

Course Topic: Language Program Management

Course Instructor

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Course Synopsis

Managing is no longer about ordering our staff around or demanding that they do this or that. Managing is about helping our staff to do the best job possible. One of the most widely used definitions of management in this new approach to management is “the job of getting things done through others”. As managers, one of the skills we have to master, in order to get things done through others, is the skill of coaching. In this session, we will take a closer look at what coaching is, which skills you need to develop in order to coach successfully, and how you can gauge whether or not your coaching is effective.

Course Agenda

1. What is Coaching?
2. What is the Difference Between Coaching, Training, Mentoring, Teaching, Managing and Dictating?
3. Which Sub-Skills are Needed for Coaching?
4. How will you Know if you are Coaching Effectively?
5. Putting it into Practice

1. What is Coaching?

Activity #1: Decide if each of the following statements about coaching are true or false. Put a 'T' next to the statements that you think are true and an 'F' next to the statements that you think are false. We will take up the answers in the video

a. A coach identifies areas for improvement by asking enquiry type questions to first understand what the issues are.	
b. The final step of all coaching interactions is to determine a plan of action for the person being coached. This can be either a formal or informal plan.	
c. Coaching is action-oriented.	
d. A coach does not tell the person being coached what to do; rather a coach helps the person identify what to do.	
e. The overall goal of coaching is to enable the person being coached to grow and become more successful.	
f. A coach's main role is to give instructions or advice to the person being coached.	
g. A coach serves as an unbiased, 'outside' pair of eyes on a situation or issue.	
h. Coaching is about working together to figure out how to do something in the best possible way.	
i. A coach should offer support and encouragement.	
j. Coaching involves building an ongoing relationship with the person being coached.	
k. A coach should tell the person he/she is coaching exactly what to do.	
l. A coach should not challenge the thinking, beliefs and assumptions of the person he/she is coaching.	
m. A coach should offer detailed, specific and constructive feedback.	
n. The person being coached is responsible for taking action.	
o. A coach works behind the scenes. The person being coached is out front and centre.	
p. Coaching is a collaboration between the person coaching and the person being coached.	
q. It is the coach's job to keep the coaching conversation focused on the end goal and to bring the conversation back to that end goal if things go off on a tangent.	

2. What is the Difference between Coaching, Training, Mentoring, Teaching, Managing and Dictating?

Activity #2: Match each term below with the statement that best describes it. We will take up the answers in the video

- | | | |
|-----------------|-----------------|------------------|
| Coaching | Training | Mentoring |
| Teaching | Managing | Dictating |

a.	_____	to share experience and advice
b.	_____	to impart knowledge of or skill in.
c.	_____	to guide, support and encourage.
d.	_____	to command unconditionally.
e.	_____	to handle, direct, govern or control.
f.	_____	to develop or form the habit of something in someone.

3. Which Skills are Needed for Coaching?

A. Questioning skills

Open Questions

These types of questions are used to gather whatever information the receiver of the question wants to share.

- What do you think....?
- Why...?
- Describe...
- Tell me about...

Closed Questions

These types of questions are used to verify information or to collect very specific information. There are three type of closed questions.

- Short Answer Questions—These require one or several words as answers.
- Yes/No Questions—These require a ‘yes’ or ‘no’ answer.
- Choice Questions—These are ‘either/or’ questions.

Activity #3: For each scenario below, come up with three open or closed questions you might ask the the staff member to coach him or her through the situation.

Scenario 1:

The staff member is not getting along well with a colleague. The tension between the two is starting to affect their work.

- 1.
- 2.
- 3.

Scenario 2:

The staff member is not staying on top of his or her workload because he or she is spending too much time on details that are not important.

- 1.
- 2.
- 3.

Scenario 3:

Several co-workers have complained about the communication style of another staff member. They say the staff member is rude and abrupt.

- 1.
- 2.
- 3.

B. Active Listening Skills

Active listening skills are things we do to let a speaker know we are listening to them and are processing what they are saying. The following are examples of things we can do to let someone know we are listening:

- Nod the head.
- Maintain eye contact.
- Restate key ideas.
- Use interjections (Really? Interesting. I see.).
- Use words of encouragement (Go on...).
- Have a forward leaning posture.
- Have an attentive facial expression.

C. Clarifying and Summarizing Skills

The following are useful words and phrases for **clarifying** that we have correctly understood someone:

- Could you tell me what you mean by...
- What do you mean by...?
- I don't quite understand...
- I'm not sure what you mean by...
- Could you explain...
- Just to make sure I am clear...

The following are useful words and phrases for **summarizing** what someone has said:

- So what you mean is...
- So what you are saying is...
- To summarize...

D. Suggesting Skills

When we **suggest** something to someone we are giving them a choice. We are saying 'This might work for you, or it might not.' This is different from **telling**—with telling we are not really giving someone a choice. The following are some useful words and phrases for suggesting:

- Why don't you...?
- How about...?
- Have you thought about...?
- Have you tried...?
- If I could suggest something...

4. How will you Know if you are Coaching Effectively?

Activity #4: Which of the following will provide you with a good indication that your coaching is effective? Not effective? Mark each statement with an 'E' (effective) or 'NE' (not effective).

a. You have a good discussion about the issues.	
b. You do more listening than talking.	
c. There are long silences.	
d. There is no eye contact between you and the person you are coaching.	
e. You ask a lot of questions.	
f. The person being coached says something is a good idea but does not commit to any action on it.	
g. You give feedback, not judgments.	

h. The person you are coaching arrives at a practical achievable action plan.	
i. The person being coached brushes off your suggestions.	

Remember: The next time an issue arises with a staff member, use your questioning, active listening, clarifying and summarizing, and suggesting skills and don't forget to watch out for clues about whether your coaching is effective or not.

Thanks for participating!

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