

Theme:

Training Methods and Communication Skills



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Day 2: 28 February 2022



Training the Trainer Award

Agenda

- **Methods of Training**
- **Verbal and Non-Verbal Communication**
- **Group Communication Skills**
- **Learning Cycle and Learning Styles**
- **Learner Centred Learning v Trainer Centred Training**
- **Coaching Skills**

Training Methods

Training should relate...

What... is to be learnt

How... best to learn it

- No one method is best
- The ideal is a combination of methods

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Orientation to New Jobs or Roles

A carefully developed procedure for orienting new employees is very helpful for getting employees "off on the right foot" when starting their jobs.

Today this is part of an 'onboarding' process that extends from just an induction programme.

Training Courses and Workshops

Seminars etc. are useful, in particular, for highly focused overviews of a particular subject or training about particular procedures.

Workshops typically include some hands-on practice by the learner, and can be very practical means to learn a certain technique or procedure.

Lectures

Lectures, or focused presentations by experts on subject matter, are held in a wide variety of locations, not just in classrooms.

Professional associations often bring in speakers.

Guest lectures are often sponsored by local universities, colleges and training centres, and announced to the public.

Professional Organizations

A wide variety of professional organisations often offer conferences that serve as an important updating and future focused purpose apart from networking benefits.

Peer-Based Methods

This includes formats where peers focus on helping each other learn, e.g., by exchanging ongoing feedback, questions, supportive challenges, materials, etc.

Coaching

Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan.

The learner drives these activities and the coach provides continuing feedback and support.

Apprenticeships

For centuries, apprenticeships were the major approach to learning a craft. The apprentice worked with a recognized master craftsman.

Particularly during times of low unemployment, businesses are eager to get any kind of help they can find.

Seeking an apprenticeship may be a very useful and effective way to eventually develop a new skill.

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Internships

Internships are offered usually by organizations to college students wanting to find work experience during the summer months.

The internships offer precious, real-life job experience and the organizations often get skilled, highly dedicated service.

Many times, interns go on to be hired by the organizations.

On-the-Job Training

This form helps particularly to develop the occupational skills necessary to manage an organization, e.g., to fully understand the organization's products and services and how they are developed and carried out.

Virtual/Online Learning

Previously known as distance learning this has become a mainstream approach in training and development.

There are an increasing number of approaches to online learning including video clips.

Job Assignments / Action Learning

Job assignments are wonderful opportunities from which to learn.

To cultivate learning...

consider having employees write short reports, including an overview of what they did, why they did it, what areas of knowledge and skills were used, how the job might have been done better, and what areas of knowledge and skills would be needed to improve the job.

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Job Rotations/Attachments

This can be one of the most powerful forms of development, allowing learners to experience a broad range of settings, cultures and challenges.

Mentoring

Hopefully, learners find experienced managers in the workplace who are willing to take learners "under their wing" and provide ongoing coaching and mentoring.

Self-Directed Learning

Highly motivated learners can usually gain a great deal of knowledge and skills by identifying their own learning objectives, how to meet those objectives and how to verify they've met the objectives, as well.

Team Building

The action or process of causing a group of people to work together effectively as a team, especially by means of activities and events designed to increase motivation and promote cooperation.

Blended Learning

Blended learning (also known as hybrid learning) is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving learners more flexibility to customise their learning experiences.



Training Methods

Identify Advantages and Disadvantages

Classroom Instruction

On the job training

Virtual / Online Training

Workshop

Team-Building

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Method	Advantages	Disadvantages
<ul style="list-style-type: none"> Classroom Instruction 	<ul style="list-style-type: none"> Visual Aids Easy to Follow, ask questions and clarify difficulties 2 way communication Social skills To-understand in person 	<ul style="list-style-type: none"> Travelling to Location Lack of hands on experience Theoretical Shy students
<ul style="list-style-type: none"> On the job training 	<ul style="list-style-type: none"> Simple way of learning Immediate productivity Inexpensive Tailor-made Practice on 'real environment' 	<ul style="list-style-type: none"> A rush process Mistakes At the beginning low productivity
<ul style="list-style-type: none"> Virtual / Online Training 	<ul style="list-style-type: none"> Any Location including home interactive Inexpensive Convenient Flexible 	<ul style="list-style-type: none"> Internet Connection – Visual / Sound Distracted Less Learning / Isolation / Boring Requires self discipline
<ul style="list-style-type: none"> E-learning 	<ul style="list-style-type: none"> Wide reach & Flexible 24/7 Inexpensive No need to take time off Independent learning Useful for mandatory training 	<ul style="list-style-type: none"> There is no one who can explain Feedback is limited Not motivational / assessments! Isolated Technical Issues

Training the Trainer Award

Method	Advantages	Disadvantages
<ul style="list-style-type: none">• Training Simulation	<ul style="list-style-type: none">• Can improve trainee skills in work• Feedback can be given easily• Realistic• Accurate	<ul style="list-style-type: none">• Can be expensive• Not every situation is included
<ul style="list-style-type: none">• Practical Workshop	<ul style="list-style-type: none">• Hands on experience• Fun and quick learning• Engaging• Participation• Theory to practice	<ul style="list-style-type: none">• Limited coverage• Organization issues• Expensive (venue etc.)
<ul style="list-style-type: none">• Team-Building	<ul style="list-style-type: none">• Motivational• More creative thinking and ideas by different people• Group learning/Team Synergy• Social element	<ul style="list-style-type: none">• Costly• Takes a lot of time• Could be just a 'fun' event• Introverts may be uncomfortable
<ul style="list-style-type: none">• Projects	<ul style="list-style-type: none">• Realistic• Practical• Capabilities Identification• Collaboration	<ul style="list-style-type: none">• Time consuming• Discouragement• Organization issues

Key Points

- **The goal of the assessment and design phases is to implement effective HRD programmes or interventions.**
- **This means that the programme or intervention must be delivered or implemented using the most appropriate means or methods (as determined in the design phase).**



Verbal and Non Verbal Communication

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The root of the word ‘communication’ is the Latin *communis* which means, literally, ‘common’ or ‘shared’.

Effectively, therefore, communication is about shared experience and the creation of a common understanding.

COMMUNICATION IS THE ART OF BEING UNDERSTOOD

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TYPES OF COMMUNUCATION

INTRA - PERSONAL: WITH ONESELF

INTER - PERSONAL: WITH ANOTHER PERSON

GROUP: WITH A SMALL NUMBER OF PEOPLE

PUBLIC: WITH A LARGE AUDIENCE

Trainer Skills – Communication Skills

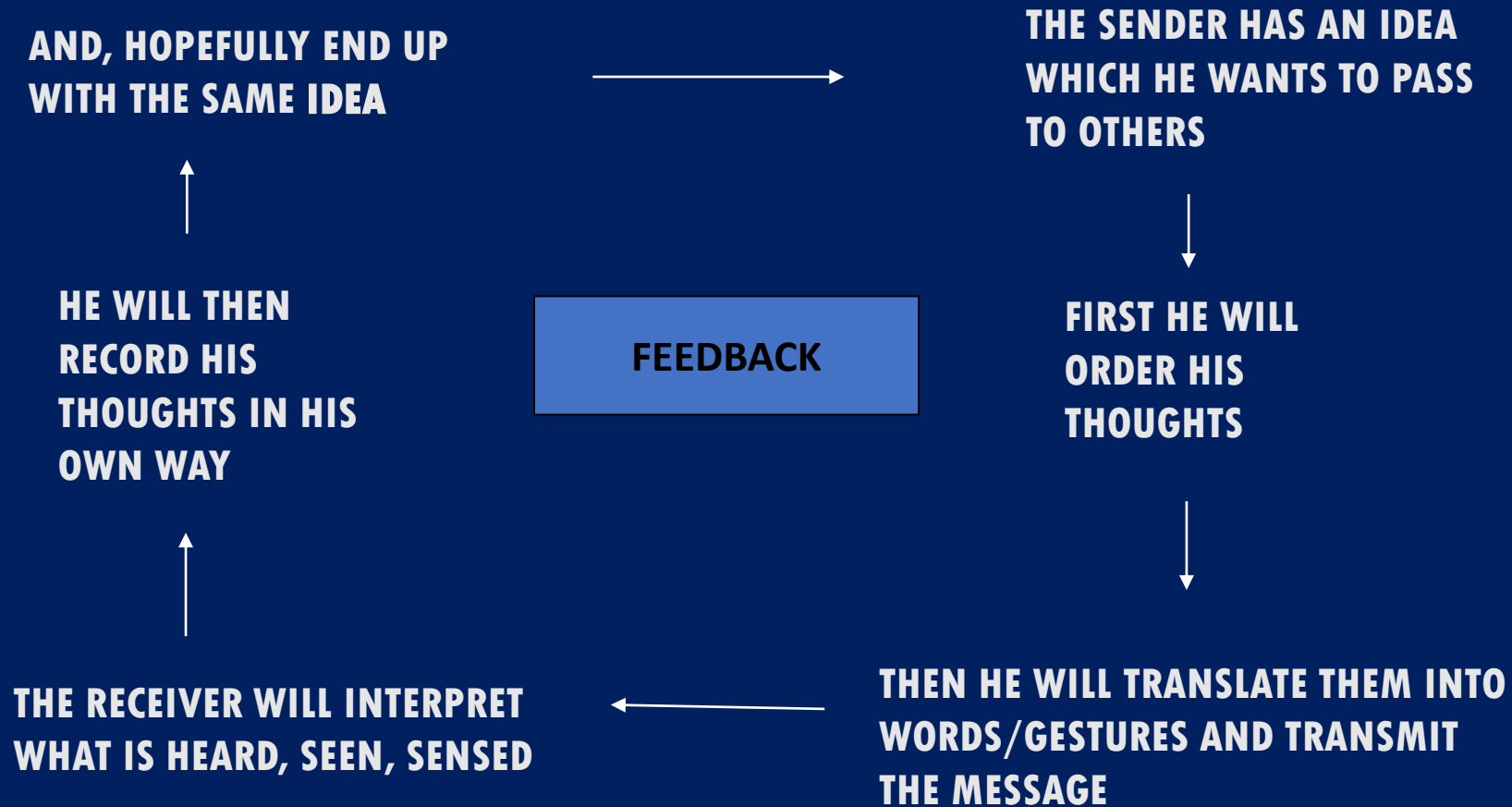
If there's one thing trainers can't be without, it's their ability to communicate.

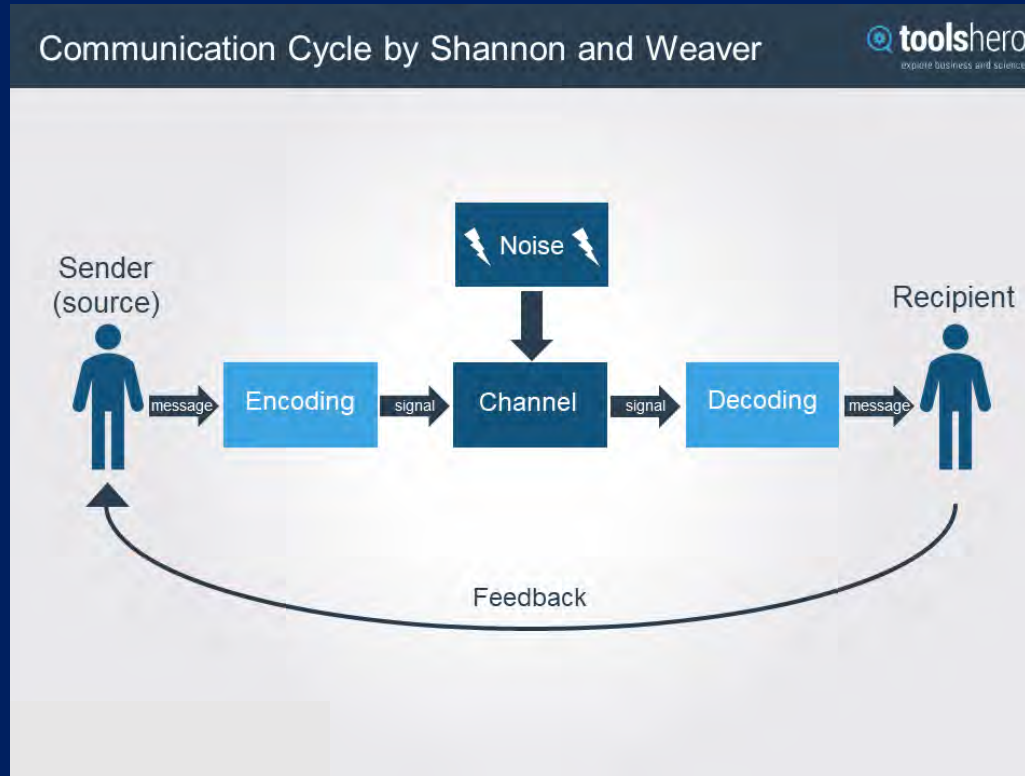
Good communication skills allow them to clearly express what they want to say and communicate with whomever, while also taking into account the proper tone and delivery.

Being fluent, straightforward, and easy-to-understand in communicating helps them efficiently train their trainees, as well as avoid miscommunications.

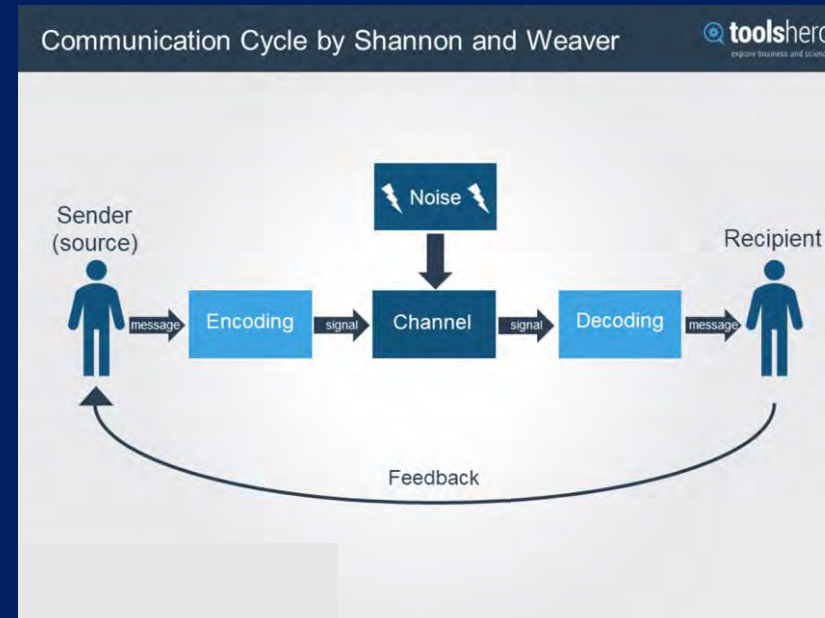
Similarly, being able to effectively communicate ideas and viewpoints with trainees is critical in maintaining a constructive but pleasant atmosphere during training sessions, whether it's in 1-1s or in large groups.

The Communication Cycle





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What types of 'noise' may exist?

VERBAL COMMUNICATION

**EXCHANGE OF INFORMATION
BY
WORD OF MOUTH**

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IF YOU ARE NOT GOOD AT COMMUNICATING

- **YOU WILL NOT SUCCEED TO EXPLAIN WHAT YOU HAVE TO OFFER**

- **YOU WILL NOT INFLUENCE AND PERSUADE**

COMMUNICATING EFFECTIVELY

– SENDING MESSAGES

“COMMUNICATING IS MORE THAN JUST TALKING.”

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COMMUNICATING EFFECTIVELY – SENDING MESSAGES

- ESTABLISHING *WHY* YOU ARE SAYING IT
- KNOWING *WHAT* YOU WANT TO SAY
- DECIDING *WHEN* TO SAY IT
- DECIDING *WHERE* WILL BE THE BEST PLACE
- JUDGING *HOW* BEST TO SAY IT
- KEEP IT SHORT AND SIMPLE
- SPEAK CLEARLY
- MAKE EYE CONTACT
- MONITOR THE RESPONSE
- USING APPROPRIATE LANGUAGE
- BEING CONCRETE - AVOID VAGUENESS
- CHECK UNDERSTANDING

“IT IS NOT SUFFICIENT TO KNOW WHAT ONE OUGHT TO SAY, BUT ONE MUST KNOW HOW TO SAY IT.”

Aristotle

ABOUT DELIVERY SKILLS

- **USE GESTURES, IF THEY HELP**
- **AVOID PROBING TO AND FRO**
- **BE YOURSELF AND DON'T TRY TO PUT ON AN ACT**

ABOUT DELIVERY SKILLS

- **DON'T BE AFRAID TO PAUSE OR REPEAT YOURSELF**
- **IF YOU WANT TO READ SOMETHING, HOLD THE BOOK OR PAPER LOW AND SPEAK OVER IT TO THE GROUP**
- **TRY NOT TO SPEAK TOO MUCH TO THE VISUAL AID THAT YOU ARE USING**

ABOUT DELIVERY SKILLS

- **SPEAK TO ALL THE AUDIENCE WHEN PRESENTING**

- **DISCUSSION LEADING SKILLS:**
 - ***INVOLVE EVERYONE IN DISCUSSION***
 - ***STICK TO THE SUBJECT MATTER***

TIP

SHOW ENTHUSIASM

***Remember:
You are selling something!***



COMMUNICATING EFFECTIVELY

- RECEIVING MESSAGES

“LISTENING MEANS MORE THAN JUST HEARING.”

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Listening Skills Questionnaire

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COMMUNICATING EFFECTIVELY – RECEIVING MESSAGES

Clear away 'baggage'



COMMUNICATING EFFECTIVELY – RECEIVING MESSAGES

- ✓ **ATTEND TO THE CONTENT IN THE WORDS AND THE FEELING BEHIND THEM**
- ✓ **ASK FOR CLARIFICATION**
- ✓ **LISTEN POSITIVELY - AVOID PREJUDICES**
- ✓ **ACTIVE LISTENING**

ACTIVE LISTENING SKILLS

Active listening is a trainer skill that *allows trainers to pay complete attention to listen to their trainees without interrupting them and to answer their questions and concerns more meaningfully.*

By honing this skill, they'll be able to effectively understand their trainees' concerns and demands.

People who seek help need to feel validated about their issues, which is why training must encourage active listening.

This increases learner satisfaction and mastering listener skill-sets, which leads to a stronger sense of trust and better relationships with them.

LISTENING

- ***“...IS DEMONSTRATING THAT YOU ARE INTERESTED IN WHAT THE OTHER PERSON IS SAYING”.***

WHEN WE HEAR WE MERELY OBSERVE SOMEONE ELSE'S THINKING..... WHEN WE LISTEN WE THINK ALONG WITH THE OTHER PERSON.

LISTENING

LOOK INTERESTED

INQUIRE WITH QUESTIONS

STAY ON TARGET

TEST UNDERSTANDING

EVALUATE THE MESSAGE

NEUTRALISE FEELINGS

***“YOU SELDOM GET THE ENTIRE MEANING
JUST FROM THE WORDS UTTERED”***

***“LISTENING CAREFULLY MEANS BEING ALERT
TO THE OTHER PEOPLE’S NON-VERBAL CUES.”***

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- **EMPATHY IS THE HIGHEST MEANS OF COMMUNICATION AND UNDERSTANDING**

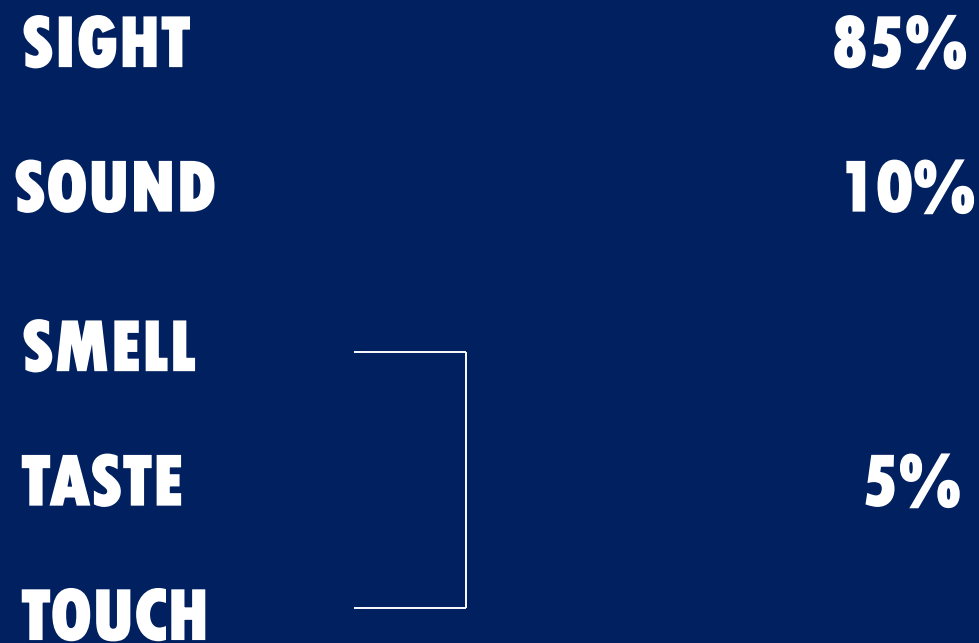
- **EMPATHISE ...TO BUILD RAPPORT WITH YOUR AUDIENCE**

NON VERBAL COMMUNICATION

“When the eyes say one thing and the tongue another, a practiced man relies on the language of the first.”

Ralph Emerson

ROUTES TO THE BRAIN



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3Vs COMMUNICATION & THEIR EFFECTS



ELEMENTS

INFLUENCE

Verbal Content

?

words, language

Vocal Influence

?

tone, stresses, pitch, silences

Visual Influence

?

expressions, gestures, posture

100%

3Vs COMMUNICATION & THEIR EFFECTS

ELEMENTS

INFLUENCE

Verbal Content

7%

words, language

Vocal Influence

38%

tone, stresses, pitch, silences

Visual Influence

55%

expressions, gestures, posture

100%

(R. Mehrabrian Non-Verbal Communication)

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**PEOPLE BUY MORE WITH THEIR
EYES THAN THEY DO WITH
THEIR EARS.**

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Aspects Of Body Language

- ✓ **POSTURE**
- ✓ **GESTURES**
- ✓ **FACE**
- ✓ **EYES**
- ✓ **VOICE**



Posture



While you are on stage, your posture will say a great deal about yourself.

Use your whole body as a dynamic tool to re-inforce your rapport with your audience.

Avoid adopting awkward postures.

Also do make a deliberate choice upon the way you dress

Gestures



The perennial problem: what to do with your hands.

These must not wave aimlessly through the air or juggle change in your trousers.

The key is to keep your hands still except when used in unison with your speech

Face



The audience watch your face...

If you look distracted they will be distracted.

If you are smiling they will wonder why and listen to find out.

Ensure a positive expression.

Eyes



The eyes are said to be the key to the soul...

Your most effective manner in convincing your audience of your honesty, openness and confidence.

Use eye contact to build rapport with each member of your audience...

(for large groups adopt the 'fixed gaze' technique to smaller sub-groups.)



Tone of Voice

Go for:

Projection and Variation

Slower Speech to focus on Clarity

Avoid Monotone

HINDERING BEHAVIOURS

- **Avoiding eye contact**
- **Looking bored, yawning**
- **Fiddling and fidgeting**
- **Looking at your watch or mobile**
- **Inattention, looking elsewhere**

NON VERBAL COMMUNICATION

NEGATIVE

- **Wobbly voice / hard voice**
- **Excessive slow speech / rapid speech**
- **Worried expression**
- **Evasive looks down / excessive eye contact**
- **Defensive arms and legs**

POSITIVE

- **Open posture**
- **Interested expression**
- **Moderate eye contact**
- **Hands/arms support what is being said**
- **Sufficient volume, varied pace and pitch of voice**

SYNCHRONIZE YOUR VERBAL AND NON-VERBAL SIGNALS

and

TALK **WITH YOUR AUDIENCE NOT **AT** THEM**



The 7 C's of Effective Communication

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The 7 C's of Effective Communication for Successful Leadership

1. Conciseness
2. Clarity
3. Courtesy
4. Consideration
5. Completeness
6. Correctness
7. Concreteness



Remember



The objective of the communication is not the transmission but the *reception*.

Theory of Pedagogy - What is it?

- **Pedagogy is a method of teaching in which teachers teach, both in theory and in practice.**
- **Pedagogy is shaped by educator's teaching beliefs and involves their understanding of culture and different learning styles.**
- **It is essential for students to have meaningful classroom relationships in order to build on prior learning.**

- **Pedagogy refers to the way of teaching students, whether it is the theory or practice of educating. It is a relationship between the culture and techniques of learning.**
- **The main aim of pedagogy is to build on previous learning of the students and work on the development of skills and attitudes of the learners.**
- **Pedagogy enables the students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom.**

Role Of Pedagogy In Effective Learning

- **Improves Teaching Quality**
- **It enhances student participation in learning and makes them more receptive to what is being taught.**
- **Encourages Different Learning Styles**
- **The main focus is given on the outcomes of courses and the students are free to learn in their styles.**



Learning includes acquiring knowledge, understanding and skill.

“Training and developmental activities are designed to bring about changes in behaviour.”

Arnold, Cooper & Robertson

Theory of Andragogy: Adult Learning

“Instruction for adults needs to focus more on the process and application not only on the content being taught.”

Adults are:

- **Autonomous**
- **Goal oriented**
- **Practical and problem solvers**
- **Have accumulated life experiences**

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“Learning is a relatively permanent change in behaviour that occurs as a result of practice or experience”.

Bass & Vaughan

**I hear and I forget
I see and I remember
I do and I understand**

Confucius 500 BC

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Transfer

Learning transfer occurs when new learning is applied in new settings.

Transfer

Positive Learning Transfer

‘when learning that has already taken place on one task assists later learning on another.’

- **vertical positive transfer** : one subject acts as a basis for another (e.g. maths to statistics).
- **lateral positive transfer** : occurs when the same type of stimulus requires the same response (e.g. flight simulators).

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Negative Transfer

- *‘when an old learning or past experience can hinder performance on a new task; when the same stimuli requires a different response’*

(e.g. driving on other side of the road as required in some countries)

Factors That Assist Transfer

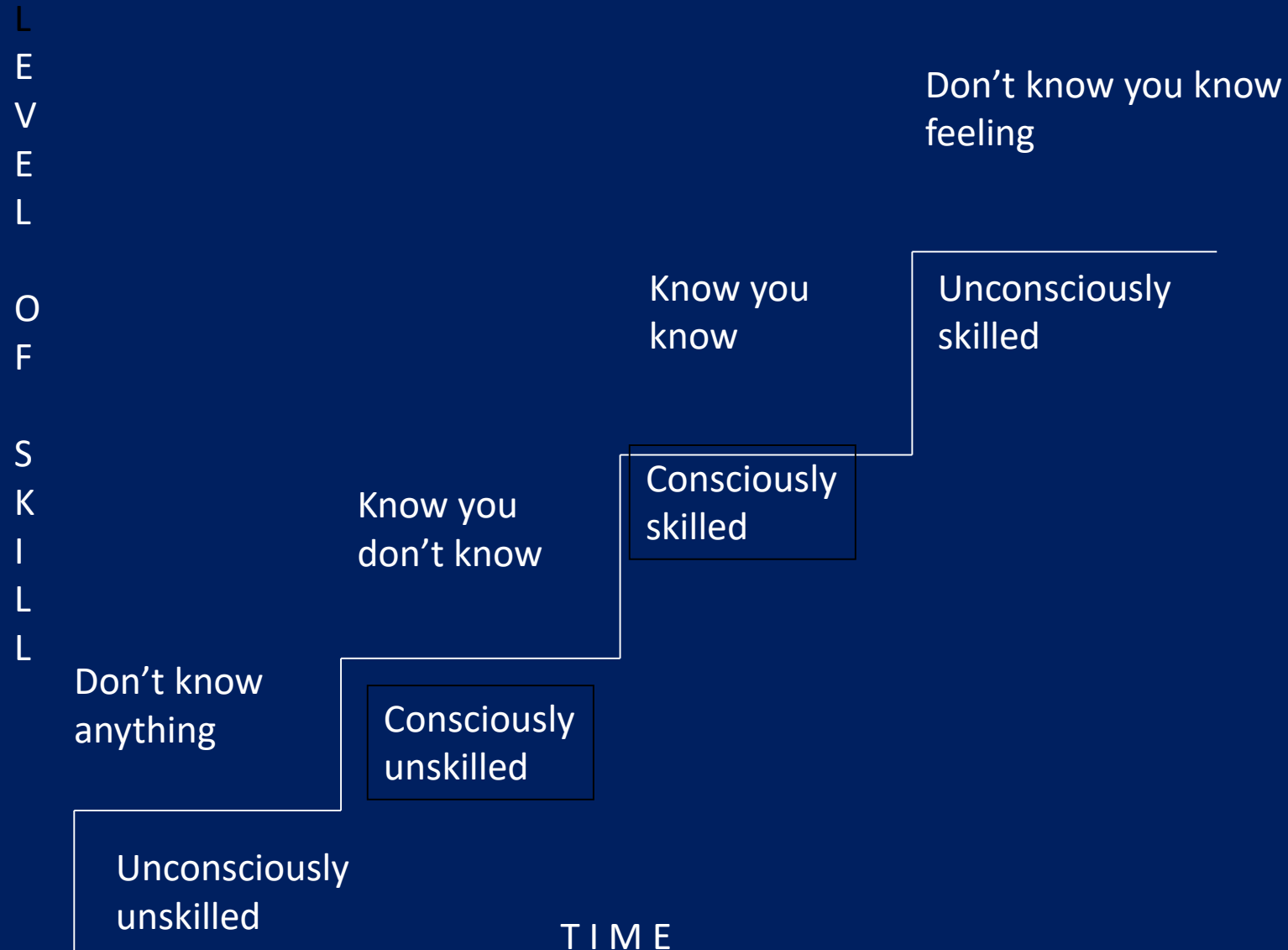
Individual

- **Interest - keenness to learn**
- **Association - associating new learning with previous learning.**
- **Practice - ensuring a level of minimum competence**

Organisational

- **Supportive culture and attitudes**

The Learning Stairway





*"Try to learn something about everything
and everything about something."*

Thomas H. Huxley

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*“Learning is not
compulsory...
neither is
survival.”*

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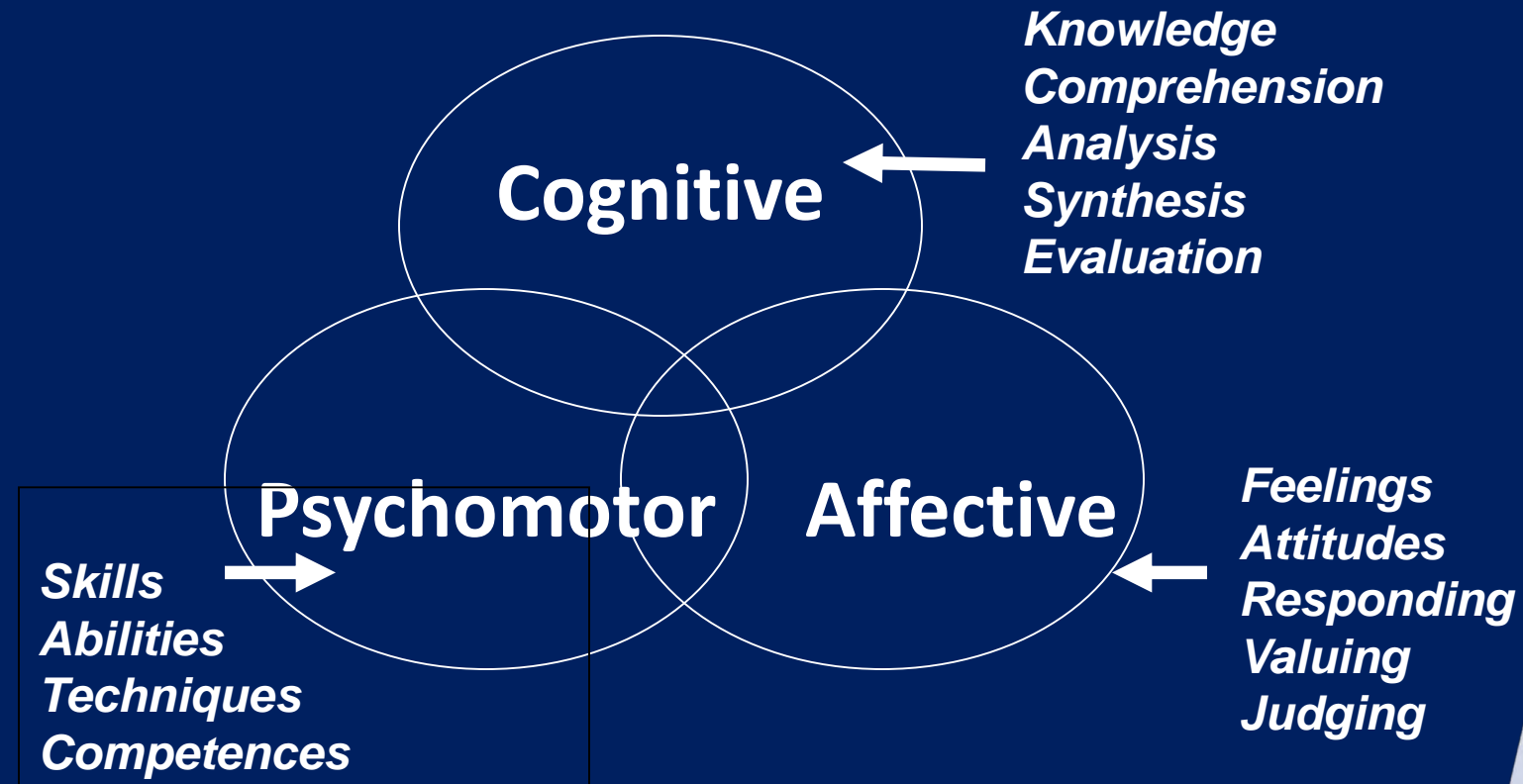
Learning is a complex process...

Consider:

- 1. What is to be learnt - knowledge, skills, attitudes*
- 2. Learning style preferences*
- 3. Learning needs for the task*
- 4. Training methods to match*
- 5. Training style*

...To obtain best “MIX”

Bloom's Taxonomy of Learning



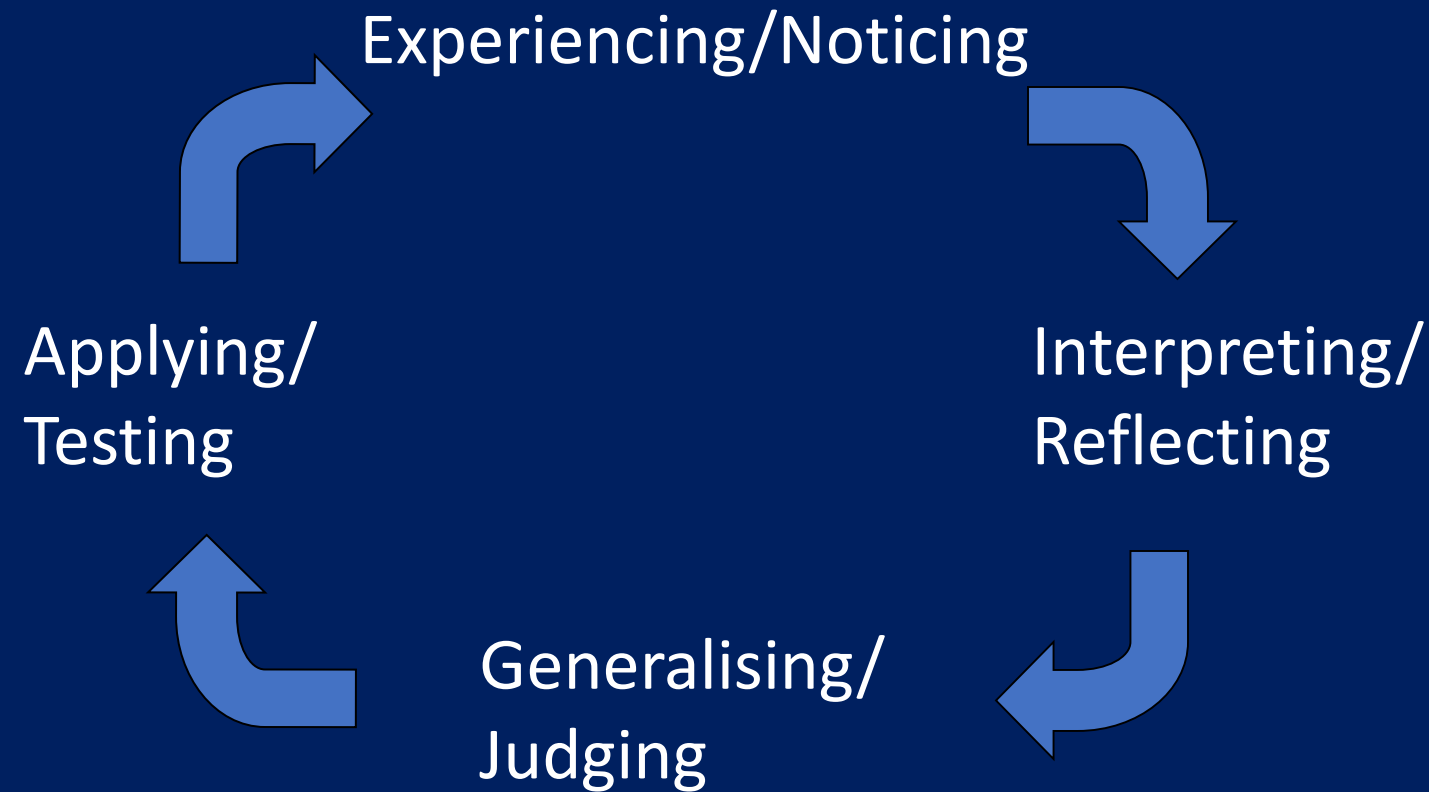
Important Factors in the Learning Process

1. **Trainer's attitude/ability/experience/credibility**
2. **Communication and rapport**
3. **Trainee's attitude/ability**
4. **Learning experience**
5. **Age**
6. **Confidence**
7. **Motivation**

Important Factors in the Learning Process

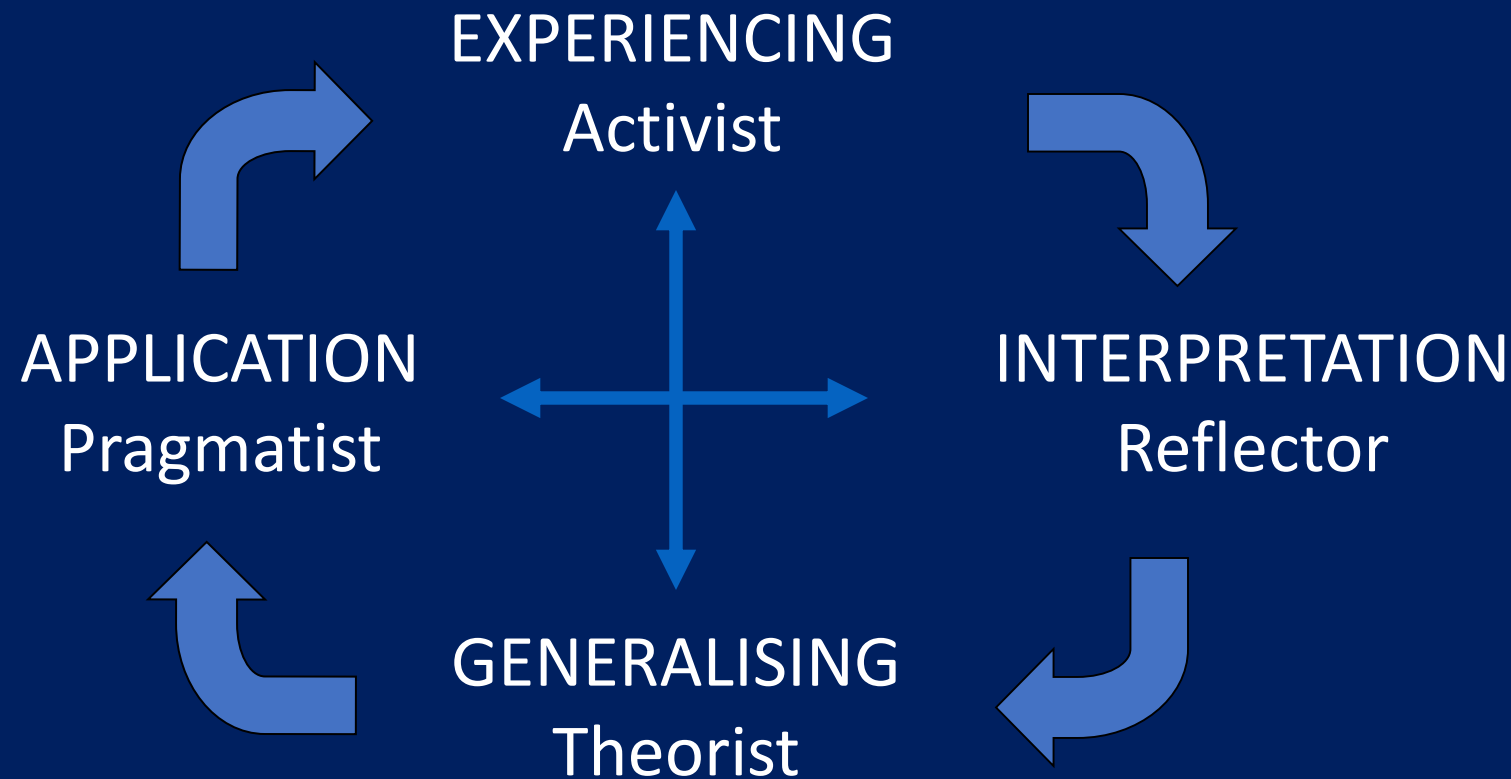
8. Feedback
9. Reinforcement
10. Meaningful objective and material
11. Time
12. Recall (remembering)
13. Internalising
14. Examples/questions/practical
15. Training aids/environment
16. Transfer of Learning

Kolb's Experiential Learning Cycle



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Honey and Mumford's Learning Styles groupings aligned with Kolb's Experiential Learning Cycle



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Honey and Mumford's Learning Styles



Activist – Involvement

Reflector – Cerebral activities

Theorist – Concepts/Models

Pragmatist – Links theory and practice





Learning Styles Questionnaire

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- ***Activists*** - who prefer to learn through concrete experiences... open-minded, actively involved, bored with implementation
- ***Pragmatists*** - who learn through conscious experimentation, try out new ideas to see if they work in practice
- ***Theorists*** - who analyse facts and develop models, adapt & integrate observations, vertical, logical, hierarchical
- ***Reflectors*** - who stand back and observe from different angles, ponder experiences, cautious, 'bigger picture'

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- *Most people use a mixture of styles but tend to have a preference for one or two.*
- **Your preference will probably mean that you spend longer over this style of the learning cycle than others; the Reflector takes more time over interpreting while the Pragmatists spend longer applying their theories.**

Another LEARNING STYLES MODEL



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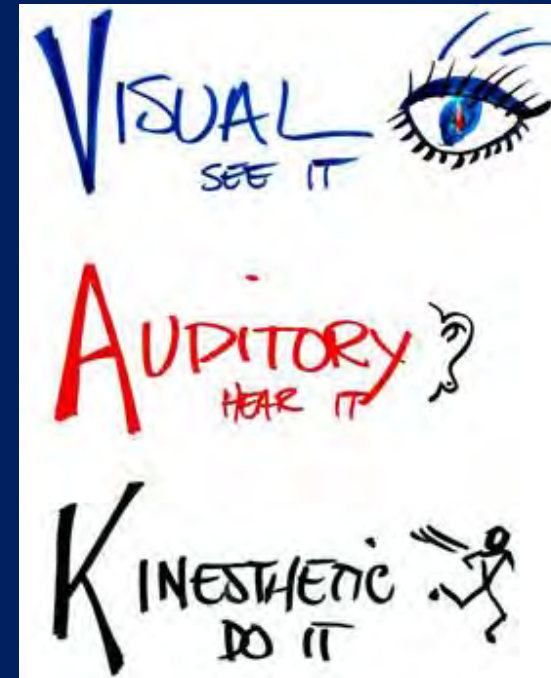
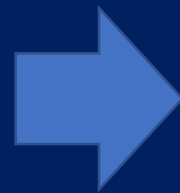
Learning Styles

Learning style is a group of characteristics, attitudes and behaviours that define our way of learning.

Different styles influence trainees in different ways.

The VAK Model

The VAK model is divided into three different learning styles depending on the way each one receives and processes the information.



VISUAL LEARNER

Someone who is a visual learner tends to observe things, pictures, demonstrations, films, etc. in order to improve her/her knowledge.

Visual learners understand written instructions better than oral.

Visuals pay more attention to gestures, facial expressions, corporal language, movements...

Visual learners can be distracted by noise.

They need a calm and a quiet environment so as to concentrate.

Highlighting and using colour coding help them visualise new concepts and learn the items quickly.

Visual learners tend to watch the other person's lips when he or she is speaking because it facilitates their comprehension.

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To sum up, visual learners have more facility to assimilate information through pictures, sketches and other techniques which involve the sight.

AUDITORY LEARNERS



Auditory learners

- **Auditory learners are those who learn best through hearing things, they pick up the new ideas better when they hear information.**

Learns effectively through lectures, audio books, etc.



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Kinesthetic Style

- **Kinesthetic learners are those who prefer using their hands and moving in order to learn.**



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Characteristics of Kinesthetic Style

- 1. The student does not like to be sitting still and needs to move.**
- 2. A kinaesthetic student points while reading.**
- 3. Gestures are used a lot by kinaesthetic learners when they are talking.**

4. Kinaesthetic people like to be close to the other people and they often touch them to get their attention while they are talking.

5. They often write things lots of times to remember them.

7. Kinaesthetic people love doing things with their own hands

What are the lessons?

- **Adopt all the three types of learning style so that every one in your class can get interest and learn.**
- **Following one strategy will miss others.**
- **Be a practitioner of all styles than a follower of your own style.**

Learner Centred Learning v Trainer Centred Training



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What is a learner-centered approach?

- **A learner-centered approach views learners as active agents.**
- **They bring their own knowledge, past experiences, education, and ideas – and this impacts how they take on board new information and learn.**
- **It differs significantly from a traditional instructor-centered approach.**
- **Traditional learning approaches sees learners as ‘blank slates’ and instructors as experts who must impart all the relevant information.**
- **This approach sees learners as respondents to external stimuli.**

Why take a learner-centered approach?

- Each learning theory has its own school of thought, but one point seems to crop up again and again:

the more engaged employees are in the learning process, the more they will retain when they get back to work.

Learner-Centered approach activities

Here are some practical ideas for incorporating learner-centred activities into your corporate training:

- **Brainstorm ideas**
- **Do role-play**
- **Foster collaboration with group projects**
- **Hold a debate - on a work dilemma**
- **Pose a problem - case study**

10 Key Differences

Instructor-Centered	Learner-Centered
Focus is on instructor	Focus is on the learner
Knowledge is transmitted from instructor to learner	Learners construct knowledge through gathering and analyzing information
Instructor talks while learner passively listens	Learners interact with instructor and each other
Learners passively receive information	Learners are actively involved
Learner works alone	Learner often works in pairs or groups
Culture is competitive	Culture is collaborative and supportive
Instructor restrains conversation	Learners are encourage to engage, ask questions, debate, and share ideas
Instructor answers learner's questions	Learners answer each other's questions
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors
Assessment is used to monitor learning	Assessment is used to promote and diagnose learning.

WHAT IS COACHING ?

***COACHING IS A ONE-TO-ONE ACTIVITY,
USUALLY CONDUCTED ON THE JOB, WITH
THE OBJECTIVE OF IMPROVING THE
ABILITY OF A SPECIFIC EMPLOYEE TO
PERFORM A SPECIFIC TASK.***

“Coaching is unlocking a person’s potential to maximise their own performance.

It is helping them to learn rather than teaching them.”

John Whitmore

***THERE ARE SOME MYTHS SURROUNDING
WHAT IT TAKES TO BE A GOOD COACH.***

Here's an attempt to set the record straight.

MYTH:

WE COACH PRIMARILY TO HELP OTHERS

REALITY:

THERE ARE MANY SELFISH BUT ACCEPTABLE REASONS FOR ONE TO BECOME A GREAT COACH

MYTH:

COACHING IS ABOUT WORK

REALITY:

*GOOD COACHING WILL SPREAD
TO OTHER AREAS OF LIFE*

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MYTH:

COACHING REQUIRES LOTS OF TIME

REALITY:

THE BEST COACHING COMES IN SMALL DOSES

MYTH:

COACHING EQUALS FEEDBACK

REALITY:

*THERE ARE MANY OTHER IMPORTANT
COACHING TOOLS AND HABITS*

COACHING IS ...

- *PERFORMANCE RELATED*
- *TAILORED TO INDIVIDUAL NEEDS*
- *KNOWLEDGE AND SKILL-BASED*
- *FLEXIBLE, FORMAL OR INFORMAL*
- *REINFORCEMENT OF FORMAL TRAINING*
- *A KEY MANAGEMENT RESPONSIBILITY*

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PERFORMANCE RELATED

- *TRIGGERED BY A SHORTFALL IN PERFORMANCE, WHEN AN EMPLOYEE IS PERFORMING BELOW AN ACCEPTABLE TARGET OR OBJECTIVE.*
- *APPROPRIATE ANY TIME AN EMPLOYEE HAS THE POTENTIAL TO PERFORM A TASK MORE EFFECTIVELY.*

TAILORED TO INDIVIDUAL NEEDS

- *BOTH THE CONTENT AND STYLE OF COACHING CAN BE TAILORED TO THE NEEDS OF THE COACHEE.*
- **'PAY-OFF'** ...*THAT SKILLS AND KNOWLEDGE ARE ACQUIRED MORE QUICKLY, AND RETAINED AND USED MORE EFFECTIVELY.*

KNOWLEDGE AND SKILL -BASED

- *COACHING DOES NOT DEPEND ON MANAGERIAL AUTHORITY.*
- *RATHER IT RELIES ON THE ACCEPTANCE THAT THE COACH HAS KNOWLEDGE AND SKILLS WHICH WOULD BENEFIT THE COACHEE.*

FLEXIBLE, FORMAL OR INFORMAL

- *COACHING CAN BE SCHEDULED VERY FORMALLY TO ACHIEVE A STEADY INCREASE IN PERFORMANCE.*
- *ALSO TAKES PLACE INFORMALLY AT ANY TIME AN OPPORTUNITY ARISES TO HELP AN EMPLOYEE TO DO SOMETHING MORE EFFECTIVELY.*

REINFORCEMENT OF FORMAL TRAINING

- *FORMAL OFF-THE-JOB TRAINING IS EXPENSIVE IN TERMS OF TIME AND MONEY.*
- *REGULAR COACHING ON-THE-JOB WILL ENSURE THAT SKILLS LEARNT ON TRAINING COURSES ARE MASTERED, DEVELOPED AND APPLIED.*
- *COACHING IS THUS AN ESSENTIAL BUT LOW-COST WAY TO MAXIMISE THE **ORGANISATION'S** INVESTMENT IN OFF-THE-JOB TRAINING COURSES.*

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A KEY MANAGEMENT RESPONSIBILITY

- *A COMMON DEFINITION OF MANAGEMENT IS 'GETTING THINGS DONE THROUGH OTHER PEOPLE.' MANY ORGANISATIONS ALSO NOW SUBSCRIBE TO THE GOAL OF 'CONTINUOUS IMPROVEMENT' (KAIZEN, AS THE JAPANESE CALL THE PHILOSOPHY)*
- *A COACHING CULTURE IS NOT JUST A DESIRABLE OPTION, IT IS A KEY MANAGEMENT FUNCTION AND THE CORNERSTONE OF CONTINUOUS IMPROVEMENT.*

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CONDUCTING COACHING and ONE-ON-ONE TRAINING:

- ***TELL THE TRAINEE WHAT YOU WANT DONE AND HAVE HER OR HIM REPEAT YOUR INSTRUCTIONS TO YOU.***
- ***SHOW HOW TO DO THE TASK WHILE THE TRAINEE WATCHES. IF IT IS A COMPLEX TASK, BREAK IT INTO SEGMENTS. BE SURE THE TRAINEE CAN DO ONE SEGMENT WELL BEFORE MOVING TO THE NEXT ONE.***
- ***HAVE THE TRAINEE DO ENOUGH OF THE TASK TO DEMONSTRATE HOW WELL YOUR INSTRUCTIONS WERE UNDERSTOOD. MAKE CORRECTIONS AND GIVE PRAISE AS WARRANTED.***

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- ***IF POSSIBLE, SHOW AN EXAMPLE OF WHAT THE FINISHED PRODUCT SHOULD LOOK LIKE. ANY VISUAL AID THAT CAN BE USED TO CHECK THE PERSON'S WORK WOULD BE HELPFUL.***
- ***MAKE SURE THE TOOLS NEEDED TO COMPLETE THE TASK ARE AVAILABLE. INTRODUCE THE TRAINEE TO SOMEONE WHO CAN HELP IF YOU'RE NOT AVAILABLE.***
- ***SET A DEADLINE FOR ACCOMPLISHMENT AND SCHEDULE SEVERAL SHORTER TIME-PERIODS WHERE YOU WILL REVIEW THEIR PROGRESS.***

THE TAO OF COACHING



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COACHING DO'S

DO

- ***FOCUS ON HELPING THE COACHEE WITH SPECIFIC TASKS***
- ***CHECK YOU ARE ADDRESSING A REAL ISSUE***
- ***GO STEP BY STEP***
- ***MODERATE THE AMOUNT AND DEPTH OF YOUR COACHING***
- ***CRITICISE CONSTRUCTIVELY***
- ***CATCH LEARNERS DOING SOMETHING RIGHT***
- ***FOLLOW UP***

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CONCLUSION: THE BENEFITS OF COACHING

- *IMPROVED PERFORMANCE*
- *STAFF DEVELOPMENT*
- *JOB SATISFACTION*
- *BETTER INTERPERSONAL RELATIONS*
- *MORE DELEGATION AND EMPOWERMENT*
- *NEW IDEAS*



Coaching: Learning Activity

The Ozzobulla Exercise

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SUMMARY VIDEO

HR Basics: Training and Development GreggU

<https://www.youtube.com/watch?v=0hwxSoGKHWo>

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