

# Coaching a Winning Team Curriculum



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## **Definition of Coaching**

Coaching can be defined as the strategy and technique wherein a manager instructs, counsels, and tutors another in how to improve performance. Effective coaching yields more than improved performance; it also increases personal satisfaction, inspires a commitment to excellence, and fosters the manager's development as a leader.

This curriculum is geared specifically for leaders who need help in making the transition from traditional style of management to the coaching style of management. The goal of this curriculum is to empower managers to serve as coaches and interact with employees to increase productivity, enhance morale, and generate a team of high performers who do their jobs even better.

## **Rationale for Coaching a Winning Team**

In today's economy, with a tight labor market and a do-more-with-less mentality, coaching skills are rapidly becoming the trademark of leaders in "best-of-class" organizations. In fact, HR managers are courting trouble if they fail to make coaching skills a priority and an instrumental part of a manager's job description and performance assessment. Managers are now being required to learn how to act as 'coaches.' Companies must be more innovative to keep up with the accelerated speed of change and its workforce must acquire the learning skills that will foster innovation in the company. Companies are realizing that managers can help them achieve their goals if they learn how to coach their employees. Coaches do not merely manage tasks but facilitate the functioning of work teams. They should provide resources, eradicate obstacles and protect the well being of work teams to enable them to learn, solve problems and improve their effectiveness. Coaches stimulate experimentation and continuous learning, help employees deal with work-related emotions and support them as they cope with the demands of the learning process.

Managers who create a learning environment with a concern for developing employee's skills and character will set themselves apart from the competition in the following key areas:

- Attraction and retention of quality employees
- Increased motivation
- Increased productivity
- Profitable growth

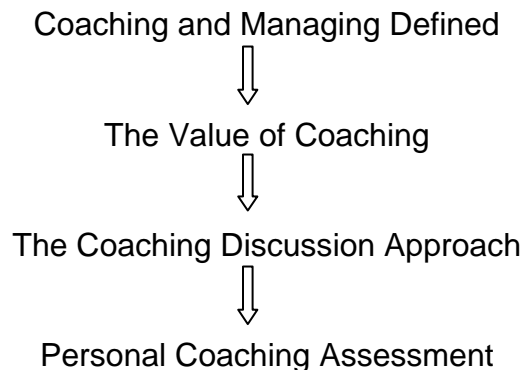
## **Content Source for Coaching a Winning Team**

When designing a coaching curriculum aimed at leaders, it is necessary to identify a common body of knowledge for originating the instructional content. The content for this curriculum is derived from the subject area of leadership effectiveness through coaching. Leadership effectiveness through coaching is the body of knowledge that outlines the goals and objectives of effective leadership. Topics within this body of

knowledge include the coaching discussion approach, the principles of coaching, the process skills of coaching, and tools for coaching at work.

## **Content Structure for Coaching a Winning Team**

The content structure outlines the content for this program:



## **Aim of Coaching a Winning Team**

The aim is to give leaders the necessary tools to coach others in a way that facilitates clear thinking, personal responsibility and creative problem solving. This leadership curriculum takes into consideration the coaching style of management. The curriculum is designed at a very marginal level, assuming that the participants have had some experience in the management of teams. The curriculum is based on the premise that leaders want to coach individuals to do their best.

## **Coaching a Winning Team Program Objectives**

Upon completion of the Coaching a Winning Team program, learners will be able to:

1. Define coaching as a component of managing.
2. Compare and contrast the characteristics of managing and coaching.
3. Discuss the value of coaching.
4. Understand the importance of having specific strategies for coaching.
5. Become familiar with the coaching discussion approach.
6. Use coaching tools to continue evaluating and enhancing their personal management skill level.

## Scope and Sequence

Coaching a Winning Team is a one-day course consisting of an eight-hour day divided into 4 units. There will be a 1-hour lunch break with two 15-minute breaks.

### Unit 1 Coaching and Managing Defined – 1 hour 45 minutes

- Defining coaching as a component of managing
- Compare and contrast coaching and managing
- The do's and don'ts of coaching

### Unit 2 The Value of Coaching – 45 minutes

- The value of coaching
- Effective coaching behaviors

### Unit 3 Introduction to Coaching Discussion Approach – 3 hours

- The five Coaching guidelines (CDA)
- The Key Principles of Coaching

### Unit 4 Personal Coaching Assessment – 1 hour

- Assess your Coaching Behaviors
- Sustainment Activities

## Unit One

### Coaching and Managing Defined

**Time span: 1 hour 45 minutes**

### Unit Goals

Differentiate between coaching and managing.

### Unit Rationale

The emergence of the knowledge-based economy requires managers to learn how to act as 'coaches.' In a knowledge-based economy, a company must be more innovative to keep up with the accelerated speed of change and its workforce must acquire the learning skills that will foster innovation throughout the company. Managers can help achieve these goals by learning how to coach their subordinates. Managers who serve as coaches do not merely manage tasks but facilitate the functioning of work teams. Their role is to provide resources, remove obstacles and support the well being of work teams to enable them to learn, solve problems and continually improve their effectiveness.

### Unit Objectives

1. Define coaching as a component of managing.
2. Differentiate between coaching and managing.
3. Identify effective coaching behaviors.

## Unit Activities

1. Create a table with two columns. In the left column, list words (adjectives) that describe managing. In the right column, list words (adjectives) that describe coaching.
2. Discuss the results of the previous activity.
3. List the do's and don'ts in coaching.
4. Create a table with two columns. In the left column, list effective coaching behaviors. In the right column, list ineffective coaching behaviors.

## Unit References:

Hargrove, Robert. Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together. Pfeiffer & Company (San Diego, 1995).

Weirich, Heinz and Harold Koontz. Management: A Global Perspective. (10<sup>th</sup> Edition) Mc-Graw-Hill (New York, 1993).

Wheatley, Margaret J. Leadership and the New Science: Learning about Organization from an Orderly Universe. Berret-Koehler Publishers (San Francisco, 1992).

## **Unit Two**

### The Value of Coaching

**Time span: 45 minutes**

## Unit Goals

Develop an appreciation of the value of coaching.

## Unit Rationale

There is little doubt that today's organizations are experiencing unprecedented changes in how they define themselves and accomplish their work. Nowhere are these changes more evident than in the development of associates. Increasingly, managers are being asked to show how their leadership skills add value to the organization, and that means being able to measure performance. Managers are constantly challenged to support their teams in achieving more results with fewer resources, including people, and at a higher level of quality. This requires a new way of working with people that enhances the skills the manager already has, yet develops the additional expertise required to be competitive in today's global economy. That new way is coaching and not the traditional command and control approach style of managing.

Coaching creates positive, rewarding and supportive partnerships between the coach and the coachee by transforming coach-coachee relationships of struggle and frustration in a relationship of trust, joy and peace. It equips coachees with the skills necessary to be functional and responsible members of a work team.

### Unit Objectives

1. Reflect upon previous coaching experiences.
2. Discuss the value of coaching.
3. Practice the dynamics of the coaching relationship from the perspective of both the coach and the coachee.

### Unit Activities

1. Think about a recent coaching session in which you were either a coach or were being coached. What kinds of behaviors did you observe or do yourself that you think were effective in the coaching session. What kinds of behaviors were less effective? List the effective behaviors in the left column and ineffective coaching behaviors in the right column.
2. Puzzle Exercise: Assemble a puzzle within 5 minutes. Get into pairs. Decide who will be coach and coachee. Review the Ground Rules. Contract how you will work together. Receive the puzzle pieces and put the puzzle together. **Ground Rules:** Coach cannot touch the puzzle pieces. Coachee cannot see the picture of the completed puzzle until the Facilitator calls time. (Switch roles so that each person will get to be the coach and coachee).
3. Reflect on your experiences as a coach and coachee. Write down your observation during the Puzzle exercise and identify any parallels to experiences you have at work, either while acting as coach or while being coached.

### Unit References:

Hargrove, Robert. Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together. Pfeiffer & Company (San Diego, 1995).

Echeverria, Rafael and Julia Olalla. Management by coaching. **HR Focus**. (Includes related article – What Makes a Top-Notch Coach?) (Organizational Development). (Jan 1996, v73 n1 p16(2)).

The Coaching Discussion Approach. Development Dimensions International. (Oakbrook, 2002).

Allen, Nate and Ron Magnus, writing for FMI (Raleigh, NC, 919-787-8400; [www.fminet.com](http://www.fminet.com)). Use These 10 Tips to Brush up Your Coaching Skills.

(Employee coaching)(Brief Article) ***Pay for Performance Report.*** (Jan 2002, p10).

## **Unit Three**

### The Coaching Discussion Approach

**Time span: 3 hours**

#### Unit Goals

Recognize the importance of having specific strategies for coaching.

#### Unit Rationale

Coaching continues to be a significant development needed by business leaders. There are many efforts underway in the business arena to address this gap. To help unify these efforts, a common coaching framework accompanying principles and tools have been developed. A common coaching framework will promote a consistent coaching language and methodology. This is an important step toward creating clear expectations around coaching success, and an environment where coaching happens everyday.

The Coaching Discussion Approach (CDA) is a framework for having a successful, two-way coaching discussion with your associates. Its five discussion guidelines are: *Open, Clarify, Develop Solutions, Agree on Actions, and Close*. The guidelines give the coach the chance to communicate expectations and context for the session; gives the coachee a chance to contribute concerns and solutions; then gives the coach a chance to be clear on what's going to happen as a result of the conversation; and allows the coach to express confidence in their ultimate success.

We all have a need to feel appreciated, listened to, understood, and involved that is why there is a second part to the coaching framework. Consistent use of the Key Principles in coaching discussions will encourage the coachee to accept new challenges confidently, and seek and receive coaching openly. The key principles must be embedded within the coaching discussion to ensure success. The five key principles of coaching are: *Maintain or enhance self-esteem, Listen and respond with empathy, Ask for help and encourage involvement, Share thoughts, feelings and rationale, and Provide support without removing responsibility.*

#### Unit Objectives

1. Describe the major components of the Coaching framework.
2. Apply the five discussion guidelines embedded with the key principles during the preparation for and delivery of coaching discussions.
3. Recognize the importance of having a specific coaching strategy.

## Unit Activities

1. Watch Video: Coach for Performance. Critique how Bob uses the five-step coaching guideline to address Linda's challenge. Also look for how both Bob and Linda share the responsibility for success.
2. Pair up and decide who is going to play the coach/coachee (will take turns). Prepare for 10 minutes:
  - a) Brief each other on your personal scenarios so each of you are truly able to play that role.
  - b) Write down what your discussion is going to sound like.
  - c) Practice (role-play) for 5 minutes using the CDA guidelines.
  - d) During practice, the person playing the coachee role captures feedback using the CDA guidelines – Open (3 minutes), Clarify (4 minutes), Develop (3 minutes), Agree (1 minute) and Close (1 minute). – 12 minutes total.
  - e) After practicing, the person playing the coachee provide feedback for the coach for 5 minutes focused on the application of the CDA and Key Principles.
  - f) Switch roles and move through the process again this time allowing the other person to practice.
3. Prepare for 5 minutes by writing "Key Principles" phrases and then incorporate them into previous scenario:
  - a) Practice (role-play) for 5 minutes using your Key Principles phrases while moving through your original scenario.
  - b) During practice, the person playing the coachee role captures feedback using the following question: How many of the five key principles were incorporated?
  - c) After practicing, the coachee provides feedback for the coach for 5 minutes focused on application of the key principles.
  - d) Switch roles and move through the process again this time allowing the other person to practice.

## Unit References:

Hargrove, Robert. Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together. Pfeiffer & Company (San Diego, 1995).

Howell, Marion. The Coach for Performance video.

Kinlaw, Dennis C. Coaching for Commitment: Managerial Strategies for Obtaining Superior Performance. Pfeiffer & Company (San Diego, 1989).

The Coaching Discussion Approach. Development Dimensions International. (Oakbrook, 2002).

Weinstein, Matt. Managing to Have Fun. Simon & Schuster (New York, 1996)



## **Unit Four**

### Personal Coaching Assessment

Time span: 1 hour

#### Unit Goals

Assess the effective coaching behaviors.

#### Unit Rationale

In order for a coach to be effective and sustain the skills learned from this class, you must get involved by using coaching tools to continue evaluating and enhancing your personal management skill level. This can be done in several ways by:

- Seeking candid feedback from your teams about previous coaching sessions.
- Attending a peer's team huddle to enhance your skills.
- Sharing success stories with your team and other managers.
- Practicing describing behavior.
- Assessing coaching behaviors on a regular basis using the assessment tool introduced during class.
- Completing sustainment activities.

The coaching tool assessment outlines the CDA guidelines and gives a description of each one. Coaches should be mindful that they should inform the coachee of the things they want them to do, and why; ensure the coachee understands the need for change and what is being asked of them; share examples of the performance/behavior that needs to change; capture concerns; solicit solutions and measurement ideas; capture solutions and measurement ideas; confirm and gain commitment on next steps and actions; ask for final questions, express confidence in the coachee, and thank them for their time and efforts, etc. These behaviors must be done to ensure the coach is effectively utilizing the five coaching discussion guidelines.

#### Unit Objectives

1. Discuss the importance of using a coaching assessment tool to enhance your performance as a coach.
2. Rate your coaching behaviors from the previous role-play activities using the CDA guideline tool.
3. Plan sustainment activities to allow continuous use of the coaching assessment tools to evaluate and enhance your coaching skills.

## Unit Activities

1. Write a reflection statement about how your experience went with your practice sessions. Tell how you did, how it went, and what you experienced in preparing and delivering your coaching sessions.
2. Complete a post card to conduct two coaching sessions 15-days later; copy of post card is mailed to manager.
3. Assess my coaching behaviors (from the previous activities) using the coaching assessment rating tool to determine how I have changed and enhanced my coaching behaviors.

## Unit References:

Hargrove, Robert. *Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together*. Pfeiffer & Company (San Diego, 1995).

The Coaching Discussion Approach. Development Dimensions International. (Oakbrook, 2002).

Nowack, Kenneth M. and Scott Wimer. Coaching for Human Performance. *Training and Development*. (1997).

## Additional Resources

Bennis, Warren. On Becoming A Leader. Addison-Wesley Publishing (Reading, MA; 1989).

Block, Peter. The Empowered Manager: Positive Political Skills at Work. Jossey-Bass (San Francisco, 1987).

Bracey, Hyler, Jack Rosenblum, Aubrey Sanford, and Roy Trueblood. Managing From The Heart. Dell Trade Books (New York, 1990).

Covey, Stephen R. The Seven Habits of Highly Effective People. Simon & Schuster (New York, 1989).

Covey, Stephen R. Principle-Centered Leadership. Simon & Schuster (New York, 1990).

DePree, Max. Leadership is an Art. Dell Publishing (New York, 1989).

Dilworth, Robert. *The DNA of the Learning Organization*, pp. 243-56; Learning Organizations: Developing Cultures for Tomorrow's Workplace by Sarita Chawla and John Renesch. Productivity Press (Portland, OR; 1995).

Doyle, Michael and David Straus. How to Make Meetings Work: The New Interaction Method. Jove Books (New York, 1976).

Duck, Jeanie Daniel. "Managing Change: The Art of Balancing," *Harvard Business Review*, pp. 109-118; November-December 1993.

Doing Good. Harper Collins (New York, 1992).

Jaffe, Dennis T., Cynthia D. Scott, and Glenn R. Tobe. Rekindling Commitment: How to Revitalize Yourself, Your Work, and Your Organization. Jossey-Bass Publishers (San Francisco, 1994).

## LEARNER EVALUATION FOR COACHING A WINNING TEAM

1. Discussion Questions and Answers:
  - Compare and contrast the characteristics of managing and coaching.
  - Define coaching as a component of managing.
  - Discuss the value of coaching.
  - Describe the major components of the coaching framework.
2. In pairs, role-play a relevant coaching situation using the coaching framework.
3. Assess your coaching behaviors exhibited in the previous role-play using the coaching assessment tool.

## DOCUMENT VALIDATION FOR COACHING A WINNING TEAM

This curriculum in coaching a winning team should be evaluated by several business and industry professionals who can each offer a very unique agency perspective, in order to achieve validation. A cover letter and survey should be enclosed with the curriculum.

Shimane Newman, Training Delivery Manager  
Consumer Products Training & Development  
Bank of America  
2 Commercial Place  
Norfolk, VA 23510

Sharon Jones, District Training Coordinator  
Verizon Training and Development  
1234 Baker Street  
Beltsville, MD 20704-1915

Gloria Govan  
Consumer Claims Training  
Bank of America  
Norfolk, VA 23510

Shimane Newman, Training Delivery Manager  
Consumer Products Training & Development  
Bank of America  
2 Commercial Place  
Norfolk, VA 23510

Dear Ms. Newman:

I am pleased to enclose a curriculum program I have developed in coaching a winning team with the intent to train managers within the company on coaching skills. A survey is included for your convenience in evaluating the program with respect to content and cohesiveness.

I appreciate your taking time to complete the survey and providing your invaluable comments, which will enhance the program and benefit the many employees who will be served through this program.

Thank you in advance for your willingness to share your expertise.

Sincerely,

Gloria Govan

## DOCUMENT VALIDATION SURVEY FOR COACHING A WINNING TEAM

Please answer the following questions and provide specific comments that will strengthen the program:

- Does the definition of coaching encompass the knowledge and content for this curriculum?

Yes       No      Your Comments:

- Are the various aspects of knowledge, society, learning theories, and individual needs evident in the curriculum rationale and provide a strong case for offering this program?

Yes       No      Your Comments:

- Is the content source complete with accurate and necessary information affording a solid knowledge base for the learner?

Yes       No      Your Comments:

- Is the content source structure logically arranged and of sufficient breadth and depth?

Yes       No      Your Comments:

- Do program aims and goals clearly define the desired outcome and direction of the curriculum?

Yes       No      Your Comments:

- Do the unit objectives support the goals of the curriculum?

Yes       No      Your Comments:

- Do the learning activities provide interesting and meaningful content application?

Yes       No      Your Comments:

- Does the student evaluation effectively measure the learning objectives of the curriculum?

Yes       No      Your Comments: