



Delivering Effective Coaching Training

Ramsey County Workforce Solutions
Department

Training for MFIP/DWP and WIOA Coaches

October 2016

Agenda

- Welcome and Introductions
- Key Course Objectives
- The Effective Trainer
- Adult Learning Styles and Preferences
- Productive Learning Environments
- Effective Learning Environments
- Classroom Management
- Best Practices Engaging Adult Learners
- Training Delivery Practice
- Coaching Circles
- Review and Wrap-up



Welcome and Introduction

Housekeeping

- Scheduled Breaks
- Adjournment
- Training Room Etiquette
 - Respect
 - Distractions
 - Cell phones
 - Side conversations
- Group Agreements



Key Course Objectives

Course Objectives

By the end of this training, participants will:

- Describe the characteristics and habits of an effective trainer
- Differentiate adult learning styles and recognize adult learning preferences
- Apply classroom management techniques
- Employ best practices to engage adult learners
- Demonstrate how to deliver coaching training
- Enhance Coaching Circle facilitation skills

The Effective Trainer

Characteristics of the Effective Trainer

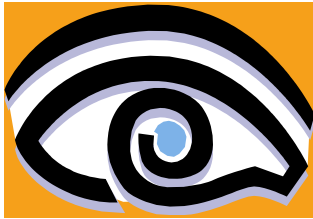
1	Active Listener
2	Emotional Intelligent
3	Empathetic
4	Authentic
5	Effective Communicator

Habits of the Effective Trainer

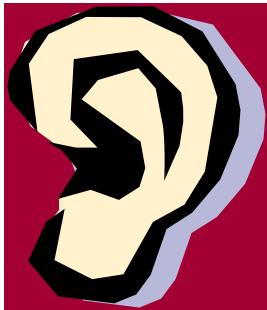
Habit	Behavior
Preparation	<ul style="list-style-type: none">• Organized• Knows the material• Know the audience• Ensures environment for learning• Practices, Practices, Practices
Presentation	<ul style="list-style-type: none">• Delivery style: Coaching, Facilitating, Guiding, Presenting• Look: attire, posture, gestures• Sound: tone, volume, pace, pauses• Connect: build rapport, tell stories, and use analogies
Professionalism	<ul style="list-style-type: none">• Conducts themselves in a respectful manner and shows respect for others• Behavior conversation, and attitude are positive• Manages the training environment in a way that is conducive to learning

Adult Learning Styles and Preferences

Adult Learning Styles



Visual learners – Learn by seeing



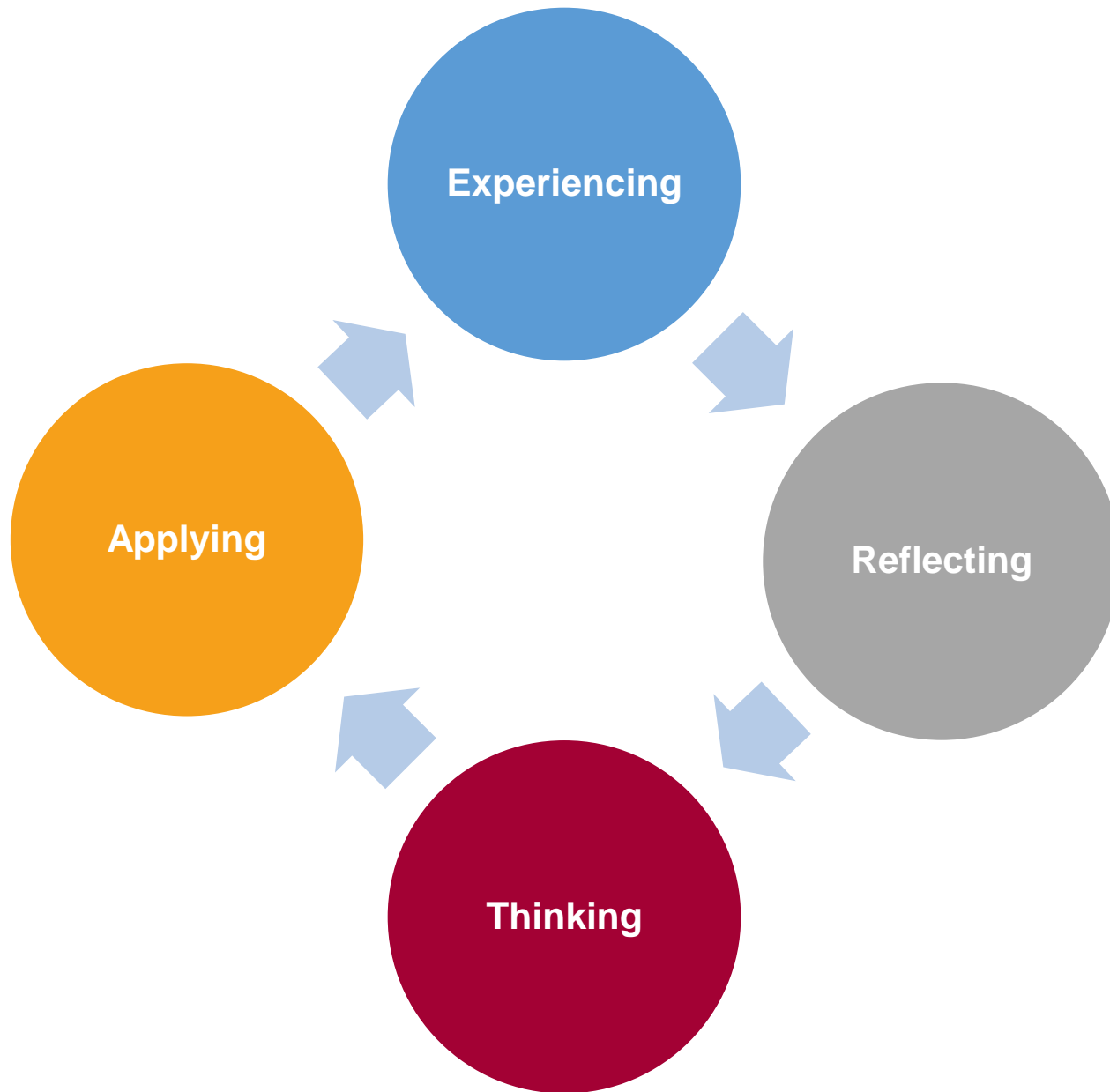
Auditory learners – Learn by hearing



Kinesthetic/Tactile learners – Learn by Doing

Dominance-Influence-Steadiness-Conscientiousness (DISC)







Pulse Check – Adult Learning Styles

1. Pair with a partner, someone with whom you don't usually work.
2. Using the information about adult learning styles, create one activity that appeals to all three learning styles.
3. Practice facilitating the activity and be prepared to facilitate to the large group.
4. **Observers**: Be prepared to provide helpful feedback.

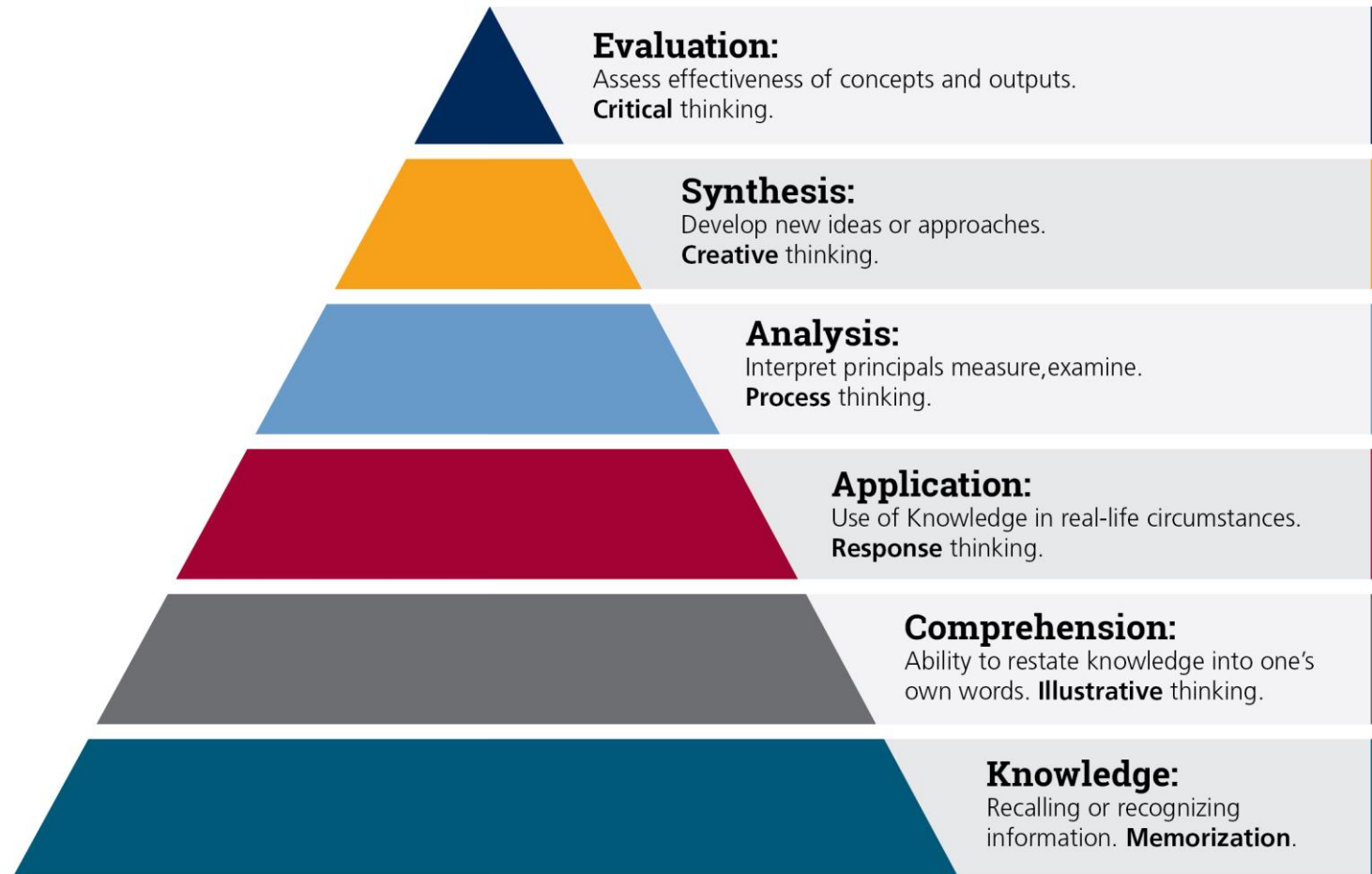
Adult Learning Preferences

Adults learn through doing

- Adult learning environments should be interactive
- Instruction should be “chunked”
- Use a mix of techniques
- Connect learning with “real life” experiences/challenges/opportunities



Bloom's Taxonomy



A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives, New York : Longman, c2001

Adults are problem solvers

- Resist the tendency to make trainings “prescribed”
- Incorporate opportunities for learners to test their new knowledge



Adult Learning Preferences

Adult learners need to understand “why.” If they understand “why,” it is much easier for them to do the “what.”

- Begin with the “why”
- Connect the “why” with organizational goals
- Make the “why” relevant to the learner



Adults prefer.....

Immediate application

- Make learning relatable & relevant
- Avoid “fillers”

To share their own experiences

- Diverse perspectives create richer learning environments
- Past experiences create the “scaffolding” for new learning
- Effective training facilitates this connection

To integrate new ideas

- Create opportunities for learners to make connections
- Create motivation for the adult learner





Activity

Pulse Check – Bloom's Taxonomy

1. Look at the coaching skill that is written on the flip chart.
2. Using the Blooms Taxonomy pyramid, create a training technique or activity for one level of the pyramid.
3. Be prepared to share with the class.

Example:

Coaching Skill: powerful question

Pyramid Level 1 - Knowledge: state the definition

Pyramid Level 2 - Comprehension: explain powerful questions using your own word.

Productive Learning Environments

Creating a Supportive Environment

- Convey respect for individuals
- Demonstrate that you value the learning process
- Draw on previous experiences



Creating a Supportive Environment

- Always be courteous and patient
- Make an effort to get to know each participant and call them by name
- Use active listening
- Encourage participant interaction
- Make the learning environment as comfortable as possible
- Manage participants' expectations



Classroom Management

Classroom Management Techniques

- Set “group agreements” or “rules” at the beginning of the class
- Manage time efficiently
- Model expected work behaviors
- “Tighten” activity time
- Responding to questions
- Manage challenging participants



Tips for Responding to Questions

- There are no “bad” questions
- Repeat questions for clarification
- Call on a participant – or pose the question to the group; Encourage other students to answer.
- Use questions to build interest or context
- Apply the 25/75 Rule
- Have them use their resources to find the answer
- Start a parking lot for questions that are not covered in class
- Do not let a question send you off the topic



Be flexible

If it seems many are confused, stop and teach the lesson another way.

Types of Challenging Participants & Strategies for Addressing Them

- Arguing
- Uninvolved or Shy
- Aggressive
- Complaining
- Disruptive/ Talking
- Attention Seeking



Best Practices in Engaging Adult Learners

Address Adult Learning Needs

- Show relevance to work and role
- Set personal goals and assist in reaching them
- Clarity of purpose
- Set specific action steps
- Incorporate active learning
- Make learning “task” oriented

Active Learning Techniques

- Encourage participation
- Eliminate unnecessary time fillers
- Balance lecture and discussion with skill and application exercises
- Design student centered curriculum
- Limit lecture-based training
- Use questions to engage the learner
- Use a variety of teaching methods



Provide Structured Learning Opportunities

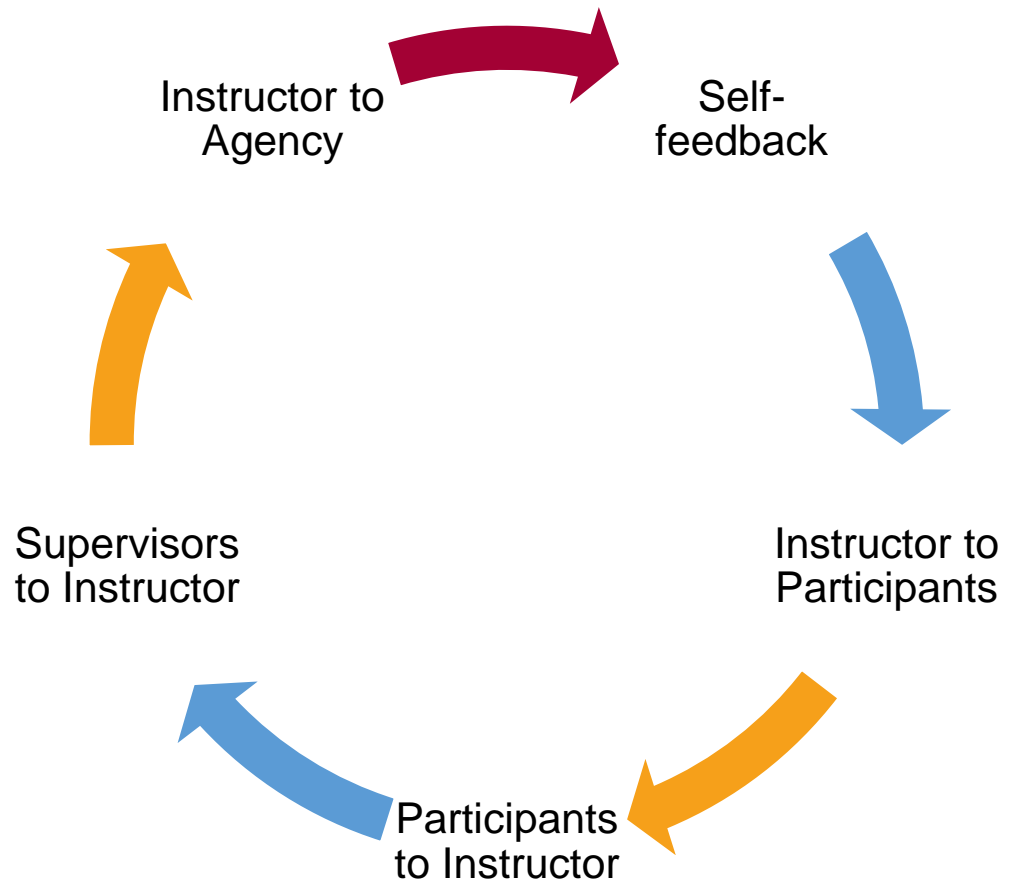
- ***Empowers trainees to be self-directed learners***
- ***Techniques to follow:***
 1. Structured note-taking
 2. Problem-solving activities
 3. Brainstorming
 4. Progress logs
 5. Self evaluation or peer review

Provide Immediate Feedback

- Timely feedback leads to mastery
- Corrective feedback can reinforce learning
- Feedback can correct errors and reinforce important work behaviors
- Adult learners typically seek constructive feedback

Techniques for Delivering Feedback

- Self-feedback
- Peer feedback
- Trainer feedback
- Supervisory feedback



Delivering Coaching Training Practice



Activity

Delivering Coaching Training: Prep

- Break into small groups of 3-4
- Each **group** will receive a section of the Coaching Training Curriculum. Each **member** of the group will be assigned a specific number of slides from the curriculum that they will have to present to the larger training group
- **Presenters:** Discuss within your small groups any areas of challenge you have with delivering training. Using coaching techniques, help one another identify a SMART goal related to overcoming the challenge area



Activity

Delivering Coaching Training: Prep and Practice

- Reflect upon the concepts we covered today: learning styles, adult learning preferences, best practice ways adults like to learn, Blooms Taxonomy, classroom engagement, etc.
- Discuss strategies for incorporating as many of these concepts in your delivery. Write them down on your worksheet.
- Take turns practicing your presentation critique and provide feedback to one another.



Activity

Delivering Coaching Training: Observation and Feedback

- **Observers:** Use the “Coaching Practice Checklist” to write down the positive aspects of the delivery and the areas that could use improvement. Please complete one for each Presenter.
- **Small Group Debrief:** In your small groups share feedback forms. Reflect on the individual feedback you received. **Celebrate** what you did well and **embrace** the opportunity to develop in other areas.
- **Large Group Debrief:** Share your experience (“Ah Ha” moments) presenting, observing, giving and receiving feedback.

Coaching Circles

What's working – What's not?



Facilitating Cooperation in Using the GAP

RAMSEY COUNTY/WORKFORCE SOLUTIONS

GOAL ACTION PLAN

Participant's Name: _____ Case Number: _____ Date: _____

My Goal is: _____ Due Date: _____

Check the goal and action steps against SMART criteria (all must be checked):
☐ Specific ☐ Measureable ☐ Attainable ☐ Relevant ☐ Time-Limited

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the **SMART** criteria.

STRENGTH ASSOCIATED	ACTION STEPS TO ACHIEVE YOUR GOAL	TARGET DATE	DATE COMPLETED	SMART CRITERIA
	1.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	2.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	3.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
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	5.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T

Date of next appointment: _____ Was this goal obtained or discontinued? ☐ YES ☐ NO If yes, date: _____

If no, what stopped you? _____

Coaching Circle Facilitation Tips

As Coaching Circle facilitator, your role is to be neutral, objective, and keep the group on task.

- Use coaching techniques such as active listening, powerful questions, and summarizing to help you stay in your role.
- Bounce questions back to the group in order to refrain from giving advice.
- Encourage brainstorming as a way for the group to work through challenges and problem-solve.
- Look, listen and pay attention to group dynamics and non-verbal cues that might be sending a message or could disrupt the flow.
- Avoid supervisory or performance related conversations. They should be had conducted outside of the Coaching Circle.
- Use powerful questions to channel discussions in constructive directions.

Remember
Facilitate, don't lead the sessions!



Activity

Coaching Circle Facilitation: Prep and Practice

- Break into small groups of 3-4
- Reflect upon the concepts we covered today: adult learning styles, learning preferences, best practices, Blooms Taxonomy, classroom engagement, etc.
- Consider the challenge areas observed or discussed in previous Coaching Circles.
- Identify strategies for addressing these challenges. The strategy can be an interactive activity (“real play”, game or handout).
- Create the activity. Remember to incorporate the concepts from adult learning styles and Blooms taxonomy.
- Take turns practicing your presentation critique and provide feedback to one another.



Activity

Coaching Circle Facilitation: Presentation, Observation and Feedback

- **Presentation:** Each group will have the larger group participate in the activity.
- **Observers:** Use the “Coaching Checklist” the larger group will provide feedback about the activity. Be sure to write down the **positive aspects** of the delivery and the areas that could use improvement. Complete one for each presentation.
- **Group Feedback:** Share feedback. Reflect on the individual feedback you received. **Celebrate** what you did well and **embrace** the opportunity to develop in other areas.
- **Group Debrief:** Share your individual experience (“Ah Ha” moments) creating, observing, giving and receiving feedback.

Review and Wrap-Up

What we learned today.....

- Core characteristics and habits of effective trainers
- Adult learning styles and how adults prefer to learn
- Classroom management techniques
- Tips for dealing with different behaviors within the learning environment
- Best practices in delivering training
- Individual challenges with training delivery
- How to deliver coaching training using coaching skills
- Feedback from our peers on how to improve our training delivery skills
- Tips for facilitating Coaching Circles

Questions



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