



Corporate Coach Group

Training that transforms



Training Plan

Coaching and Mentoring Training

A Training Plan for Your Organisation

What is the purpose of the training?

The purpose of the training is to initiate a process of rapid improvement, by means of achieving a shared understanding of the correct knowledge and skills that we need to employ, if we are to achieve our stated goals.

Coaching and Mentoring Course Summary

Everyone benefits from the effects of excellent coaching and mentoring. A good coach and mentor helps people find the right answers sooner, and without them going through the pain of trial and error learning.

This one-day Coaching and Mentoring course will help you develop specific skills, such as suggestive questioning, constructive feedback, confidence building, motivation, communication and reasoning skills. In addition, you will learn to mentor people by being an exemplar of the characteristics you wish to see in others.

This course is ideal for anyone who wants to learn how to help others reach their full potential.

Learning Outcomes for the Coaching and Mentoring Course

- Become a better coach and mentor and help others to achieve their goals
- Use questions to guide people, rather than instructions to tell them
- Help others to set and achieve worthwhile goals
- Encourage others to build plans that will achieve their goals
- Develop more confidence in yourself and others
- Give constructive feedback in a way that inspires positive change
- Become a role model: Mentors often teach by role modelling

Customer Review

“ Following this course, I feel now I can prioritise and plan my work in a more specific, measurable way, whilst obtaining clear objectives by revisiting the plan. The trainer's presentation was clear, correct pace, precise.

*Helen Scott
Cambrian Park and Leisure Homes Ltd*



Coaching and Mentoring Training Course Overview

This course is split into four sections:

Definitions of coaching and mentoring.

We begin by defining exact meanings of the terms “coaching” and “mentoring”. What do they have in common? How do they differ? What skills do they require from us? We will give you our definitions, and we will ask you for yours. We will create a template for each skill set, coaching and mentoring. Then we will use the templates to assess your current strengths and weaknesses.

Self-analysis / personal learning outcomes.

We analyse your current strengths and relative weaknesses against the list of coaching and mentoring skills.

The aim is twofold, to play to your strengths and to eliminate weaknesses. Eliminating weaknesses is the most important, because it only takes one obvious error or omission to ruin your performance as coach or mentor.

We will ask you to write down your personal learning outcomes, for the course.

How to develop specific coaching skills.

We explore coaching skills in more detail:

Main topics: Clear communication. Reasoning skills. Emotional intelligence.

Subset skills: Suggestive questioning, constructive feedback, performance management, confidence building.

How to develop mentoring skills.

Now we turn our focus onto the more profound form of teaching, mentoring. You have heard it said, “Actions speak louder than words”. It is true.

If you tell your trainees to do X, but they see you not doing X, then all your earlier training is wasted. It is not enough to talk the talk, we must also walk the walk.

Mentoring and role modelling are more profound because they contain strong moral, ethical and character-based components. We must consistently be what we want to see. We will investigate the moral, ethical and character-based qualities we need to be effective mentors.



Coaching and Mentoring Training Course Details

Morning Session

Definitions and examples of coaching and mentoring

The first step to wisdom is to gain a clear understanding of what we are talking about: to give clear and distinct definitions of the terms we are using.

We offer the definition of coaching as “a form of teaching/training, based upon giving individualised instruction designed to improve the learner’s skills, knowledge, technique and confidence”.

On the other hand, mentoring is “a (different) form of training based upon demonstrating and exemplifying the specific skills and attributes that the mentor wants to inspire in the learner”. This is often called, role modelling.

What are the skills, knowledge, attitudes shared by all good coaches and mentors?

In order to act as an effective coach and mentor, we must possess a range of specialist skills, knowledge and attitudes. Which skills, knowledge and attitudes are required for each?

We will formulate a theoretical-ideal, which we will use as a template against which to judge our own performance as coach and mentor. Then we assess exactly where we currently deviate from the ideal, and where our actions more closely correspond to the ideal.

Play to strengths: Work on weaknesses

Coaching and mentoring have a twofold aim; to play to and extend the range of strengths, and to simultaneously identify and eliminate errors.

Of the two aims, the elimination of error is by far the most important. Everyone is happy to show off their strengths (which is great for the ego but does not produce much growth).

A smaller number of people take time to identify their flaws and work diligently to eradicate error. But remember it takes only one obvious flaw in a performance, to destroy all chances of success.

So, we start by identifying our strengths and more importantly we identify where we are not as strong but need to be. This becomes the major focus of training; to assess the current condition, play to strengths and work like crazy to bring up the weak points.

The first step to achievement is goal setting

Nobody can achieve a goal they never set. Therefore, the first step to achievement is to set a goal. We need to learn about goal setting.

We will cover the whats, whys and hows of setting goals.

We will present an eight-part system of goal setting, which will allow us to define targets; and begin to assemble the mental, emotional, tangible and intangible resources needed to achieve goals.

Specific coaching skills

Now we focus our attention on the specific skills associated to coaching, as distinct from mentoring. There are seven skills we will draw your attention to: clear communication, reasoning skills, emotional intelligence, suggestive questioning, constructive feedback, performance management, confidence building.

Clear communication

One of the biggest obstacles to effective coaching is the inherent ambiguity of language. People often use ambiguous language; words and phrases that have multiple possible meanings. This leads to misunderstandings, and misunderstandings cause problems.

The solution is to use words and phrases that have only one possible meaning. Good coaching relies on clear communication. We will show you three ways to help you to express your exact meaning.

Good reasons

Everything a coach does, should be for a good reason. Nothing should be arbitrary. Nothing is random. We do not guess. As a coach you should not only explain what to do, but you should also explain the reasons for it.

If the learner knows what to do, but not why, then their motivation and understanding is undermined, and thus weakened. We will explain how to best describe your reasoning.

Emotional intelligence

Everyone is affected by emotions. So, all good coaches know how to use emotions to their best advantage. Every emotion has its uses and they are subtle.

For instance, not all negative emotions are bad, since for some people, anger can be a powerful motivator to improve. And not all positive emotions are good, overconfidence can be the cause of failure.

So, a good coach understands how to use the right emotion, at the right time, in order to get the performance needed from their trainees.

We will teach you the almost magical art of emotional management.

Suggestive questioning

Most people don't like to be told! So, it is often better to frame your guidance in the form of suggestive questions.

Salespeople have a phrase: "If I tell them, they fight me. But if I ask them the right questions, their answers convince them".

Therefore, what does a good coach try to do? A good coach uses questions to guide the learner in the right direction by means of suggestion.

Customer Review

“ The training course was very useful and packed full of information. The language used was very user-friendly and understandable. The Trainer's presentation was really good, the trainer showed lots of confidence and had great knowledge.

*Jackson Sutcliffe
Crown Gas and Power*

Afternoon Session

Constructive feedback, performance management

Performance management and constructive feedback go together, like twins. To improve a persons performance means you need to give them constructive, (not destructive) feedback.

We will examine the difference between constructive, helpful feedback and destructive. We never use words in destructive ways. We use words only in constructive ways. You will find this skill is a game changer.

Building the self-concept

The self-concept is “the beliefs people hold about themselves, in terms of their native ability and potential”.

If the person thinks badly of themselves (they have a weak self-concept), then that alone, is enough to destroy their chances of high achievement.

If a person thinks well of themselves (strong self-concept), then that opens the door to the possibility of future growth.

All good coaches know about the role of the self-concept and its effects on self-confidence and performance. This session will teach you everything you need to know.

How to develop your mentoring skills

Now we turn our focus onto the more profound form of teaching: Mentoring.

You have heard it said, “Talk’s cheap” and “Actions speak louder than words”. It is true.

If Mr Mentor tells others to “Do X”, but then they later see him do the exact opposite, then all Mr Mentor's earlier words and future pronouncements are rendered worthless.

Good mentors exemplify their highest ideals.

Mentors’ motto: *BE what you want to SEE.*

Social learning theory

Social learning theory says that people learn how to behave by watching and mimicking others. Babies do it, kids do it and grownups do it too.

If we are to be successful mentors then we must not only "talk the talk", we must also "walk the walk", because our actions speak louder than our words.

Integrity is power

Integrity means that a person's words and actions are fully integrated, which means they do what they say they will do. That is, they don't say one thing and then do the opposite.

If they say they believe in justice, their actions demonstrate that.

If they say they believe in reason, their actions demonstrate that.

A good mentor will always have integrity. If you want to be a good mentor, then act in accordance with your best words.

Mentoring has moral and ethical components

Integrity is a moral / ethical principle which is applicable to mentoring.

But there are many more ethical / moral principles, mentors should embody.

Here are a few of the most important ethical, moral principles applicable to good mentors:

1. Honesty
2. Justice
3. Industry (hard work)
4. Kindness
5. Respect

Any breach of these ethical principles will cause failure:

1. Dishonesty
2. Injustice
3. Laziness, laxity
4. Unkindness
5. Disrespect. Rudeness

Mentors do well by doing good.

Mentors lead by example

Let us finish our course by looking at some real-life examples of what we would consider to be excellent coaches/mentors.

You can pick a coach from any field of human endeavour: sport, business, the arts, military history, social politics, economics, philosophy or your own personal story.

We will ask you to tell us who we could use, to exemplify the concept of excellent coach and mentor.

Customer Review

“ The course contained a lot of content with good formulas/diagrams to make it easy to remember. Plenty of examples to help identify with each element. Use of practice and writing notes helped focus the mind and memorise elements. The trainer's presentation was very interactive and thought-provoking. Good sense of humour to keep all delegates interested. Held delegates attention by asking for delegates own comments. Summarised frequently.

*Jeannette McDonnell
International Greetings UK Ltd*

Training Costs / Investment

Bespoke In-House or Live-Online Course

£2,250 + VAT per training day, (8 – 16 delegates)

Plus, travel and hotel accommodation for trainer if needed (Premier Inn type)

International Price Varies

In-House training has been designed to provide a similar experience to our open courses, however we can tailor the content to fit your specific needs.

We are able to train in your timezone.

All our training includes:

- A full day of quality training, delivered by an experienced trainer
- Total of 6 CPD training hours (usually 9am - 4.30pm), plus an additional 2-3 via post-course online independent learning
- Full course training workbooks
- Training certificate
- Access to additional free training material after the course via our post-course portal
- 3 months free telephone coaching: Whilst you are implementing what you have learned, if you need to, you can contact us for support and guidance

We suggest the following plan of action:

Please send to us:

1. Any amendments or changes you wish to make to the programme.
2. Your thoughts.
3. The next step you would like us to take.

Thank you.

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Customer Reviews

- “ The course content was excellent, in particular the conflict management, time management and mindfulness sections. The techniques taught in the course will be of generic great value both in work and personal life. Chris is an excellent presenter, putting a group originally very socially awkward and nervous at ease. Very friendly and puts a positive spin on answers even to difficult questions.

*Mark Horne
RDB Concepts*

- “ The course was very educational. Lots of information with clear objectives. I liked the course handbook as I can digest at home. The trainer presented very well, with good humour. Very clear views on positive attitude and time management.

*Alistair Mann
Panztel*

- “ Very useful information provided on course. I hope to apply the concepts to my leadership. Was also very thought-provoking. The trainer was extremely enthusiastic, with a strong belief in the content. Well explained, effective examples.

*Martyn Wathins
The Henley College*

- “ The course was professionally presented and well paced, with materials that made the learning easier. The trainer's presentation was excellent! The trainer was professional and knowledgeable about the subject material. Responsive to questions and scenarios and also helpful.

*Robert Simpson
Education Funding Agency*