

Unit	1066
Title	Describe and Apply Fundamentals of Coaching
Document type	Learning Resource



BC Forest Safety

In consultation with industry subject matter experts, the BC Forest Safety Council (BCFSC) facilitated the production of this material.

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Unit Introduction

By the end of this unit, you will be able to demonstrate knowledge of:

- Coaching techniques
- Code of Conduct for Coaches
- Coaching and coaching plans

Section 1066-1: Coaching in the Workplace

What you will learn in this section

By the end of this section, you will be able to demonstrate knowledge of the following key points:

- 1.1 The different roles that support learners
- 1.2 How personal attributes and limitations affect coaching
- 1.3 Why it is important to motivate learners
- 1.4 Why it is important to be aware of verbal and non-verbal communication
- 1.5 Two basic types of coaching styles
- 1.6 Questioning techniques to support learning

Key Point 1.1: Roles that Support Learning

By the end of this session you will be able to:

- Describe the definition of a Coach
- Explain the role of a Coach in the workplace

Trainer, Coach and Mentor have different definitions and applications depending on the sector using the terms. For the purpose of this course they are defined as:

Role	Characteristics
Trainer	<p>In front of the learner</p> <ul style="list-style-type: none">• An individual that instructs, generally to a group of learners, encompassing the broader aspects of an occupation.
Coach	<p>Beside the learner</p> <ul style="list-style-type: none">• An individual who supports a trainee's learning path in the work place with specific measurable outcomes.
Mentor	<p>Behind the learner</p> <ul style="list-style-type: none">• An individual who supports a person's development across all aspects of their job, without specific focus or timelines, often going beyond the conventional work structure.

Key Point 1.2: Personal Attributes and Limitations

By the end of this session you will be able to:

- Describe the attributes that affect how you Coach
- Develop awareness of your personal limitations and triggers of behavior

Personal attributes

Personal attributes are character traits. As a Coach you need to recognize that who you are and your past experiences influence the way you teach.

Your personal attributes impact the way you interact with your learners and impacts their learning process. The goal is to make sure your attributes contribute positively in the learning environment.

Attributes include:

- Being patient
- Being confident (not arrogant)
- Training to your experience level
- Demonstrating due diligence
- Understanding things that 'trigger' you
- Knowing your limit and staying within it

Your skills and knowledge are assumed.

It is your **attributes** that make you a great Coach.

Each of us has a different personality. This section will not discuss personality traits in general but will focus on some general attributes to watch for in your day-to-day life as a Coach.

Coaching is often one-on-one and therefore a close relationship.

Be patient

As a Coach you must demonstrate patience. All learners are going to struggle through the initial stages when developing skills, knowledge, and attributes. Let learners ask multiple questions, make mistakes, and sometimes forget basic information. It takes time to learn.

It is a normal part of the learning process for your learners to demonstrate improvements one day, and a loss of performance the next. By demonstrating patience, you encourage your learners to ask questions or seek clarification.

Confidence

Coach to your strengths.

Use others to help in areas where you are not confident. Continually self-assess and seek out opportunities to grow.

Genuine	<ul style="list-style-type: none">• Know your learners' names• Encourage an open dialogue or two-way communication• Smile and be positive
Focused	<ul style="list-style-type: none">• You are the expert and you are there for your learners• Show interest in what you are doing
Prepared	<ul style="list-style-type: none">• Understand your learner• Understand the goal• Create a plan that can be broken down into smaller components• Build flexibility into your plan• Expect change• Get support if needed

Train to your experience level

Always train within your experience level. This concept may cover a broad array of situations or work environments. Training to your experience level means that you should always conduct your coaching activities within your experience.

**Don't be afraid
to admit
"I don't know"**

Personal Boundaries

Know your limit. Stay within it.

A Coach may come across a situation, or conditions, beyond their skill level, experience, or knowledge. In these situations, it is important to recognize the personal limitation and turn it into a learning moment with the learner.

As a Coach, you need to be able to show your learners that it is acceptable to acknowledge when personal limits have been reached. This is the highest form of respect for the environment and the conditions, and an example of best practice for safety.

Setting boundaries within your personal limits promotes the learner in setting boundaries for themselves.

Due Diligence

Teaching to your experience level is a demonstration of due diligence by you as the Coach. Due diligence is taking all reasonable care to protect the well-being of yourself and your learners. This requires taking all precautions that are reasonable in the circumstances, so your learners can carry out their work within accepted and known health and safety circumstances. In all likelihood, a Coach who is operating in areas beyond his or her experience level would have a difficult time proving due diligence.

Triggers

Your personal reactions are caused by internal and external factors that can have negative or positive implications. It is important as a Coach to understand what triggers emotions or reactions both for you and the learner in the coaching environment.



Key Point 1.3: Motivate Learners

By the end of this session you will be able to:

- Explain best practices for motivating learners
- Describe types of signals that come from your learner

As the Coach you will have a direct impact on your learners' motivation and success. You need to understand that your learners have decided to follow a career path. Since they are working toward the goal of becoming competent at work, they often come to you with built-in motivation. As a Coach your responsibility is to determine the motivation of each learner. Here are some strategies you can use to further motivate and encourage your learners.

Keep learner engaged

Give learners as much freedom as possible over their own learning. As they progress, let them do more and more on their own. Let them show you how they make decisions. Assess them in a variety of ways such as tests, exercises, projects, practice, etc. to give them more control over how they show their understanding to you.



As the Coach, you can keep your learners engaged by following simple principles. Your learners will stay engaged when they:

Learner Needs	Indicators of Success
Understands the importance of what they are learning	I know why I need to learn this
Experience success when they try	I can do it!
Link the learning to their own experience	This makes me think of when....
To know how they are doing	I know what I can do
Know what they need to succeed	I know what I need to work on



Lead by example

Leadership is action, not position.

Become a role model for your learners. Deliver your classroom or field lessons with focused energy and enthusiasm. Make the lesson personal, showing them why you are interested in the topic.

Leadership is service.

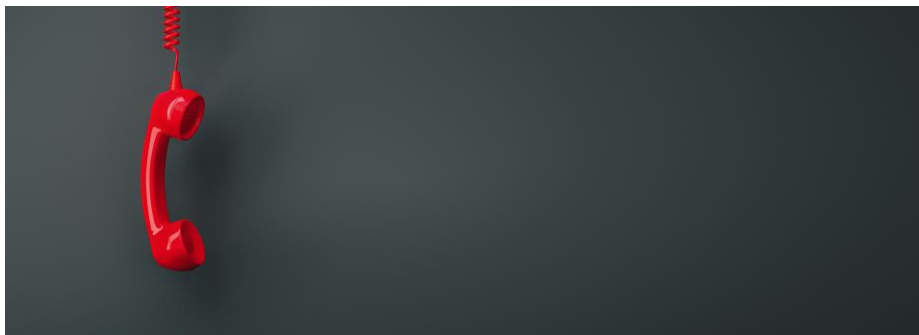
If the learner understands that you are there for them and not for yourself, this will promote engagement.

Key Point 1.4: Verbal and Non-Verbal Communication

By the end of this session you will be able to:

- Describe verbal and non-verbal communication and its effect on learning
- Explain the importance of situational awareness
- Describe types of signals that your learners give

Positive communication is important. The way you communicate with a learner will establish the relationship and affect the outcomes.



- 1 Think before you speak or act** – Think about what you want to say or do.
- 2 Keep an open mind** – Wait until you have all the facts before forming an opinion.
- 3 Discuss rather than argue** – Don't make it personal.
- 4 Respect others** – Treat others the way you want to be treated.

Verbal Communication

Verbal communication is a two-part process. As a Coach you should be more interested in active listening than speaking.

Active Listening

Active listening not only means listening to the words but also focusing on the person's behavior and body language. How you listen to someone influences an emotional environment inside them.



Speaking

The speed in which you speak, the tone, and the volume are all important in changing the energy in the learning environment. Remember the tone of your voice is not about **WHAT** you are saying but **HOW** you are saying it. Learners pick up on the tone of your voice as it influences the quality of your message.

Use language they understand and can relate to. If they don't understand certain words or work terms, make a point to stop and explain. Make the effort to not use complicated terms and acronyms that might take away from the message being understood.

When speaking be clear, concise and use appropriate language.

Non-Verbal Communication

Words and actions tell the person you are having a conversation with that you are truly listening to what they are saying. When you engage with the speaker by asking questions, making eye contact, nodding that you understand, you are actively listening.

Coaches must be very **aware** of:

- Eye contact
- Facial expressions
- Gestures
- Body posture

Coaches' need to be aware of the impact of non-verbal indicators in everyday interactions. How you communicate information to learners through actions, gestures, and appearance is very significant for the learning experience of your learners.



Equally important for your success is how well you can interpret the non-verbal cues of your learners. Your learner may be telling you something without saying a word.

Eye contact

Eye contact shows interest. It can be important to make sure the learner is paying attention and is ready in a learning situation. Too much eye contact can be intimidating to learners and can decrease the effectiveness of the Coach.

Facial expressions

Facial expressions show if you are happy, bored, angry, etc. Smiling is one way to increase engagement with your learners and to foster a safe, interactive learning environment.

Gestures

Moving your body as you speak can create interest. Movement can be very effective when teaching certain skills during demonstrations. Using hand movements to emphasize a point is an excellent example of an effective use of gestures.

Too much emphasis on moving can have an adverse effect. Be balanced in your approach.

Body posture

Sitting or standing with a slight forward lean will show an interest in what your learners are saying or doing. Using an open stance while facing your learner is a good way to invite their participation, and to encourage questions or comments.

It is important to be personally and situationally aware at all times in the coaching environment.



Signals from your learners

Look for these three main types of signals from your learners:

- Signals of interest
- Signals of comprehension
- Signals of agreement

Your learner will give you signals through verbal and non-verbal communication.

As a Coach you must be able to clearly recognize when you need to stop, use caution or move ahead.

Reading the signals from your learners will help you drive your lesson.



<p>Signals of interest</p>	<p>Signs of positive audience feedback include:</p> <ul style="list-style-type: none"> • Participating in activities • Asking questions • Taking notes • Direct eye contact <p>Signs of negative audience feedback include:</p> <ul style="list-style-type: none"> • Yawning • Blank faces • Looking frequently at watch • Lack of involvement in the listening process such as diverted eye contact, head relaxed, eyes droopy or closed
<p>Signals of comprehension</p>	<p>Signs of positive audience feedback include:</p> <ul style="list-style-type: none"> • Verbal or nonverbal affirmations • Learners ask good questions • Learners engage in discussions regarding the topic <p>Signs of negative audience feedback include:</p> <ul style="list-style-type: none"> • Puzzled expressions • Lack of response where one is expected • Poor questions, or no questions • Hesitancy in comments or questions
<p>Signals of agreement</p>	<p>Signs of positive audience feedback include:</p> <ul style="list-style-type: none"> • Smiling and nodding • Relaxed manner • Friendliness <p>Signs of negative audience feedback include:</p> <ul style="list-style-type: none"> • Blank face or frown • Negative head shake • Arms crossed • Limited or defiant eye contact • Slamming book closed or papers on table • Throwing tools or equipment

Key Point 1.5: Coaching Styles

By the end of this session you will be able to:

- Understand the two basic types of coaching styles

There are many coaching styles. For the purpose of this manual the two styles we will focus on include facilitative and authoritative coaching.

Facilitative Coaching

Support	Eliciting	Exploring
Affirming their worth Giving attention Appropriate sharing and self-disclosure Encouraging celebration of personal attributes	Provoking self-discovery Asking clarifying questions Prompting to say more Use reflective listening to help someone express feelings	Asking questions that help: Generate options and possibilities Evaluate the pros and cons of decisions before taking actions Consider consequences of decisions before taking actions

Authoritative Coaching

Confronting	Informing	Guiding
Giving feedback Challenging perceptions Describe how other may perceive a situation or behavior	Imparting information Expressing your perception Sharing your own experience Giving your opinion or stating your point of view Explaining Providing background Identifying other resources	Describe possible consequences of a particular action Suggesting Advising Recommending

(What Communication Styles Assist the Coaching Process - University of Melbourne, Nguyen, 2012)

A good Coach understands both styles and has the ability to switch between facilitative and authoritative coaching with the learner driving the need.

Key Point 1.6: Questioning Techniques

By the end of this session you will be able to:

- Describe three types of common questioning techniques
- Provide examples of each type of questioning technique
- Explain techniques to respond to questions from the learner

Questions are a common technique used to promote thinking and learning. Questions can:

1. Provoke thought	<ul style="list-style-type: none">• Requires learner to think out the answer
2. Gain attention	<ul style="list-style-type: none">• Brings back the daydreamer and prepares the learner for a new lesson
3. Increase interest	<ul style="list-style-type: none">• Stops the learner's thoughts from wandering and channels ideas in one direction
4. Discover learning gaps	<ul style="list-style-type: none">• Uncover individual learner gaps or when many learners are not getting it
5. Enhance practical experience	<ul style="list-style-type: none">• Such as when using step-by-step review of a procedure

Three Ps of questioning

POSE – ask

PAUSE – give learner time to think of the answer. Don't be afraid to let some time pass while you wait for an answer

POUNCE – Ask for a response



A good question is:

- Clearly pronounced
- To the point
- Brief and not rambling, one idea at a time
- Within the learners' vocabulary - they must understand the question
- Challenging - important enough to boost thinking (not too simple)
- Thought provoking

Types of questions

A Coach can use a variety of questions to help the learners in their learning process. There are more types of questions but the three most commonly used are:

- Close-ended questions
- Open-ended questions
- Probing questions



Close-ended questions

Close-ended questions can be answered with a yes or no or with a few words at most, such as:

- Have you completed the task?
- Can I help you with that?



Open-ended questions

Open-ended questions need more words for a complete answer. The learner is required to think about an organized response to questions such as:

- What are you planning to do today?
- How exactly do you replace that?



Probing questions

Probing questions are a type of open-ended question. The purpose is to encourage learners to expand and explain their thinking. Probing questions require the learners to share how they reached the answer.

Here are some examples of probing questions:

- Why do you think that?
- What evidence do you have to support that?
- How does Joe's answer relate to what you are saying?

Coach answering questions

Your learner will have questions to ask out of interest or seeking clarification.



The key points to remember when answering questions are:

- Engage in active listening
- Make sure you understand the question
- Have a strategy to deflect questions not related to the task at hand

- When appropriate, consider responding to the question with a question that supports learning
- If you don't know the answer, admit it

Section 1066-2: Code of Conduct

What you will learn in this section

By the end of this section, you will be able to demonstrate knowledge of the following key point:

2.1 Code of Conduct when Coaching

Key Point 2.1: Code of Conduct

By the end of this session you will be able to:

- Describe the code of conduct

Coaching is about effective transfer of knowledge and skills with a professional attitude.

Professional boundaries

Coaches need to follow a code of conduct. This includes:

- Maintain professional knowledge and be up-to-date with relevant laws and codes of practice that affect work
- Not unlawfully or unjustifiably discriminate against any individual
- Treat all learners with courtesy and respect
- Always maintain a calm demeanor with the learners. Use disagreement as an opportunity to teach
- Maintain strict confidentiality regarding the learner's personal information and coaching outcomes
- Never be under the influence of drugs or alcohol while undertaking coaching activities
- Keep safety as the top priority. Stop coaching if deemed to be unsafe in any way to the candidate, Coach, others, or surroundings



Section 1066-3: Coaching and Gap Plans

What you will learn in this section

By the end of this section, you will be able to demonstrate knowledge of the following key points:

3.1 Factors that affect performance

3.2 How to develop and implement coaching plans

Key Point 3.1: Factors that Affect Performance

By the end of this session you will be able to:

- Identify common factors that affect performance
- Describe methods to help with performance

An experienced Coach knows how to identify performance ranges, and how to influence performance positively.



There are many factors that combine to create human performance. While it isn't a requirement of a Coach to meet all the needs of a learner immediately, it is a benefit to pay close attention to each contributing performance factor to address them over time and work at removing conditions that may negatively impact performance. A good Coach knows that performance varies from person to person, and that an individual's performance will also change over time.

All learners have a different pace to achieve objectives.

Things that can affect performance include:

Not enough time	Fatigue
Stress	Attributes
New skills	Age
Fitness level	Cognitive ability
Past experiences	Change in environment
Time pressure	High workload
Multi-tasking	Distractions
Distractions	Change
Illness	Boredom
Habits	Complacency
The unexpected	Non-routine
New task	New technique
Unclear/Unknown	

An experienced Coach knows how to identify which performance factors that may be in play, and how to influence them positively.

Three common factors that can affect performance and how to mitigate them include:

Fatigue	<p>Fatigue decreases a learner's ability to focus on the task at hand. In the context of coaching, fatigue can be physical or mental, or both. The more a person is learning, the more fatigued they become thus impacting their ability to perform.</p>
Rest	<p>When performance decreases or plateaus, it often means the learners have reached their limit and need to rest physically or mentally. Giving the learner a break, whether it is a few minutes or hours to a few days is one effective way to help with performance.</p>
Stress	<p>Especially in adult learners, stress has a powerful impact in the quality of learning. Stressors such as a rapid pace, too many choices, not understanding procedures properly or intimidation all have negative impacts on a learner's performance.</p>
Match tasks with ability	<p>Moderate the pace and slow down when needed. Limit the decisions that the learner needs to make. Make sure there is clear understanding. Be level headed in your approach and recognize what is being done correctly.</p>
New skills	<p>Complex new skills are difficult to grasp, and often will cause learners to forget what they previously knew, or skills they have already mastered.</p>
Keep it simple	<p>Breaking down new skills in to small chunks is helpful in optimizing a learner's performance. Allow your learner to succeed at small tasks consistently before adding more complexity to the coaching scenario.</p>

Key Point 3.2: Coaching Plans

By the end of this session you will be able to:

- Describe the SMART process
- Explain the importance of tracking progress

There are many types of coaching plans and there is no 'one size fits all'. Whatever coaching template you use, remember that it must work for one-on-one training and be SMART.



Always track progress against established outcomes.

By following the points above, the Coach is assisting the learner in compiling evidence, providing the necessary learning and experience required for a specific occupation and fulfilling the coaching duties of preparing the learner for a future summative assessment of competence if applicable.

Self-Quiz

1. What is the difference between a Trainer and a Coach? (1066.1.1)
 - Coaches ask and Trainers tell.
 - Trainers ask and Coaches tell.
 - Trainers are in front and Coaches are behind.
 - Coaches are in front and Trainers are behind.

2. What must a Coach be aware of when working with a learner? (1066.1.2)
 - What the learner likes to do.
 - If the learner is genuine.
 - That the learner recognizes the authority of the Coach.
 - That personal perspective can influence coaching outcomes.

3. What is a characteristic of leadership in coaching? (1066.1.3)
 - Lead by authority.
 - Lead by interest in the topic.
 - Lead by service.
 - Lead by position.

4. Why is active listening important? (1066.1.4)
 - It allows you to work and listen at the same time.
 - It allows you to lead the conversation in the direction you want.
 - It influences an emotional reaction inside the learner.
 - It allows you to think ahead of experiences to share.

5. What is confronting style of coaching? (1066.1.5)
 - Challenging perceptions.
 - Giving attention.
 - Prompting to say more.
 - Provoking self-discovery.

6. What type of questioning technique is “Have you completed the task”? (1066.1.6)
- Probing question.
 - Close-ended question.
 - Open-ended question.
 - Evaluative question.
7. What does a successful Coach understand? (1066.3.1)
- Learners are consistent if coached well.
 - Performance varies from one day to the next.
 - Good Coaches stick to proven methods regardless of the learner.
 - Always praising the learner is the path to the goal.
8. What must a coaching plan be? (1066.3.2)
- Measurable.
 - Open-ended.
 - Simple.
 - General in nature.



Now check your answers on the next page.

Self-Quiz – Answers

1. What is the difference between a Trainer and a Coach? (1066.1.1)
Answer: **Coaches ask and Trainers tell.**
2. What must a Coach be aware of when working with a learner? (1066.1.2)
Answer: **That personal perspective can influence coaching outcomes.**
3. What is a characteristic of leadership in coaching? (1066.1.3)
Answer: **Lead by service.**
4. Why is active listening important? (1066.1.4)
Answer: **It influences an emotional reaction inside the learner.**
5. What is a confronting style of coaching? (1066.1.5)
Answer: **Challenging perceptions.**
6. What type of questioning technique is “Have you completed the task”? (1066.1.6)
Answer: **Close-ended question.**
7. What does a successful Coach understand? (1066.3.1)
Answer: **Performance varies from one day to the next.**
8. What must a coaching plan be? (1066.3.2)
Answer: **Measurable.**