dependency, but it happens if we are on the Telling side too long.

3. Build slide animation and encourage shifting focus to the Asking side of the continuum.

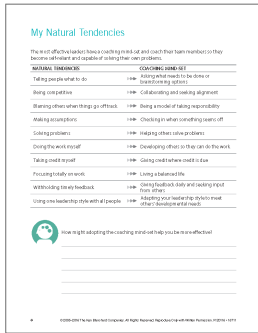
When we shift to the Asking side, we develop people and help them move toward self-reliance.

And the best part is that although we are focusing on the coaching mind-set, when needed, you can always go back to the Telling side. For today, we are going to shift over to the coaching side!

4. Transition to the next activity and slide—Coaching My People.

Facilitation Tip

Use a flip chart to draw out the coaching continuum including the Telling and Asking sides. Be sure to put an arrow going both directions between Telling and Asking. Leave the flip chart up throughout the day. Use slide 8 as the model for the flip chart.



Activity 3—Natural Tendencies

Materials:

Activity Time: 28 minutes

Slide Time: 2 minutes



PW Page: 6

Start/Stop Time:

Slide: 9

Coaching My People

1. Refer participants to page 6 of the Participant Workbook—My Natural Tendencies.

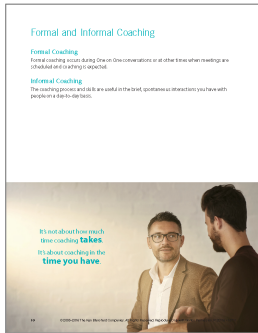
2. Promote the Coaching Mind-set.

Can you identify any of the behaviors on the left side of the chart as your common behaviors? Challenge yourself to resist your natural tendency. Circle one or two that you want to focus on as we move forward. Work on using the coaching behaviors on the right side of the chart instead.

3. Link coaching to the participants’ work life.

Based on what we discussed about asking and telling and your natural tendencies, take a minute to record at the bottom of page 6 how coaching your people might help you be more effective.

4. Transition to the next slide—Welcome to Real Wheels.



Activity 5—Where Coaching Fits

Materials:

Activity Time: 12 minutes

Slide Time: 1 minute



PW Page: 10

Start/Stop Time:

Slide: 21

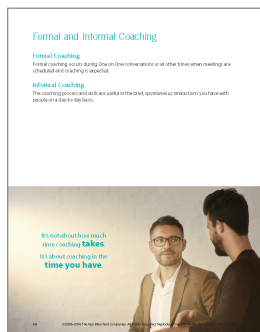
Formal Coaching

1. Explain formal coaching.

Formal coaching takes place when meetings are scheduled, such as regular One on Ones. These meetings are often structured. Coaching is also considered formal when it is expected. This means that the team member expects the conversation to be collaborative and for you as the manager to ask for options and draw out ideas, rather than being directive.

2. Transition to the next activity and slide—Informal Coaching.

SAMPLE

**Activity 5—Where Coaching Fits****Materials:****Activity Time:** 12 minutes**Slide Time:** 1 minute**PW Page:** 10**Start/Stop Time:****Slide:** 22**Informal Coaching****1. Explain informal coaching.**

Informal coaching is gaining momentum in organizations. Many of you are being asked to use a coaching approach as often as possible, rather than just during formal One on Ones.

Coaching can be used in any long or short on-the-job conversation. As we look at the coaching process and skills, you will see that you can use any of them in the moment without using all of them. Informal coaching can take place in a hallway, on a quick phone call, during an unscheduled lunch meeting when a topic comes up to discuss.

As we go through the day, we encourage you to think about informal conversations that can benefit from parts of the coaching process and skills.

2. Transition to the next activity and slide—Coach in the Time You Have.

What prevents you from coaching more often than you do? Expect:

- *It takes too much time*
- *I am not sure how to do it*

Yes! That is what everybody says—coaching takes too much time. Well, here is a thought.



Activity 7—The Coaching Process

Materials:

Activity Time: 4 minutes

Slide Time: 2 minutes



PW Page: 11

Start/Stop Time:

Slide: 25

The Coaching Process Video

1. Introduce the Coaching Process.

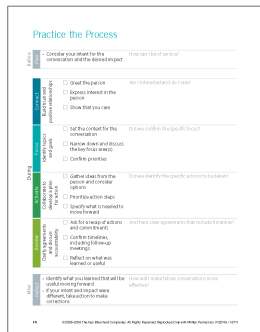
We’ve mentioned the coaching process several times already this morning. Let’s look at a video that introduces it.

2. Play the video.

3. Mention that the coaching process is not linear.

As you saw in the video, even though we have identified four parts of the coaching process, it does not have to be linear. You may start with connecting and focusing, and then you may go back and forth between focusing and activating. The process structures the conversation and can be organic.

4. Transition to the next activity and slide—Set up the *Moving Forward* Video.

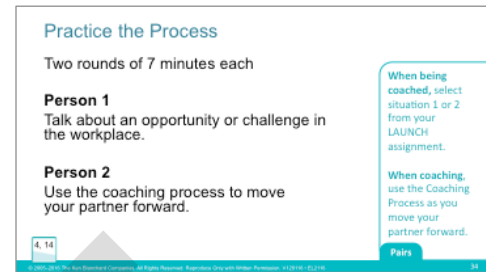


Activity 9—Coaching Process Practice

Materials:

Activity Time: 24 minutes

Slide Time: 17 minutes



PW Page: 14

Start/Stop Time:

Slide: 34

Practice the Process

1. Set up the activity.

In just a minute we are going to practice the coaching process with a partner. First, take a minute to think about what you want to talk about when it is your turn. Talk about something real and current in the workplace. You can use one of the LAUNCH situations or something else.

After you get with your partner, you will identify who Person 1 is and who Person 2 is.

Person 1, you will talk first.

Person 2, you will use the coaching process to move your partner forward. Remember to stay on the Asking side of the coaching continuum and draw out information as you use the process.

To get started, the person who is coaching will take a minute to connect and then ask what the person being coached wants to talk about. This starts the coaching process.

2. Ask people to find a partner.

Everyone find a partner. It can be someone at your table or at another table. Once you have your partner, decide who will be Person 1 and Person 2. If you are Person 1, raise your hand. You will be talking first.

3. Review instructions.

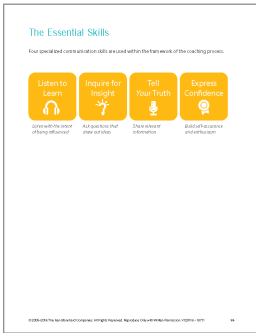
Once again, if you're Person 1, you'll be talking about a real and current work situation. If you're Person 2, you'll be using the coaching process and staying on the Asking side of the continuum. Remember, the process gives structure to the conversations. You always know where you are!

Are there any questions?

4. Allow 7 minutes for round 1.

5. Instruct participants to switch roles; allow 7 minutes for round 2.

6. Transition to the next activity and slide—Debriefing the Coaching Process Practice.



Activity 10—The Essential Coaching Skills

Materials:

Activity Time: 2 minutes

Slide Time: 2 minutes



PW Page: 15

Start/Stop Time:

Slide: 37

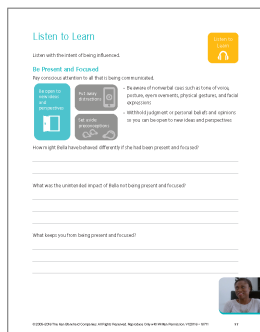
Introduce the Essential Coaching Skills

1. Connect the Coaching Process with the Essential Coaching Skills.

We’ve been focusing on the coaching process; let’s move into the four essential skills that support the process. These skills are used throughout the steps of the process. They may all be used in some conversations, and in other conversations only a few may be used. As a whole, they are essential to having a productive coaching conversation.

2. Transition to the next activity and slide—Just Listen.

SAMPLE

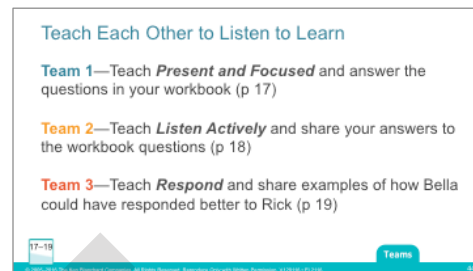


Activity 13—Teach Each Other to Listen to Learn

Materials:

Activity Time: 22 minutes

Slide Time: 10 minutes



PW Pages: 17–19

Start/Stop Time:

Slide: 44

Teach Each Other to Listen to Learn

1. Set up the activity.

Let's see if we can teach each other (and Bella at the same time) how to listen to learn. As table teams, it will be your job to present the concepts on pages 18–20. Answer the questions on those pages and use them to expand your teaching points.

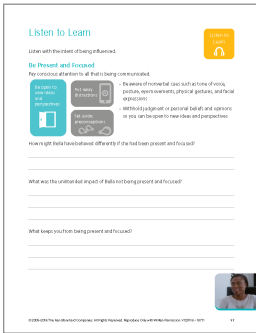
2. Assign table teams 1, 2, and 3.

3. Review the table team instructions on the screen.

Follow the instructions for your team on the screen. You will have 10 minutes to prepare to teach your concepts to the class. Select a representative from your group to do the presentation, or do the presentation as a team. You will be provided with slide support for your section of the content when you present. When it's your table's turn, you will have 3 minutes to present.

4. Allow 10 minutes for participants to prepare.

5. Transition to the next activity and slide—Be Present and Focused.



Activity 13—Teach Each Other to Listen to Learn

Materials:

Activity Time: 22 minutes

Slide Time: 3 minutes



PW Page: 17

Start/Stop Time:

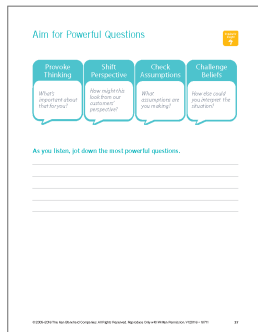
Slide: 45

Be Present and Focused

1. Invite Table 1 to share Be Present and Focused with the class.

Team 1, please share with the class Be Present and Focused and your answer to the questions on page 17 of the Participant Workbook. You have 3 minutes.

2. Allow 3 minutes.
3. After the presentation, ask the class if there are any questions.
4. If there is any content missing, share it with the class.
5. Applaud Team 1.
6. Transition to the next activity and slide—Listen Actively.

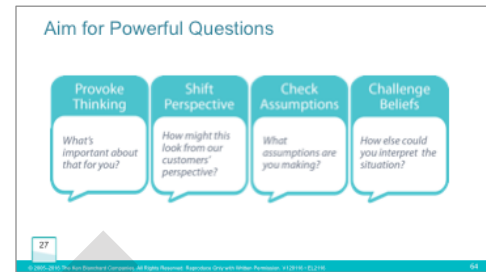


Activity 18—Inquire for Insight Skill Practice #1

Materials:

Activity Time: 37 minutes

Slide Time: 11 minutes



PW Page: 27

Start/Stop Time:

Slide: 64

Aim for Powerful Questions

1. Introduce types of powerful questions.

We have been discussing some tips for asking powerful questions. Let us look at the types of questions that are powerful:

- *Questions that provoke thinking.*
- *Questions that help to shift someone’s perspective.*
- *Questions that help a person to test their assumptions.*
- *Questions that challenge beliefs, especially if the beliefs and assumptions are from the past.*

2. Introduce a skill practice to use these types of questions.

We are going to do a skill practice to use these and the other best practices we have been discussing.

3. Ask for a volunteer.

For this skill practice, we need a volunteer who is willing to talk for three minutes about a work-related challenge or opportunity, or something else that is real and current.

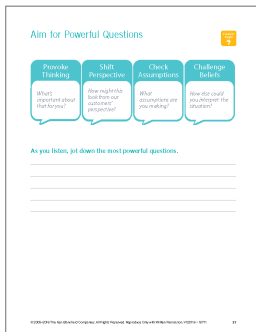
Who would like to volunteer?

Once the volunteer is in front of the room, thank the person for volunteering. Then, give the remaining instructions.

Facilitation Tip

There are two Inquire for Insight practices; the facilitator can choose to do one or both.

After the volunteer has shared and as people are offering questions, work with the questions so they are more powerful. For example, if someone asks a closed-ended question, work with it to be more open, then write down the better question on the flip chart. You are modeling more powerful questions as you do this.

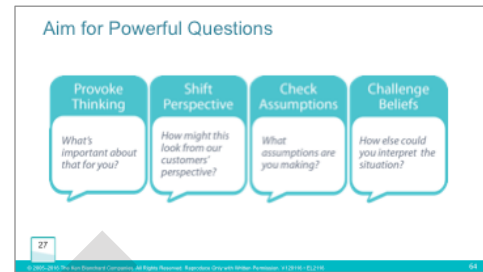


Activity 18—Inquire for Insight Skill Practice #1

Materials:

Activity Time: 37 minutes

Slide Time: 11 minutes



PW Page: 27

Start/Stop Time:

Slide: 64

Aim for Powerful Questions, continued

4. Give instructions for this activity.

As [name] is sharing the scenario, think about a powerful question you would want to ask to move [name] forward. Write it down on page 27. If another question comes to mind, write it down, too!

5. Allow 3 minutes for the volunteer to share the situation (keep track of time!).

6. Solicit questions from everyone to move the volunteer forward.

7. Work with each question to fit the powerful-question criteria as needed.

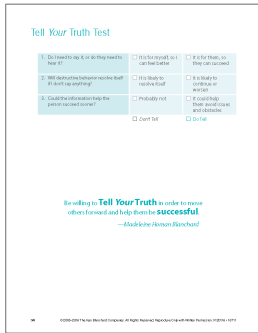
8. Write each improved question on a flip chart (you may need more than one page).

9. After all questions have been recorded, ask the volunteer which are the most powerful questions.

10. Emphasize tips for asking effective questions.

Remember, powerful questions are short, simple, and focused on moving the person forward.

11. Transition to the next activity and slide—Inquire for Insight Practice.

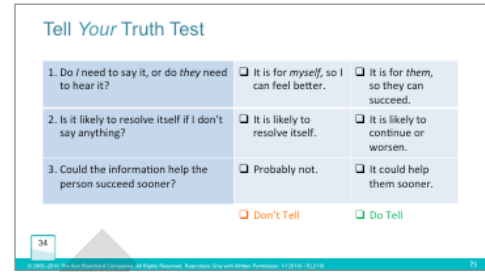


Activity 20—Tell Your Truth Practice

Materials:

Activity Time: 14 minutes

Slide Time: 2 minutes



PW Page: 34

Start/Stop Time:

Slide: 75

Tell Your Truth Test

1. Introduce the decision grid on page 34.

The grid you see on page 34 can be used to determine whether to tell or not to tell your truth. Look at #1 on the top left. This is a very important question.

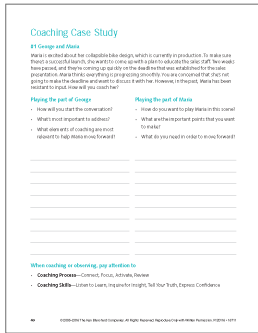
What's the difference between my needing to say it and them needing to hear it?

- Responses might include
 - *Maybe this is about me and I need to deal with it myself.*
 - *For whose benefit am I really sharing?*
 - *If they don't need to hear it, I need to manage myself.*

2. Walk through the rest of the grid quickly.

3. Invite questions or comments on the grid.

4. Transition to the next activity and slide—Tell Your Truth Practice.



Activity 25—Coaching Maria

Materials:

Activity Time: 17 minutes

Slide Time: 2 minutes



PW Pages: 40–41

Start/Stop Time:

Slide: 88

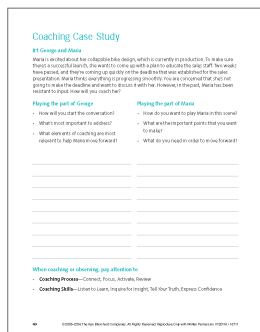
George and Maria Case Study Setup

1. Set up the case study skill practice.

In just a minute I'd like you to get with a new partner for a skill practice. In this skill practice, we're bringing all the skills together with the coaching process.

For this skill practice, one person will play George and one person will play Maria. George will coach Maria for each round.

2. Transition to the next activity and slide—George and Maria Case Study.

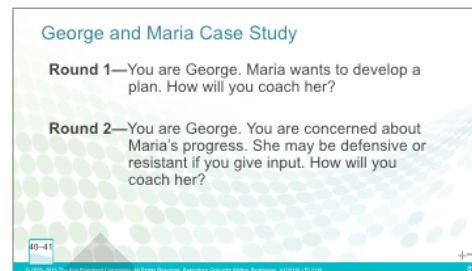


Activity 25—Coaching Maria

Materials:

Activity Time: 17 minutes

Slide Time: 15 minutes



PW Pages: 40–41

Start/Stop Time:

Slide: 89

George and Maria Case Study

1. Set up the George and Maria skill practice.

Ask people to get with a new partner for the skill practice. Once they are in pairs, ask the person who will be George first to raise a hand.

2. Ask a volunteer to read the top of page 40 out loud.

3. Encourage George and Maria to look at the considerations on page 40 and to determine how they will play their roles.

4. Allow 2 minutes for participants to prepare for their roles.

5. Give 4 minutes for George to coach Maria.

6. Pay attention to the time and call a stop after 4 minutes.

7. Refer to page 41 and ask for a volunteer to read the top out loud.

8. Tell the class that they will switch roles with their partners.

Okay, now it is time to switch roles. Whoever was George will now be Maria, and whoever was Maria will now be George.

9. Encourage the new Georges and Marias to look at the considerations on page 40 and to determine how they will play their roles.

10. Allow 2 minutes.

11. Give 4 minutes for George to coach Maria on the new scenario.

12. Pay attention to the time and call a stop after 4 minutes.

13. Debrief the activity.

What skills were used and what was easy or hard during this skill practice?

14. Transition to the next activity and slide—Masterful Coaching Setup.