

Coaching

Course Length: 1 Day

Prerequisites: None

Performance-Based Objectives: In this course, students will:

- ◆ Motivate employees by identifying their individual personality types; and build trusting coach-employee relationships.
- ◆ Work through the coaching process of maintaining healthy coach-employee relationships, communicating expectations and goals, and evaluating employee performance.
- ◆ Support your coaching style by conducting productive face-to-face meetings and confrontations.

Course Content

Unit 1: Fundamentals of Coaching

In this unit, students **differentiate** between coaching and managing. They discuss why managers **avoid coaching** and identify the characteristics that make **good coaches**. Identifying how coaches can effectively increase their employee's productivity is the next step. It is will thence followed by a discussion on building a **coaching foundation** by establishing **credibility** and **setting expectations...** Lastly, they will learn how to plan **coaching strategies** and **motivate employees** by positively affecting employee morale.

Topic A: Coaching overview

Topic B: Coaching foundation and strategy

Unit 2: Coaching Diverse Employees

Students learn about **personality styles** in this unit. They find that there is a need to **evaluate** their employees' personality styles to understand how best to motivate them. They will then explore the guidelines for **building trust relationships** with employees. This will be followed by a discussion about **active learning** and the factors that hinder employee trust. The last part of unit 2 will explore ways to overcome distrust by using the care principles.

Topic A: Personality styles

Topic B: Trust relationships

If you have any questions about this course, please call CompuTrain at (713) 349-9186.

Unit 3: The Coaching Process

In unit three, students learn how to build a **healthy coach-employee relationship** by investing in the relationship through creating boundaries and recognizing coaching opportunities. They will discuss ways to **maintain a relationship** by using the **coach guidelines** and will **develop coaching objectives**. Further, they differentiate between **expectations** and **goals** and learn the importance of communicating them to others. Short term and long term goals are defined with an emphasis on how to keep employees **focused on** the goals. In addition, the student will learn about **evaluating** and **monitoring employee performance** and how to provide **positive** and **constructive feedback**. To conclude, they will discuss ways to **effectively reward** employees and provide **incentives** for continued hard work.

Topic A: The coach-employee relationship

Topic B: Objectives, expectations, and goals

Topic C: Performance evaluation

Unit 4: Communication

Students discuss using appropriate **language** and how to communicate effectively. They learn how to be clear in their communication, and they learn the factors that can lead to **misinterpretation of messages**. They will also identify **nonverbal communication gestures**. They also learn how to **interpret** nonverbal communication and use these skills to detect problems. Finally, they will learn how to ask **effective questions** to engage employees in the coaching session. They also discuss the different types of questions and discuss how **listening** can help their **questioning skills**.

Topic A: Verbal communication

Topic B: Nonverbal communication

Topic C: Effective questioning

Unit 5: Interpersonal Meetings

In this unit, students learn about the **benefits of face-to-face communication**. They also discuss **effective** and **productive face-to-face meetings**. Finally, they will use different approaches when **confronting employees** depending on the problem and its severity.

Topic A: Face-to-face communication

Topic B: Productive confrontations