Coach Training Workbook

By Tony Stoltzfus
## Schedule

<table>
<thead>
<tr>
<th>Prework</th>
<th>Adult Learning</th>
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<tbody>
<tr>
<td>□ Read “Transformational Coaching &amp; Adult Learning (pg. 4)”</td>
<td>½ hr</td>
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<tr>
<td>□ Re-read pages 47-77 from Leadership Coaching on coaching values</td>
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<tr>
<td>□ Do Exercise 1: Adult Learning Principles</td>
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<td>□ Tele-Class 1: Orientation &amp; Adult Learning</td>
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<tr>
<th>Workshop Day 1</th>
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<tr>
<td>□ Creating a Learning Environment</td>
<td>1 hr</td>
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<tr>
<td>□ Building Demo Skills</td>
<td>1 hr</td>
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<tr>
<td>□ Building Demo Skills II</td>
<td>1 hr</td>
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<tr>
<td>□ Creating a Role Play (Triads)</td>
<td>½ hr</td>
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<td>□ Doing Your Role Play (Triads)</td>
<td>¾ hr</td>
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<tr>
<td>□ Choosing Role Play Volunteers/Doing Your Role Play</td>
<td>¾ hr</td>
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<tr>
<td>□ Structuring a Debriefing/Doing Your Role Play</td>
<td>2 hrs</td>
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<tr>
<td>□ Leading a Practice Session</td>
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<tr>
<td>□ Prepping for a Role play</td>
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<td>□ Prepping for a Role Play</td>
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<tr>
<td>□ Presenting a Role Play (Individually)</td>
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<tr>
<td>□ Presenting a Role Play (cont’d)</td>
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<td>□ Wrap-up</td>
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<th>Adult Learning Applications</th>
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<tr>
<td>□ Do Bible Study 4: Adult Learning in Jesus’ Ministry</td>
<td>1 hr</td>
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<tr>
<td>□ Peer Session: Discuss results of Bible Study #4. Coach each other through several principles in Exercise 6. Set rest of meeting times.</td>
<td>1 hr</td>
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<tr>
<td>□ Tele-Class 2: Crafting Debriefing Questions</td>
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<th>Week 4</th>
<th>Training Design</th>
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<tr>
<td>□ Read “Coach Training Design” article, pg 19.</td>
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<tr>
<td>□ Peer Session: Coach each other through exercise 10 with a recent teaching event you did or plan to do. Then do Exercise 8 with dialog’s 2-4 on the worksheet.</td>
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<td>□ Tele-Class 3: Designing Coaching Demos.</td>
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<th>Meta-Cognition</th>
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<tr>
<td>□ Do exercise 13 one time through with a friend or family member</td>
<td>½ hr</td>
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<tr>
<td>□ Peer Session: Repeat exercise 13 two times each. After each conversation, use Handouts 7 &amp; 8 to develop debriefing questions that would help listeners discover the skills and principles you used.</td>
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<tr>
<td>□ Tele-Class 4: Your Coach Training Event</td>
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Transformational Coaching and Adult Learning Theory

By Tony Stoltzfus

“Nothing happens without personal transformation.” W. Edwards Deming

Coaching has at its core a unique learning methodology. One of the founders of the coaching movement, John Whitmore, defines coaching as “helping [others] to learn rather than teaching them.” While the outward focus of coaching is growth and change, all change inherently involves learning: developing new skills, new paradigms, new disciplines. Much of the growth of the coaching profession results from its recognized success at helping people learn and then change their actions as a result.

Transformational coaching (coaching that focuses on changing underlying beliefs, values, worldview and identity) is animated by its own particular set of learning principles. Since coaching is mainly concerned with working with adults, leaders in this new discipline have intentionally (as well as intuitively) drawn on research from the adult education field. This excerpt examines key findings from the field of adult education to discover the roots of coaching in adult learning theory.

Transformation and Adult Learning Theory

What does adult learning theory have to say about transformational learning, and what parallels can we find between it and transformational coaching? In order to answer these questions, we’ll look briefly at the basics of what an adult learner is, then examine the parallels between andragogy (the most widely known and used theory of adult learning in the US) and transformational coaching.

Reflection, Experience and Adult Learning

“The unexamined life is not worth living.” Socrates

Socrates pinpointed what may be the key characteristic of an adult learner over two thousand years ago: the ability to reflect. The key difference between a child and an adult when it comes to learning is that adults have a reservoir of experience resulting in a well-developed worldview. This plethora of memories allows adults to look back and mine meaning out of their experiences, see how a learning from one experience might apply to another, or stand back and look at their own framework of meaning and reexamine how it holds together.

McTighe and Wiggins write, “An immature mind is not merely ignorant or unskilled but unreflective.” One leading theorist, Mezirow, believes that the unique characteristic of adult learning is the ability to reexamine our presuppositions, and reformulate them to better fit reality. In Mezirow’s view, transformational learning – making changes to our values, beliefs, paradigms, worldview and identity – is the defining characteristic of uniquely adult learning. While this view is not universally held, the idea that an adult’s experience and ability to reflect on it set them apart from child learners is a powerful concept.

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While experience forms the basis for reflection, it also provides the motivation. To Mezirow, the need to understand our experience is the most fundamentally human motivation. He posits that transformational learning begins with a disorienting experience that causes us to reflect on and reevaluate the underlying assumptions we live by. These seminal experiences provide the impetus to do the hard work of reshaping our own identities. And because these learnings are rooted in a memorable, important, multi-sensory experience, they shape us more deeply than what we learn by being told or advised. As Malcolm Knowles, (viewed as the father of adult education in the U.S.) puts it, “People attach more meaning to learnings they gain from experience than those they acquire passively.”

Adult learning theorists in the Christian world also support the conclusion that transformational learning begins with a transformational experience. The work of Ted Guzie, Thomas Groome, and the hermeneutical circle of Robert McAfee Brown all agree that learning about God begins with a disruption, a raw experience – something that “challenges one’s way of making meaning” – that causes us to reflect, question, and reach new conclusions. The prerequisite for learning about God is hunger, and contented people are not very hungry. Those whose experiential circumstances cause them to want and need to learn, who have something they are aware of and need to address, are the ones who actually learn.

Learning theorists have also struggled with what it actually means to learn something. To take an example from church life, if I’ve taken a gift assessment, do I now “know” my gift, or do I have to understand how to apply my knowledge and use the gift to really know? McTighe and Wiggins have developed a framework for educators that separates the idea of knowing from that of understanding. To know something I may merely learn it by rote, but to understand it I must be able to explain it, apply what I know to other, different situations, interpret and relate to it in terms of my own experience, empathize with how this understanding affects others, and even understand how my own perspective has shaped what I see. Obviously, the concept of understanding here is much deeper than simply knowing a fact.

When we look at what it means to understand something, we begin to see why transformational learning is rooted in and motivated by experience. Understanding at this level involves my being as well as doing, and changing who I am is costly. It takes more than ordinary circumstances to motivate that kind of behavior.

Clearly, these ideas track very well with transformational coaching principles. The focus on reflection and internal motivation are clearly seen in the coaching literature. The one glaring omission is the absence of the idea that transformation springs from a disruption or transformational experience in the coaching literature.

I believe that the differences here between the business world and that of academia and the church reflect cultural differences of those institutions. The idea that a business person would be motivated and shaped by the experiential reality of their situation (responding to last month’s sales figures, a recession, an interpersonal breakdown between team members, etc) is so completely obvious that it is not even mentioned in the literature. Business has a built-in, immediate and relentless source of feedback that keeps everyone grounded in reality: are we

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2 Ibid, 53.
7 McTighe and Wiggins, 10-11
making money? The absence of that sort of concrete feedback generates a need in academic and church literature to be more explicit about this factor.

**Andrology and Malcolm Knowles**

How can a coach or educator foster this kind of transformational learning? The concept of Andrology, developed by Malcolm Knowles (the “father of adult education in America”), is a good starting place. Knowles observed five key differences between how children learn (pedagogy) and how adults learn (andrology):

1. **Self-Concept:** As a person matures his self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
2. **Experience:** As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. **Readiness to learn.** As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.
4. **Orientation to learning.** As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.
5. **Motivation to learn:** As a person matures the motivation to learn is internal (Knowles 1984:12).

It might help to paraphrase these five concepts in terms of how adults learn in more practical language:

1. Adults learn what they want to know, whereas children are taught what the teacher feels they need to know.
2. Adults draw on past experience to help them learn.
3. Adults want to learn things that will make them better at the roles they fill.
4. Adults want to learn things they can use now, to solve current problems.
5. Adults are self-motivated to learn, where children are externally motivated.

Based on these observations, Knowles developed six key principles for designing effective adult learning processes. Adult learning must be:

- **Self-directed.** Adults need to take responsibility for their lives – to set goals, make choices and choose what we learn. When others impose a learning agenda on us we instinctively resist and don’t learn as effectively. Self-direction implicitly includes the need of the teacher or trainer to believe in the student: to see them as capable of taking that responsibility and doing it well.

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- **Leverage the experience of the learner.** An adult’s past experience is a rich resource for potential learning. Techniques like group discussion, role-playing, problem-solving projects and field experience should be emphasized to take advantage of this.

- **Individualized.** Adults are much more different than children in terms of what they need and already know, so the learning process must be individualized to take this into account.

- **Triggered by life.** Adults learn what they need to tackle real-life tasks and solve today’s problems. The desire to learn is often inspired by transformational experiences – Knowles cites marriage, birth of a child, a divorce, a move, or the loss of a job as examples of experiences that might trigger a readiness to learn.

- **Application-oriented.** Adults learn to “develop increasing competence to achieve their full potential in life.” Consequently, they want to immediately apply what is learned to meet goals that improve their life. Adults want to be able to do something with what they learn.

- **Internally motivated.** Adults are motivated by their own desire and sense of purpose, not by a “carrot and stick” or other external approaches. Adults learn what they want to learn.

Knowles regularly references a number of principles that closely parallel coaching. For instance, he saw buy-in as a major factor in learning. “People tend to feel committed to any decision in proportion to the extent that they have participated in making it. They tend to feel uncommitted to any decision that they feel others are making for or imposing on them.”

Knowles also believed in the power of allowing people to develop their own solutions to their problems. “One of the most significant findings from adult learning research...is that when adults learn something naturally instead of “being taught”, they are highly self-directing [i.e. they feel ownership and act on it]...What adults learn on their own initiative they learn more keenly and permanently than what they learn by being “taught.”

Knowles was also a strong advocate of relationship building between instructor and student. “There is within Knowles’ writing another consistent and significant message about relationship, the suggestion that the essence of facilitation lies not in one’s approach as much as in the relationship that exists between the learner and facilitator.” Knowles repeatedly emphasizes that importance of trust, respect, openness and collaboration between teacher and student, and that a poor relationship is a significant obstacle to learning. Knowles also saw learning as a collaborative, social activity; and so he advocated small groups or tutorial relationships as the ideal learning environment.

Finally, Knowles strongly advocated for keeping responsibility with the learner in the andrological approach. He felt that the most critical factor in choosing this approach and making it work was the learner’s ability to take responsibility for their own life. In his writings and his own teaching, Knowles advocated the teacher functioning as a facilitator of learning rather than an instructor to reinforce this principle.

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9 Knowles, *The Modern Practice of Adult Education*, 44.
10 Knowles, *Designs for Adult Learning*, 7.
11 Ibid, 10.
Conclusions: Adult Learning Theory and Coaching

Knowles generated these concepts both through research and through a life-long career as a hand-on educator. While he was not particularly focused on transformational learning (as opposed to learning in general), the parallels are obvious. In fact, one could say that transformational coaching is a natural, linear development from the androgogical model. If we line up the key principles of andrology with coaching, we have:

- **Self-directed.** Coaching is highly self-directed. The client sets the learning agenda, the goals and the action steps, and the coach functions as a facilitator instead of an instructor. Coaching also has a strong basis in believing in the client’s innate ability to be self-directing. A great coach believes in their clients’ ability to take responsibility for his or her own life.

- **Leverages the experience of the learner.** Transformational coaching is a highly reflective process. Story-telling and experiential learning are valued and tightly integrated into the process. The focus is on ‘Learning from Life’ more so than learning from a book or a class.

- **Individualized.** As a one-on-one discipline, coaching is completely individualized – in fact, more so than Knowles likely was able to achieve in a classroom setting. Each individual develops a unique goal, unique actions, and receives individual attention from his or her coach.

- **Triggered by life.** The transformational coaching process is triggered by transformational experiences. They client may come to the coach with a change goal in mind, or (as quite often happens) the client comes with a surface issue and as the relationship grows circumstances move things to a deeper level. It would not be a stretch to say that transformation can only be coached around an experience. To attempt to transform the client outside of the context of the client’s experience and motivation would simply be telling: not coaching at all!

- **Application-oriented.** Coaching is completely pragmatic and results-oriented. Every appointment ends with a set of steps for immediate application of what was discussed in the client’s real life. Coaching take this one step beyond Knowles’ work to provide structured follow-up of goals for application instead of simply leaving that portion of the process to the learner.

- **Internally motivated.** The coaching client chooses to work on what they want to work on, and the coach facilitates that. Coaching is dependent on internal motivation to the extent that it is literally impossible to coach a client who is not internally motivated to work on something. In that situation the relationship either is intentionally changed or quickly evolves into counseling or some other discipline.

Character Matters

That the coach’s character matters, is an extension of Knowles’ emphasis on the relationship between teacher and student. When you step back and look at it, the principle is self-evident: when you are teaching a person to do a skill, the skill of the instructor matters (it’s tough to teach someone to do something you don’t know how to do). By the same token, when you are trying to help someone be something, who you are (your being) also matters. Transformational learning
Involves changes to character, identity, values, worldview and paradigms; hence the character and identity of the coach make a difference in the learning outcome.

Coaching is a brand-new discipline that was itself born out of a transformational experience for many in the business world: the command and control model of leadership was disrupted by the globalization of business, and managers had to develop a new paradigm of how to lead to survive. Because they were in a transformational learning mode, the founders of the coaching profession were compelled to reflect on and reevaluate the old rules of the game. They discovered that character mattered.

That the instructor’s character matters is a contribution of the coaching discipline to the field of adult learning. There are others. Coaching has raised the profile of and made more explicit the concept of believing in the individual as empowering factor in learning. In general, coaching has a very high awareness of the impact of energy level, emotional state and motivation on the learner’s ability to move forward.

A further contribution of Christian coaching in particular is raising the relational dynamic mentioned in Knowles work to an entirely new level. Knowles sought to create a climate of respect, trust, and humanity with a group learning together in a classroom. Christian coaching seeks to create a climate of mutual intimacy in a one-on-one relationship such that the individual has no social inhibitions about sharing their innermost dreams, fears and aspirations. By moving the context of change from a group setting or classroom to the relationship itself, coaching allows the relational dimension of learning its full play. While Knowles saw that the optimal setting for learning was one-on-one or in small groups, his ability to apply that principle was limited by the existing boundaries of the educational system. Because coaching starts with the relationship and not the class, it was able to take that principle much farther.

Summary

In summary, the coaching movement can be seen as a natural outgrowth of discoveries in the adult learning field, and in particular the androgogical approach to learning as put forth by Malcolm Knowles. The key principles of androgogy are all consistently found within the work leading transformational coaches, as are the reflective and experiential principles adult learning theorists have identified behind transformational learning. With the advantage of starting as a new discipline with a clean slate, the coaching profession has been able to build around principles discovered by the adult learning field to great effect.
Bibliography


Exercise 1: Adult Learning Principles

Take 30 minutes and reflect on how the following adult learning principles could be used in your sphere of influence. Reflection questions are provided with each principle.

1. **Self-directed.** Adults need to set their own agenda – to choose what they want to learn instead of having the agenda set for them.
   - *How do I allow other adults in my sphere to set their own learning agenda? In what ways do others allow me this room?*
   - *How could I leverage this principle to become a more effective leader?*

2. **Leverage the experience of the learner.** An adult’s past experience is a rich resource for potential learning, and adults learn well from each other’s experience.
   - *How can I help those I lead learn from each other instead of me?*
   - *What assumptions do I make about those I teach, in terms of what they already know or their capacity to figure things out without being told?*

3. **Individualized.** Adults are much more different than children in terms of what they need and already know, so the learning process must be individualized.
   - *In my role, do we have a mechanism to identify each adult’s learning needs and meet them, or do we just teach/train everyone the same thing?*
   - *How could learning be more individualized? What difference might that make?*

4. **Triggered by life.** Significant life experiences trigger in us a readiness to learn.
   - *Think of a time you went through a significant event in life (death of a loved one, a major transition, marriage, etc.) How did that event motivate you to learn?*
   - *What would it look like if you chose to let the significant events going on in the lives of your people be the focus of your teaching/training?*

5. **Application-oriented.** Adults want to immediately apply what is learned to their life.
   - *The last three times you taught (or were taught by someone else), what was done to help learners apply those lessons to specific needs in their own life?*
   - *List five ways your teaching/training could more effectively support application.*
Handout 2: Orientation Check List

First-Time Orientation

- **Welcome**: everyone to the course!
- **Materials**: Check that everyone has what is required. Distribute materials and take payment as people come in if necessary (in-person sessions only)
- **Introduce Yourself**: Use this as an opportunity to catalyze authenticity by sharing vulnerably about who you are and your coaching journey. Then share a little of your heart for coaching: why you believe in it and want them to learn about it.
- **Course Learning Objectives**: giving people overall objectives for the course gives a context for the exercises they will be doing
- **Schedule**: Make sure dates and class times are clear and people understand what work is due by when
- **Get-to-Know-You Question**: This helps people get to know each other a bit and get comfortable with sharing.
  - “I'd like each of you to take 30 seconds and share three things about yourself: where you are from, what you do for a living and what you like to do for fun.”
  - “What do you want out of this course? What brought you here?”
- **Class or Workshop Logistics**: Breaks, restrooms, logistics
- **Tele-Class Etiquette**: Review this if you are doing a phone course (see below).

Tele-Class Etiquette

- Come on time and we will end on time
- Say your name when you speak
- Noise is a problem with a whole group on the line. To minimize noise:
  - Use landlines if possible
  - No cell calls from outdoors or in a moving vehicle
  - Mute yourself when you have background noise (most bridge lines have a key combination you can punch if your phone does not have a mute button
- Discuss the temptation to multi-task during calls. Ask if people are willing to agree to be all there and not multi-task to get the most out of the class
Handout 3: Peer Matching

Peer coaching can do a lot to make your training successful. Peers who meet between sessions to coach each other can provide:

- A place to practice coaching skills and get feedback
- An accountability structure for getting the homework done: you do it because you don’t want to let your peer down. Distance learning is much more successful with peer structures.
- An ongoing peer coaching relationship after the training is over to keep learners actively coaching and help them to stay sharp

Matching Tips
You may want to share some of these principles with the group before you start the matching process.

1. Let people choose their own peers instead of assigning them. Then people have ownership in who they have chosen (a good coaching principle!), and it isn’t the trainer’s fault if it doesn’t work.
2. Use same-gender peer partners.
3. Your peer partner should NOT be your spouse. Practicing coaching on your spouse is different than with another person, so you’ll be best prepared with the experience of coaching someone else. Plus, spouses tend to struggle more with holding each other accountable to do the work.
4. You don’t have to know the person well to be peer coaches—in fact, you’ll learn more about how to coach if you don’t know the person
5. An important success factor for peer relationships is how easily you can get together. Someone whose schedule is compatible with yours is a better fit than a buddy you can’t ever seem to meet with.

Process
1. **Pray:** Ask people to pray and ask God who you should partner with
2. **Get to Know Each Other:** If group members don’t know each other, you’ll have to give them a framework to decide. First, provide an opportunity for each person to share briefly about who they are and what they are passionate about (you’ll want to model for them by going first). In the instructions for this time, ask people to pay attention and think about who would make a good peer for you.
3. **Match Up:** Have people all stand up and find a partner. If you are doing a tele-class, have them ask each other one-by-one about being partners.
4. **Schedule:** Right after they choose, make it an action step for them to set up their first peer session. They must do that before they leave the room!

When you have an extra person (like an odd number of guys), or someone drops out and needs a partner, you’ll need a little finesse. Triads can also work fine—you either need to allow a little extra appointment time for three people to share instead of two, or you need to rotate so only two of the three people do each exercise. If a peer drops out part way through the course, ask the other groups to pray about adding a peer. Here again, if they decide to add a third peer partner instead of having one assigned to them, they’ll have more ownership of the situation.
Bible Study 4: Adult Learning in Jesus Ministry

When Jesus was with large crowds, teaching, answering questions and healing were the main learning methods he seemed to have used. But with individuals or small groups of disciples, he functioned differently. For this exercise, take about an hour with one of the three synoptic gospels (Matthew, Mark or Luke) and skim through some eight or ten stories or sections where Jesus was addressing specific people, smaller groups or his inner circle of disciples (skip the ones where he was addressing the crowds). We want to look for how Jesus worked with learners, and see what adult learning principles (refer to the principles list in Exercise #1) are present in the way he functioned. Use the questions below to help you reflect.

1. **Self-Directed Learners**
   Give some examples of Jesus responding to what learners wanted to know versus teaching on what he wanted to say. How much of the time does he seem to take this approach? What does that say to you?

2. **Leveraging the Learner’s Experience**
   Give some examples of how Jesus builds on his listeners’ past experiences at home and at work to help them understand the things of heaven. What techniques is he using? Would this approach have worked with children? Why or why not?

3. **Individualized Learning**
   Does Jesus tend to teach everyone who comes to him the same things, or does he work with each one differently? What cues does Jesus pick up on to decide what to impart? How does that compare with your own approach to teaching and training?

4. **Triggered by Life**
   Can you find examples of where an unusual openness to learn is triggered by what a person is experiencing? How often does this occur in Jesus’ ministry? What does Jesus do in these situations? What experiences do you think made the prostitutes and tax collectors open to Jesus’ message and kept the religious leaders closed to it?

5. **Application Oriented**
   How does Jesus help people apply new concepts to their everyday lives? Does he do that often, sometimes or seldom? What does that tell you?

**Summary**

How does this study affect how your view Jesus as a teacher and trainer?
Handout 5: Starting a Tele-Class

Six things to do at the start of a tele-class:

1. **Be there a few minutes ahead of time.** Tele-classes normally start and end at precise times because of the way the bridge line time is scheduled. Some bridge lines will not let anyone on the call until the moderator logs in. Also, if you show up more than five minutes ahead of time the line may not let you on.

2. **Welcome people as they come in.** You’ll hear a chime each time someone logs in, and a different one if they drop off.

3. **Take attendance as you welcome people.** Then if someone starts missing you can follow up. If calls are recorded, you can send whoever misses a reminder to listen to the recording.

4. **Have a “chat question” to talk about for the first few minutes as people are still coming.** This can be a great place to share wins from an application exercise or questions from the reading or peer assignments. Asking people to share what they did provides a measure of accountability for actually doing it!

5. **Turn on the recording.** If you are recording the class, the best place to turn it on is after the welcome and chat portion, but before you state the learning objectives.

6. **State the subject and learning objectives for the day.** People are more comfortable if they know what to expect.
Exercise 6: Adult Learning in Your Sphere

To truly grasp adult learning, you’ll need to apply it to your own sphere of influence. For this exercise, choose one area of life where you train or teach adults: at work, in a small group, in leadership roles, or a volunteer commitment. Think over the last two or three occasions you instructed others. How could you employ more adult learning principles next time you teach?

Each principle below has several possible implementation steps. Using these and your own ideas, come up with a plan to use these principles the next time you train or teach in that arena.

Self-Direction
Who chooses what we learn? How can I give my learners more choice?

- Ask them what they need to know or survey their felt needs
- Involve them in creating the curriculum
- Include more discussion time or Q & A

Experience
How do I leverage the experiences of my learners?

- Use metaphors and analogies from work, family or culture
- Solicit their stories as examples while training
- Allow the group to answer questions from other learners instead of answering yourself
- Create situations during training (like with role plays) that create associations with strong memories they have, and tie the learning to those experiences
- Create study or brainstorming groups where learners draw on each other

Individualization
How can our learning style become more individualized to each person’s needs?

- Use one-one coaching instead of teaching
- Help learners develop learning goals and build support structures to stick to them
- Make the way you train appeal to multiple learning styles (visual, auditory, kinesthetic)

Triggered by Life
How can learning be centered on significant, motivating current events in the learners’ lives?

- Teach with role plays that use events from trainee’s lives as subject matter
- Ask the group to provide current examples from life of the principles you are teaching
- Catalyze an atmosphere of transparency so people feel comfortable sharing real struggles

Application Oriented
How can you help people better translate what they are learning into real life?

- Provide application homework with peer accountability so they get done
- Include practice time in your sessions where learners and try out the skill
- Have learners brainstorm in groups of 2 to 4 about possible ways to apply this to life
- For each principle you convey, include at least one real-life illustration, a discussion of how to apply it or a follow-up application exercise
Handout 7: Crafting Great Debriefing Questions

Great debriefing questions point people to significant learnings without giving the answer away. They push learners to observe, interpret and explain based on what they saw in the demo. While there are different ways to develop debriefing questions, one reliable way is to have people observe the effects of a coaching skill, principle or value. The debriefing questions help them work backward to identify the principle or skill itself. A good question about effects provides enough direction to identify the principle or key skills just by watching (instead of being told).

The value of this approach is that it forces people to think and analyze what they saw, instead of just repeating back what you told them. By allowing learners to discover the principles themselves, you increase the impact of the role play.

To Highlight a Principle, Skill or Value
1. Start with the principle or value you want to highlight
2. Identify what effects the application of that principle will have in the demo. [When you give instructions to observers before the role play, have people look for those effects.]
3. Create Observation Questions that ask the group for observations about those effects
4. Create Analysis Questions asking the group to figure out what creates those effects
5. Ask people to name the underlying skill, principle or value (or you may do so).

Example: Debriefing a Reframing Demo
You are creating a role play that demonstrates reframing. Here’s what the process of creating debriefing questions might look like:

- **Step 1: Start with the Skill or Principle**
The objective is for people to see the steps in the reframing process, and highlight the principle that looking at an issue from several different perspectives brings insight.

- **Step 2: Identify Effects**
Reframing helps us step out of the boxes we’re in, see the limitations of our own thinking and try on new perspectives. Sometimes we resist. Often “ah-ha’s” or insights result.

- **Step 3: Create Observation Questions**
Ask about the effects you instructed observers to watch for during the role play: “How did the client respond when the coach introduced a new viewpoint? What clues did the client give that this was a new way of looking at things? When the coach did ____, how did it impact the conversation? What insights came from this new viewpoint?”

- **Step 4: Create Analysis Questions**
Ask why and how those effects came about: “What box was the client thinking in, and how did the coach move him/her out of it? Why does looking from a new perspective generate insights? [This question asks people to explain why the principle in question works.] What steps did the coach take to help this person move from point A to B?

- **Step 5: Name the Principle**
You want to end up with a short pithy phrase describing the principle: “If you were going to state a principle about the impact of reframing, what would it be?” or “So, what steps did you see that are keys to practicing the skill of reframing?”
Exercise 8: Drawing Out Principles and Values

Step 1: Start with the Principle
Read the dialogue on pages 101-102 of the Christian Life Coaching Handbook. This conversation demonstrates the principle that coaches may offer information, options or new perspectives, but the line they don’t cross is to take the person’s choice away.

- What are some specific examples of where the coach uses this principle?

Step 2: Identify Effects
To craft debriefing questions that make people think, we take one step back and look at the impact of that principle:

- What effects does the coach’s use of that principle create in this dialog?
- How would it look different if the coach wasn’t functioning this way?
- What changes about the client’s feelings, motivations or actions because this principle was adhered to?

Step 3: Create Observation Questions
Create several Observation Questions that would help observers tune into the effects of this principle. How can you help them see these effects without naming what they are?

- Example: “Who makes the choices in this dialog? What is the coach doing to keep choice with the client?”

Step 4: Create Analysis Questions
Get learners thinking about why the coach might do it this way.

- Example 1: “How can the coach give information about personality types and yet stay in a coaching mode?”
- Example 2: “If I were to say, ‘Her type is ‘X’ and yours is ‘Y’, and therefore you have to do ‘Z’, am I still in coaching mode or have I crossed a line? So what exactly is the line?”

Step 5: Name the Principle
Ask the learners if they can name the principle. Usually you can pull together the elements of their answers into the catch phrase you know the principle under.

- Can you put the “why” into the form of a coaching principle?
- If you were going to state this principle in a short phrase or sentence, what would it be?
**Drawing out Principles and Values (Cont’d)**

Repeat the exercise using these dialogues to practice working with values and principles.

**Dialog #1 (Principle)**
Aligning choices with our values makes life more satisfying (pg. 109-111).

*Effects:_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

*Observation Questions:_____________________________________________________
_______________________________________________________________
_______________________________________________________________

*Analysis Questions:_______________________________________________________
_______________________________________________________________
_______________________________________________________________

**Dialog #2 (Principle)**
Listen for Significance—look for what’s most significant and ask about that (pg. 119).

*Effects:_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

*Observation Questions:_____________________________________________________
_______________________________________________________________
_______________________________________________________________

*Analysis Questions:_______________________________________________________
_______________________________________________________________
_______________________________________________________________

**Dialog #3 (Value)**
Believing in people (pg. 185-186).

*Effects:_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

*Observation Questions:_____________________________________________________
_______________________________________________________________
_______________________________________________________________

*Analysis Questions:_______________________________________________________
_______________________________________________________________
_______________________________________________________________

**Dialog #4 (Value)**
God initiates change (pg. 197-199).

*Effects:_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

*Observation Questions:_____________________________________________________
_______________________________________________________________
_______________________________________________________________

*Analysis Questions:_______________________________________________________
_______________________________________________________________
_______________________________________________________________
Coach Training Design

By Tony Stoltzfus

Coaching is a unique way of working with people that cuts against the grain of how we are used to functioning. It demands that we apply new values and disciplines to the way we converse—and change habits we’ve had for a lifetime. So how as a coach trainer do you develop coaches who don’t just understand coaching theory at a cognitive level, but who can go out and coach effectively in real-life situations?

Many of the keys to effective training can be found in the principles of adult learning. The research is that adults learning best when they:

- Are self-motivated, set their own learning goals and are personally responsible for the outcome
- Are solving their own real problems instead of merely collecting information
- Have the opportunity for immediate application
- Build on what they already know

Since coaching is built around these principles, designing your training programs around them will automatically reinforce the coaching behaviors you want. Which brings me to a first principle of coach training: train the way you coach.

Here’s what that means. Let’s say you get up and give a great 30 minute talk on what coaching is. The problem with that approach is that teaching about coaching models exactly what you are trying to get people to stop using: a telling approach! Using a telling approach to help people learn not to tell isn’t a winning strategy.

A better way is to train the way you coach. Coaches ask questions and help people discover the answers. A great way to model this is to use debriefing questions to help people think through what they have seen and figure out what it means. Coaches only talk 20% of the time and let the clients get 80%. So instead of filling your training time with teaching (you talking), a coaching approach to training would use discussion, modeling, and practice to engage people. Another thing coaches do is help people create support structures (like accountability) to get things done. So instead of trying to make people learn with tests and grades, place them in situations where they can be accountable to their peers to finish what they have chosen to do.

Coaches are people who have learned not to tell others what to do in a coaching session. Coach trainers are coaches who understand how to help others learn about coaching in an experiential, interactive way, depending on discovery and dialog instead of lecture to do it.

As a trainer, your job is not to lecture or dominate discussion times, but to create an environment where trainees experience coaching skills, analyze what they see, try them out and receive feedback on how they did. While trainers are both mentors and coaches, try to maximize the time you spend coaching trainees in skills instead of telling them answers. Your sessions will be much more experiential and interactive that way! For instance, if a trainee asks a question, sometimes you’ll choose to answer it—that’s fine. But sometimes, ask the other trainees to come up with an answer; or throw out a follow-up question or two and let them discuss it. Then if you need to switch back into a mentoring role to show them how that skill works, you are building on what they already know (another adult learning principle).
Adult learners should not be told all the answers, because they are adults. To treat your trainees like a blank slate waiting to be filled with information from you is to treat them like children. Adults all bring a wealth of experience to the table. Leverage that, by helping them learn from their past experiences and the insights of others. Help the group teach the group.

For instance, I often introduce coaching with a role play where I first coach someone wrong, telling and giving advice, and then stop and do it correctly using an asking approach. Afterward, one of my questions is, “What do you hate about what I did the first time around?”

Virtually every adult can remember times when others gave them unsolicited, unwanted advice, and recount how awkward that felt. My questions draw on those past experiences to help the group learn. Once I show them a situation that is like what they have experienced, they can immediately name how the person being coached would feel. Better yet, by naming what they have experienced first-hand (especially if it is an emotional memory), I anchor what I want them to learn in their already-existing memories.

One of the key ways we learn is by associating a new concept with a memory we’ve already experienced. Often while we listen to a teaching or read a book, we are searching the memory banks for a connection between our life and what is being said. That is where the learning takes root. When you know this as a trainer, you can actually design your training so that it intentionally connects with common memories—like getting unwanted, unsolicited advice.

**Integration**

Another adult learning principle is that adults’ desire to learn is triggered by life. Recently, a good friend got very sick. Wanting to know how to pray and to respond, I went on the internet and looked up the disease. The desire to learn was triggered by life. Or we need an answer from God on how to respond to an unethical boss, so we search the scriptures and ask for counsel from people we trust. Our learning is triggered by life.

A skilled trainer leverages that principle to keep buy-in and interest high by integrating the curriculum into what is happening in the person’s life right now. Instead of using standard exercises with the same examples and stories every time, an adult learning approach might use real problems from trainees’ lives. The best coaching demos come from these current challenges. The coachee in the demo is invested in the issue, he or she responds naturally because the situation is real and not canned, and the potential is there for the person to have a real breakthrough. Nothing will psych your trainees up more than coaching and making a real difference in someone’s life—while they are still just practicing!

Make your practice as much life real life as possible, with real problems, real emotions and real solutions. Real-world performance is best generated by real-world training. Leaders who’ve practiced a skill on people they know and seen real results are more confident in their abilities and more motivated to continue to practice those skills. That’s one of the prime purposes of having learners do exercises outside the classroom (i.e. “Find a friend or family member and practice listening…”): to build confidence that they can really do this coaching thing.
Because they focus on real-world problem solving and immediate application, adult learners flourish in engaging, experiential settings. Training that focuses on theory alone forces learners to figure out how to bridge the gap between theory and actual practice (the part they are most interested in). Training that includes practice, integration and application supplies this bridge ready-made, making training more interesting and the skills much more likely to be actually used.

Training programs that ask learners to make specific applications to their sphere of influence, and to practice new skills there, are considerably more effective. Integration breeds retention.

At first, some trainees may try to get out of the integration phase by skipping the homework (application exercises). That’s evidence of the old, “If I’ve heard it, I’ve learned it,” paradigm. If you assign something, it is imperative that you follow up with it. If you don’t, you are teaching people not to do the assignments! For instance, I usually start a tele-class session by asking people to share their homework with the group.

Another great technique is to put people in peer pairs, and make them accountable to each other to complete homework by having them discuss or build on it in some way. It is hard to hide the fact that you aren’t doing the work in those kinds of situations. If an exercise isn’t done, the principle is, give grace but don’t lower the standard. (In other words, don’t try to “guilt” them, just ask for a firm date when they can have that step done, make a note of that date, and check back to make sure they did it.)

To work at integrating coaching skills with trainees’ daily lives, you might ask them to do an exercise with a new skill at work or at home; or to name three ways they might use this skill right now in how they lead. Or have them brainstorm with a peer about how to integrate it into their daily life. However you do it, integrating the new learning into existing roles and practices is a vital part of the training process.

Repetition and Practice

Repetition is another important tool for producing both habits and retention. Changing the way we converse is similar to the “muscle memory” athletes develop that lets them consistently shoot a free throw or hit a baseball. Those skills come from constant repetition. In the same way, to be a great coach, you’ve got to get the reps.

Learning through repetition leverages the way the brain works. When we experience something, our brain makes a memory by creating a pattern of physical connections between brain cells. Each time we repeat the experience, or even think back over it and remember what happened, that pattern of connections is strengthened. The more we practice, the more we retain. Practice really does make perfect!

Practice also bridges the gap between theory and application. I remember the first time I built a major piece of furniture – it was an engagement present for my wife. I had worked as a furniture designer for years, I had designed this table, and because I broke down projects into steps to price them I knew every operation that it would take to build the table. What I didn’t know were all the little tricks and tips for how to run the equipment. I asked a ton of questions, had the craftsmen double-check my machine set-ups to make sure I wouldn’t hurt myself, and actually let them do several of the tricky operations. I came out with a nice table, but I never could get the top flat. It has a noticeable dip in it to this day. I knew all about the theory of building a table, but when it came right down to it I couldn’t have built that one on my own.

Trainees may hear about a skill in an input session, but until they’ve done it successfully several times, most of them will lack the confidence to try it in a real-life situation. That’s why
exercises are repeated more than once, or done in different ways or different contexts. We’re building people’s confidence in their skills, so that when a real opportunity to coach comes along it seems easy. The other benefit of providing practice opportunities (especially when they include feedback from a trainer) is that the trainee can make mistakes in a safe environment where no one gets hurt. For these reasons, I usually devote around half of the total training time to practice with feedback.

Coach training is about forming new conversational habits. Forming new habits takes time (6 weeks is the oft-quoted figure), and building habits to the point where we can stop putting energy into maintaining them takes even longer. Training that sticks is usually training that happens over a significant period of time, reinforcing skills and principles repeatedly until they become habits.

By the way, I did build my second table completely on my own, even though the design was totally different. I learned enough by having the chance to really do it once that the second time was easy.

**Retention**

*Without some form of exercise, participants will forget one quarter of what they learned in six hours, one third in 24 hours, and 90% in six weeks."

Gary Kroehnert, Basic Training for Trainers

The statistic above is a little chilling when you think of how much time we invest in teaching passive listeners. Below are the results of a study of different learning methods and how each one impacts retention:

<table>
<thead>
<tr>
<th>Method</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5%</td>
</tr>
<tr>
<td>Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Multi-Media Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion</td>
<td>50%</td>
</tr>
<tr>
<td>Practice</td>
<td>70%</td>
</tr>
<tr>
<td>Training Others</td>
<td>90%</td>
</tr>
</tbody>
</table>

Spend a few moments thinking about what this means:

- When you look at this table, what do you see?
- Which methods are the most passive, and which are the most engaged?
- Which methods are most used in your organization? What effect does that have?
- Which do you use the most?
- Based on this table, what one change to how you function would make you a more effective trainer?

A good trainer will focus on maximizing retention, not on how much content he or she can deliver. Training for retention means you are committed to training in a way that people remember instead of just presenting the most material you can fit into the available time. To be remembered, a skill must be practiced, it must be touched on several different times, often over a
period of weeks, and learned in several different ways (i.e. through discussion, reading, practice, etc). That can seem slow and frustrating to those who are used to teaching, but it is reality.

So reduce your amount of content and spend more time really getting each point. Don’t be afraid to repeat exercises more than once. Do an exercise in class, and then assign it as homework, too—or even assign it two weeks in a row. Or use several different exercises that all draw on the same skills. Put people in peer pairs to practice on each other during the week. Have them coach people during the training course, and use what they are learning immediately. All of these practices add repetition to the learning process: the learner has to go back and think through the training experience again, strengthening the memory pattern for that event and enhancing their ability to recall what was learned. A little bit retained is much more life changing than a lot forgotten.

For instance, I like to shoot for about 15% of the time delivering content, and 85% of the time discussing, demonstrating and practicing. That limits how much content you can present. For example, a one-hour demo, debrief and practice session will typically focus on only one specific skill and highlight one or two specific principles. The entire learning content of the session could be spelled out in two or three sentences!

Changing the way we present goes to the core of our identity as trainers. Do we believe we are valuable as trainers if we can fill the time with a wealth of expert information, or if we can engage people in the moment and have a good rapport with our audience? It is easy to fall into the trap of focusing on our own success on the stage as presenters, which will tend to lead us toward entertaining and exerting too much control over the training time (we are most in control when we are teaching and others are listening). Good training feels out of control at first, because when you allow space for people to discuss, learn from what they see and mine their own experience for insight, you don’t know what they will come up with.

Role plays, practice exercises and debriefings never go exactly as planned. A secure trainer can let go of controlling the learning process, allow the learning moments to occur naturally, and be flexible enough to change direction when a teachable moment occurs instead of being enslaved to the outline. Role play experiences trigger learnings in people in unexpected ways. Since we are trying to maximize experiential learning, as trainers we have to go where the experiences lead us. That’s where people learn things that they’ll never forget.

For instance, on one occasion I chose a role play volunteer who was manic depressive. The role play was about coaching wrong, so I proceeded to tell him how to solve his problem by praying more and quoting scripture. The point was to show how uncomfortable unsolicited advice can be. I was almost too successful at pushing his buttons—in the debrief afterward (once he had calmed down!) he said, “I was this close to giving you the finger and stomping out of the room!”

Barely in time, I realized I had pushed him too far, and at the end of the demo I used some listening and affirmation to restore trust in the conversation. The learning moment in this role play was not so much about unsolicited advice (what I had originally planned), but about building trust and what to do as a coach when you breach it.

Tell>Show>Discuss>Do
I’ve distilled the key adult learning principles that lead to retention to create a coach training workshop session format I call Tell>Show>Discuss>Do. First you Tell people about the skill, then you Show them the skill in a demo, then you Discuss how they saw the skill in a debriefing, then you have trainees Do it themselves in a practice session. In essence, we combine four different learning methods from the table on page four. By using multiple methods, we:

1. Get four “touches” on the same topic
2. Appeal to people with all different learning styles (i.e. auditory learners, visual learners, etc.)
3. Increase retention beyond that of any single method
4. Make learning highly interactive, experiential and relevant

Since the amount of content we need to convey (one skill and one or two principles or values) is limited, a one-hour a workshop session might be broken down roughly as follows:

- Tell: 5 minutes of input to introduce the topic
- Show: 15 minutes to select a volunteer, give instructions and do the role play
- Discuss: 10 minutes to debrief on what trainees saw in the demo
- Do: 30 minutes to set up the practice exercise and have trainees do it in pairs or triads

The practice time must include 2 or 3 “rounds” of coaching so everyone gets a chance, which is why it is often given half the total session time. An added bonus of practicing in triads is that in the three rounds the trainee gets to Do the skill as the coach, watch someone else do it as the observer, and experience having a peer Do the skill on them as the client.

Given that the practice part of the session is last, the discipline for the trainer is to keep the input and discussion time from chewing into the time scheduled for practice. In fact, trainers have noted that some groups will keep asking questions so as to avoid having to actually do the skill!

Years ago, I heard a leader talk about a training program he’d run in a large church. All the small group leaders were trained to do basic inner healing work with their groups. A year later he came back to measure the results, and was surprised to find that only one in six leaders had even tried to use what he had taught them to do. He traced his failure to the lack of practice time. He had not allowed time for people to practice what they were learning, so they didn’t have the confidence to try it in real life situations.

This is also why it is vital that trainees coach people in their sphere of influence during the training program, and why provision should be made for them to be accountable (for instance, to a peer coach) to continue coaching immediately after the formal training program is over. If a person does not coach anyone within a month or two of the end of their training, chances are they will never start.

The whole objective of training is for people to be able to do a new skill in the real world. Practice is when that starts happening, making practice time absolutely vital. Do your best to preserve it.

**Debriefing**

Those who do not coach within 60 days of training likely never will.

Multiple learning methods increase retention.
The insight and retention gained from almost any training exercise can be improved with the addition of feedback and debriefing. After you do a coaching demonstration, an adept trainer will have a set of questions prepared that help observers reflect on what they saw and draw their own insights from it. Using questions to draw insights from the group instead of giving the answers draws on several adult learning principles: observers become active participants instead of passive watchers, they learn from each other, and they take more owners of what is learned because they saw it instead of being told.

Debriefing is also extremely helpful in practice exercises and student role plays where learners try out new skills. I pose these standard questions to the coach after a practice exercise:

1. What was significant in this conversation and how you engaged it?
2. What do you feel you did well?
3. What did you do differently next time?

The first question reinforces the primary thing coaches should be doing: tuning in to what is significant and drawing it out. The second two teach the person to evaluate their own performance and learn from it. We want them to develop a life pattern of reflecting on what they do—to think it through afterward and see what lessons can be gleaned from what was done.

The last two questions also allow me as a trainer to evaluate their self-concept as a coach. I am looking for balanced self-evaluation: can the person affirm at least one thing he or she has done well and at least one area for improvement? Those who cannot affirm and critique themselves freely are inhibited learners. When students seem unable to either affirm or critique themselves, I will often push them on that point by observing it and asking them to take the risk of reflecting in a way that is uncomfortable. Those who are unable to affirm themselves are often greatly helped by specific affirmation from the trainer. For those who seem to have too high an opinion of themselves and can’t find anything to critique, asking their peers what could be improved adds a dose of reality to the situation!

One important consideration in debriefing is to let the person on the spot share first. That means if the trainer is doing a demo, the volunteer client gets the first chance to assign meaning to what happened. If a trainee is the coach, he or she is the one on the spot and gets to reflect on his/her own performance first. If you know you screwed up, it is much easier on the ego to get a chance to recognize it yourself first instead of hearing it from others!

Debriefing can also be used to give learners a window into their trainer’s mind. If you have a “coaching moment” with one of your trainees, take a few minutes afterward to debrief. Letting the trainee see what you were thinking, how you decided to ask a particular question, or even a place where you didn’t know what to do can be very enlightening for them!

Feedback

When a person tries out a coaching skill, timely, specific feedback helps them know if they are on the right track. Timely means right away: allow time after each demo or practice session to give feedback and debrief, while the details of the session are fresh. Feedback must also be

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14 A “coaching moment” is taking 5 to 10 minutes during a training appointment to formally coach a trainee through solving a particular or working on a personal issue.
specific. “I thought you did a good job asking questions,” is not nearly as helpful as, “I only heard one closed question the whole time, and that was simply for clarification. Good job!” Even better is to recount what actually happened: “Your best moment was when you interrupted when she was bunny-trailing, and said, “Let’s go back to your goal for this conversation…” That’s why it is so important for observers (and you as a trainer) to take notes during practice sessions. The more detailed your feedback, the more useful it is.

While you as a trainer can circulate around the room and give individual feedback, in a group session most of it will need to come from the trainee’s peers. I like to put trainees in groups of three to practice, so there is a coach, a client and an observer. The observer’s responsibility is to take notes on what happened in the conversation and lead the debriefing time.

Most trainees I observe are reticent about giving negative feedback (maybe because we are afraid of getting it ourselves!) Teaching them to use the “Oreo Model” of feedback will help balance things out. An Oreo has a cream center between two cookies. Think of the cream as negative feedback and the cookies as positive affirmation. The Oreo model simply says, sandwich a piece of corrective feedback between two pieces of affirmation. For instance, you might say,

“You consistently picked on what this person really wanted, and identified what was going on under the surface. There were several occasions where you used closed questions that felt like they were leading—for instance, you asked, “Do you think that you could have responded better?” However, you seemed to have won the client’s trust and that kept the conversation on track.”

There is an affirmation followed by constructive criticism, and then things are wrapped up with more affirmation: an Oreo.

**The Learning Community**

When I was running a coaching school, I sometimes asked trainees, “What difference did it make to go through this with a peer? What would it have been like to go through this course on your own?” They often replied, “I never would have even finished this without my peer!” Distance learning programs often have high drop-out rates, but relationships keep people on course and help them finish what they started. We’re more motivated and likely to follow-through when we’re in a group that has banded together formally to learn or grow in a planned way.

Skilled trainers create this kind of learning community whenever they train. For instance, one of your roles as a trainer is to catalyze transparency in the group by being vulnerable about your own learnings and weaknesses, and expecting authentic sharing as the norm for the group rather than the exception. Your ability to say, “Well, that didn’t work,” or “A funny thing happened when I first tried this,” goes a long way toward making people comfortable with opening up to each other. When people are transparent, they talk about what really matters. Trust flourishes, and the community becomes a safe place to share hopes and concerns, practice a new skill without fear of rejection. When we feel free to share what’s truly important to us in life, that’s when we experience real breakthroughs. Catalyzing transparency is a vital skill for a coach.

Building a learning community also provides the opportunity for
peer accountability. When trainees are accountable to each other for agreed-upon action steps (like the homework and application exercises), then you don’t have to use coercion (like the threat of a bad grade) to get things done. People become internally motivated to live up to their side of the peer relationship.

For accountability to be healthy, it must be voluntary, and that means having clear expectations, showing people why those expectations are important, and giving them a chance to buy in. For instance, I commonly begin courses with peer relationships by asking people to reflect on what it would be like if their peer didn’t complete the work. What message would that send? What does it say about who they are? The follow up question is, “What kind of peer do you want to be?” Then I give them time to talk about commitment with their peer and how to hold each other accountable. Talking through relational expectations up front removes a lot of the discomfort from using accountability to uphold performance.

**Transformational Change**

An important part of training is understanding clearly where behavior ultimately comes from. What we do is a function of who we are. While it is possible to learn a skill as simply an outward discipline we choose to practice, unless we transform the underlying values and character qualities the change will not last. We may get good results in the short run, but disciplining ourselves long-term is draining. Sooner or later (especially when the pressure is on) we tend to revert to our old ways of doing things.

Behavioral changes that last tend to be grounded in changes to our fundamental values and identity. For example, say your goal is to learn to tell less and listen more. There may be good reasons to do so: your instructor says it is a good idea, your wife has been asking for it for years, and people respond well when you do it. But if your underlying belief is that it is your job as a Christian to help others live right, or you’ve come to depend on your ability to fix others to make you feel valuable as a person, those beliefs will fight against your desire to change—and they almost always win.

To really learn to listen, you have to change who you are. It is when you learn to really value others as they are instead of seeing them as projects, or you find the identity and security your soul craves that your change goal has a chance of succeeding. When your values and beliefs align with the change you desire, the support and energize your efforts instead of undermining them.

Therefore, to be ultimately successful, training needs to reach to the level of character and identity as well as competence in techniques. The good news is that interactive training brings character issues to the surface. When a person has unusual difficulty with a certain skill, that’s a time to be curious and ask, “Why?” Resistance is another light on the dark places of the inner being. If a trainee resists doing something, ask, “What’s behind that? Why is that important for you?”

The key here is for the trainer to simply pay attention to what is going on inside people as they experience training. Strongholds, unbiblical beliefs and wounds all influence our responses, and if you succeed in creating a safe learning environment where people can examine their motivations and feelings as well as their actions, great transformation can occur. When trainees change believes or make deep value shifts, coaching behaviors can become part of their being,
not just a discipline to practice. Then every conversation – with a spouse, boss, co-worker, child, or peer – takes on a coaching flavor. Being change is what makes coaching a lifestyle and not just a technique.
Handout 9: Coach Training Principles

How We Learn
- “Train the way you coach.”
- “Your job is to create an environment where people can learn.”
- “Catalyze transparency in the group by being vulnerable yourself.”
- “What we do comes out of who we are.”
- “Transformational training touches feelings and motives as well as actions.”
- “Healthy accountability is voluntary.”
- “Adult learners learn from each other.”
- “Leverage their past experience.”

Demos and Practice
- “Use real life stories and examples.”
- “Practice with real situations gives real confidence and real results.”
- “Integration [with the trainee’s real life] breeds retention.”
- “You’ve got to get the reps in to be a great coach.”
- “Practice makes perfect.”
- “Training over time produces habits.”
- “Train to maximize retention.”
- “A little retained is better than much forgotten.”
- “Demo only one skill and one or two values or principles at a time.”
- “In role play demos, go where the learning experience takes you.”
- “Use multiple learning methods (i.e. discussion, practice, reading) to increase retention.”
- “Tell>Show>Discuss>Do.”
- “Those who do not coach within 60 days of the end of their formal training probably never will.”

Feedback and Debriefing
- “Help trainees develop a life-pattern of self-reflection.”
- “In a debriefing, the person on the spot shares first.”
- “Debrief after coaching moments.”
- “Give timely, specific feedback.”
- “Use the Oreo feedback model: constructive criticism sandwiched between two pieces of affirmation.”
Handout 10: Translating to Tell>Show>Discuss>Do

The Tell>Show>Discuss>Do format uses four different learning methods to maximize retention. This exercise will let you practice translating a teaching or training session into this format. Start with a recent teaching or training session you did, or one you are planning for the near future, and outline a plan for doing the session in this format.

Step 1: Learning Objectives
What do you want people to learn from this session? List a maximum of two things.

Step 2: Tell
How will I explain briefly the skill or concept I want people to learn? You don’t need to provide every detail here, because you will also show it and discuss it. What can you sketch out in five minutes, or at the very most ten.

Step 3: Show
This should be the guts of your presentation. How will I show people this concept or skill? How will I help them experience it instead of just hearing it? What will take the learning from the cognitive level to touch people’s hearts and emotions? You could:

- Do a live demonstration
- Show a movie clip
- Tell a story (without telling the moral—let them draw the conclusions in the discussion)
- Create a skit
- Act out what a certain character would do

Step 4: Discuss
What questions will help my audience learn from what they saw? What should I tell them to look for in the “Show” section? How can I help them analyze what they see and discover the concept or skill themselves, instead of me just telling them what it is? See handouts 7 and 8 for instructions on how to craft great discussion questions.

Step 5: Do
What exercise will help people practice this skill or apply this concept to their real life situation? You can have them do this individually or in small groups. You could:

- Give an individual reflection, journaling or meditation exercise
- Have them pray and talk to God about what to do with this
- Have them help or coach each other to create at least two action steps for the following week to put the skill or concept into practice
- Do a skills practice exercise in pairs or triads
Handout 11: Role Play Session Planning

This handout and the worksheet helps you plan a role play in the Tell>Show>Discuss>Do format. You can change the order and do it as Show>Discuss>Tell>Do if you want people to discover new ideas, make a paradigm shift or where you need significant buy-in, like core coaching values. The more people arrive at the conclusion unprompted, the more they will own it.

TELL: the Input
Choose the principle, skill or value you want to demonstrate, and outline a brief teaching around it. Limit yourself to one skill/technique and/or one value/principle per session!

SHOW: the Demo
1. **Scenario:** Figure out a role playing scenario that will highlight this skill or principle.
2. **Coaching Issue:** Identify the type of issue that will work best to demonstrate the principle or skill you chose, and any particular kind of volunteer you want.
   
   Example: To demonstrate a practical technique like open questions, a simple, practical issue like getting your office cleaned up works better than a complicated issue.

3. **Client Instructions:** What do you want the volunteer to know before the demo starts?
   
   Example: "We will skip setting a goal and go right into developing options."

4. **Observer Instructions:** Tell observers what to take notes on during the role play. What they look for should be connected to your debriefing questions (see “Discuss” below.)

   Example: “Watch how this is impacting the client” or “Write down the questions that led the conversation to a new level.”

5. **Demo Notes**
   Estimate the time it will require. Note the specific techniques, questions or skills you plan to use.

DISCUSS: the Debriefing
Create Observation Questions and Analysis Questions using Handouts 7 and 8. In your observer instructions (see the “Show” step above), make sure you ask people to look for the effects your questions are based on. Great questions make people think and help them discover the principle or technique without being told what it is.

DO: the Practice Time
1. Create a scenario for the practice time
2. Decide what kind of coaching issue “clients” should use (usually same as in the demo).
3. Set how many minutes each person will have to coach, and the length of the debrief. A single coaching skill usually takes 6 to 12 minutes for each coach. Five minutes is an average debriefing time. So a triad with an 8 minute role play and a 4 minute debrief will take 12x3=36 minutes, plus instructions—so figure 40 minutes for the entire exercise.
4. If you are doing debriefs in the triads, provide 1 to 3 feedback questions. A standard set is, “What did you do well? What would you do different next time? What did you learn about this particular coaching principle or skill?”
## Worksheet 11: Role Play Planning

### TELL

**Time Required:** _________

**Learning Objective:**

**Key Points:**

- 
- 
- 

### SHOW

**Time Required:** _________

**Type of Coaching Issue:**

**Type of Volunteer:**

**Volunteer Instructions:**

- 
- 

**Observer Instructions:**

- 
- 

**Techniques/questions to use:**

- 
- 

### DISCUSS

**Time Required:** _________

**Debriefing Questions:**

- 
- 
- 

### DO

**Time Required:** _________

**Practice Objective:**

**Type of Coaching Issue:**

**Length of Role Play:** _________  **Debriefing Length:** _________

**Feedback Questions:**

- 
- 
-
Handout 12: Tele-Class Outline

I. Intro (8 min)
   A. done by volunteer!
   B. Debrief using handout 5
      1. ASK: What did you learn that you'd like to pass on to the group?
      2. ASK: Group, any feedback?

II. Following the Learning (3 min)
   A. Question: when do you stay on track and when do you diverge from the outline?
      1. You have to finish on time - sometimes you diverge to make up time
      2. Following the learning moment - sometimes you diverge because you leverage the learning experience that appears
   B. Refer to Tele-Class outline (handout 12)
      1. Your assignment as observers is to track this. When do I diverge from the outline, and why? When do I stick with it?
   C. We will debrief at end of this Tele-Class

III. Creating a Role Play (35 min)
   A. use handout 11
   B. we'll take a sample principle/value and work out a role play that highlights it
      1. EXAMPLE: "God initiates change"
         a) ASK: Describe what that means in your own words
         b) ASK: What does it mean to a coach? What difference does it make in how you coach people?
      2. Note - sometimes you can do the tell step later - the benefits of surprise and discovery
   C. SHOW
      1. What scenario would demonstrate this principle?
         a) ASK: What makes a good scenario?
      2. The coaching issue -- a current place where God is dealing with you. They'll remember better with something fresh.
      3. Client instructions - what do we need to tell them before we start?
      4. Demo Notes - any particular skills or line of questions you'll use? How much time will the demo take?
   D. DISCUSS
      1. Use handout 7 & 8 to develop debriefing questions
      2. What are the effects of this value?
      3. Observation questions
      4. Analysis questions
      5. Go back and fill in the observer instructions
E. **DO**
   1. Create a scenario for the practice time
   2. Choose a coaching issue
   3. Figure out how much time it will take

F. **Debriefing on the process**
   1. What questions do you have?
   2. What still seems hard or opaque to you?
   3. How do you feel about planning all that time around them learning one three-word phrase?

IV. Debrief on the Tele-class (10 min)
   A. *Did you see me go off the outline anywhere? What was happening there?*
   B. *What learning moments did we pursue?*
   C. What was unanticipated?
   D. *Discuss when to diverge from the plan*
Exercise 13: Metacognition Practice

Metacognition is awareness of your own thinking and learning process—in other words, it’s thinking about what you are thinking about. When presenting coaching demos, the trainer is required to be fully engaged with the client as a coach, and at the same time maintain awareness of what is happening in the coaching process, from a trainer’s perspective. This second level of awareness is what enables you to explain afterward what you did and what, what you were thinking when you asked a certain question, what skills you demonstrated, etc. This exercise will help you refine your metacognition skills.

Begin by finding someone you can coach for 15-20 minutes. As you coach, use metacognition to keep track of the first item in the list below (key questions). If you track it well, you should be able to recount what was said at these turning points after the dialogue.

Then repeat the exercise. The second time through, try to track two of the items in the list below. Then each time you repeat the exercise, add another item to track. How much can you track as a trainer while still remaining engaged as a coach?

1. Which questions were turning points in the conversation or took things to a deeper level? Be able to recall and recite them fairly accurately at the end of the coaching conversation.
2. What coaching techniques did you use? Be able to recall two or three at the end of the conversation.
3. What coaching values or principles does this conversation illustrate?
4. What were the key emotional or verbal cues the client gave in this conversation?
5. What was happening in you as you coached? What were your questions, doubts, joys, fears, or curiosities?
Handout 14: Creating a Learning Environment

Creating a Learning Culture
One of your key tasks as facilitator is getting people in a learning mode, where the focus is on how I can grow instead of how I look. Here are some ways to do that:

- Share vulnerably to catalyze transparency (see Handout 15)
- Try not to put yourself on a pedestal when introduced (I like to introduce myself for this reason).
- Point it out or admit it freely when you make a mistake in training
- Recognize and honor people who take risks, even if they make mistakes in the process

Or you can directly address the idea of focusing on learning instead of appearance:

- “We’re going to work on some new skills today. The first time you try something new it never goes smoothly. That doesn’t mean something is wrong: it means we are on the right track. If we only did things you could do perfectly already, we wouldn’t learn anything.”
- “If you aren’t making mistakes, you aren’t learning.”
- “You’re not being graded today, so you can all relax!”
- “When I do role plays in workshops, one out of six or eight times it bombs: but we get just as much learning out of those as we do when it works.

It helps to introduce the role playing method of training and let people know what to expect. Role plays require transparency, risk-taking, and a trust atmosphere. The payoff is:

- Working with real problems creates real breakthroughs
- You don’t have to play a character – just be you
- The training is more life-like
- We get to practice being transparent quickly, which is an important coaching skill

Room Environment
Setting up the room can also help create a learning atmosphere:

- Seat people in their pairs, triads or foursomes so they can stay together throughout
- People are more likely to take notes on role plays if they are seated at a table
- The room should seat at least three times as many people as participate. That way everyone can work in triads without the volume getting too high, and conversations feel more private
- Put small snacks (like a tray of trail mix) and drinks right on each table so people don’t get up for food during practice times
- Get set up early so you can greet people as they come in
Handout 15: Catalyzing Authenticity

Four Characteristics of Authentic Sharing

- Vulnerable
- Significant
- Detailed
- Not Needy – a Gift

The Time-and-Trust Paradigm versus the Agape Paradigm

- **Trust:** “I can be authentic with people who I know I can trust.”
- **Love:** “Authenticity is a gift I give freely to many others to open the door to deeper relationship

<table>
<thead>
<tr>
<th></th>
<th>Trust Paradigm</th>
<th>Agape Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation:</strong></td>
<td>Need</td>
<td>Gift</td>
</tr>
<tr>
<td><strong>Safety by:</strong></td>
<td>Being careful to not get hurt.</td>
<td>Accepting that I’ll get hurt.</td>
</tr>
<tr>
<td></td>
<td>Limiting authenticity.</td>
<td>Trusting Christ as healer.</td>
</tr>
<tr>
<td><strong>Risk:</strong></td>
<td>Shared.</td>
<td>Unilateral.</td>
</tr>
<tr>
<td></td>
<td>Small, incremental risks.</td>
<td>Big, frequent risks.</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>From 6 months up to years to build</td>
<td>One conversation.</td>
</tr>
<tr>
<td></td>
<td>authentic relationship</td>
<td></td>
</tr>
<tr>
<td><strong>Span of Authenticity</strong></td>
<td>Limited</td>
<td>Can be very large.</td>
</tr>
</tbody>
</table>
Exercise 16: Demo Skills

In this exercise you’ll work at learning to demonstrate a skill and set up a debriefing time.

**Step 1: Prepare Your Demo (10 min)**
Each member of your triad chooses a technique to demonstrate, each from a different column in the chart below. Don’t waste time exploring several before deciding: pick a skill and spend your time thinking about how you will demonstrate it! Page numbers for Leadership Coaching (LC), Coaching Questions (CQ) and the Christian Life Coaching Handbook (CLCH) are given so you can review the background info on that technique.

<table>
<thead>
<tr>
<th>Column #1</th>
<th>Column #2</th>
<th>Column #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideal Future technique – CQ pg. 42</td>
<td>Unpacking a Destiny Event – CLCH pg. 201</td>
<td>The Observation and Question technique – LC pg. 189-190.</td>
</tr>
<tr>
<td>Discovering a Life Message – CLCH pg. 245</td>
<td>Setting a SMART goal – LC pg. 135-140.</td>
<td>Overcoming an External Obstacle to a dream – CLCH pg. 143-145</td>
</tr>
<tr>
<td>The impact of Open vs. Closed questions – LC pg. 179-181</td>
<td>Exploring several Revelation Methods – CLCH pg. 225-229</td>
<td>Five Options technique – CQ pg. 41</td>
</tr>
<tr>
<td>Creating a list of Big and/or Fun Dreams – CLCH pg. 136-137</td>
<td>Creating Action Steps with high buy-in</td>
<td>Identifying energy cues in a conversation – CLCH pg. 117</td>
</tr>
</tbody>
</table>

Next, think through what type of coaching issue will best demonstrate this skill. It could be something practical like cleaning out the garage, a significant event in life, something the client wants to process or talk through, a place they are stuck, an unpursued dream, etc.

Finally, decide what instructions to give observers before the demo so they tune into the principle you are modeling (without just telling them what it is!)

**Step 2: Do the Demo (8-10 min)**
Give your observer instructions, choose a client and model the skill you chose.

**Step 3: Solicit Feedback (5 min)**
No, step back as a group and debrief on what happened in the demo:

- Coach, what did you do well, and what would you do different next time?
- How well did the coach demonstrate the skill? What worked and what didn’t?
- How well did the instructions lead you to focus on the skill in question without telling you what it was? Why did/didn’t those instructions work

**Option:**
Repeat the exercise using meta-cognition to identify at least one coaching principle that comes up in the demo (you won’t plan for it—just see what happens). During your debrief, explain the principle, then see what principles others saw (LC pg. 289 has a big list if you can’t think of any).
Worksheet 17: Role Play Observing

Observations
What were you instructed to look for in the demo?

What coaching principles or values did you see in action in the demo?

What did the coach do well?

How well did the debriefing questions tie into the observer instructions?

How well did the coach facilitate an interactive discussion time?

Evaluation

- Did you feel like you discovered the principle/skill from the demo and discussion, or that you were told what it was in the instructions or debrief? What gave you that impression?

- Where were the learning moments in the demo and debrief? How well did the coach adapt to what happened versus just sticking to the script?
Handout 18: Tips for Finding Demo Volunteers

**Explain the kind of issue you are looking for**
Different types of coaching issues work best with different skills. For instance:

<table>
<thead>
<tr>
<th>What You Want to Demo</th>
<th>Type of Coaching Issue to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>A practical skill like Five Options</td>
<td>A practical need, like a plan to pay off a credit card, cleaning up the garage, etc.</td>
</tr>
<tr>
<td>A technique for dealing with Obstacles</td>
<td>A place you are stuck, frustrated or can’t seem to move forward</td>
</tr>
<tr>
<td>A Value, Passion or deep desire</td>
<td>An unrealized dream; something that impacted you deeply emotionally; your calling</td>
</tr>
<tr>
<td>A listening skill</td>
<td>Something you want to process or talk through</td>
</tr>
</tbody>
</table>

**Get a brief description of the issue**
Have each volunteer give a 20-second sketch of the issue before you agree to coach them. That will enable you to judge whether the issue is appropriate for what you want to demo. It will also give you an indication how long-winded the person is!

**Coach the person in the room**
You may get a coaching issue like this: “Can you coach me on how to get my daughter to go back to college?” The person is really asking for help for her daughter, not herself. However, you can’t coach someone who’s not in the room. You might be able to translate this into something you can coach, like, “How do I respond to a daughter who doesn’t want to go to college?”

**Give yourself multiple options**
By asking for several volunteers, you can avoid being stuck with the wrong type of person or coaching issue. When you ask for a volunteer, say something like, “I need three volunteers for this role play, and I’ll pick one that will best demonstrate this skill.”

**Be aware of personal issues**
Trainees with glaring personal issues tend to make for less-than-optimal role plays. Sometimes the first person to volunteer will be the “teacher’s pet”, who just wants the attention. Others may need sympathy or acceptance from the group, and use the role play time to get their needs met.

**Be prepared to interrupt**
It can be a problem if the volunteer talks continuously without interruption, or tends to take long bunny trails. To work with these individuals, just secure permission to interrupt when they go off track or talk too long. Here are some ways to help reel the conversation back in:

- “For the sake of the demo, let me focus you in on…”
- “Let’s leave that for now and come back to the main focus…”
- “Would you mind if I interrupt occasionally if needed to keep us focused on what we need to demonstrate?”
Handout 19: Tips for Facilitating a Debriefing

**Honor Vulnerability**
Honor the volunteer client for a willingness to get up front, especially if they were vulnerable about a personal issue.

**Person on the Spot Shares First**
Let the person who was on the spot debrief first, and be the first to assign meaning to what happened. If the facilitator is coaching a demo, it will be the volunteer client. I like to keep them up front during the debrief so they can answer questions about what they thought and felt.

**Give Coaches a Chance to Point out Their Own Mistakes**
When trainees do the coaching, they should have the chance to self-evaluate first. This gives them the opportunity to point out their own mistakes instead of having others do it. If the

**Get People Talking to Each Other**
In the best debriefings, people start discussing with each other instead of the Facilitator responding to each comment. To get yourself out of the limelight:

- Ask trainees to give their feedback to the coach or client instead of to you
- If whoever is speaking looks at you when they talk, sitting down pulls attention back to the group
- When a question is raised ask the group to respond to it.
- When a person gives an answer, ask the rest of the group what they think

**Affirm People Who Talk**
Find a way to affirm it whenever people offer a comment. Even if it is off base, you can still say, “good question” or “thanks for bringing that up.” If people get positive feedback for talking, they’ll engage more. If they get told they are wrong, they’ll clam up.

**Crowd Control**
Interactive workshops can be hard to control—people start talking about their lives, and they don’t want to stop! Here are some methods for helping keep control of the group:

- Walk over and stand next to the person or table that is talking amongst themselves to get them to stop
- Stand on a chair to get attention
- Use a timer or bell to alert people when to stop
- A group prayer always quiets people down
- At the beginning of the workshop, ask people to help you by moving quickly from one activity to the next and not starting side discussions when you are trying to lead.
- If someone is disruptive, take them aside and ask for their help in keeping things moving, or put them in charge of keeping their table focused.
Handout 20: Leading Practice Sessions

Here are some tips for structuring your practice sessions.

Pairs vs. Triads
The advantage of doing practice sessions in triads or even groups of four is that you have an observer who is watching the role play and can offer feedback. Also, doing it in a triad means each person gets to experience the skill three times. On the other hand, triads and foursomes take longer than pairs, so if your workshop is running behind, you can cut time by converting a triad exercise to be done in pairs.

Spread Out
When people are too close or the room is too small, it is hard work to listen. Encourage people to spread out or use breakout rooms. If people do go to other rooms, remember to find them and tell them each time a role play or debrief should end and the next activity is starting.

Activate Observers
Observers need something specific to do during practice sessions. I always encourage them to take written notes, and model it by doing so myself as I go around to offer feedback. Another technique is to put the observer in charge of the debrief, or have specific things they are supposed to give feedback on.

Purpose of Feedback Times
Practice with Feedback is an invaluable way to learn. Practice builds competence and confidence that we can go out and do this in the real world. And without feedback, you could just as easily be forming the habit of doing the technique wrong! Feedback increases the value of practice by keeping it on course and increasing the amount that is learned.

The Oreo Feedback Model
In this model (see article, page 25), constructive criticism is sandwiched between two pieces of affirmation. This is a great model to teach trainees to use with each other.

Basic Feedback Questions
The set of feedback questions I use most often is:

- What did you do well?
- What would you do differently?
- What did you learn?

Some others:
- What was significant for the client?
- What was a turning point in the conversation?
- How well did the coach do at modeling this skill?
Handout 21: Skills to Demonstrate

1. Input/Introducing the Role Play

2. Choosing a Volunteer

3. Instructions to Observers

4. Highlighting the Skill/Value Planned, or Going with the Learning Moment

5. Coaching Skills Used in Role Play

6. Metacognition – (Ability to keep track of what happened in the role play)

7. Honoring the Volunteer

8. Debriefing Facilitation Skills

9. Allowing People to Discover Instead of Telling
Handout 22: Sample Speaker Guidelines

1. Scheduling
I prefer to schedule workshops three to six months in advance, but may have openings in my schedule that can be filled with less advance planning. Do not schedule the event to begin before 8:00 am or end after 9:30 pm.

2. Fees
I normally work on a flat fee basis. Fees vary with the length of the event and the distance traveled. Workshop manuals or handouts (if needed) are an additional cost figured per individual attending. Contact me for an exact written quotation.

3. Travel
The sponsoring organization will reimburse travel and lodging expenses. This includes transportation to and from an airport to the lodging and seminar venues (either rental car or provided by you). If you wish to provide airport pickup, please supply a name, e-mail and cell phone number for the person who will be doing the pick-up so we can connect beforehand and make final arrangements.

   I enjoy staying in homes if certain guidelines are followed:
   
   ▪ Please provide a private room
   ▪ I have back problems and don’t do well on a sofa bed
   ▪ While I enjoy getting to know people I stay with, I will not be “on call” for personal ministry or coaching at the home I am staying in.

4. Payment
Details are fleshed out in the contract. Please provide a deposit at least 30 days before the event and a check for the remaining balance (including speaking fees, travel and lodging) at the event itself.

5. Logistics
The sponsoring organization will provide facilities for the workshop. An optimal workshop setting includes:

   ▪ A room with flexible seating and plenty of space for people to break out and work in groups of two to four. A room that seats two to three times as many people as you anticipate attending is good.
   ▪ Tables for groups of four to work on are best.
   ▪ An overhead or PowerPoint projector as requested.
   ▪ Drinks and minimal snacks for during sessions. I find that too much food is a distraction in breakout sessions. A plate of trail mix on each table seems to work better than food on a separate table.
   ▪ Name tags for participants.
   ▪ A sound system with a lavalier mic and a second microphone for role play demos if there will be over 25 people attending.
   ▪ Informal, everyday dress tends to make participants more relaxed.
The sponsoring organization will provide personnel to register workshop participants, pass out workshop handouts and handle tuition.

6. Book Table
I normally provide a book table at my speaking engagements with follow-up materials and literature for participants who want additional learning opportunities after the event. Book tables enhance the impact of the event by keeping people learning on the topic after the event is over. While I enjoy offering books and believe it is beneficial for participants to have them, be assured I won’t turn what happens on the platform into a sales event!

I’ll need a volunteer to oversee the table at breaks throughout the event. (I’d be happy to reward the person with a free book or two!)

7. Recording
Sessions provided by us are not to be recorded for sale or other distribution without express written permission.

8. Training Methods
While coach training is based on solid principles of how adult leaders learn, the way we do it may be unfamiliar to some. We use a Tell-Show-Discuss-Do paradigm for training, where we present a concept, demonstrate it live on a group member, debrief with the group on what happened, and then give time for them to practice on each other. Concepts learned through discussion, practice and role-playing stick with us 10 to 20 times more effectively than those learned through lecture alone. Most people don’t like to sit for a whole day listening to a talking head – and that is not what I do!

Because adult leaders learn most effectively in interactive, experiential settings, my workshops and extended training events are designed for that format. Participants should be prepared to get involved, participate in demonstrations, try out the skills they are learning in peer practice sessions, and receive feedback.

For conference sessions and other short venues, I usually do presentations with an activation exercise or demo and debrief included.

9. Handouts
I normally have handouts for the group. I will send you a file 1-2 weeks before the event so you can print copies for all participants.

10. Description of Training Group
Before the event, please provide the following details:

- An approximate number of those attending.
- The level of exposure or experience that group has with coaching and/or the subject matter of the workshop.
- A general description of the group.
11. Publicity
We can provide marketing materials to help publicize your event, including:

- Individual resumes with photos
- Color workshop brochures with a blank to print your event time and date
- E-fliers and brochures for each workshop
- Testimonial sheets
- Workshop schedules

Word of mouth is the best publicity. Encourage people to personally invite others to come. Emphasizing the transformational nature of coaching and how it can give people a whole new set of tools for ministry is an effective way to promote coaching.
Workshop Evaluation

Take five minutes to ten minutes to offer some feedback on how this workshop impacted you.

1. What were the best three things about this workshop?

2. What two things might be done differently in the future to improve it?

Rank the following on a scale of one to five (five is highest)

1  2  3  4  5 How qualified do you feel to go out and lead a coach training event?
1  2  3  4  5 How well do you feel you have learned to lead coaching demos?
1  2  3  4  5 How well do you feel you have learned to lead debriefings?
1  2  3  4  5 How well do you feel you have learned to lead practice sessions?
1  2  3  4  5 This workshop was well organized and ran smoothly.
1  2  3  4  5 The presenter knew his/her stuff and communicated clearly.
1  2  3  4  5 The practice times gave me confidence and competence to train others
1  2  3  4  5 The content of this course will be useful to me.
1  2  3  4  5 Feedback was given in a helpful, respectful, empowering way
1  2  3  4  5 I would recommend this course to others.