



Course Outline: COACHES TRAINING FOR COMPANIES

WHAT IS COACHING?

COACHING is a partnership between a coach/mentor (a fully trained member of staff) and an individual or team that supports the achievement of extraordinary results, based on goals set by the individual or team. Through the process of coaching, individuals focus on the skills and actions needed to successfully produce the best results. For the purpose of this proposal 'coaching' refers to both coaching and mentoring.

THE ROLE OF THE COACH:

1. To engage the coachee in conversation utilising specific communications skills and questioning techniques to lead the coachee to answers, new possibilities, resolutions, decisions and insights;
2. To provide objective assessment and observations that foster the coachee's enhanced self-awareness and awareness of others; practice astute listening in order to garner a full understanding of the coachee's circumstances;
3. Be a sounding board in support of possibility thinking and thoughtful planning and decision making;
4. Identify and champion opportunities and potential;
5. Encourage, stretch, challenge and commensurate with personal strengths and aspirations;
6. Foster the shifts in thinking that reveal fresh perspectives;
7. Challenge blind spots in order to illuminate new possibilities;
8. Support the creation of alternative scenarios;
9. To teach skills and share knowledge as and when needed.

Such a relationship:

1. Focuses on the needs of the coachee;



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2. Fosters caring and supportive relationships;
3. Encourages all coachees to develop to their fullest potential;
4. Is a strategy to develop active community partnerships;

While, in the main, coaching occurs on a one-to-one basis, elements of it may be present in group situations where under certain circumstances a one-to-one relationship emerges as an important vehicle for growth and development for coachees. The one-to-one relationship is the key to the effectiveness of coaching.

KEY ACTIONS OF COACHING

1. Identify an opportunity to help someone expand on his or her skills, knowledge and abilities;
2. Confirm that the person is ready for coaching;
3. Ask questions and offer information to clarify the situation;
4. Help the person identify possible actions;
5. Gain agreement on a course of action;
6. Offer support;
7. Convey your positive intent;
8. Describe specifically what you have observed;
9. State the impact of the behaviour or action;
10. Ask the other person to respond;
11. Focus the discussion on solutions;
12. Develop a list of work responsibilities;
13. Review and revise the list;
14. Rate each responsibility based on its organisational contribution;
15. Rank responsibilities in order of priority;
16. Make adjustments, as needed;
17. Begin with a list of high-priority work responsibilities;
18. Select responsibilities and identify intended outcomes;
19. Rate each outcome based on its organisational contribution;
20. Establish a data-collection plan;



21. Review and adjust all goals set using this process.

SPECIFIC OUTCOMES

1. **Coaching Definitions** (Ability to explain the concept of coaching.)
2. **Differentiate between coaching, teaching, training, mentoring, counselling and/or therapy** (Ability to differentiate between all the disciplines.)
3. **The Role of A Coach** (Ability to describe the role of a coach in detail.)
4. **The Role of The Sponsor** (Ability to describe the role of the sponsor in detail.)
5. **Attributes and Characteristics of A Good Coach** (Ability to describe and demonstrate the character and personality traits of a good coach.)
6. **Coaching Process** (Ability to describe and demonstrate the coaching process and process and stages of a coaching session.)
7. **Selecting Coachee For A Specific Position** (Ability to Interview and select recruited coachee using specific techniques for a specific position in accordance with organisational policies and procedures by conducting an analysis of the job profile to determine and measure the key performance areas.)
8. **Matching Coaches and Coachees** (Ability to match coaches and coachees in such a way that they form a trusting, respectful relationship that will ensure the best possible outcomes.)
9. **Coaching Agreement** (Ability to identify needs and expectations of all parties concerned and to reach an agreement concerning expected outcomes.)
10. **Coaching Environment** (Ability to establish a safe, comfortable environment conducive for effective coaching sessions.)
11. **Establishing trust and building rapport** (Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.)
12. **Coaching Presence** (Ability to be fully conscious and create spontaneous relationship with the coachee, employing a style that is open, flexible and confident.)
13. **Creating Boundaries** (Ability to establish a good trusting relationship with the coachee within the confines of clearly defined boundaries.)
14. **Conducting Coaching Sessions** (Ability to manage coaching sessions in clearly defined stages conducive to the achievement of specific agreed upon outcomes.)



15. **Assessments** (Ability to identify the need for coaching through discussion with coachee or team to be coached and to identify developmental areas; psychodynamic factors which impact lifestyle and/or performance.)
16. **Communicating effectively** (Ability to focus completely on what the coachee is saying and is not saying, to understand the meaning of what is said in the context of the coachee's desires, and to support coachee's self-expression.)
17. **Powerful Questioning** (Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the coachee.)
18. **Direct Communication** (Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the coachee.)
19. **Human Behaviour** (Ability to understand intent; uncover beliefs; identify emotions and to engage the coachee to gain insight in order to change limiting beliefs in order to develop high performance behaviours.)
20. **Performance Enhancement** (Ability to assess the coachee's performance in order to help the coachee identify then to overcome obstacles and to put goals in place which will enhance the coachee's performance.)
21. **Managing Diversity** (Ability to manage the wide range of variation in the qualities or attributes under discussion.)
22. **Facilitating learning and results** (Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the coachee to gain awareness and thereby achieve agreed-upon outcomes.)
23. **Learning Styles** (Ability to identify and utilise the coachee's preferred method and style of learning in order for the coachee to achieve the best possible outcomes.)
24. **Creating Awareness** (Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the coachee to gain awareness and thereby achieve agreed-upon results.)
25. **Designing Actions** (Ability to help the coachee to create opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching outcomes.)



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26. **Planning and Goal Setting** (Ability to develop and maintain an effective coaching plan with the coachee.)
27. **Managing Progress and Accountability** (Ability to hold attention on what is important for the coachee, and to leave responsibility with the coachee to take action.)
28. **Measuring Coaching Results** (Ability to develop and use measuring tools in order to accurately measure outputs / outcomes of coaching.)

OUR TRAINING IS:

1. Experiential. In other words there are no role-plays - all coaching that takes place during training is real;
2. Highly interactive;
3. Classroom based;
4. Contains case studies.

SUPPORT

Success Factory offers on-going (free) telephonic, face-to-face and email support to anyone we have ever trained.

DURATION

Duration: Five full days of training and coaching.

Times: 08h30 to 16h00 daily.