

TRAIN-THE-TRAINERS PROGRAM

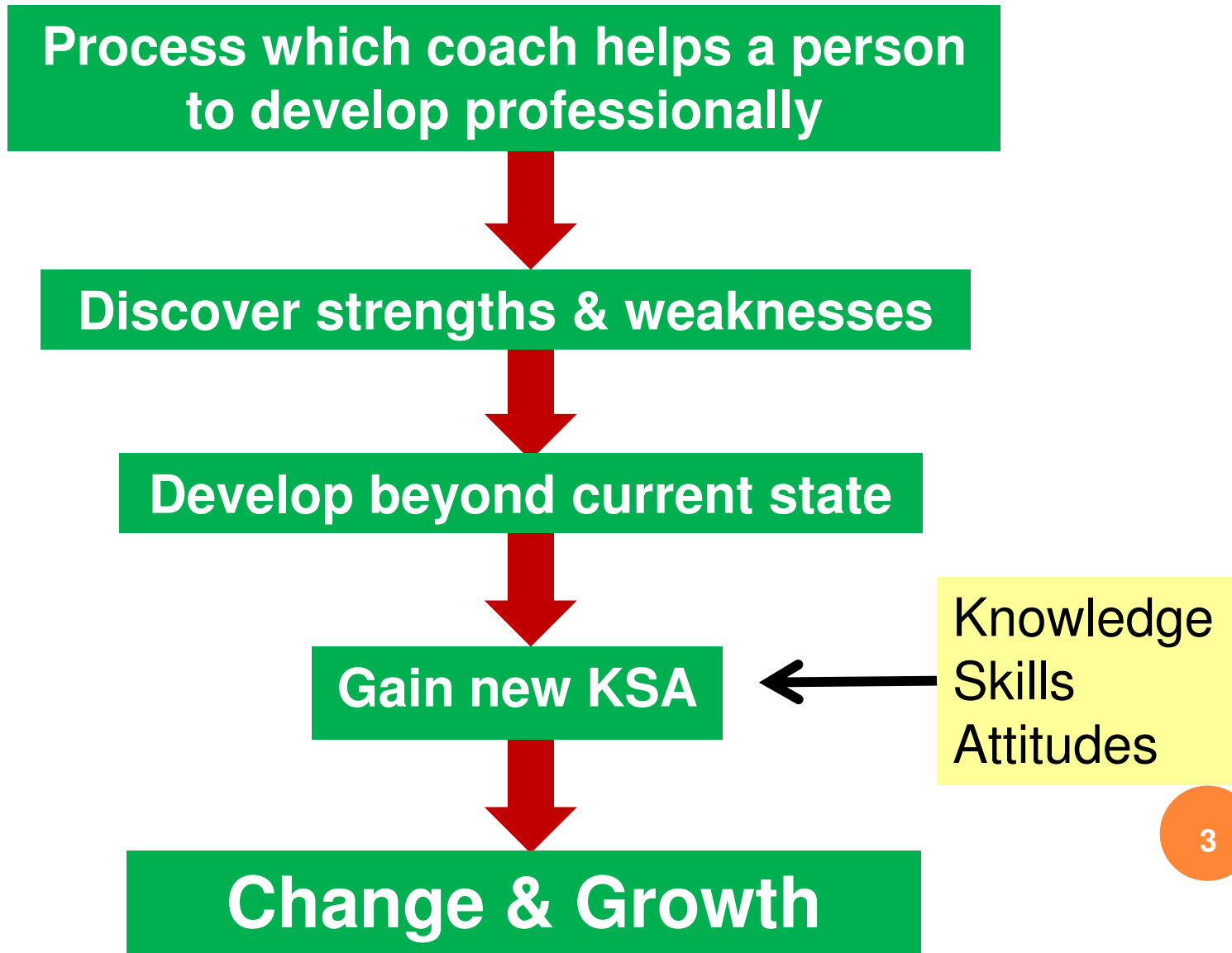
COACHING SKILLS

6 STEPS TO BEING A GOOD COACH

ASSESSMENT CRITERIA

- Coaching Activity Plan
 - Develop relevant coaching materials
 - Prepare coaching – understand adult learning
- Practical Assessment
 - Process of conducting coaching
 - Communicate with learner
 - Establish the environment where new skills are nurtured to meet job performance standards
 - Demonstrate processes and skills (DEPA)
 - Demonstrate
 - Explain
 - Practice
 - Assessment
 - Give guidance and feedback
 - Motivate learner

WHAT IS COACHING?



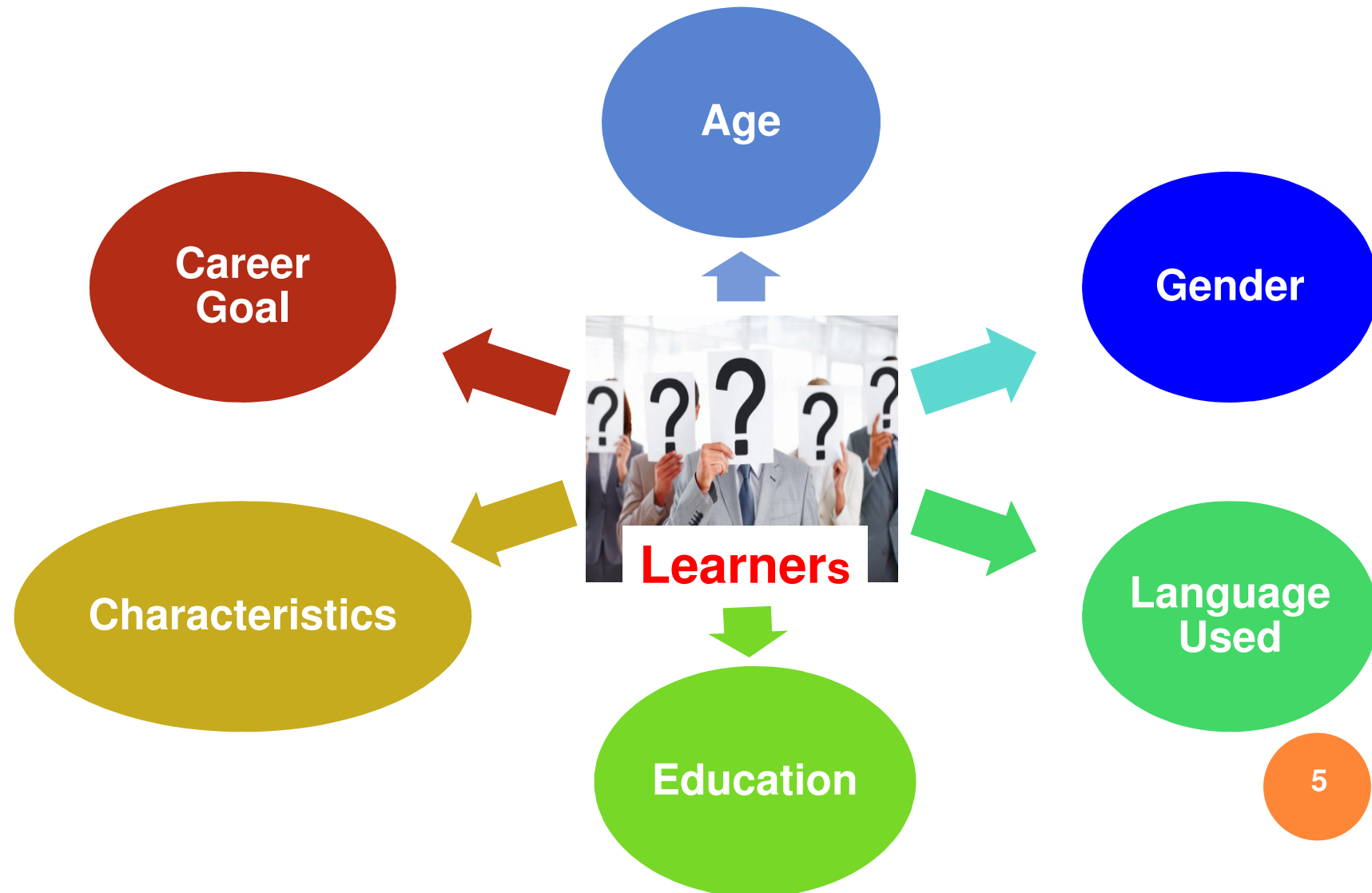
Factors to Consider when Developing Coaching Materials

1. Learners' profiles
2. Learners' learning styles
3. Task
4. Resources – Materials, Equipment, Tools, etc
5. Safe workplace - WSH requirements
6. Risks and Contingency Plans
7. Training hours allocated

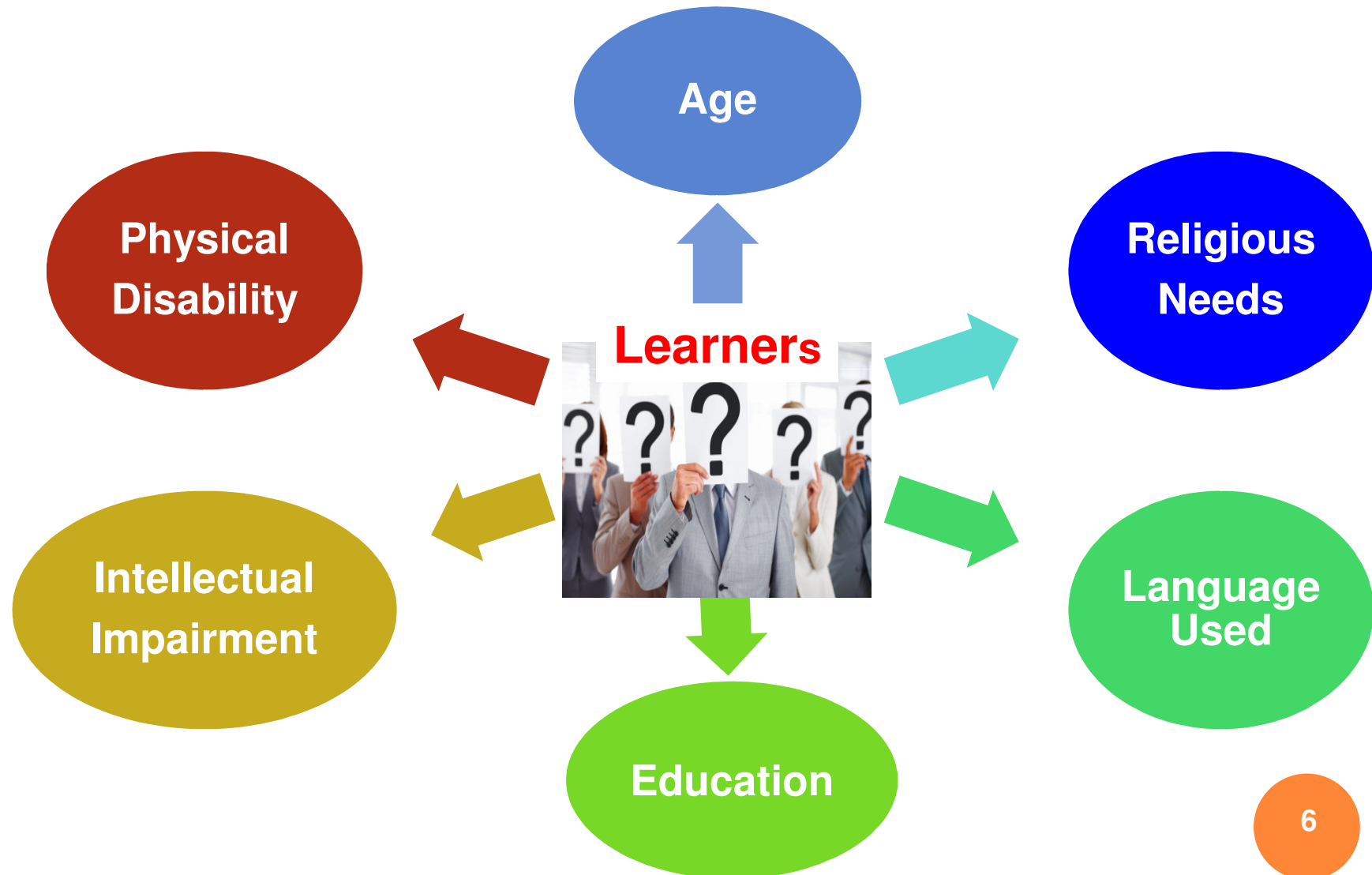


Who Are The Learners?

(COACHING ACTIVITY PLAN – 30% MARKS)

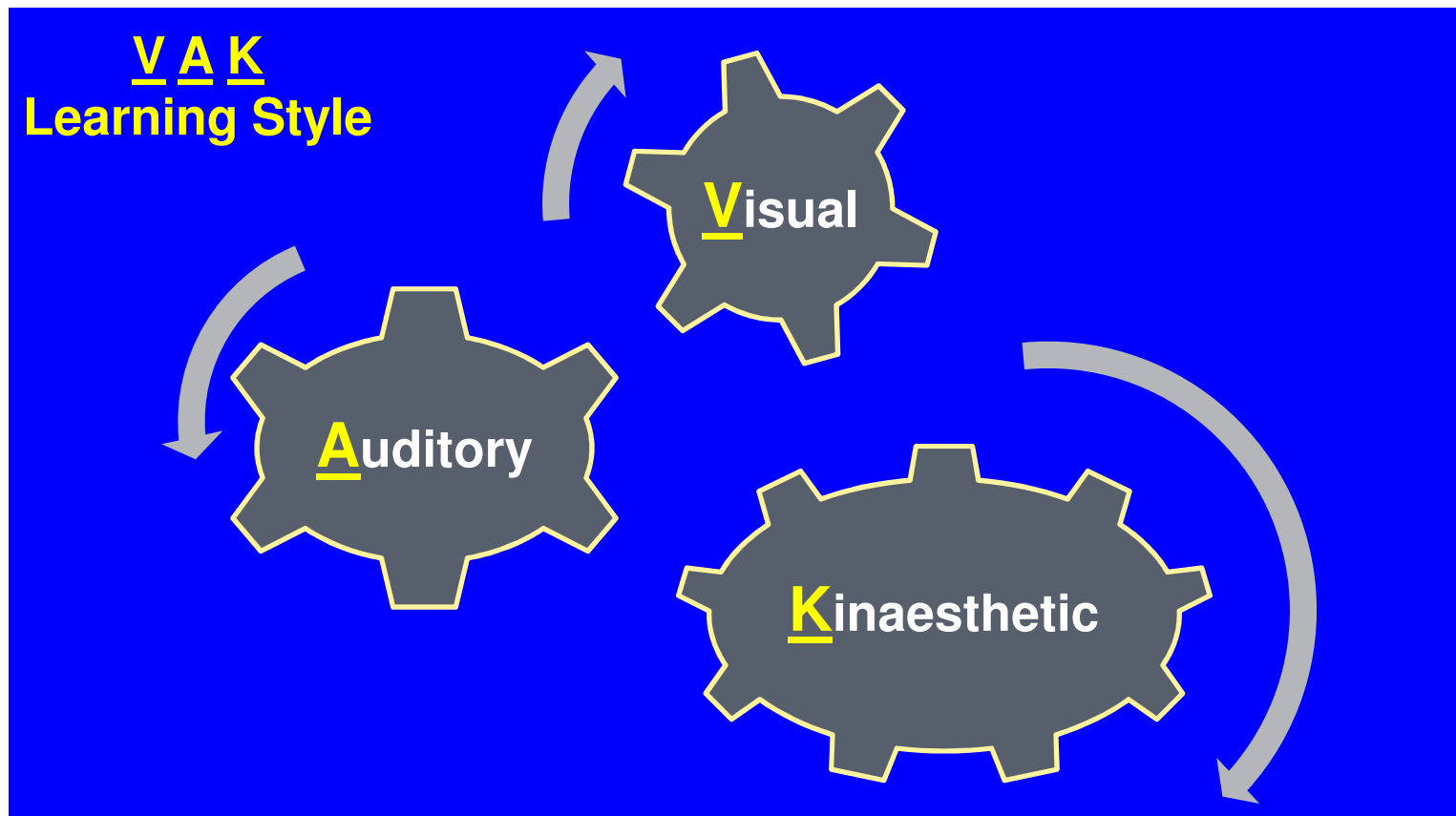


Who Are Special Need Learners?



DIFFERENT LEARNER'S STYLES

- An individual's learning style indicates how he or she best retrieves and retains information



Visual Learners



- 2 groups
 - Linguistic
 - Spatial
- Visual-linguistic learners
 - Benefit most by reading and writing tasks
 - Handouts, notes and textbook assignments work well for these learners
- Visual-spatial learners
 - Do not enjoy reading or writing tasks
 - Learn most effectively when graphs, illustrations, colour coding are used during presentation

Auditory Learners

- Like to receive new information and instructions through listening and speaking
- Best absorb information by
 - Communicate with someone
 - Listen to audiotape
 - Listen to lecture
 - Participate in a presentation / discussion



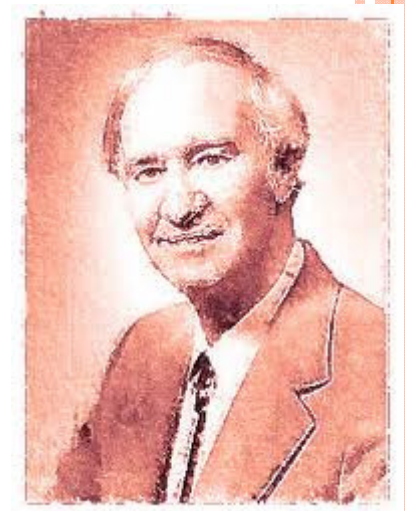
Kinaesthetic Learners

- Classified as dependent on touch or motion during learning
- Appear to be
 - Easily distracted by exhibiting excess movement
 - Doodling on notes in class
 - Falling asleep during a long presentation



Principles of Adult Learning

- Malcolm Knowles – pioneered the field of adult learning
- Characteristics of adult learners
 - Autonomous and self-directed
 - Accumulated life experiences and knowledge
 - Goal-oriented
 - Relevance-oriented
 - Practical
 - Need to be shown respect



Principle of Adult Learning (M.O.R.E.S.)

- Motivated
- Orientation to learning
- Readiness to learn
- Experience
- Self-directed



THE IMPORTANCE OF MATCHING THE LEARNING MATERIALS TO THE LEARNING STYLES

Know Your
Styles



Know Your
Learners

Evaluate
Material
Effectiveness



Match
Learning
Materials

Monitor
Responses

What are the Materials used for Coaching?

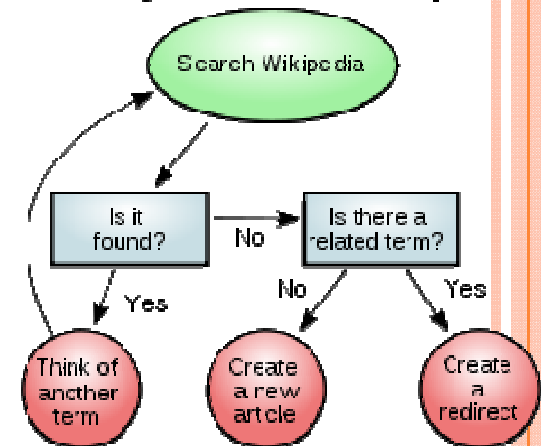
- Manufacturer's equipment manual
- Organisational Standard Operating Procedures (SOPs)
- Worksheets
- OJT blueprint
- Logbook
- Learner's guide
- AVA (Audio Visual Aids) materials

WHY DO WE DEVELOP COACHING MATERIALS?

(PURPOSE OF DEVELOPING JOB SHEETS & WORKSHEETS)

- Organise material for learning
- Create a clearer understanding
- Provide supplementary information
- Serve as additional resource or as exercise sheet
- Add pictures and diagrams for more visual explanation to perform task or process

Adding an article to Wikipedia



PHYSICAL AND EMOTIONAL BARRIERS TO LEARNING

We all have learning / teaching barriers.

1. How do you (Trainer) help your trainees to overcome these learning barriers?
2. How do you (as a Trainer) overcome teaching barriers?





PHYSICAL AND EMOTIONAL BARRIERS TO LEARNING



Age

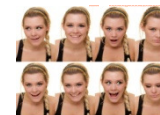


Gender



Medical Conditions





PHYSICAL AND EMOTIONAL BARRIERS TO LEARNING



Motivation



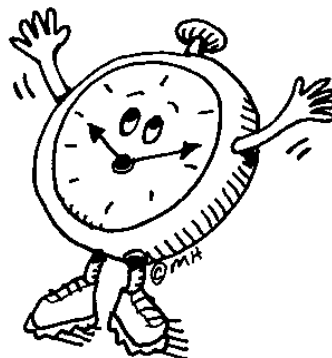
Cultural / Religion



**Methods of
Instruction**



**Language
Abilities**



**Flexible Class
Schedule**

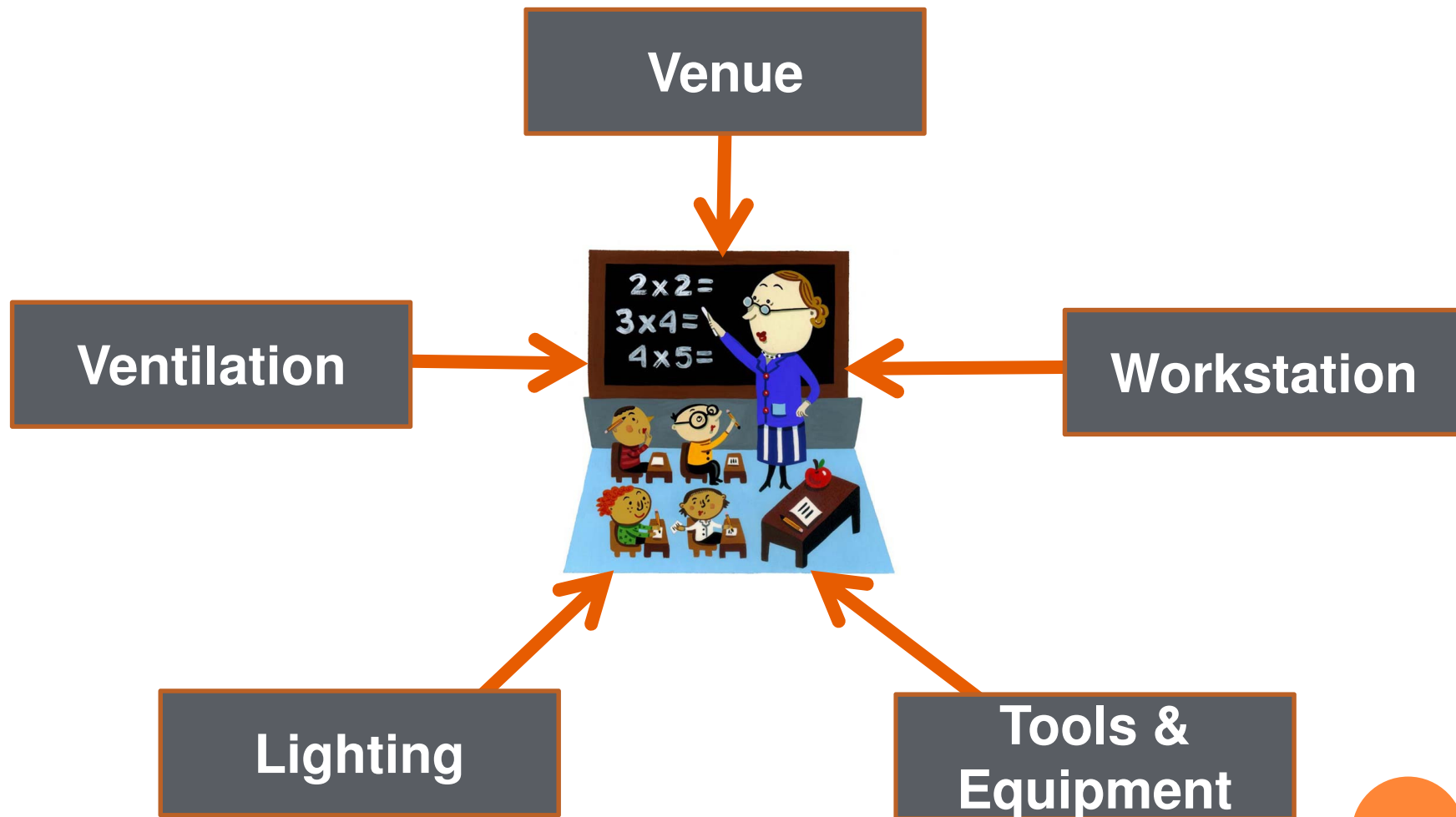


Financial Aids

Barriers to Adult Learning

Barriers	Examples
Institutional (from workplace or school)	Practices, policies and procedures that discourage or exclude adult learners • Difficulties in getting information • Inaccurate information • Strict entry requirements
Situational	• Lack of time (work & family priority) • Financial difficulties • Transport or parking problems • Lack of childcare facilities • Poor health
Psychosocial (own mental thinking)	Beliefs, values, attitudes and perceptions • Poor self-esteem (I cannot do this; I am not as smart) • Intimidation by others' expectations • Stress or pressure to do things right • Lack of motivation

Facilities Required for Coaching & Safety



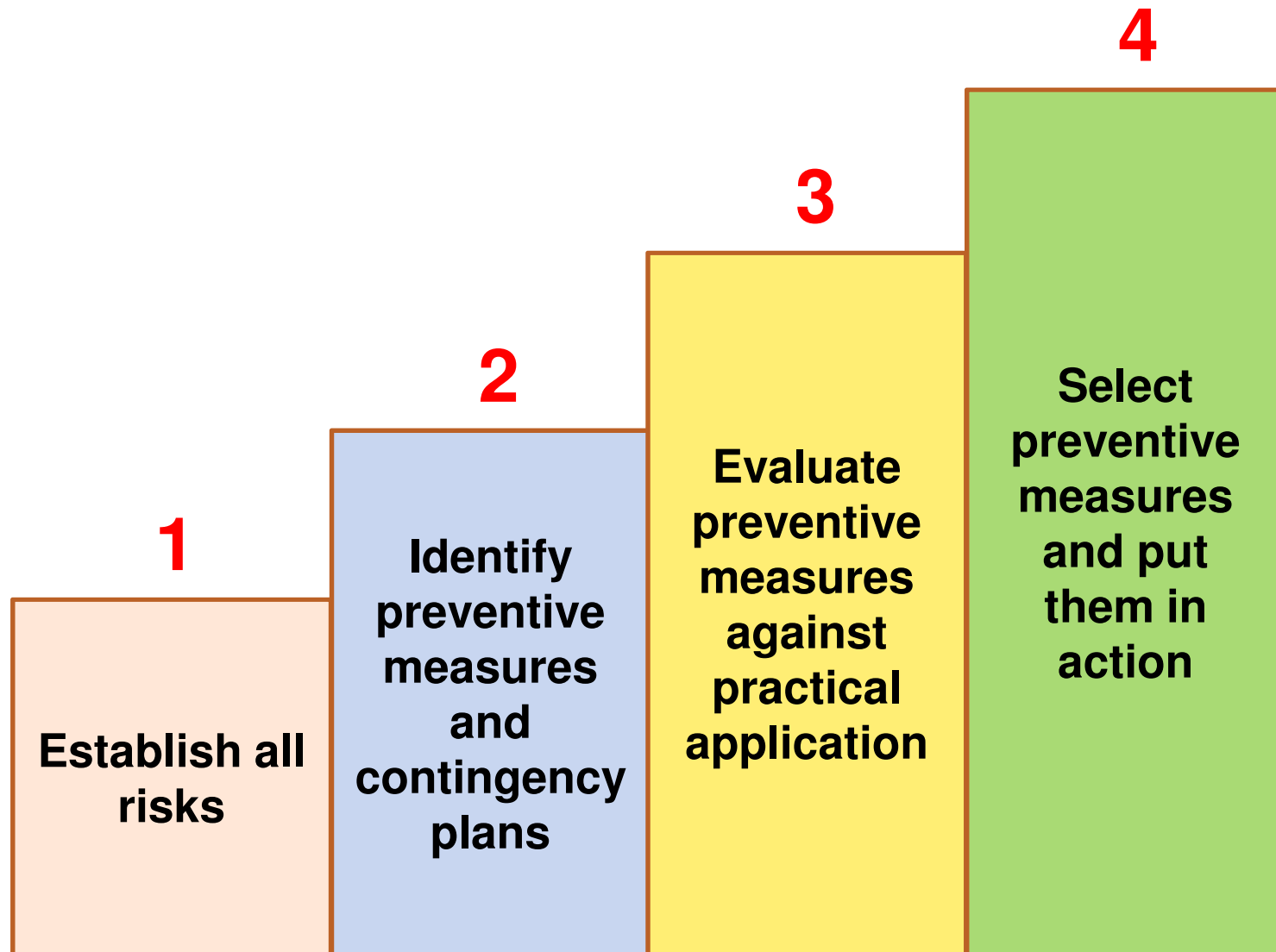
When Problems Encountered Before / During Coaching



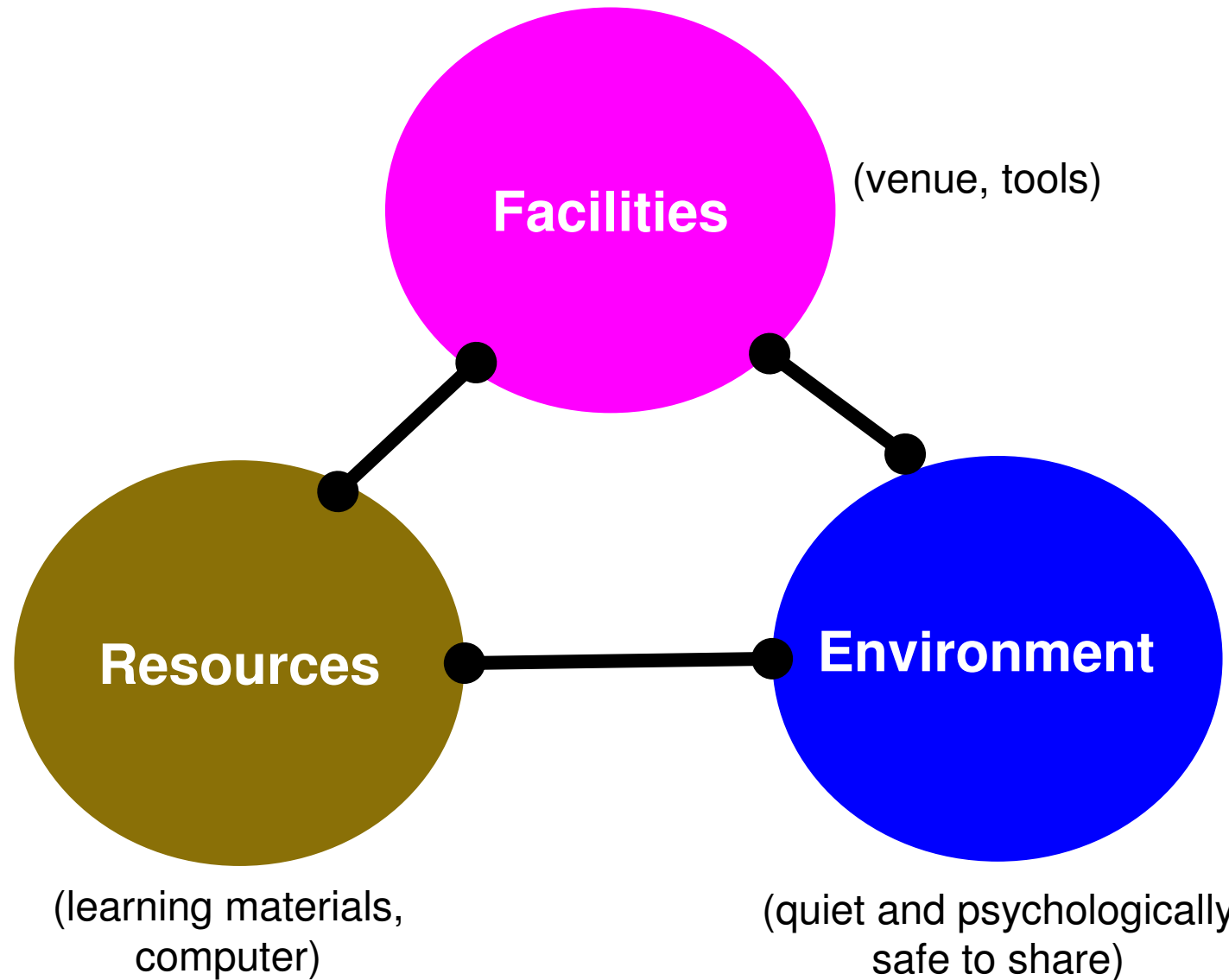
Contingency Measures (after event happens)

- Contingencies
 - Any events anticipated that impact on coaching session
- Contingency planning (backup plan)
 - Systematic approach to identify what can go wrong in a situation
- Purpose of Contingency Planning
 - To think about major contingencies and possible responses
 - Backup plan

Steps to Contingency Measures



Possible Risks and Contingency Measures



Coaching Activity Plan

What are some possible risks that you encountered at your workplace?



What contingency plans did you take in case unforeseen circumstances happen?

Coaching Activity Plan

- Use Task Analysis Form to develop coaching materials for a coaching session that you will be conducting in your organization
- At least 7 steps

Conduct Coaching

Essential Information Provided to the Learner

- Goals - Learning objectives
- Contents
- Coaching methods
 - DEPA
 - Structured OJT coaching
 - Trial and error method ???
 - Demonstration – practice
- Assessments
 - Formative (eg mid-term exam)
 - Summative (eg final exam)



Importance of Preparing Learners for Coaching

- Put them at ease and be comfortable
- Coaching steps
 - Conduct short briefing relating to coaching activity
 - Confirm learning objectives (goals) and application back at work
 - Provide coaching materials & advice on preparation for coaching
 - Ask learners if they have any concerns

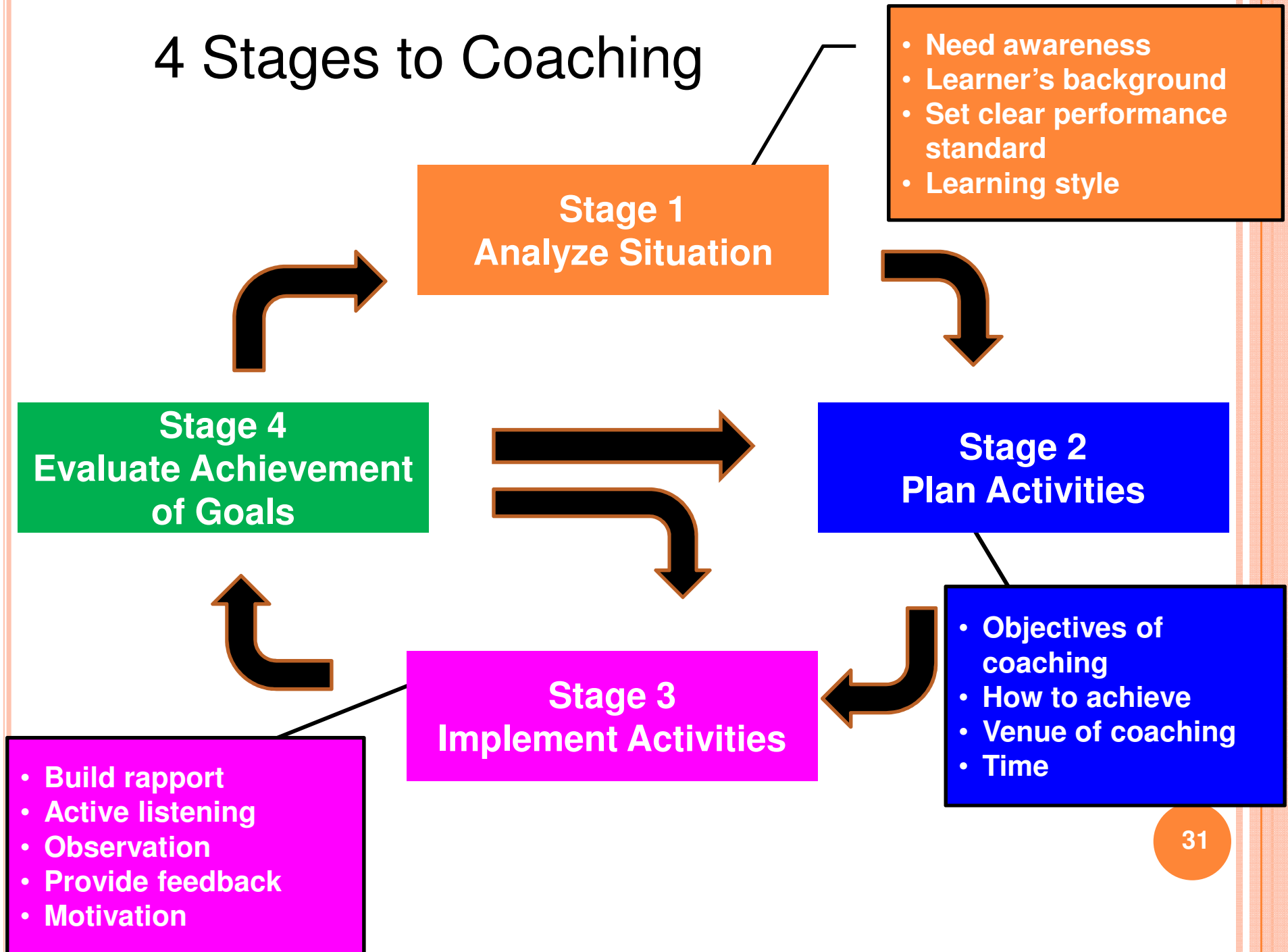
Build Rapport with Learners

Importance of Addressing Learners' Concerns

- Show sincere interest in learners
- Let learners ask and clarify questions
- Answer clearly and concisely
 - If no answer, inform honestly and provide answer later



4 Stages to Coaching



4 Stages to Coaching

- **Stage 4: Evaluate Achievement of Goal**
 - **Coaching goals achieved?**
 - **Coaching activities go as planned?**
 - **Any unexpected problems encountered?**
 - **Any feedback from learner?**
 - **Any other improvement required?**

Learner's Characteristics and Communication Process



How do you communicate with your learners?

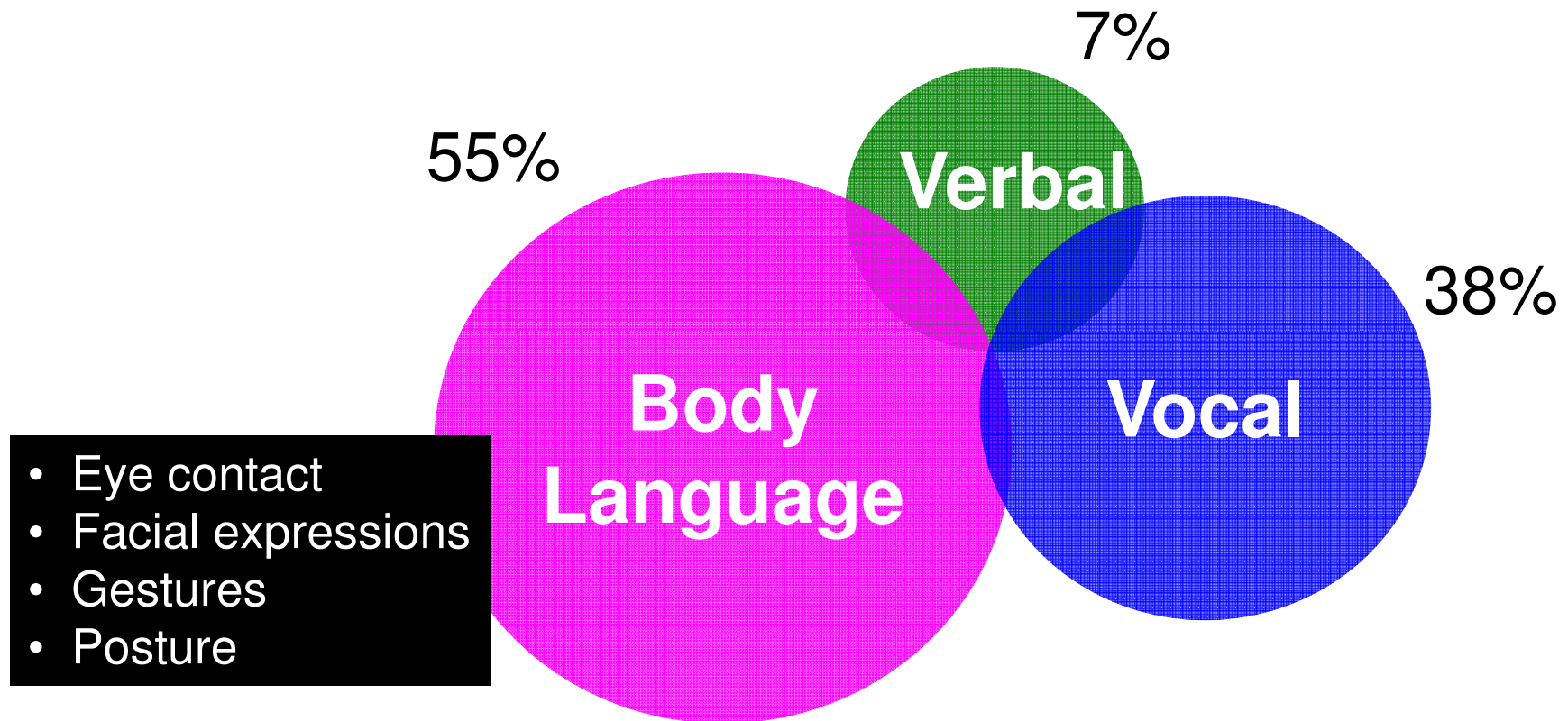
- Verbal
- Non-verbal



Verbal - Ways to Engage Learner's Participation

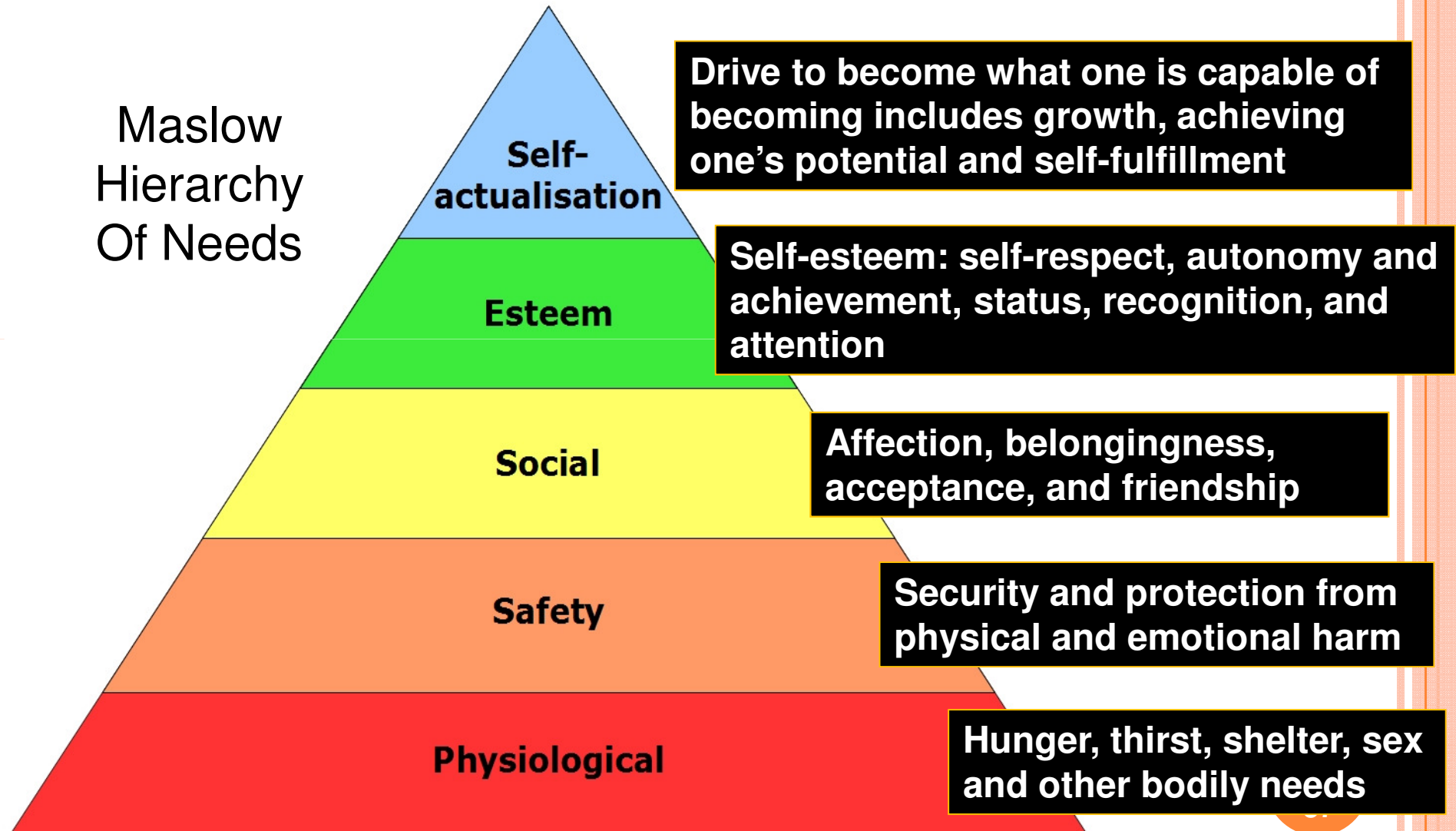
How	Example
Ask questions	Be specific of what you want
Response techniques	• State the number of responses you want • Give an order of presentation • Set time limit • Rotate the contributors
Avoid careless language	Stay silent
Engaging	Story-telling

NON-VERBAL - COMMUNICATION WITH LEARNERS



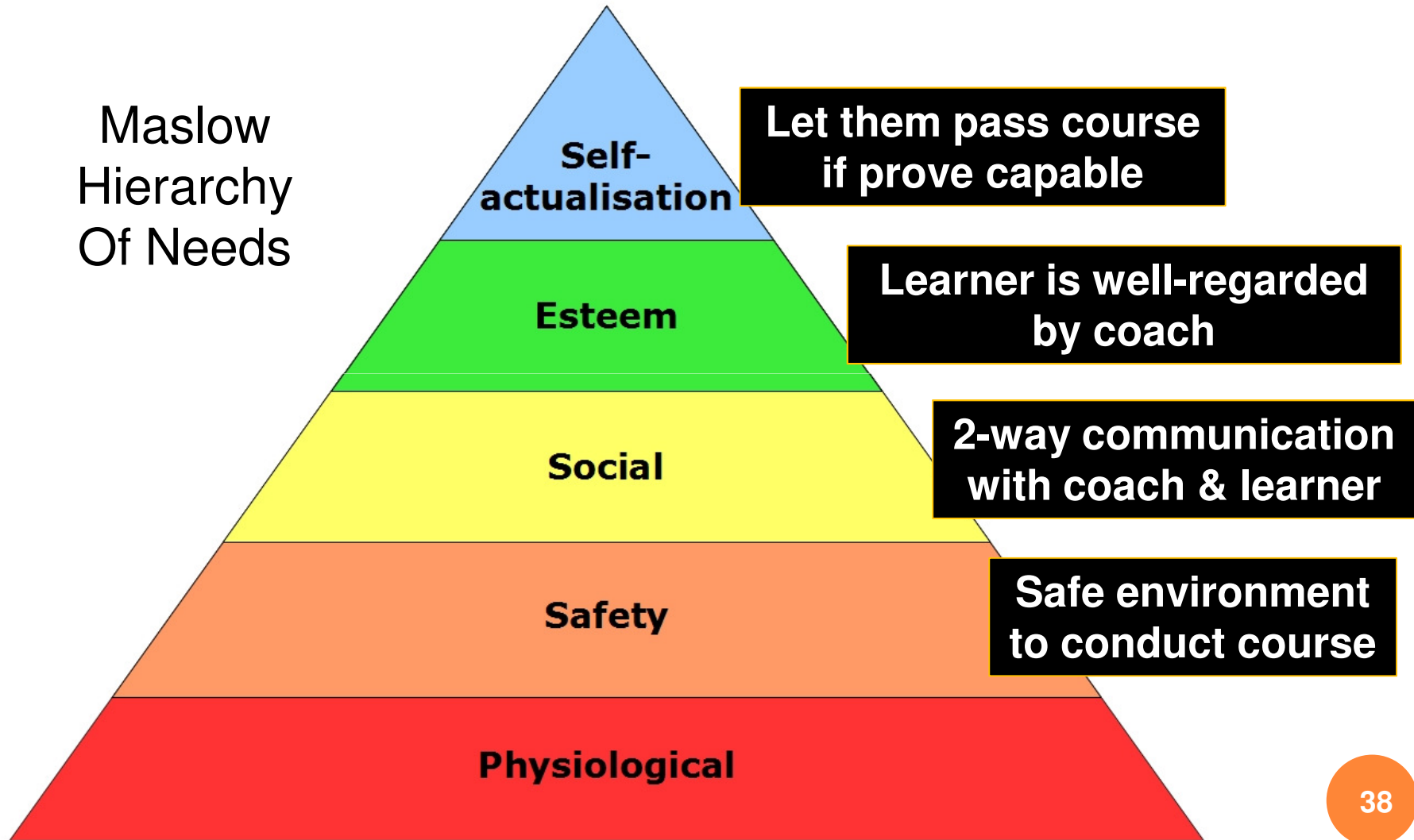
Unit 3.7 Motivational Theories that will Contribute to Learner's Effective Learning

Maslow
Hierarchy
Of Needs



MOTIVATIONAL THEORY

Maslow
Hierarchy
Of Needs



MOTIVATIONAL THEORY

McGregor's Theory of X and Y

Theory X

Like coercion and punishment

Do not like learning

Lazy, no ambition

Want security

Need close supervision



Theory Y

Like to improve, imaginative & creative

Like learning

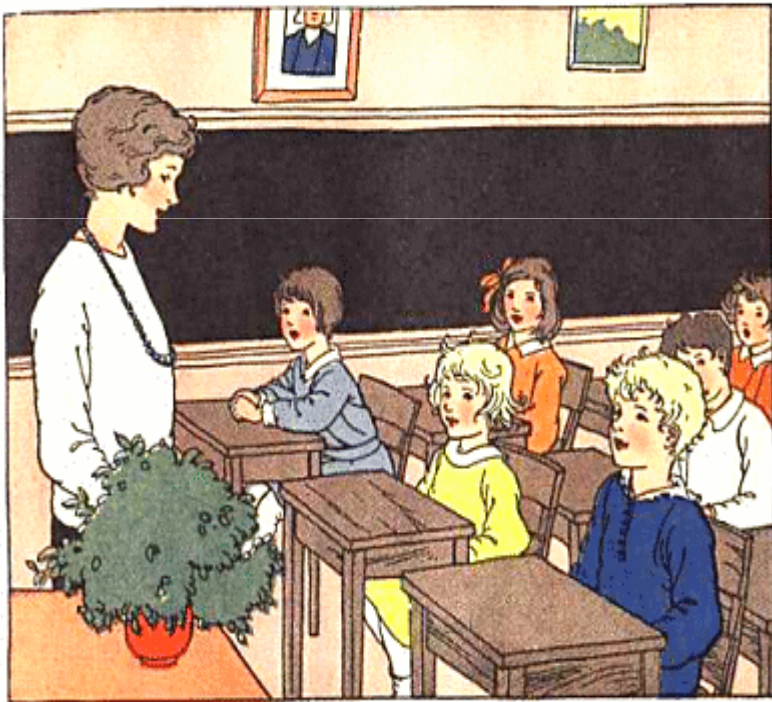
Ambitious

Seek responsibility

Self-directed

Safe and Conducive Environment for Learning

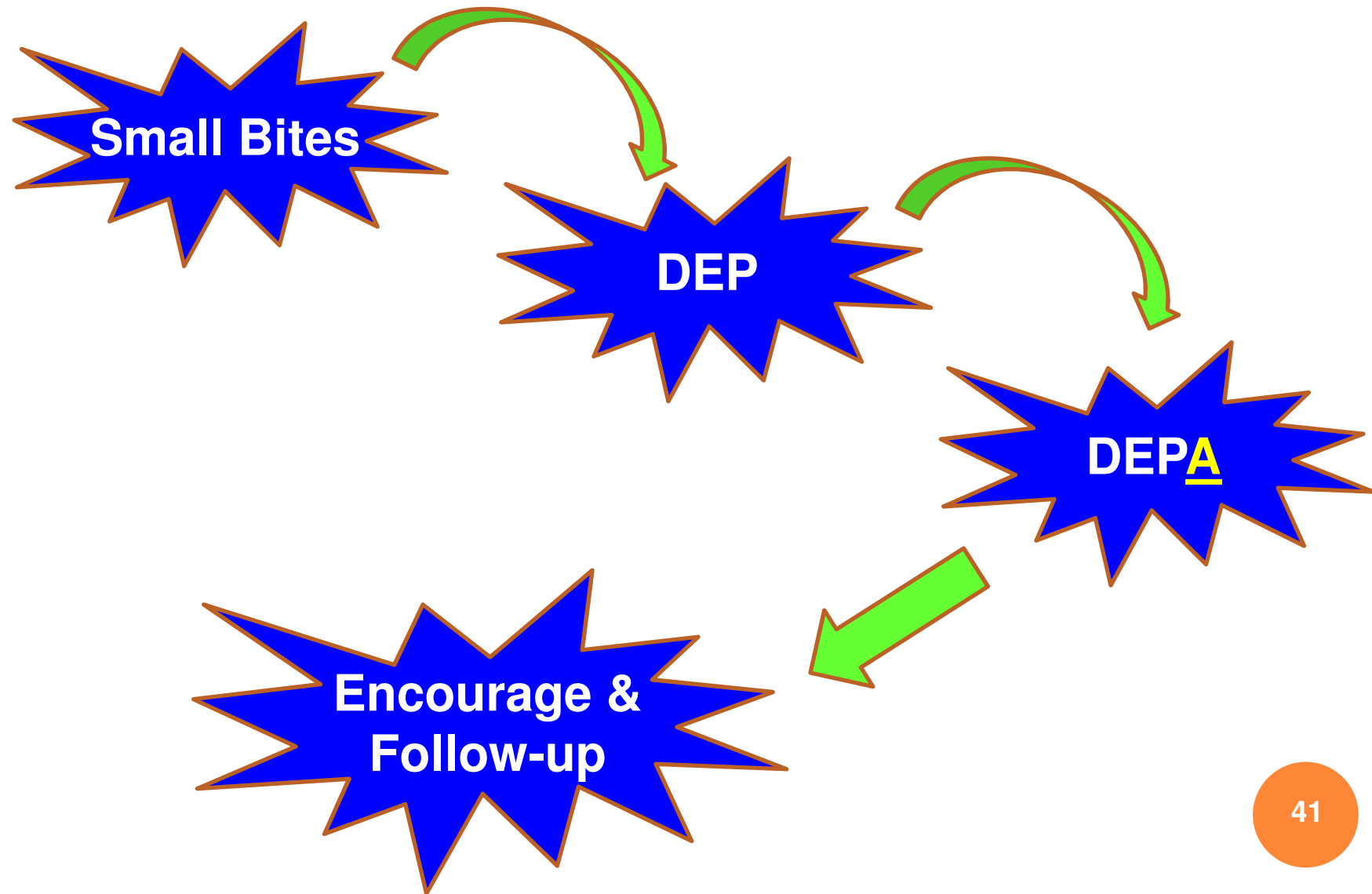
Physical Climate



Psychological Environment



Techniques Used for Coaching



Appropriate Methods of Tracking Learner's Progress

- Questioning
- Observation checklist
- Quizzes
- Peer feedback / Third-party feedback
- Activity sheet
- Self-check

Feedback during Coaching

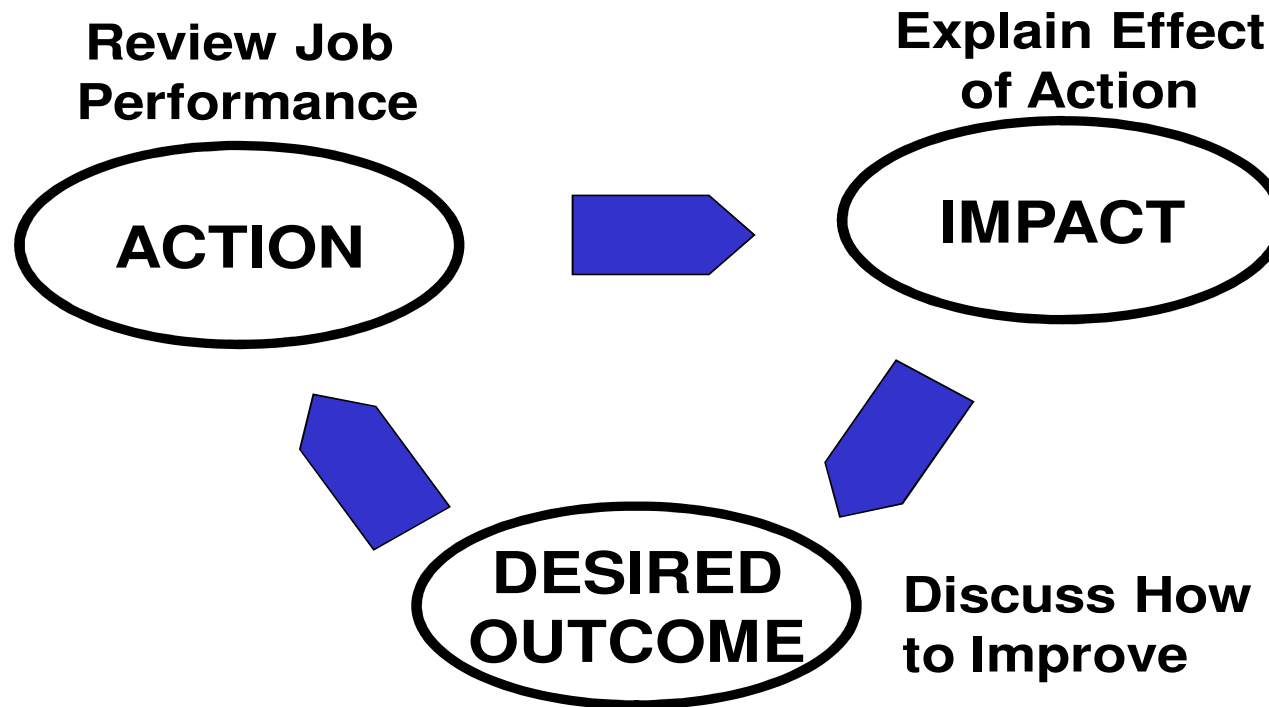
- Why do you provide feedback to your trainees?
- How do you provide feedback?



Use SMART principle when give feedback

- S pecific
- M easurable
- A ttainable
- R elevant
- T ime bound

Providing Feedback



THE AID FEEDBACK MODEL

Providing Feedback

Positive Feedback

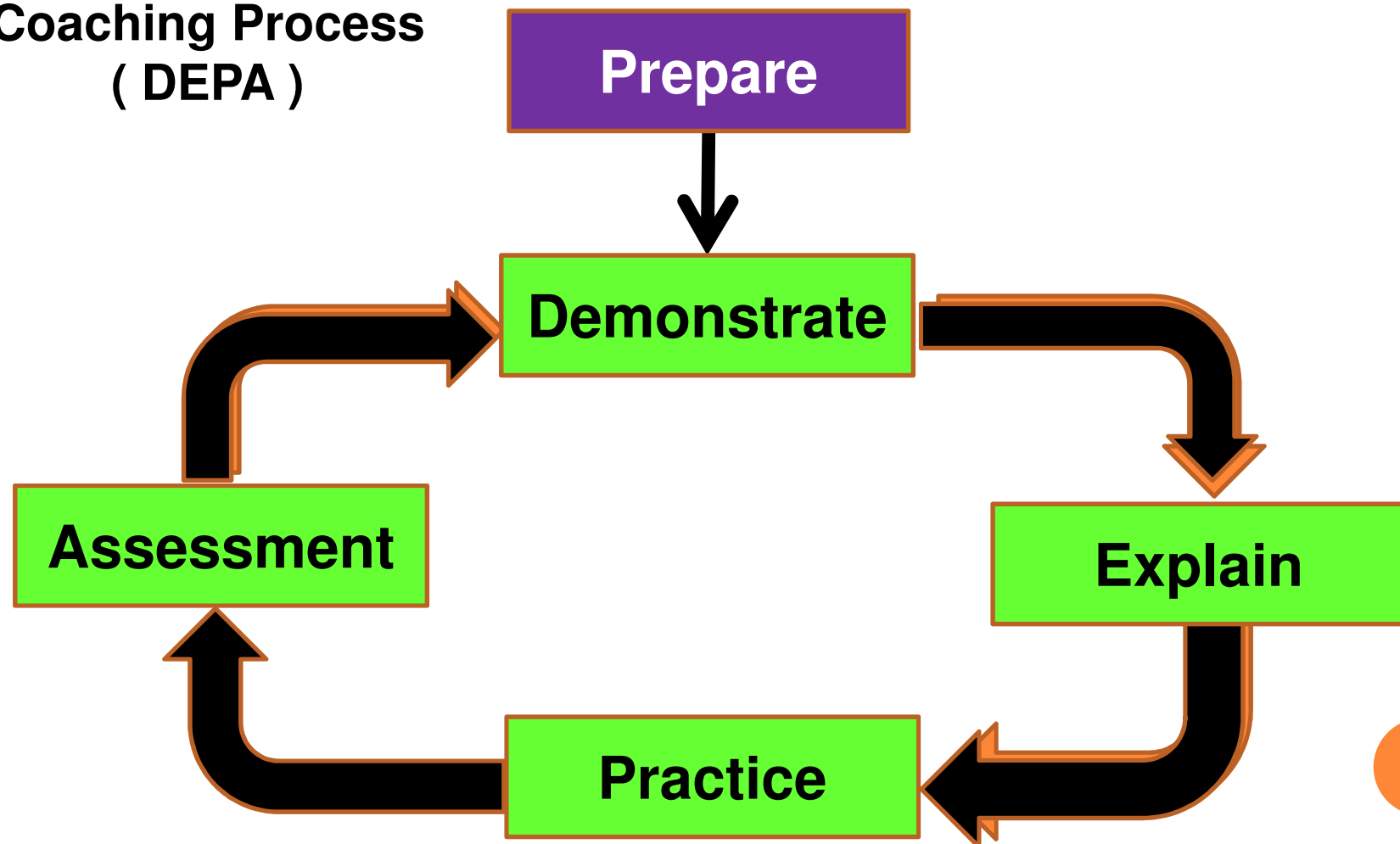
- Create trust and cooperation
- Focuses on improvements
- Enhances ability and potential
- Gives learner a clear position on his performance
- Makes the learner feel helped
- Increases skill level of the learner

Negative Feedback

- Creates defensiveness and confrontation
- Focuses on blame
- Undermines confidence and self-esteem
- Leaves the learner guessing
- Makes the learner feel judged
- Does not improve skill

Key Learning Points to be Highlighted During Coaching

**Coaching Process
(DEPA)**



COACHING ACTIVITY PLAN – PG 69

COACH	TRAINEE
Before Coaching Eg: prepare task analysis form, inform trainee about session	Before Coaching Eg: prepare himself/herself, read up on related information
During Coaching Eg: explain objectives, safety issue, demonstrate task in sequence	During Coaching Eg: follow the steps to performance task, clarify doubts
After Coaching Eg: monitor trainee's performance	After Coaching Eg: apply learning at workplace

Importance of Following the Assessment Plan

- **Assessment**
 - Systematic process of gathering sufficient information about learner's progress
 - Use information to make judgements whether competency level has achieved
- **Assessment Plan includes**
 - Competencies to be assessed (what)
 - When to be assessed
 - Assessment methods - how assessment is carried out
 - Criteria for assessment decision (how)

Purpose of Assessment Plan

- Let assessor understands requirements of assessment process
- Requirement of assessor such as competency level
- What is expected of candidate
- Ensure a fair, valid, flexible and reliable assessment



Appropriate Assessment Tools for Assessing Learners

	Assessment Tools
For Candidate	• Assessment written paper • Worksheets or test papers • Case study notes • Role play scripts • Scenarios • Guidelines or instructions for report
For Assessor	• Assessment records • Summary assessment records • Interview questions • Observation guides • Template for third party report • Assessment criteria checklists • Instructions for assessor / candidate

Importance of Matching Evidence Collected with Assessment Criteria

- Gather sufficient evidence as stated in assessment plan/records
- Contextualise assessment to meet organisational and industry standards and safety requirements
- Meet the Rules of Evidence
 - Valid, sufficient, current and authentic

Assessment Guidelines

Assessment	Guidelines
Validity	Assesses what it claims to assess; evidence collected is relevant to the activity and learning objectives is met
Sufficiency	Amount of evidence collected
Currency	Recency of the evidence; person has the competencies to meet current performance standards
Authenticity	Ensure evidence is learner's own work
Practicality	Evidence relates back to work application

Communicating Assessment Result to Candidate

Steps	Communication Process
1	State the assessment outcome – “Competent” or “Not Yet Competent”
2	Identify candidate’s strengths
3	Identify specific performance outcomes that did not fulfil assessment criteria and give evidence
4	Be constructive in providing guidance on the ways to close the performance gaps
5	Check with candidate for any further clarifications needed.
6	Record the feedback given to candidate in assessment record.
7	• Assessor and candidate need to sign on assessment record forms once assessment outcome is agreed • For “NYC” decision, assessor needs to explain reassessment opportunities and appeal process • Candidate needs not sign assessment record if disagree with “NYC” decision
8	End on a positive note

Key Concerns of Learners

Assessment methods

- Effectively assess objectives of coaching
- Aligned with overall goals of coaching
- May include disciplinary skills such as problem solving
- Support vocational competencies such as communication skills

**Big Picture
And
Immediate Task**

The Areas to be Evaluated for Coaching Effectiveness

- Content materials
 - Coaching material design, quality of materials, suitability of learning tasks
- Delivery of coaching
 - Quality of instructor, flow of the delivery including the order and sequencing of delivery
- Assessment methods and tools
 - Suitability of assessment methods and tools, validity, reliability, flexibility and fairness
- Conducive and safe coaching environment

The Methods of Review

1. Observation of work

- Observable work behaviours
- Job tasks are short in duration



The Methods of Review

2. Feedback to / from learners

Feedback to Learners	Feedback from Learners
Make decisions and solve problems for themselves	Know own strengths and areas of improvements
Learn from their mistakes	Focus on impact of what they can do on learners and learning
See learning as positive	Make changes to improve learner's experience
Think about their own needs and development	Pre-empt serious complaints
Consult others or work as part of a team learning	

Do Frequent Reflection

The relevant stakeholders

- Stakeholders
 - A person, group, or organisation that has direct or indirect stake in an organisation
 - They can affect or be affected by the organisation's actions, objectives, and policies
- 1. The Course Designer / Programme Developer
 - Feedback from the learners concerning any improvements that impact the course designer as he/she is responsible for refinements to the coaching materials

The relevant stakeholders

2. The Coach

- Inform coach for any implementable changes in delivery of session

3. The Training Manager

- Approving party for implementation of recommendations
- Studies the recommendations and decide if changes will improve training system

The relevant stakeholders

4. The Coaching Session Organiser

- Affected by changes to the coaching process/system which affect implementation of the coaching session



Thank You

