

Coaching and Mentoring Employees

Course Objectives

- Define coaching and distinguish between traditional supervision and coaching
- Describe the benefits of coaching
- Identify each learner's current supervisory style
- Distinguish between Internal and Focused listening and describe the value of using Focused listening with employees
- Recognize when to use Investigative, Discovery and Empowering questions and when to use Guidance as part of the coaching relationship
- Identify the three Transactional Analysis ego states and how to stay in adult during difficult interactions
- Describe how to use coaching skills to support specific Action Learning Assignments

Coaching and Mentoring Employees

- Facilitator Introduction
- Review Agenda
- Participant Introductions

What is Coaching?

- What is Coaching?
- What is the benefit: to the employer, the manager, the organization?

What Does a Coach Do?

Where Do You Stand

Telling

Offering Options

Enabling Others to Solve Problems

Expert

Facilitator

Coach



Questions Have Power!!

Levels of Listening

- Internal
 - Content
 - Judgments or assumptions that you're making about person and/or yourself in process
- Focused
 - What the person is saying beneath the content of his or her words.
 - Underlying issues, needs, feelings, what's important

Investigative Questions

- Solicit facts and objective data
 - *What's happened?*
 - *Tell me what you have accomplished so far.*

Discovery Questions

- Push person to explore, draw conclusions, learn from experience and discover new knowledge or insights
 - *What are the benefits or negatives from this?*
 - *What obstacles might get in the way?*
 - *What does this situation mean to you?*
 - *What if it doesn't work?*

Empowering Questions

- What person is feeling, planning, ready to commit to
 - *What will you get from this?*
 - *What will be your first step?*
 - *When will you start?*
 - *How will you know this problem is solved?*

Offering Guidance



- Sharing what you know
 - *I have a sense that*
 - *Can I check something out with you?*
- Sharing suggestions
 - *Are you open to hear another idea?*
 - *I've had some experience in that, would you be willing to hear it?*

Checking for Readiness

- Preparing to change and for possible obstacles

*Ask: What will you do now, and when?
 What could stop you moving forward?
 How will you overcome it?*

Transactional Analysis

Adult

→ Questioning, thinking, fact-finding, reasoning

Parent

→ Critical and Caring—learnings from parents and society about Right/Wrong; Should/Should Not

Child

→ Feeling—I'm okay or I'm not okay, feeling good or bad

Ego States

	Child	Parent	Adult
Verbal cues	I wish, I like, I want	You should, you never	What is it? Why?
Activation	Automatic: Fear, joy, person in parent state	Automatic: Situation that triggers learned beliefs & values	Conscious and purposeful
Goal	Feel good, be liked	Be right, be superior	Competence
Too much	Selfish, unreasonable, insensitive	Judgmental, fixes others problems	

Review: Ego States

- Working with a partner, complete the worksheet.

Supporting Action Learning

- Review Action Learning Assignment
- What might be difficult about this assignment?
- How could you support the learner in a coaching way?

Manager Reflections

- Prior to our next session, write a reflection about how you interacted in the Action Learning Process and what you might have done differently. Bring reflection to review and discuss.

Engagement

Performance

Confidence

