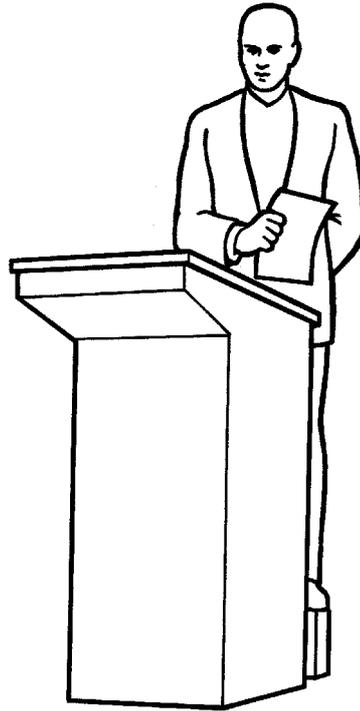


A GUIDE TO COACHING IN THE WORKPLACE

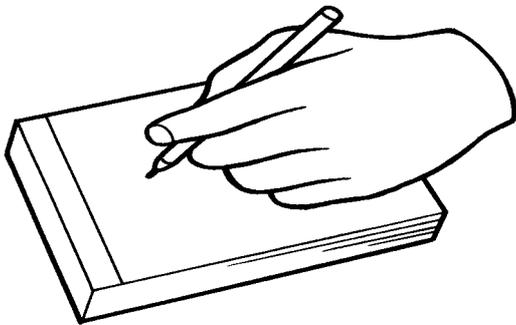
These training materials have been developed with financial assistance from the Department for Education and Employment (DfEE).

INTRODUCTION

The material in this manual have been designed as an interactive resource. This means that as you work through the manual, you will have the chance to try out some of the coaching skills that are being described. There are also opportunities to review and reflect upon what you have learned about the coaching process.



Within the manual, there are a number of activities, which if carried out, will help you to understand more about the coaching process. Wherever possible, activities and examples have been designed to reflect workplace operations.

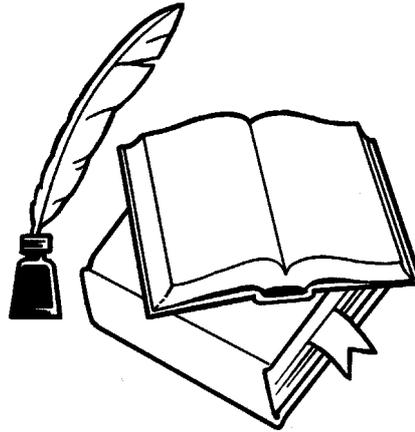


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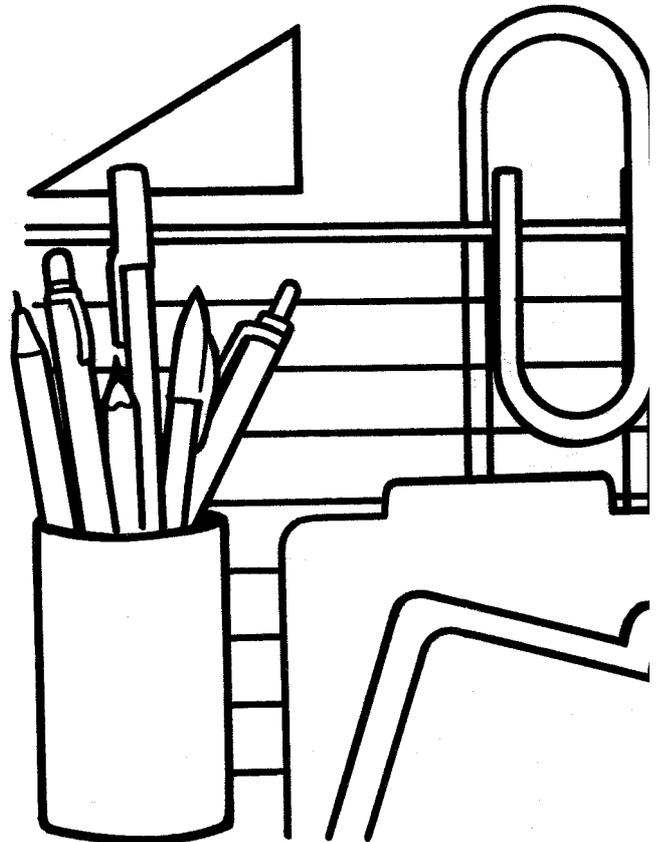
Each activity is numbered and is structured as follows:

Aims indicate the intended purpose of the activity.

Preparation to give guidance on any groundwork which you might need to do before carrying out the activity.

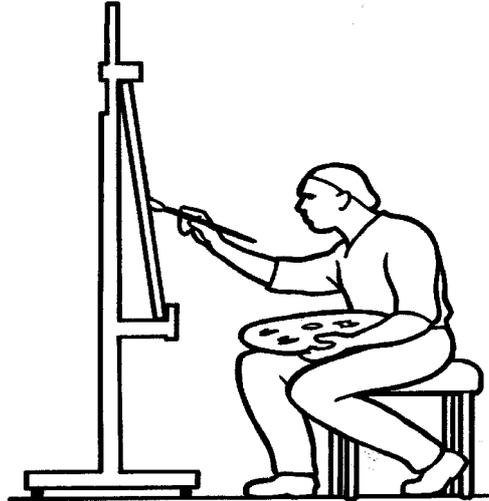


Activity includes the instructions for carrying out the activity.



Review of activity provides comment on the activity and is intended to help you to reflect on the experience and gain the maximum benefit from it. The comment is not often in the form of a specific answer since the subject matter does not usually lend itself to the presentation of a set of facts to be memorised, or hard and fast conclusions.

The first activity below (Activity 1A) has been completed for you as an example of how to carry out each activity.

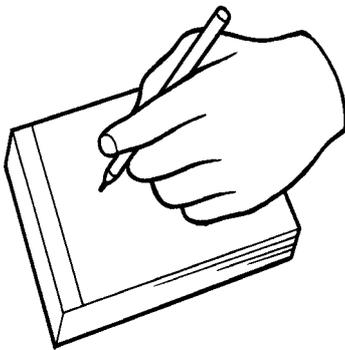


To get the best out of this manual, it is recommended that you try to get into a regular learning routine. Set some time aside to work through each section and try to stick to it.

Do not try to do too much at a time and take regular breaks. As the average person finds it difficult to really concentrate for more than 20 minutes, break down the time you set aside into 15-20 minute sessions.



Time spent just reading this manual is not the same as time spent learning. You must become involved as the best learning happens when you are actively answering questions and making notes



Try to find somewhere where you will not be distracted or interrupted. Almost anywhere will do as long as it is private, quiet and well lit.

Most people finding studying hard at times, don't worry this is quite natural.

It is also natural to need help with any parts that you find especially difficult. If you need assistance contact:

Seafish Training, Sea Fish Industry Authority,
Seafish House, St. Andrews Dock,
Hull HU3 4QE
Tel: 01482 327837
Fax: 01482 223310
E-Mail Training@Seafish.Co.UK

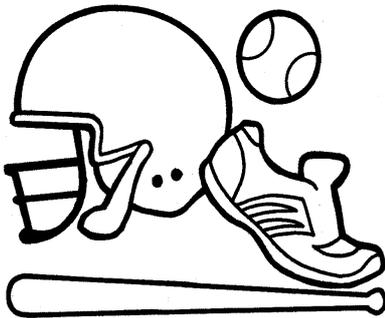
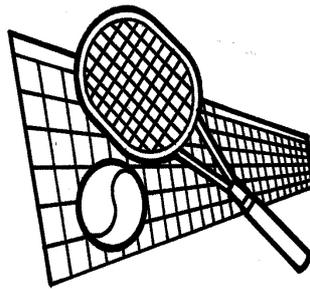
GLOSSARY OF TERMS

Activity	A way of applying principles, procedures and attitudes in a practical manner.
Competence	The ability to perform at work. It refers to areas such as personal effectiveness as well as the performance of actual tasks.
Demonstration	A method of showing and explaining a task or activity.
Exercise	A method of developing principles, procedures and attitudes in a simulated manner.
Instruction to group	A way of giving procedural information on a specific topic to a group of people.
SVQ or NVQ	Scottish or National Vocational Qualification.
Occupational Standard	The level to which a person should perform in the workplace. Standards are laid down by the Lead Body and not by individual professional associations or employers.
One-to-one instruction	A method whereby the trainer provides on-going instruction and advice on a task to an individual trainee.
Open and flexible learning	The term applied to methods of learning which allow the learner to take charge of the programme of study, working at a time, place and pace of their own choosing, rather than being bound by the requirements of a fixed syllabus or teaching timetable.
Presentation	A method of imparting knowledge, both verbal and written, in a structured manner.
Work project	The assignment of a task or duty requiring some personal initiative on the part of the trainee and used to develop skills in researching and applying workplace procedures and techniques.

Introduction to the Coaching Process

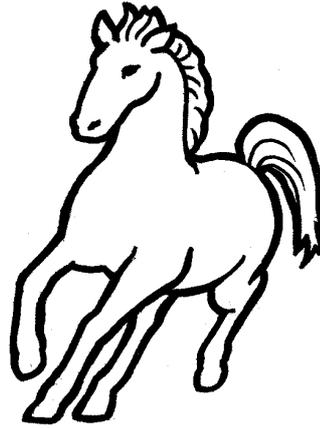
WHAT IS COACHING?

When people talk about coaching they often become confused as to what coaching is all about. In the context of training and development, coaching does not help you play golf or tennis any better!



Nor does it involve baseball hatted American Football coaches shouting from the touchline

Or even training a horse to carry out a series of moves in an equestrian event.



Coaching, in the context of training and development, is a form of training to develop the ability and experience of trainees by giving them systematically planned and progressively more 'stretching' tasks to perform, combined with continuous assessment and support.

Now try doing Activity 1A (below) which will help you to understand a bit more about other types of training.

ACTIVITY 1A

ACTIVITY 1A	OTHER TYPES OF TRAINING
-------------	-------------------------

Aims

To distinguish between the different types of training:

- On-the-job training
- Off-the-job training
- One-to-one instruction
- On-the-job instruction
- Providing support

Preparation

Select a new system or way of working, that you wish to introduce to your staff.

ACTIVITY 1A

For each type of training, try to identify how you would use each one to introduce all or part of, the new system or way of working. Write your examples against each type, which are listed below. To help you, the following definitions might be useful:

On-the-job training is normally carried out in the trainee's workplace and covers knowledge, skills and attitudes.

Off-the-job training takes place away from the trainee's workplace.

One-to-one instruction is helping a trainee to gain knowledge and skills

On-the-job instruction is normally used when the trainee is inexperienced or new to the task or job.

Providing support is not actually training as the role is more of a guide or counsellor.

USING OTHER TYPES OF TRAINING TO INTRODUCE A NEW SYSTEM

To help your thinking about the different types of training and their uses, the following example has been completed for you.

The example used is based around the introduction of a training programme for the single filleting of round fish. A full breakdown of all the different operations can be found in the section *Single Filleting of Round Fish*. (Use browse tab to find this section).

Training Method	Example of Use
On-the-job training	<i>I would use this method to train the staff in the practical skills required to single fillet round fish.</i>
Off-the-job training	<i>I would use this method to provide information, away from the workplace, on the different types of round fish and their characteristics.</i>
One-to-one instruction	<i>I would use this method to explain to individual staff the skills they require to single fillet round fish and then allow them to practice, whilst watching their efforts.</i>
On-the-job instruction	<i>I would use this method to introduce the staff to the practical skills required to single fillet round fish and allow them to do the very basic filleting activities.</i>
Providing support	<i>During their training, I would provide support to the staff by answering any questions they might have and advising them on techniques of effective filleting.</i>

REVIEW OF ACTIVITY 1A

- **On-the-job training**, which may include one-to-one instruction and coaching, is training that is normally carried out in the trainee's workplace and covers the knowledge, skills and attitudes appropriate to the correct performance of a task or job to a laid down standard. It may consist of the whole of a training programme or it may be part of a programme which includes off-the-job training.
- **Off-the-job training** is training which takes place away from the trainee's workplace. Usually, this form of training takes the form of short courses or day-release programmes, which are provided either by the company's training staff or by an external training organisation. Other types of off-the-job training include the use of Open and Flexible learning packages, computer-based training, etc.
- **One-to-one instruction** is helping a trainee to gain knowledge and skills so that they can perform a particular job or task to a laid down standard.
- **On-the-job instruction** is normally used when the trainee is inexperienced or new to the task or job. Coaching on the other hand, is about helping the trainee to extend, improve or develop already-acquired basic skills.
- **Providing support** is not actually training. The role is more of a guide or counsellor and involves providing support to trainees working on personal learning programmes by discussing their problems and progress and giving them encouragement. Also linked to the provision of support is mentoring which involves acting as a 'sounding board' and generally looking after the interests of trainees who have no direct contact with the trainer or other trainees.

Now try doing Activity 2A which will help you to understand a bit more about the benefits of training and how to carry out a systematic approach to it.

ACTIVITY 2A

ACTIVITY 2A THE BENEFITS OF TRAINING

Aims To explore the benefits of training and particularly the advantages of carrying out a systematic approach to it.

Preparation As this is linked to Activity 1A, think again about the new system or way of working, you want to introduce to your staff.

You may find it helpful to have some paper for making notes on, as well as your notes from Activity 1A handy.

ACTIVITY 2A

For each type of training identified in Activity 1A, evaluate their usefulness in terms of:

- What amount of time would be involved in the training.
- How the training could be organised around the trainee and their work circumstances to provide flexibility.
- How much would the training cost in direct terms, i.e. course and material fees and indirect terms, i.e. trainee's downtime, your time and the time of others involved in the training.
- How easily the trainee's training could be transferred to the actual job.

How easily the trainee's training could be transferred to the actual job. Having arrived at some conclusions, write in some of the benefits to you and your trainee against each method, which is listed below. Compare these with any previous training you may have personally undertaken.

THE BENEFITS OF TRAINING

Training Method	Benefits to you and your trainee
On-the-job training	
Off-the-job training	
One-to-one instruction	
On-the-job instruction	
Providing support	

REVIEW OF ACTIVITY 2A

Planned training results in benefits to the company and to those trainees who have been involved in the training programme. These potential benefits are:

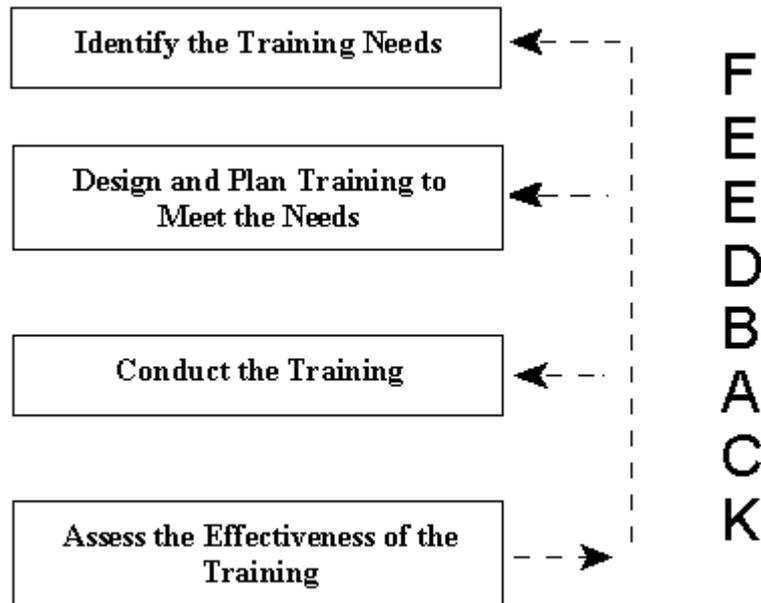
- **Time.** It is likely to take less time to train somebody in or near, their workplace than to send them on an external training course. Training courses often cover the 'need to know' and the 'nice to know' information, whereas on-the-job training can be tailored specifically to meet the particular needs and requirements of the trainee and the company.
- **Flexibility.** On-the-job training can be flexible by being 'fitted around' the trainee and the circumstances of their work.
- **Cost.** The overall cost of on-the-job training can be less than off-the-job training for two main reasons:
 - a) there may be less disruption to normal working;
 - b) carrying out one-to-one training is more effective.
- **Transfer.** It may be easier to transfer what a trainee has learned in the actual workplace as opposed to a simulated off-the-job environment. Furthermore, the delay in becoming competent caused by trying to apply off-the-job theories to actual conditions can be another reason for off-the-job training costs being higher than on-the-job training.

There is nothing complicated about approaching training systematically. It might be more sensible to describe it as a common sense or logical approach. For example, it would be difficult to coach a trainee if you had no idea of what they were doing wrong or accurately design a piece of training without identifying the standard against which the trainee would be assessed.

Now read a bit more about approaching training in a systematic manner below and try doing Activity 3A which will help you to understand a bit more about the connection between training and coaching.

A SYSTEMATIC APPROACH TO TRAINING

In carrying out a systematic approach to training, you are following what is often called “The Training Cycle”. This is described in the diagram below:



Each box represents a stage in the cycle and is defined as follows:

- **Training Needs** represent the gap between what the job demands and the trainee's current competence, i.e. the trainee's current level of knowledge, skills, attitudes and experience. It is important that this stage is carried out carefully, otherwise the trainee may become a victim of either too much or too little training. In both cases, unnecessary expense is the result. Too little training could leave the trainee incompetent and de-motivated and in need of further training, too much training could result in expectations on the part of the trainee that could not be met and which may lead to low morale.

- **Designing and planning the training** should not be rushed but carried out in a logical and well thought out manner. A considerable amount of time should be invested in deciding the outcome of the training, the training content, the structure of the training, the delivery methods to be used, the equipment and materials necessary to support the training and the manner of assessing the trainee's performance and evaluating the success of the training.

To do a thorough job, time must be devoted to both planning and preparing the training. A general 'rule of thumb' states that you should allow four times the duration of the training for planning and preparation, i.e. a 30 minute training session will probably take about 2 hours of planning and preparation time. This time will be recouped however, depending on the number of trainees you have.

- **Conducting the training** is perhaps the most familiar to you. However, there's more to it than just 'showing' and 'telling' as there are a number of skills you can use to assist the learning of the trainee.
- **Assessing the effectiveness** of the training is often poorly carried out, if at all. The purpose of this stage is to see whether the training has not only worked but also to identify any modifications and improvements that could be made to make the training more effective. Using the feedback loop, you can easily identify any problems or deficiencies in all the stages of 'The Training Cycle'. It also enables you to measure the level of cost of the training and its 'value-for-money'.

Now try doing activity 3A, below, which covers the connection between training and coaching.

ACTIVITY 3A

ACTIVITY 3A THE CONNECTION BETWEEN TRAINING AND COACHING

Aims To identify training methods that can be used in the workplace and their connection to the process of coaching.

Preparation As with the previous activities, think again about the new system or way of working, you want to introduce to your staff.

Concentrate only on the different ways that a trainee could learn to carry out the new system or way of working.

ACTIVITY 3A

The list below contains five different ways a trainee could learn skills, knowledge and competence in the workplace. Against each one, briefly describe what you would use each method for when training your trainee

TRAINING METHODS

Training Activities	Uses
Trial and Error	
Work Shadowing	
Demonstration and Instruction	
Open and Flexible learning	
Work-based projects	

REVIEW OF ACTIVITY 3A

There are a number of different ways a trainee can learn in the workplace. These include:

- **Trial and Error** - letting the trainee gain work experience at their own pace. However, with this method there are health and safety considerations to take into account.
- **Work Shadowing** - allowing the trainee to observe an experienced and competent operative carry out the work. This also gives the trainee an idea of the possible problems they may encounter. The value of work shadowing can be enhanced by:
 - the trainee carrying out the observation using a checklist or schedule;
 - the operative providing an explanation to the trainee on what they are doing and why.
- **Demonstration and Instruction** - this is the method closest to coaching and allows a trainee to see the job carried out, explained and then be able to practice carrying out the job under supervision.
- **Open and Flexible Learning** - this would not be appropriate to developing a practical competence, though it can be used for skill development in a less hazardous environment, especially where basic skills have already been developed. You could also use this method to develop the knowledge required by the trainee to carry out the job competently.
- **Work-based Projects** - helping the trainee to develop a further knowledge and understanding about the job by carrying out tasks that involve more than just 'doing' and include opportunities to apply what they have learned.

All of these methods can be used in a training programme to provide the necessary knowledge, skills, attitudes and experience to allow a trainee to become competent. However, the most effective method of delivering practical training in the workplace is coaching because it is about helping trainees to perform a task or job role to the laid down standard required for competent performance.

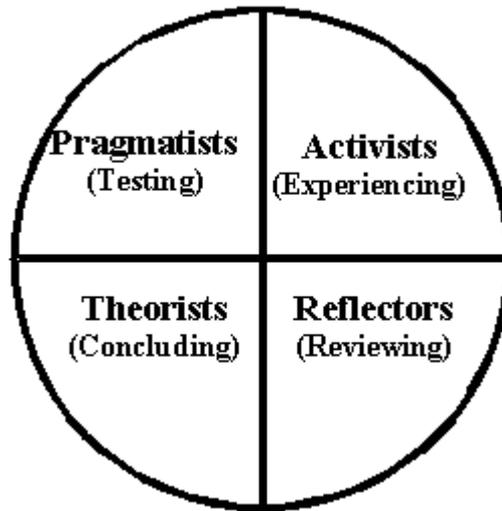
The process of coaching can be broken down into three stages:

- Preparation which involves preparing for the session and preparing the trainee for coaching.
- Demonstration which involves using a variety of coaching skills and techniques.
- Monitoring which involves checking the trainee's understanding and progress.

The following three pages cover some theories on how a trainee's individual learning style relates to your style of carrying out coaching. You will find this very useful when you sit down to plan how you will train your trainee.

HOW DOES A TRAINEE'S LEARNING STYLE RELATE TO THE STYLE OF YOUR COACHING?

The idea of a learning style refers to the fact that each individual trainee will be inclined to learn better from different activities and approaches. Some trainees like to learn by carrying out practical exercises and learning from their mistakes, others like to watch demonstrations and receive explanations first, before applying what they have seen and heard. In 1986, Honey and Mumford, identified four basic learning styles:



- **Activists.** These trainees enjoy 'having a go' and being 'thrown in at the deep end'. They like to solve problems and carry out practical tasks.
- **Reflectors.** These trainees like to stand back and think about the task. They tend to observe other people doing the task and discussing it with them and their colleagues. They enjoy reading books and listening to experts.
- **Theorists.** These trainees like to either 'draw up' their own theory, or take someone else's theory about a task. In deciding how to tackle a particular task, they will try to develop a model or staged approach to help them to carry out the task.
- **Pragmatists.** These trainees enjoy experimenting with a task and like to identify different opportunities to carry it out. They are usually full of bright ideas and like to run 'pilot' exercises or try out new ideas.

Recognising the preferred learning style of trainees can have implications on the kind of approach you adopt for their training. This is particularly the case with activists, who learn best from one-to-one instruction and pragmatists who prefer a coaching programme.

Activists seem to learn more easily when they can get involved immediately in short practical activities and when there are a variety of things to cope with. Activists do not learn well when they are required simply to observe and not be involved or have to listen to theoretical explanations. Highly-structured practice sessions, where a task is continually repeated, would not be liked by the activist.

The reverse is true for reflectors, who probably learn best when they are allowed to watch, observe or listen and then think over or review what has taken place. They would need to 'look before they leap' and be given plenty of time for preparation. Reflectors would not like being 'thrown in at the deep end'.

Pragmatists learn best through work-based assignments and job-related issues, They do not like hypothetical situations (unlike the theorists) and would find it difficult to learn if they were given activities that were not job-related.

Ideally, a trainee's learning style preference can be assessed in a reasonably objective way by means of a questionnaire prior to the beginning of a series of one-to-one or coaching sessions.

The information could be of benefit to you for the following reasons:

- it would help you to design sessions that fit in with the main learning style of the trainee;
- if the results of the questionnaire were 'fed back' to the trainee, it could help them to appreciate the difficulties they might experience with the training methods that, out of necessity, have to be used in their training;
- it would enable you to identify those trainees who may need special attention because their learning style contrasts greatly with the methods that the trainer needs to use;
- it could allow you to put into perspective the trainee's observations and comments about the training/coaching content and approach.

If you are interested in finding out more about learning styles and would like to find out your own particular style of learning, the work carried out by Peter Honey and Alan Mumford is the most authoritative. Their work can be found in the "Manual of Learning Styles", first published in 1986 and available from most bookshops.

The Coaching Process (Preparation)

HOW DO I START TO PREPARE FOR COACHING?

A useful starting point is to consider the following non-mathematical equation:

Who

Where

Why

+

=

How (to carry out the coaching)

When

What

By using this guide, it will help you pay attention to the relevant factors relating to coaching. These break down as follows:

- **Who** - the person to be coached.
- **Why** - the reasons for the trainee to be coached.
- **What** - the content of the coaching, what needs to be learned.
- **Where** - the location of the coaching and the equipment and facilities required.
- **When** - the time factors for preparation and for conducting the session or programme.

Starting your preparation involves finding out the answers to the above questions.

Activity 1B will start you thinking about the type of information you need from your trainee to help you plan the coaching.

ACTIVITY 1B

ACTIVITY 1B FINDING OUT TRAINEE INFORMATION

Aim To develop your ability to collect relevant information from a trainee which will help you to plan your approach to their coaching.

ACTIVITY 1B

Complete the following checklist on yourself. From the information received, what objective opinion can you form about the person to be coached and what potential problems can be seen.

Work history to date:

Time in current job:

Previous training undertaken:

Type (work returner, recently unemployed, etc. and character (lively, reserved, confident, etc.):

Special needs or requirements:

SUPPLEMENTARY ACTIVITY A : ISSING INFORMATION

Evaluate the information you have obtained from the checklist and see if you can identify any other relevant information that may be of help to you when planning the coaching. Write your thoughts in the space below

SUPPLEMENTARY ACTIVITY B : MEANS OF COLLECTING THE INFORMATION

Although you would usually obtain the information directly from the trainee through a guided discussion, think about what other sources could be used to obtain the information. Write you thoughts in the space below.

REVIEW OF ACTIVITY 1B

In order to accurately identify any possible coaching needs, the following information about the trainee would prove useful:

- their previous work history either within the company or prior to joining the company.
- their time in their current job and any progress they have made or when they are due to start their new duties.
- any previous training they have undertaken and when.
- the type of trainee - e.g. recent school leaver, returning to work after a career break, etc..
- the character of the trainee - e.g. lively, reserved, anxious, confident, etc.
- any special needs they might have - e.g. physical disabilities, literacy/numeracy problems, etc.

WHERE CAN I OBTAIN THIS INFORMATION?

- from the trainee, through an initial assessment and guided discussion.
- from the trainee's supervisor/line manager or from personnel and training records.

An example of a pro-forma for Initial Assessment can be found at Appendix 1.

Having covered the "who" the next step is to cover the "why". Activity 2B will help you to understand what kind of information a trainee wants from you about the coaching they will be undertaking.

ACTIVITY 2B

**ACTIVITY 2B
YOU**

WHAT INFORMATION THE TRAINEE EXPECTS FROM

Aim To identify the type of information a trainee might require about the coaching they will be undertaking.

ACTIVITY 2B

Try to remember being back at your senior school and about to start a new subject. Now write a list of questions or worries you might have about the new subject. Use the space below to record your ideas.

REVIEW OF ACTIVITY 2B

Hopefully, your teacher introduced the new subject in such a way as to allay any fears or questions you might have had. Similarly, it is important that you create a trainee's interest in learning because if they are interested in what they are doing, they will pay attention and hopefully, learn effectively. Creating a trainee's interest is often done by explaining the following details to them:

- what the aim of the coaching is and what it will cover.
- how the coaching will fit into the trainee's career or employment plan.
- what the value of the coaching will be to the department or section where the trainee works.
- any preparation work they may have to do prior to coaching.
- any additional work that may have to be done in the trainee's own time, such as reading.
- what will be expected in terms of improved performance or skills after the coaching.
- who they can turn to with any worries they may have about the coaching being undertaken.
- what support and monitoring will be available from their supervisor / line manager and yourself during their coaching.
- how the coaching will be evaluated following completion of the programme.

An example of a pro-forma for Creating Trainee Interest can be found at **Appendix 2**.

WHAT WILL THE COACHING CONSIST OF?

Although occupational standards of competence exist for most industries, they are not detailed enough to be used as a learning programme. They are however, very useful as a checklist for identifying what has to be learned and can be broken down into prepare, carry out and complete.

The starting point for most checklists is a listing of tasks and sub-tasks carried out by the job holder and arranged in the sequence in which they are performed. Even though the trainee may be able to undertake some of these activities already they should be included in the correct sequence and confirmed by you as the trainee progresses.

An example of this listing is to take the activity relating to single filleting of round fish. A checklist for coaching may look like this:

Single Filleting of Round Fish

- | | | |
|----|----------------------|--|
| 1. | Fish morphology: | external features, internal features. |
| 2. | Preparing to fillet: | equipment to be used, positioning of fish. |
| 3. | Carry out filleting: | use of knife, positioning of grip, removal of flesh. |
| 4. | Complete filleting: | trimming storing fillets, maintenance of knives. |

There is always more to learn about the job than just being able to perform a number of tasks. It is often the sort of information that an experienced operative knows without thinking. This can include knowledge of the reasons why something is carried out a certain way, the consequences of error, etc. The way to approach this is to ask the following question about each activity, "What knowledge is required to do the job properly?" An example of this, as part of 'carry out filleting':

<u>FILLETING OPERATION</u>	<u>KEY POINT/KNOWLEDGE</u>
Cut in semi-circular path from just behind the base of the pectoral fin to a point at the back of the head.	Knife follows the bone formation of the head as closely as possible in order to minimise waste.

The amount of detail within checklists depends upon the complexity of the task or the requirement for a procedure to be accurately followed. In the case of single filleting of round fish, the checklist for trimming could be expanded as follows:

<u>FILLETING TASK</u>	<u>PERMANENT STANDARD</u>	<u>ASSOCIATED KNOWLEDGE</u>
Trim as required, to remove ragged edges, belly lining, blood spots or stray bones	<p>Not to cut away any flesh when trimming.</p> <p>Removal of all ragged edges, belly lining, blood spots or stray bones.</p> <p>Work in a safe manner.</p>	<p>Yield reduction caused by excess trimming.</p> <p>Belly lining can be peeled away by finger and thumb.</p> <p>Fillet quality is greatly reduced by ragged edges, belly lining, blood spots or stray bones.</p>

As well as preparing a coaching checklist, it is also important to develop a series of questions to check that the trainees knowledge base is sound. Before allowing a trainee to fillet therefore, you would need to confirm that they know which knife to use, expected yields, methods of handling the fish, etc. This can be achieved by asking a series of questions, which usually start with the words 'state', 'list', 'describe', 'explain', etc. Examples could include:

- State the effects of using a blunt knife to fillet.
- List the types of knives used to fillet round fish.
- Describe how jagged edges, belly lining, blood spots or stray bones can affect the quality of the fillet.
- Explain how you should minimise waste when filleting.

Having covered the "who", the "why" and some of the "what", it is important at this stage that you understand the benefits of stating learning objectives for your coaching sessions and then matching coaching methods to your objectives. Activities 3B and 4B will help you to understand a bit more about this.

ACTIVITY 3B

ACTIVITY 3B WRITING LEARNING OBJECTIVES

Aim To identify the content of learning objectives and practise writing them.

ACTIVITY 3B

Look at the **Single Filleting of Round Fish** checklist at the start of this section and write in the space below, two statements which describe what you want the trainee to be able to do. These statements will form the learning objectives.

To help you, the first part of the statement has been provided

On completion of the task, the trainee should be able to:

1

2

REVIEW OF ACTIVITY 3B

It is very rare for a trainee to achieve something unless you can effectively plan and direct your efforts towards that end. The most common method of doing this is to set training or learning objectives to reflect the intended outcome of the coaching, i.e. what you want the trainee to be able to do at the end of the coaching. These objectives usually consist of three basic elements:

- The terminal behaviour - what the trainee will be able to do at the end of the session, such as 'single fillet a round fish'.
- The conditions - limitations under which the trainee has to work, such as 'whilst conforming to standards of health, safety and hygiene'.
- The standards - the level of competence required, such as 'more than 50% yield within an acceptable time limit'.

When setting objectives, it is helpful to remember to produce SMART objectives, i.e.

Specific

Measurable

Attainable

Realistic

Timed

Now try supplementary activity A, below, which should help you to see what a learning objective looks like.

SUPPLEMENTARY ACTIVITY A : WRITING PRACTICE

Having read the review of activity 3B, above, complete the learning objective for a coaching session on filleting fish. If you are really stuck, the answer is below.

On completion of the task, the trainee should be able to ...

ANSWER TO SUPPLEMENTARY ACTIVITY A

'At the end of this session the trainee will be able to single fillet a round fish using the appropriate knife whilst conforming to standards of health, safety and hygiene to produce an edible fish yield of more than 50% within an acceptable time limit'.

(Individual organisations will replace 'appropriate' and 'acceptable' with their own standards).

Hopefully, you now have some more understanding of learning objectives. Activity 4B will take this understanding and allow you to explore some of the principles behind the selection of different learning activities.

ACTIVITY 4B

ACTIVITY 4B MATCHING COACHING METHODS TO OBJECTIVES

Aim To identify principles for deciding which type of coaching method will meet the objectives of your session most effectively.

ACTIVITY 4B

Choose from the following list of options below, the method(s) which would seem most appropriate for each of the coaching sessions described below.

Write the method(s) against the appropriate session (below) in the space provided.

- **Exercise** - method of developing principles, procedures and attitudes in a simulated manner.
- **Activity** - way of applying principles, procedures and attitudes in a practical manner.
- **Presentation** - way of imparting knowledge, both verbal and written, in a structured manner.
- **Demonstration** - showing and explaining a task or activity.
- **Instruction to group** - giving procedural information on a specific topic to a group of people.
- **One-to-one coaching** - to provide on-going individual instruction and advice on a task.

MATCHING METHODS TO OBJECTIVES

Session		Recommended Option
1.	A factory supervisor learning how to complete company QA documentation	
2.	A police driver learning how to pursue a suspect car, with minimum risk.	
3.	A group of trainee filleters learning the main types of cuts.	
4.	A maintenance engineer learning how to repair a newly installed machine.	
5.	Health Service middle managers learning about new funding arrangements.	
6.	A group of police constables learning how to deal with ethnic minorities.	
7.	A group of trainees learning how to operate a bandsaw.	
8.	A group of GCSE English candidates studying grammatical rules.	
9.	Introducing a factory supervisor to the Assessor Award units.	

REVIEW OF ACTIVITY 4B

Each of the methods is suited to different purposes and it is an important skill to be able to choose the appropriate method for a given objective. There is no one right method for the various situations but a number of factors need to be taken into account when making the choice. Some of these are highlighted.

The location of the coaching session will depend upon the type of coaching taking place and whether it is being carried out on or off-the-job. If the coaching taking place is away from the workplace, i.e. off-the-job, a 'quiet' room should be used. This could range from using a designated training room to using someone's office when they are out.

If the coaching being undertaken is in the workplace, i.e. on-the-job, you should ensure that the environment is as conducive as possible for learning to take place. This involves try to avoid a noisy environment or one with constant outside interference. It is also useful if a quiet space could be found nearby so that the trainee could be taken to one side when detailed or complex matters have to be explained, or feedback on their performance given.

Regardless of where the coaching takes place, it is vital that all the necessary equipment and materials are to hand and in good working order. It may help you to prepare a detailed list of all that is required and ensure that it is available when the coaching begins.

It is possible that you may need to adapt or modify your coaching content and method of delivery to meet particular trainees' special needs.

An example of a pro-forma for a coaching session can be found at Appendix 3.

WHEN SHOULD THE COACHING TAKE PLACE?

This question relates to all **time factors** which affect the coaching, such as the date the coaching will begin, the period over which the coaching will take place and how the coaching time will be allocated.

The start time for coaching needs to be established because as previously explained, there is a considerable amount of preparation to be done prior to the coaching sessions. As you become more experienced, the preparation time will become a lot less.

The period over which the coaching will take place also needs to be thought about. The time involved in coaching will have to be balanced against the production time lost through coaching. There is no definitive answer, however, when preparing your learning objectives, it may be helpful to be realistic about the time required for the trainee to achieve competence.

Finally, the time allocation of the coaching needs to be considered. It may be that a block of weeks or a specific number of days (or half-days) are allocated for coaching. Alternatively, certain tasks may only be done on certain days at certain times, therefore, careful planning may need to be carried out to match the task to the coaching requirement.

You should now have a bit more understanding of the preparation needed to carry out coaching.

The next section looks at the practical application of your preparation.

The Coaching Process (Demonstration)

HOW DO I PREPARE THE TRAINEE FOR LEARNING?

Before beginning the coaching, you need to put your trainee in the right frame of mind for the learning to take place. This involves using some of the information recorded on the 'pro-forma for Creating Trainee Interest'. To put your trainee at ease, establish a rapport and create an incentive to learn by explaining what the coaching will consist of, the value of the coaching to the trainee and asking the trainee if they have any special requirements or needs.

LISTENING - AN ESSENTIAL COMMUNICATION SKILL

"The opposite of speaking is not listening. The opposite of speaking is waiting!"

This saying make sound like a joke, but it has an uncomfortable amount of truth in it. Most of us like the sound of our own voices and we have to consciously make an effort to really listen.

Listening is an essential element in the art of good coaching. It involves concentrating on the trainee and then making a suitable response. You need to listen so that you hear what the trainee is really telling you. You should not just be waiting for a chance to have your own say.

Part of being a good listener is being able to judge whether the speaker wants you to respond verbally. There are other ways of giving encouragement.

LISTENING TECHNIQUES

Certain responses from you will aid communication by making the trainee feel that they are being understood. You will not find it hard to recognise any of them. The real problem is in using them effectively with trainees. This requires practice and patience.

Now try doing Activity 1C (below) which sets out some key listening techniques, the purpose of each and how to use them.

ACTIVITY 1C

ACTIVITY 1C LISTENING TECHNIQUES

Aim To develop your understanding of different listening techniques and some of their uses when preparing a trainee for coaching.

ACTIVITY 1C

On the checklist below, list as many examples of listening techniques as you can find.

You could also use the checklist to analyse a television interview with a politician. See how both sides behave and whether they ever employ anti-listening techniques!

CHECKLIST FOR LISTENING TECHNIQUES

TYPES	PURPOSE	EXAMPLES
1. Clarifying	to get at additional facts to help explore all sides of a problem	
2. Restatement	to check meaning to show you are listening and understanding	
3. Neutral	to show you are listening and interested to encourage the trainee/ speaker to carry on talking	
4. Reflective	to show you understand the trainee/speaker's feelings	
5. Summarising	to bring the discussion into focus to serve as a springboard for further discussion	

REVIEW OF ACTIVITY 1C

TYPES	PURPOSE	EXAMPLES
1. Clarifying	to get at additional facts to help explore all sides of a problem	'Can you explain?'
2. Restatement	to check meaning to show you are listening and understanding	'As I understand it...?' 'This is what you are going to do, and the reasons are....?'
3. Neutral	to show you are listening and interested to encourage the trainee/speaker to carry on talking	'As I understand it...?' 'Uh-huh'. 'Yes'
4. Reflective	to show you understand the trainee/speaker's feelings	'You feel that...' 'You felt unfairly treated'.
5. Summarising	to bring the discussion into focus to serve as a springboard for further discussion	'This is what you have said...' 'If I understand how you feel, it's that....'

Now that you have looked at some listening techniques and their uses, try to do Activity 2C which gives you the opportunity to think about what a good listener does and what they should not do.

ACTIVITY 2C

ACTIVITY 2C THE EFFECTIVE LISTENER

Aim To develop your understanding of what a good listener should and should not do.

ACTIVITY 2C

List as many things as you can think of that might accurately complete the following two sentences.

Use the space below to record your thoughts.

A good listener does . . .

A good listener does not . . .

REVIEW OF ACTIVITY 2C

A good listener does . . .

- choose surroundings where the trainee feels comfortable.
- makes supportive eye contact (not too intense).
- use encouraging body language.
- shows interest.
- repeat key words.
- ask open-ended questions.
- make sure that uncertainties and inaccuracies are cleared up.
- repeat the trainee's views to help clarify them.
- notice differences between the trainee's verbal and non-verbal messages.
- make sure that the trainee has a chance to speak as much as required.

A good listener does not . . .

- appear bored, impatient or hostile.
- talk down to others.
- disbelieve, make light of, or laugh at.
- jump to conclusions before the trainee has finished.
- pass judgement.
- talk too much.
- make distracting gestures.
- interrupt.
- fill a silence too quickly.
- ask lots of questions when the trainee is thinking about what to say next.
- seem to favour one or two members of a group or take sides with the group against an individual member.

WHAT SORT OF QUESTIONS COULD I ASK TO HELP PUT THE TRAINEE AT EASE AND ESTABLISH SOME RAPPORT?

Areas of information about the trainee you may find useful to ask include the following:

- Has the trainee just come from a busy and demanding job?
- Has the trainee been under stress or encountered any problems in their work, prior to the coaching, which may cause them concern?
- Has the trainee had to travel to attend this session and if so, what was the journey like?
- Has the trainee had a break before beginning the coaching?
- Does the trainee need the toilet and/or refreshments and do they know where those facilities are?

HOW DO I PREPARE MYSELF TO CONDUCT THE COACHING?

It is just as important for you to be ready to conduct a coaching session as it is for the trainee to be ready to receive the learning. It has been found that trainers who are also involved in day-to-day operational work, sometimes feel that having to fit in a coaching session for someone else is at least an interruption or at worst, an imposition. The result of this can be a hasty and incomplete session, lack of attention to the trainee's needs and possible impatience and anger if the trainee is slow to learn. Your readiness, therefore, is a key factor and it may help to consider the following factors:

- Have I reached a point in my own work where I can run a coaching session without worrying about something that is outstanding?
- Do I feel enthusiastic about the coaching or do I need to have a short break, calm down, catch my breath, have a drink, etc.?
- Would it help if I freshened up a bit?
- Do I look neat and tidy or am I dressed properly (personal protective clothing, etc.) and do I look like the experienced worker that I should be?
- Has everyone been told that I am running a coaching session?
- Do relevant members of staff know when I shall be available before and after the session?
- Have I made clear the circumstances in which it is appropriate to interrupt?
- Does everyone know the importance of the coaching sessions?

Having now thought about the ways and means of preparing both you and the trainee for the coaching session, the next step is to look at how to introduce a coaching session.

Try doing Activity 3C (below), as it will give you some ideas on what needs to be covered in the introduction.

ACTIVITY 3C

ACTIVITY 3C INTRODUCING THE COACHING SESSION

Aim To develop your understanding of what needs to be included when introducing a coaching session.

ACTIVITY 3C

Under the following headings, write a brief sentence stating what benefits if any, you see of including these when introducing a coaching session.

- Revision/review of previous learning
- The topic to be coached
- Establishing trainee's existing level of skill and knowledge
- The context of the session
- The objective of the session
- Motivating the trainee to learn
- Structure and timing of the session
- The ground rules
- Explaining any jargon or technical language
- Showing a finished article or outcome

REVIEW OF ACTIVITY 3C

- **Revision/review** can be used to focus the trainee on what has been previously learned. This could be a summary of what had been covered, the key points that were learned or the identified weaknesses that required further practice.
- **The topic** needs to be stated, so that the trainee can concentrate and focus attention of the new tasks.
- **Establish trainee's existing level of knowledge and skill** in order to establish a starting point for the session and to save time if the trainee can already carry out parts of the task. Initially, the level can be ascertained by questioning the trainee to confirm their level. If it appears that they have the necessary skills and knowledge to do the task, confirm their competence by allowing them to carry out the task and by asking questions to test their underpinning knowledge.
- **The context** of the session may have to be explained as not every session follows on naturally from the previous one and it is sometimes difficult to see how the session fits into the overall job. By linking the content of the previous session to the current session and to the session that is to follow, you will hopefully show the trainee the relevance of the topic.
- **The objective** of the session and the means of confirming the trainee's competence need to be clear to both you and the trainee.

- Motivating the trainee to learn is often the most difficult part of the coaching process. Usually, the subject matter itself is enough to motivate however, on occasions incentives need to be offered. These may include explaining that:
 - work will be easier or done more quickly.
 - carrying out the task could provide evidence towards the achievement of a vocational qualification such as the Food and Drink Manufacturing Operations SVQ or NVQ.
 - the skill gained can be used in other contexts.
 - appreciation will be shown by other staff and customers.
 - there may be cash or promotional incentives available.

If the task itself is part of a job that no-one is keen on doing, there is little point in trying to convince the trainee that it is a most exciting task. If you try to do this, it could lead to your credibility as a trainer being called into question. Be honest about the tediousness of a job, but also tell them why the task has to be carried out and what might happen if the task was not carried out correctly.

Interest is essential for attention and attention is essential for learning and memorising facts and information, i.e.

INTEREST + ATTENTION = LEARNING

Interest in learning can be created by:

- giving the trainee realistic but stretching tasks.
- offering variety.
- giving responsibility.
- making the learning enjoyable.

- **Structure and timing** needs to be explained to the trainee with regard to how the session will be presented and how much time will be spent on the different parts of the coaching. This is usually the best time to state what you will be doing, explaining and demonstrating, what the trainee will be expected to do and any details of the testing or assessment to be carried out. This will help prepare the trainee and make them feel more comfortable about the session.
- **Ground rules** with regard to the observation of safety rules and procedures need to be emphasised to the trainee at the outset. Other ground rules might include telling the trainee when they can ask questions and any other procedures that need following.
- **Jargon and technical language** that may be used during the coaching needs explaining to the trainee, prior to the session. The trainee also needs to be made aware that they should ask you about any term they may not be familiar with.
- **Showing a finished article or outcome**, if appropriate, will help the trainee to understand what they are being asked to achieve by the end of the coaching.

Having now thought about the ways and means of preparing and introducing the coaching session, the next step is to carry out the demonstration.

Try doing Activity 4C as it will give you some ideas on what needs to be covered during the demonstration of a task.

ACTIVITY 4C

ACTIVITY 4C DEMONSTRATING THE TASK

Aim To develop your understanding of what needs to be included when demonstrating a task as part of a coaching session

ACTIVITY 4C

The way in which you apply different techniques and methods of learning is likely to vary depending on whether the task being coached is manual (e.g. how to fillet, how to lift correctly, etc.), or procedural (e.g. fault finding, form filling, etc.). Regardless of the task however, there are several general features of a good demonstration.

Under the following headings, write a brief sentence stating what the benefits are of including these features in a demonstration.

- Positioning of the trainee
- Relating words to action
- Stressing key points
- Avoiding irrelevances/backtracking
- Stressing Health and Safety factors
- Pacing information to meet the trainee's need

REVIEW OF ACTIVITY 4C

- **Positioning of the trainee** - in a number of tasks your body or hands may obscure the vision of the trainee. It is important that the trainee is positioned correctly, with a clear view of the task. It is also important to:
 - avoid mirror imaging.
 - ensure you check right/left handedness.
 - check the height of any equipment you might be using.
- **Relating words to actions** - the trainee may have difficulty relating your words to your past actions, therefore you will need to:
 - match words to actions.
 - speak clearly and audibly.
 - vary tone and pitch of voice.
 - avoid verbal/non verbal distractions.
 - use level of language appropriate to the trainee.
 - listen.
 - moderate language in response to listener's special needs.
- **Stressing key points** - key points are critical to the correct performance of the task. Key points relate to factors which can affect quality, quantity, safety or speed of working. Methods of stressing key points include:
 - inflection in the voice.

- repetition.
- giving reasons for actions.
- using memory aids, such as information sheets, diagrams, etc.
- **Avoiding irrelevances/backtracking** - you must make the distinction between backtracking (going over old ground and wasting time) and recapping (emphasising/stressing key factors). Backtracking can be minimised by the use of a session plan, coaching aids, etc.
- **Stressing Health and Safety factors** - when identifying key points or essential information to be passed on to the trainee, it is important that all potential Health and Safety factors are included.
- **Pacing information to meet the trainee's need** - not everyone absorbs information at the same speed so it is important to ensure that:
 - the instruction is presented in easy stages.
 - frequent breaks are introduced.
 - as many of the trainee's senses are appealed to as possible.
 - the trainee's understanding is constantly checked.

The next few pages contain useful information on demonstrating both manual and procedural tasks.

WHAT IS THE DIFFERENCE BETWEEN DEMONSTRATING A MANUAL AND PROCEDURAL TASK?

Some features of demonstration are more specific to learning manual tasks, these include the use of senses, rhythms, work pieces and examples.

Senses can be used to help the trainee to experience the standard that must be achieved, for example, the texture of a mixture, the taste of a product as different ingredients are added, the sound of a piece of equipment, the weight of materials, accuracy of measuring instruments, the temperature of raw materials.

Some manual jobs have a rhythm to them, for example, the style of filleting - first one side, then the other, skinning fish, adding ingredients, etc. These rhythms are usually picked up by the trainee when personally doing the job, as opposed to being taught.

Many manual tasks result in some visible outcome or end product and the use of work pieces and examples can be useful in allowing the trainee to see what they have to produce, for example, seeing a correctly v or j-cut fillet.

Learning a procedure involves acquiring an understanding of the sequence of steps that make up a particular task, together with the knowledge and mental or physical skill associated with each step. Procedural tasks can include such activities as inspections, fault finding, maintenance, form filling, inputting data into a computer.

As procedural tasks require a greater step-by-step approach, some different demonstration techniques are needed. One such technique involves coaching the trainee to learn fixed-order sequences, from which no deviation is permitted, for example, the sequence of steps in replacing a worn out piece of equipment or inputting data on to a spreadsheet. Learning procedures therefore, involves you demonstrating the whole task, explaining as you go along any appropriate points of importance and then going through the task again but encouraging the trainee to talk through or explain what actions are required at each step.

With both types of tasks, there is usually a need for a number of facts or stages, that need committing to memory. One method is to make the relevant information fit a 'mnemonic', the initial letter of each activity or fact is used to form a familiar word or phrase which can act as a memory jogger. For example '**INTRO**' could be used to remind you of the key elements of an introduction to training session:

Interest

Need

Title

Revision

Objectives

Another 'mnemonic' has already been discussed in the section dealing with preparation - '**SMART objectives**'.

A further technique to help the trainee retain memory is to provide handouts or visual aids of the task, which will form a permanent reminder to the trainee until such time that they no longer need them.

You should now have a bit more understanding of how to demonstrate a task as part of a coaching session.

The next section looks at how you monitor your trainee's progress towards competence.

The Coaching Process (Monitoring)

WHAT IS INVOLVED IN THE PROCESS OF MONITORING?

Having demonstrated the task to the trainee, you now have to monitor the trainee doing the task. There are three aspects to the monitoring process:

- Encouraging the trainee to attempt the task.
- Encouraging the trainee to locate mistakes, if considerations of safety and/or cost allow you to do so.
- Giving the trainee constructive feedback on their performance during the task.

WHY IS IT IMPORTANT TO MONITOR THE TRAINEE AFTER DEMONSTRATING?

Having carried out a demonstration of the task, you now have to watch, question and listen to the trainee carrying out the task in order to:

- prevent bad/unsafe habits forming.
- check the trainee's understanding of the demonstration.
- check the trainee's retention and understanding of related knowledge.

Now try Activity 1D and Activity 2D which will help you understand a bit more about some of the factors that need considering when observing a trainee's progress.

ACTIVITY 1D

ACTIVITY 1D BEING OBSERVED

Aim To develop your understanding about some of the factors that need considering when observing a trainee's progress.

ACTIVITY 1D

Think of two occasions in your past when you were observed by a trainer, carrying out a task and you felt under pressure.

Write down in the chart below:

1. your feelings as you remember them.
2. what your trainer might have done to lessen your stress.

OCCASION 1

OCCASION 2

How I Felt

How I Felt

My stress could have been lessened by:

My stress could have been lessened by:

REVIEW OF ACTIVITY 1D

There are a number of ways that you can lessen the pressure on your trainee. These include:

- putting the trainee at ease by maintaining a supportive attitude throughout the process.
- checking the trainee's understanding of the standards of performance against which they are being monitored.
- checking their understanding of the coaching process.
- discussing with them any special requirements they may have.
- respecting their right to disagree with what the trainer proposes and explaining the options open to them.

Should a trainee disagree, the options may be:

- further discussion with the trainer.
- postponement of the monitoring.
- seeking another trainer.
- referring the trainee to a third party for advice.

Now try Activity 2D which covers some other issues around observing a trainee.

ACTIVITY 2D

ACTIVITY 2D MONITORING PROGRESS BY OBSERVATION

Aim To develop your understanding about some of the factors that need considering when observing a trainee's progress.

ACTIVITY 2D

Consider the following issues related to good practice in monitoring a trainee's progress and write your conclusions in the space provided below.

How would you ensure that:

you monitor only the stated standards of performance?

your presence as an observer does not disadvantage your trainee?

your presence does not disturb the activities of others who are not taking part in the session?

REVIEW OF ACTIVITY 2D

You have probably identified the following good practice points for the first question:

- a checklist based on the standards of performance being monitored is used.
- trainee's readiness for being monitored is checked.

For the second question, you might have included:

- trainee is put at ease and briefed about the monitoring procedure.
- remain as unobtrusive as possible throughout the observation.
- you do not help or hinder the trainee in any way.

For the third question, you might have thought of:

- consulting others who may be affected by the observation and securing their agreement.

APART FROM OBSERVING THE TRAINEE, HOW ELSE CAN I MONITOR THE TRAINEE'S PERFORMANCE?

- **Analysing any errors** that the trainee makes to see if the cause can be attributed to anything that may have been misunderstood or not seen clearly and decide how the problem can best be put right.
- **Intervening, when necessary**, to help the trainee to complete the task effectively. There are a number of occasions when intervention may become necessary. These include:
 - cueing the trainee when something is about to happen (e.g. shortage of raw material).
 - prompting or reminding the trainee to do something (e.g. using the correct knife).
 - stopping the trainee when danger is imminent (e.g. un-guarded machinery).
 - preventing the trainee doing something which would mean them starting all over again (e.g. mixing the wrong ingredients).

The alternative to intervention is to allow the trainee to make an error from which a lesson could be learned. There is nothing wrong with allowing trainees to learn from their mistakes as long as these errors are neither dangerous nor potentially costly.

- **Encouraging the trainee** with the occasional word of praise or confirmation that the trainee is making satisfactory or good progress. This can be a strong motivator and can spur a trainee on to greater efforts.

Now try doing Activity 3D, which looks at some of the features of constructive and non-constructive feedback

ACTIVITY 3D

ACTIVITY 3D CONSTRUCTIVE FEEDBACK

Aim To develop your understanding about some of the features of constructive and non-constructive feedback.

ACTIVITY 3D

Think of two occasions in your past when you have received feedback from someone else. This could have been formal or informal and not necessarily related to education or training. Write down on the chart below, the actual words used as you remember them.

Try to identify whether you felt the feedback was constructive or non-constructive.

OCCASION 1	OCCASION 2
CONSTRUCTIVE OR NON-CONSTRUCTIVE	CONSTRUCTIVE OR NON-CONSTRUCTIVE

REVIEW OF ACTIVITY 3D

You will probably have identified a number of aspects of the feedback you received which determined whether it was constructive or non-constructive. A trainee's performance will only continue to improve if they are allowed to practise the task and be told how well they are performing.

Feedback is a way of learning more about ourselves and the effect our behaviour has on others. Constructive feedback increases self-awareness, offers options and encourages development so it can be important to learn not only how to give it, but also how to receive it. Constructive feedback does not mean only positive feedback because negative feedback, given skilfully, can be very important and useful. Destructive feedback is feedback which has been given in an unskilled manner which leaves the trainee simply feeling bad with seemingly nothing on which to build or options for using the learning. Generally, constructive feedback has the following seven factors:

- **Start with the positive** - most people need encouragement and to be told when they are doing something well. When offering feedback, it can really help the trainee to hear first what they have done well in, e.g. "I really liked how you positioned the knife to maximise the yield!" As our culture tends to emphasise the negative, the focus tends to be on mistakes more often than strengths. In a rush to criticise a trainee, you may overlook something that you liked.

Finally, if you highlight the positive performance first, any negative comments are more likely to be listened to, and acted upon, i.e. you remember best what you heard last!
- **Be specific** - try to avoid using general comments which are not very useful when it comes to developing skills. Statements such as "You were brilliant!", or "It was awful" may be pleasant or dreadful to hear, but they do not give enough detail to be useful sources of learning.

Try to pin-point what the person did which led you to use the label "brilliant!" or "awful", e.g. "The way in which you held the fish as you turned it over was exactly right", or "Leaving that amount of flesh still on the bone was caused by using a blunt knife". Specific feedback gives more opportunity for learning.

- **Refer to behaviour that can be changed** - it is not likely to be helpful to give a trainee feedback about something over which they have no choice, e.g. "I really don't like your face/height, etc." is not offering information about which the trainee can do very much. On the other hand if the trainee was told "Think more about your attitude" or "It would help other trainees if you co-operated a bit more," it might give the trainee something on which to work.
- **Offer alternatives** - if you do offer negative feedback, then do not simply criticise but suggest what the person could have done differently. Turn the negative into a positive suggestion, e.g. "Although you stored the raw materials in the wrong place, I think if you had looked at the floor plan more closely you would have seen the correct location for it".
- **Be descriptive rather than evaluative** - Tell the trainee exactly what you saw or heard and the effect it had on you, rather than merely something that was 'good', 'bad', etc. For example, "Your request to the supervisor for more raw material really made me feel that you were worried about running out" is likely to be more useful than "That was good!"
- **Own the feedback** - it can be easy to say to the trainee, "You are", suggesting that you are offering a universally agreed opinion about the trainee. In fact, all we are entitled to give is our own experience of that person at a particular time. It is also important that you take responsibility for the feedback you are offering. Beginning the feedback with "I" or "In my opinion" is a way of avoiding the impression of being the giver of 'generalised judgements' about the trainee.

- **Leave the trainee with a choice** - feedback which demands change, or is imposed heavily on the trainee may invite resistance and it is not consistent with a belief in each of us being personally autonomous. It does not involve telling a trainee how they must be to suit us. Skilled feedback offers trainees information about themselves in a way which leaves them with a choice about whether to act on it or not. It can help to examine the consequences of any decision to change, or not to change, but does not involve prescribing change.

Now try doing Activity 4D, which will enable you to evaluate feedback and if necessary, suggest constructive alternatives.

ACTIVITY 4D

ACTIVITY 4D EVALUATING FEEDBACK

Aim To develop your understanding about some of the features of constructive and non-constructive feedback.

ACTIVITY 4D

For each example of feedback below, state whether you felt it was constructive, unhelpful or non-constructive.

Where you feel it is unhelpful or non-constructive, try to suggest an alternative which is constructive.

Feedback Given	Type of Feedback	Alternative suggested
That's not right, you're getting to be lazy again, aren't you?		
Everything is wrong, you'll have to start again.		
You pin-boned and skinned that fish really well. Well done!		
I didn't like the way you held that knife, it looked awkward.		

REVIEW OF ACTIVITY 4D

Although there are no correct answers to this activity, only suggested alternatives, you must always bear in mind the following seven features when giving feedback:

- 1 Start with the positive.
- 2 Be specific.
- 3 Offer alternatives.
- 4 Encourage the trainee to be involved in the feedback.
- 5 Own the feedback.
- 6 Adapt to the trainee's needs and level of competence.
- 7 Leave the trainee with a choice.

Feedback Given	Type of Feedback	Alternative suggested
That's not right. You're getting to be lazy again, aren't you.	Unhelpful	Although you have completed the task correctly, I felt that the short-cuts you took may have affected the final product. How should you have done it?
Everything is wrong, you'll have to start again.	Non-constructive	You have tried very hard to complete the task but you seem to have misunderstood what was required. Exactly where did you have a problem?
You pin-boned and skinned that fish really well. Well done!	Unhelpful	You have successfully met the required standards for pin-boning and skinning that fish. This has resulted in a competent performance, well done!
I didn't like the way you held that knife, it looked awkward.	Non-constructive	You may find that it is difficult to cut accurately holding the knife like that. I think you will find it much easier to cut accurately if you hold the knife in the manner shown in the picture.

HOW DO I CONSOLIDATE THE TRAINEE'S LEARNING?

It is just as important to consolidate or conclude a coaching session as it is to introduce it properly. Many a good coaching session has been introduced perfectly but tended to fall flat or drift away at the end. Each individual coaching session needs to be neatly rounded off, in order that both you and the trainee feel comfortable with what you have done. As with other elements of the coaching process, there are certain points to a good consolidation of a coaching session.

- **Providing a final summary** draws everything together that has been said and done by both you and the trainee. During the summary it is often useful to highlight questions the trainee may have asked, difficulties that might have been met and to re-emphasise critical points that could result in serious consequences if not carried out correctly.
- **Measuring the trainee's level of achievement** against the targets or outcome they have been set, will give the trainee some sense of fulfilment. It is important to re-state what the objectives were and to either tell the trainee whether they have achieved them or to ask the trainee if they feel that they have achieved the targets.

When objectives have not been met, you need to provide the trainee with constructive feedback and plan a way to move forward. This might involve some remedial work, further practice or in some extreme cases, discontinuing the coaching.

- **Reinforcing the motivational message**, which was given at the outset of the coaching, is a useful method of enabling the trainee to develop a positive attitude to learning the task, especially if the value and importance of the task has been stressed as well as the consequences of any errors.

- Looking forward to what is going to be learned next not only keeps the sessions in context but provides a little more motivation.
- Not introducing new material is very important at the consolidation stage, as consolidation draws together the threads of what has been done. Although it might be tempting to provide a preview of a further session, there is a danger in focusing the trainee's attention away from the session which has just been completed.

You should now have a bit more understanding of the full coaching process and some ideas of how to carry it out in your workplace.

WHAT NEXT?

- Understand and familiarise yourself with the Industry Occupational Standards for those working in the Sea fish industry.
- Identify those, or further, activities as advised within the manual.
- Carry out the activities.
- Evaluate your performance and understanding of the coaching practice.

If you would like to go further and gain the nationally recognised **Training and Development Lead Body** (TDLB) qualification for Coaching or another training qualification you need to contact:

Seafish Training, Sea Fish Industry Authority,
Seafish House, St. Andrews Dock,
Hull HU3 4QE Tel: 01482 327837

who will provide you with further information.

The Coaching Process (Appendices)

EXAMPLE OF A PRO FORMA FOR INITIAL ASSESSMENT

Name of trainee:..... Date of birth:.....

Work history to date:

Time in current job:..... Date due to take up new duties:.....

Previous training undertaken:

Type and character of trainee:

Special needs or requirements:

EXAMPLE OF PRO FORMA FOR CREATING TRAINEE INTEREST

Name of trainee Subject being covered

What is the aim of the coaching and what it will cover:

How will the coaching fit into their career or employment plan.

What will the value of the coaching be to the department or section where they currently work:

What preparation work might they have to do, prior to coaching:

Additional work that may have to be done in the trainee's own time, such as reading:

What will be expected in terms of improved performance or additional skills after the coaching:

Who they can turn to with any worries they may have about the coaching being undertaken:

What support and monitoring will be available from their supervisor/line manager and yourself during their coaching:

How the coaching will be evaluated following completion of the programme:

EXAMPLE OF PRO FORMA FOR COACHING SESSION

Task being covered:	Location:
Objective of the coaching session:	
Equipment and materials required:	

<u>TASK</u>	<u>STANDARD</u>	<u>KNOWLEDGE</u>
Preparing for the task: (Time to be taken.....)		
Carrying out the task: (Time to be taken.....)		
Completing the task: (Time to be taken.....)		

POINTS TO CHECK PRIOR TO COACHING

The equipment, materials and facilities

- Is the correct equipment available and in good working order?
- Are the materials suitable for the task to be coached?
- Is the location and its facilities conducive to the learning taking place?

The trainee

- Has the trainee just come from a busy and demanding job?
- Has the trainee been under stress or encountered any problems in their work, prior to the coaching, which may cause them concern?
- Has the trainee had to travel to attend this session and if so, what was the journey like?
- Has the trainee had a break before beginning the coaching?
- Does the trainee need the toilet or refreshments and do they know where those facilities are?

You as the trainer/coach

- Have I reached a point in my own work where I can run a coaching session without worrying about something that is outstanding?
- Do I feel enthusiastic about the coaching or do I need to have a short break, calm down, catch my breath, have a drink, etc?
- Would it help if I freshened up a bit?
- Do I look neat and tidy or am I dressed properly (personal protective clothing, etc.) and do I look like the experienced worker that I should be?
- Has everyone been told that I am running a coaching session?
- Do relevant members of staff know when I shall be available before and after the session?
- Have I made clear the circumstances in which it is appropriate to interrupt?
- Does everyone know the importance of the coaching sessions?

POINTS TO CHECK WHEN INTRODUCING THE COACHING SESSION

- Carry out a revision/review of session
- State the topic to be covered
- Establish trainee's existing level of knowledge and skill
- State the context of the session
- State the objective of the session
- Motivate the trainee to learn
- State the structure and timing of the session
- Explain the ground rules
- Explain any jargon and technical language to be used
- Show a finished product or outcome, if appropriate

POINTS TO CHECK DURING THE COACHING SESSION

- Correct positioning of trainee
- Relate words to action
- Stress all key points
- Avoid irrelevances/backtracking
- Stress Health and Safety information
- Pace the information to meet the needs of the trainee

POINTS TO CHECK WHEN PROVIDING CONSTRUCTIVE FEEDBACK

- Start with the positive
- Be specific
- Refer to behaviour that can be changed
- Offer alternatives
- Be descriptive rather than evaluative
- Own the feedback
- Leave the trainee with a choice

SOME GUIDELINES FOR DEVELOPING LEARNING SKILLS

- Show that all your trainees have a contribution to make by making sure that you take notice of their views.
- Allow the trainees to do the difficult parts of a task.
- Make trainees seek help when they need it by not rushing in with help too soon.
- Encourage the trainees to work out problems for themselves by giving them hints or clues.
- Allow the trainees time to work something out for themselves by giving them 'pondering time'. If they feel pushed for time they may become stressed.
- Give realistic feedback by giving due praise or critical comment.
- Develop the trainees' interest in learning to do things for themselves by discussing with them how they intend to go about learning something.
- Develop the trainees' awareness of how to assess what they have done by encouraging them to check their own work and assess it for quality.
- Draw up an action plan with the trainees and keep a copy so that there is a framework for discussion when the trainee is next observed.
- Recognise that the way you present something to be learned will directly influence the learning skills developed by your trainees.

POINTS TO CHECK WHEN CONSOLIDATING THE TRAINEE'S LEARNING

- Provide a final summary
- Measure the trainee's level of achievement
- Reinforce the motivational message
- Look forward
- Not introducing new material

RESOURCES TO SUPPORT WORKPLACE COACES

The training video on workplace coaching "" Very Important People"" is available from Seafish Training. Flexible Training materials are designed to be delivered through workplace coaching and can help fish processing companies to set up company-specific training programmes.

ERRORS, CORRECTIONS AND CLARIFICATION

In a document of this size it is extremely difficult to ensure that there are no errors of formatting, typing or other minor mistakes.

Should you find any errors of any kind in this pack then please bring them to the attention of Seafish Training by writing to the Administrator at the address below. Corrections will be made to the text and where appropriate will be circulated to users of the pack.

Should you need further clarification on a particular point you should contact, your local sea fish industry training provider or a training adviser at Seafish.

Further information on training materials and contact information for local training providers can be obtained from:

Seafish Grimsby: 01472 252300

E-Mail onshore@Seafish.Co.UK