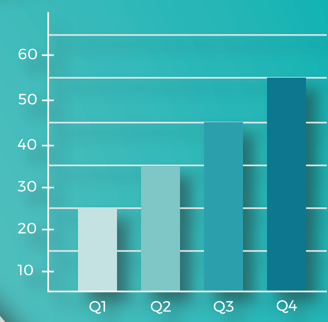
Sri Lankan Hospitality and Tourism

Professional Business Coaching Course



TRAINER MANUAL

Australian Aid

Skills for Inclusive Growth

FCCISL Sri Lanka

Skills for Inclusive Growth

Skills for Inclusive Growth Program is an initiative of the Australian Government in partnership with the Sri Lankan State Ministry of Skills Development, Vocational Education, Research & Innovations. It is implemented by Scope Global.

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FOREWORD

The COVID-19 pandemic has seriously impacted earnings and growth of small businesses the world over. Policy makers and business analysts continue to discuss how best to assist business enterprises to reposition and adapt themselves in light of this global crisis situation and be able to emerge as successful, quality businesses that can also contribute towards our country's prosperity.

Given these conditions, the need for the enhancement of business coaching skills was seen as a necessity in the local micro, small and medium scale business enterprises (MSMEs) sector. In this regard, a business coaching model used worldwide has been re-aligned to our local needs and tested on the ground with diverse communities, especially with a focus on the tourism sector. The local tourism sector has much potential for success, countrywide, including in the regions. Small businesses have the ability to provide world-class services that will attract more high-end tourists and enhance the reputation of the country as a key tourism destination, worldwide. Therefore, this new coaching model, with its customised curriculum to cater to the needs of local enterprises in the tourism sector, is particularly significant as we plan for post-Covid enhancement of tourism activities.

Business coaching has become widely respected as a service supporting owner / manager development and business performance improvement, globally. The coaching initiative that is proposed within these pages involves one-on-one mentoring through which managers are guided to align business planning with practical work activities that will enhance their businesses in diverse manners. Coaching enables business owners to be successful and uplift performance in ways that are measurable and sustainable.

FCCISL is pleased to announce that a business coaching course is now available for small businesses in the tourism sector in Sri Lanka, with the launch of the Professional Business Coaching Course. FCCISL has contributed towards the development of this Course and will support coaches to access tourism related small businesses to support their growth and development. Business coaches that complete the training requirements will be recognised by FCCISL and be encouraged to deliver services to support business improvement in the hospitality industry. The launch of this course will contribute to upskilling and enhancement of small-scale business owners and employees in the leisure industry, leading to the creation of a business service for those in MSMEs. With the launch of this course, initially we plan to produce twenty coaches in a batch. Subsequently we will up scale this as necessary, with the feedback received and as the industry requirements are further understood.

Selected from key accredited institutes, the course training providers will utilise a training methodology that is largely performance driven and combines a unique model of on-the-job training, quality-enhancement inputs, access to professional development, and mentoring.

Coaching is an opportunity for experienced business operators to undertake training to receive accreditation and be recognised. A business coach will be able to deliver services to business enterprises on a fee-for-service basis. Initially coach training will be offered at a subsidised rate and those who successfully complete the training will be supported to establish links with the small business communities across Sri Lanka.

FCCISL supported and assisted the Skills for Inclusive Growth program in pilot testing the business coaching service with 80 business enterprises in the tourism value chain. The results have been impressive with 89% of businesses reporting improved revenue and performance, 75% of businesses developing e-marketing channels and operations through this methodology, which has generated new employment in local communities. FCCISL boasts of around thirty thousand members in its fold. I encourage experienced businessmen and women from among them to undergo this training to enhance their skills, leading to better performance and economic prospects.

FCCISL has collaborated with the Australian Government funded Skills for Inclusive Growth program to support this business coaching service in Sri Lanka. It has allowed us to benchmark this Business Coaching model and training course with successful models available in other countries. As we launch this Professional Business Coaching Course for MSMEs, I would like to thank the Australian Government and specifically the Skills for Inclusive Growth project for being with us throughout this process.

We also wish all success to the trainers and trainees who will benefit from this course. We hope that they will join us to upkeep these quality standards as we drive the industry to greater heights in future.

Thank you.

Secretary General/CEO
FCCISL, Colombo 8

Introduction And Background To This Course

Following the successful implementation of a trial program of a Blended Coaching Model in the eastern districts of Sri Lanka (Ampara, Batticaloa, Trincomalee, and Polonnaruwa), for the benefit of micro and small to medium enterprises (MSME's), Skills for Inclusive Growth (S4IG) proposed the development of a coaching course. The coaching methodology demonstrated in the pilot provided tangible business improvements when applied in a guest-house improvement project, a beauty therapy tourism improvement project, for Tuk-Tuk drivers to become tour guides, new tours, and tour guide development initiatives, homestay development, and surf instructor development.

This Professional Business Coaching Course recognises the impact the blended coaching model has and S4IG has consolidated and refined the approach, methodology, and tools such that they can be replicated and used by Industry associations, employer organisations, training providers, and experienced consultants who choose to use this approach to support enterprise improvement and development.

Business coaching can be used to generate improved business performance and inclusive growth across the tourism value chain. Driving enterprise development leads to benefits that lead to sustainable employment outcomes. Coaching also provides opportunities for organisational change, improved business strategy, and planning, by raising the skills and awareness levels of enterprise owners / managers. The coaching journey provides personal development that energises enterprise owners/ managers to possess the motivation and confidence needed to improve their enterprises.

Business coaching is relatively new to Sri Lanka, and hence there are many opportunities for experienced business owners and managers, independent consultants, and industry experts to develop their coaching skills and deliver business support services through coaching to the market.

Previously, there was no specific training course that supported business coaching to an accredited standard in Sri Lanka, and hence the development of this Professional Business Coaching Course that educates and provides practical pathways for developing coaching skills. This is a first step to providing avenues for enhanced business support across a range of enterprises.

About The Course

This course teaches students how to become business coaches. It combines classroom and theoretical knowledge with practical experience. At the end of the course, students should feel confident in their ability to become a business coach. It equips them with the skills, capability and knowledge to help others succeed.

Business coaching is used to enhance individual and company performance. That is, to take the business from where it is now, to where the client wants it to be. A business coach works with entrepreneurs and business leaders to identify and achieve goals, increase productivity and effectiveness.

On completing this course the participant will become a qualified coach. They can further develop their career by becoming a licensed coach.

Licensing provides:

- Professional recognition for business coaches
- Networking and support opportunities
- A way for clients to find a qualified coach

The Particpant can become a licensed coach by applying to the appropriate licensing provider.

Course Structure

This modular course has been prepared so that the course provider and trainer can customise the delivery of the course to suit a schedule that meets the needs of prospective students. There are 15 Modules that, when delivered together, provide the participant with foundational business coaching skills and awareness of applying those in an MSME business context.

This Trainer Manual is accompanied by the following training resources for you to use to support the delivery of the course.

Trainer Materials

- **Trainer Manual** - Guidance for trainers who are delivering the course.
- **Trainer Resources** - Activity handouts & powerpoint files

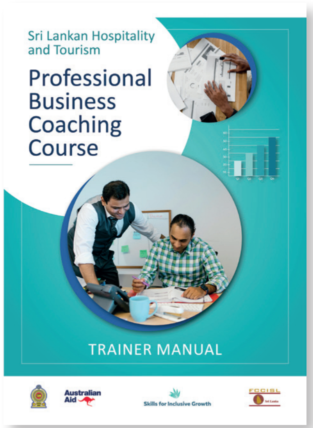
Participant Materials

- **Participant Workbook** - The workbook that students use to follow the course materials and make their notes as the course progresses.
- **Portfolio Book** - For assignments and practical experience activities
- **Coach Handbook** - A reference book on how to become a coach.
- **Coach Toolkit** - A collection of ready-to-use business and coaching tools that will help coaches in the structured delivery of business coaching.

Assessment

- **Assessment Toolkit** - Encompassing all assessment criteria and tools

Course Documents - Trainer



Trainer Manual

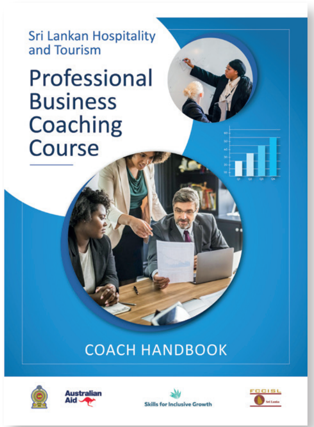
Instructions for running the course.

Assessment Toolkit

All components for the assessment

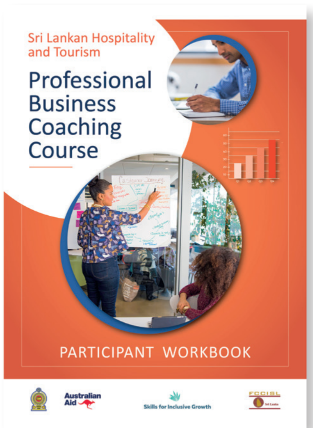
Trainer Resources

Course resources for delivering training activities.



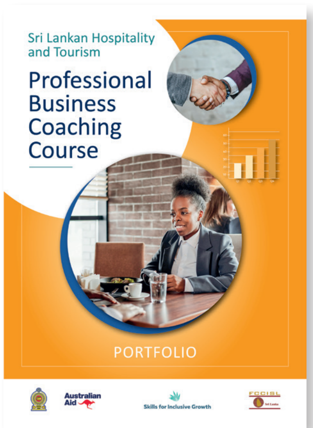
Coach Handbook

Reference guide to business coaching



Participant Workbook

Individual workbook for the course



Portfolio

To record progress during the course and practical coaching experience

Coach Toolkit (Ebook)

Templates and tools for use in business coaching

Module Listings

Module	Name	Description	Handbook Reference
Module 1	What is Business Coaching?	Introduction and Course Overview	Section 1
Module 2	Basics of Business Coaching	Learning the roles and qualities of a coach, resilience and ethics	Section 2
Module 3	The Coaching Model	Introducing the TGROW and the Blended Coaching Models, Measuring Performance	Section 3
Module 4	Managing Change	The business life cycle and helping clients overcome resistance to change in the workplace	Section 4
Module 5	Diversity and Inclusion	Encouraging inclusive practices. Developing awareness of barriers and strategies to overcome resistance.	Section 5
Module 6	Communication Skills	Evaluating communication strengths, weaknesses and barriers. Using question skills and communication techniques for effective coaching.	Section 6
Module 7	Building Successful Relationships	Creating trust and rapport to develop a mutually beneficial coaching relationship and create a coaching contract.	Section 7
Module 8	Key Performance Indicators	Adapting existing and creating new key performance indicators	Section 8
Module 9	Business Coaching in Practice	Recording the coaching process, using KPIs to measure performance, promoting progress through training and exposure visits.	Section 3, Section 8
Module 10	Giving Feedback	Giving and receiving effective feedback, overcoming barriers and bringing the coaching relationship to an end.	Section 10

Module 11	Business Leadership Skills	Discovering what leadership is and when to use and adapt different styles. Developing resolute leaders. Effective decision making and motivating others.	Section 9
Module 12	Growth Mindset	Identifying the characteristics of a Growth Mindset vs a Fixed Mindset. Understanding learning and growth. Defining values.	Section 11
Module 13	Advancing as a Business Coach	Identifying and managing conflict while aiming to limit misunderstanding between coach and client. Evaluating coaching progress.	Section 12
Module 14	Developing your Coaching Practice	Establishing and marketing a coaching business. Continuous professional development.	Section 13
Module 15	End of Course Simulation	End of course simulation, assessment and reflection.	Not Applicable

Reminder:

1. At the end of each module request that each participant completes the self-reflection learning-log.

2. The learning-log is introduced in Module 1.

3. Participants should use the digital version of the learning-log and print a copy to keep in their portfolio.

How to Use this Trainer Manual

The course is divided into 15 modules.

The section opener page for each module tells you:

- The time the module will take to complete
- The module aims

The first page of each module tells you:

- The number of activities in the module, their number and name
- Training Materials Required for each module, including handouts, equipment (such as flip charts) and powerpoints.
  - If an activity is not listed in this table, it means no additional resources are required for it.
  - Trainers should refer to this table well in advance of starting a module, to ensure you have prepared all the resources required.

Activities are numbered according to their order in the course. Some activities have sub-activities, others do not. Example: **M1-1** means Module 1, Activity 1, **M1-3** means Module 1, Activity 3, **M4-3b** means Module 4, Sub-activity 3b; **M1-3b-1** means Module 1, Sub-activity 3b, Handout 1.

Example:

Module One: What is Business Coaching?

Activity List

- M1-1 Course Introduction and Expectations
- M1-2 An Overview of Coaching
- ...

Training Materials Required

Activity M1-3b-1	Handout 1 - An article about the Sri Lankan economy (one copy per participant)
Activity M1-3d	One sheet of flipchart paper and one marker pen per group

Where handouts are required, they can be found in the Trainer Resources Book.

Activity Information

Each activity is formatted in the same table structure. This table gives you all of the information you need to run the activity, including the answers / feedback. See below for an example from Module 1, Activity 1, with explanations given in red text.

Activity 3: Why Sri Lanka Needs Coaching **The title of the activity**

Time	45 minutes **The time that the total activity should take.**
Aim	By the end of this activity participants will be able to ... **Description of the aims of the activity. What the participants will have learnt, experienced, done.**
Activity Type	Multiple-choice, pair and group discussion, reading, brainstorming
Interaction Pattern	Individual work, pair work, group work
Resources	M1-3b-1, M1-3d **Resources and equipment will be listed here. These references refer to handouts that can be found in the Trainer Resources.**
Procedure	**The steps required to run the activity. Many activities are broken down into sub-activities, e.g. 1a and 1b. The information for all parts will be given here, including sub-activity timings.** Introduce this activity: 'Why Sri Lanka Needs Coaching'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 3a: A Sri Lankan Quiz (10 minutes)** Tell the participants to read the statements, questions and multiple-choice answers about Sri Lanka's tourist and general economy in Activity 3a. Each time, they should decide which answer they think is correct. Then put them in pairs. With their partners, discuss their ideas.
Feedback / Answers	**This row lists the feedback and/or answers. Sometimes the activity will have factual answers, other activities will have suggested discussion points of learnings that you can elicit from the participants.** **Activity 3a:** 1 c 2 a 3 a 4 b 5 d

Portfolio

This course is accompanied by a Portfolio book in which participants write their learning points and reflect on their experiences of the course.

They use Part 1 during the classroom course:

1. For completing portfolio assignment tasks
2. Recording learning points in the form of self-reflection learning logs

Part 2 after the classroom, during practical experience:

1. Recording practical experience - client / time log
2. Recording the competency checklist
3. Recording self-reflection on coaching practice
4. Collecting pieces of evidence that showcase their coaching skills and progress made.

Assignments

- Assignments should be distributed for each module. Each of these items will support the overall learning of the participant and contribute to assessment. The participants are required to complete each and every assignment.

- Participants will keep a record of their assignments in Part 1 of the Portfolio.

- Refer to the Assessment Toolkit for more on assessment.

Test

A test has been designed to be held before the commencement of this course, and one held during the End of Course Simulation. Refer to the Assessment Toolkit for more on the test details.

Welcome Note for Trainers

Dear Trainer,

Welcome to the Professional Business Coaching Course. As a trainer you can help participants in this course by providing information, answering questions, demonstrating by example and guiding. You will both seek and give feedback. Your aim is to develop in full the potential of the participant so they become a valued business coach.

The following provides you guidance for delivering the course in the most effective way. It includes:

- COVID-19 Preparations
- Training Information
- General Information
- Timing
- Delivery
- Content
- Feedback

COVID-19 Preparations

You may be required to deliver your training during periods subjected to COVID-19 controls.

COVID-19 brings a variety of challenges, and as a trainer you will need to confidently direct your trainees to respect COVID-19 guidelines, along with other participants. You will need to have your own health and safety preparations in place and respect Government and WHO requirements and guidelines.

Before the training session there are a few key considerations you will need to think about and put into action to prevent or reduce the risk of COVID-19. You can use the following as a checklist.

A week before the training you should

- [ ] Actively monitor COVID-19 updates in the community where you plan to hold the training by checking official sources (refer to Useful Resources below) and:
  - Be aware of any new outbreaks in the area
  - Know if there are any local quarantine areas
  - Have information on local curfews
  - Be aware of any government controls in place

- [ ] If you have any concerns regarding the above you should contact the Health Promotion Bureau or the Ministry of Health and confirm for yourself that the training can proceed as planned (refer to Useful Resources below).

- [ ] Advise participants in advance that if they have any symptoms or feel unwell, they should not attend. The five most common symptoms to look out for are:
  - Fever - body temperature of 37oC or more
  - New cough that cannot be linked to another health condition
  - New or worsening sore throat that cannot be linked to another health condition
  - New shortness of breath that cannot be linked to another health condition
  - Developed complete loss of smell or taste

- [ ] Make sure all organisers, participants, caterers, and visitors at the event provide contact details: mobile telephone number, email, and address where they are staying. State clearly that their details will be shared with local public health authorities if any participant becomes ill in the event of an incident involving confirmed or suspected COVID-19 infection. **Anyone who does not agree to this condition cannot attend the course.**

- [ ] Develop and agree a response plan in case someone at the event becomes ill with symptoms of COVID-19. This plan should include at least:
  - Identification of a room or area where someone who is feeling unwell or has symptoms can be safely isolated.
  - Have a plan for how they can be safely transferred from the training session to a health facility.
  - Know what to do if a meeting participant, staff member, or service provider tests positive for COVID-19 during or just after the meeting.
  - Agree the plan in advance with your partner health care provider or health department.

- [ ] Pre-order sufficient supplies and materials, including tissues, surgical masks and hand sanitiser for all participants.

Just before the training

You will need to ensure that the following are in place in the training room:

- [ ] Participants' chairs are socially distanced – 1.5 metres between them.
- [ ] Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- [ ] A poster with the course health and safety rules is prominently displayed.

At the start of the training

Ensure that:

- [ ] Bags and other belongings have been left in a designated safe area.
- [ ] Participants are wearing face masks correctly.
- [ ] Build trust. For example, when greeting participants practice ways to say hello without touching.

During the training

- [ ] Display dispensers of alcohol-based hand rub prominently around the venue.
- [ ] Ensure participants remain socially distant (1.5 metres apart)
- [ ] Ensure participants are not sharing pens, notebooks,etc.
- [ ] Participants adhere to the social distancing rules.
- [ ] Open windows and doors whenever possible to make sure the venue is well ventilated.
- [ ] If anyone starts to feel unwell, follow your preparedness plan or call your Hotline.
- [ ] Thank all participants for their cooperation with the provisions in place.

After the training session

- [ ] Retain the names and contact details of all participants for at least three months. This will help to trace people who may have been exposed to COVID-19 if one or more participants become ill shortly after the event.
- [ ] If someone at the meeting or event was isolated as a suspected COVID-19 case, the organiser should inform participants. They should be advised to monitor themselves for symptoms for 14 days and take their temperature twice a day.
- [ ] If they develop even a mild cough or low-grade fever (i.e. a temperature of 37 ^{0}C or more) they should stay at home and self-isolate. This means avoiding close contact with other people, including family members. If needed they should call and request to visit a doctor or a clinic.

It should be clearly noted that in the event of different and/or conflicting guidelines from Sri Lanka Tourism and Ministry of Health, the stricter interpretation will be applicable.

Useful Resources

WHO - Getting your workplace ready for COVID-19
https://www.who.int/news-room/q-a-detail/coronavirus-disease-covid-19-health-and-safety-in-the-workplace

HPB - Health Promotion Bureau https://www.hpb.health.gov.lk/en

EOH - Occupational Health Unit (MoH) http://eohfs.health.gov.lk/occupational/index.php?lang=en

EPID - Epidemiology Unit (MoH) http://www.epid.gov.lk/web/index.php?lang=en

Training Information

General Information

- Enclosed here are all the instructions for delivery of 15 Modules.
- You will find the resources for each module in the Trainer Resources section at the rear of the Trainer Manual.
- Where required, supply participants with digital copies of the resources, otherwise prepare as per the tabulated instructions in the Trainer Manual and Resources document.
- Ensure you have completed the COVID-19 administrative duties above.

Timing

- Please note that the activity timings are rough indicators for how long an activity should last. If the participants are discussing useful ideas with each other then feel free to extend the time. If they have no further comments or you can see an activity is not working then you should move on.
- If you have time left at the end of the day you could nominate one or two participants from the group to look at a short activity from the next day's materials. They could then present the activity the next day to the whole group.
- Indicative timings for the part time weekly delivery of the modules provides a general guide that should help to ensure that you stay on track and are able to cover the modules over the 16 -20 weeks (this depends on the scheduling of the course).

Delivery

- Explain to the participants the rules that they need to follow during the training (see points above, i.e. masks, social distancing).
- Discuss other house-keeping issues, e.g. toilets, fire exits, break and lunch-times.
- Ensure that activities are participant led as much as possible rather than being too trainer-led. For example, give time for participants to discuss answers to questions in pairs rather than as a whole group with only one person talking.
- Keep your instructions clear and uncomplicated as levels of English may vary.
- Use flip charts when appropriate so that activities are visual and not only aural.
- Do not spend time writing up every answer that participants give as this will waste time.
- Avoid going through questions or examples one by one, with everybody. Instead, divide the group into pairs and assign them different things to do at the same time.
- Explain to the trainees what they are going to do and why. This is detailed for each module in the Trainer Manual, but you can introduce the different groups of participants and elicit the reasons they are here today (to receive training on coaching and how to apply it for MSME businesses.)

- Hand over Participant Workbook and Portfolio Book. Provide a pencil/pen etc. if necessary.

- Explain that the Participant Workbook and Portfolio are to be used in the training sessions and they can make notes in it. Encourage them to write their full name inside in case any of the materials get lost, or left behind.

- The Coach Handbook is a text supplied for extra reading, and reference. Select a suitable time to distribute this to the participants, after they have had time to settle into the course.

- Give time for the participants to ask any questions related to the training.

Content

- You are the trainer. You can be flexible with the material and can adapt/ extend / omit content as you see fit for your participants.

- Know your audience. Find out the experience levels of the participants and tailor the activities to them. For example, if the group is made up of business people who have spent a lot of time working directly with MSMEs before, you may want to spend more time on applying the business coaching model and less on building relationships. This would allow participants to think about the information in the module and relate it to their own context.

Feedback

- As you go through the modules aim to get some feedback from the participants. Give them some time for reflection and suggestions. Ask them what was useful and if there was anything which was unnecessary.

- Most modules also have a reflection as the last activity. Although it is tempting to omit this if you are short of time, please try and cover these as they are an important part of raising awareness of learning points that can benefit all of the participants.

- The End of Course Simulation requires participants to complete the feedback questionnaire as the final activity. Please encourage everyone to complete this so we can capture this data to understand how the course can be improved.

We wish you and the participants every success on this Professional Business Coaching Course!

Schedule of Training Activities

Module	Name	Aims	Hours
1	**An Introduction to Business Coaching** » M1-1 Course Introduction and Expectations » M1-2 An Overview of Coaching » M1-3 Why Sri Lanka Needs Coaching » M1-4 What is a Business Coach » M1-5 Why Become a Business Coach? » M1-6 The Benefits of Coaching » M1-7 The Coaching Model » M1-8 The Portfolio and Learning Log	1. Be conversant with the structure of the course generally and prepared for their path of learning through it. 2. Give an overview of what Business Coaching is.	6 hours 00 mins
2	**Basics of Business Coaching** » M2-1 The Coaching Journey » M2-2 The roles of a coach » M2-3 The qualities of an effective coach » M2-4 Coach's role - building resilience » M2-5 Coach's role - helping insight » M2-6 A code of ethics	1. Follow the coaching journey together with their clients. 2. Take on a variety of coaching roles during the journey. 3. Use the personal qualities that will help them perform these roles. 4. Help build their clients' resilience and gain insights. 5. Follow ethical standards and maintain confidentiality as they take the coaching journey with their clients.	5 hours 05 mins

3	**The Coaching Model** • M3-1 Introduction to Measuring Performance • M3-2 Types of Key Performance Indicator • M3-3 TGROW – Focus on Topic and Goals • M3-4 TGROW - Focus on Reality • M3-5 TGROW - Focus on Obstacles and Options • M3-6 Blended Coaching Model – Introduction and Understanding Your Client's Business • M3-7 Creating an Action Plan and Using Business Development Services	1. Explain the importance of collecting customer feedback. You will have practised presenting results from raw data. 2. Measure performance using Operational Performance Indicators and Business and Employment Indicators. You will understand the importance of sound financial tracking and will have had initial practice in designing Key Performance Indicators. 3. Explain the TGROW Model of coaching. 4. Write SMART objectives. 5. Explain the Blended Coaching Model of coaching.	6 hours 00 mins
4	**Managing Change** • M4-1 What is change? • M4-2 The business life cycle and the theory of managing change • M4-3 Case Studies • M4-4 Role plays	1. Help a client understand where his / her business is in the business life cycle, and use this knowledge to prioritise change. 2. Help a client overcome resistance to change from co-workers and other stakeholders, including by presenting a vision.	2 hours 45 mins
5	**Diversity and Inclusion** • M5-1 The Privilege Walk • M5-2 Marginalisation in Your Community • M5-3 A Look Inside Yourself : Privileges and Marginalisations • M5-4 Changing perceptions through time - Models of Disability	1. Recognise your own privileges and marginalisations. 2. Define marginalisation and other concepts related to this topic. 3. Identify the different types of marginalised groups in your community. 4. Identify the challenges and barriers faced by marginalised groups in your community.	4 hours 30 mins

5	• M5-6 Analysis: Case Studies - Success Stories • M5-7 The Business Case for Hiring Diverse Groups • M5-8 Changing Mindsets - Dealing with Resistance	5. Highlight the benefits of diversity and inclusion for employers and the economy. 6. Outline ways in which these groups can be supported and included constructively in the workforce. 7. Identify some strategies to deal with client resistance to change.	4 hours 30 mins
6	**Communication Skills** • M6-1 Warmer: Barriers to Effective Communication • M6-2 Miscommunication : A Personal Scenario • M6-3 What is Effective Communication? • M6-4 The Four Communication Skills • M6-5 How Well do you Communicate? • M6-6 Active Listening Experiential Role Play • M6-7 10 Steps to Effective Communication • M6-8 Active Listening Techniques: Paraphrasing and Echoing • M6-9 Body Language • M6-10 Questioning Skills • M6-11 Final Role Play	1. Identify barriers to clear communication 2. Evaluate their strengths and weaknesses as a communicator 3. Use techniques to enhance their communication skills 4. Identify useful questions and use those effectively for coaching	5 hours 45 mins
7	**Building Successful Relationships** • M7-1 Putting Yourself in the Client's Shoes • M7-2 Building Rapport • M7-3 First-Day Steps	1. Identify the steps needed to develop a mutually beneficial coaching relationship. 2. Articulate the actions and behaviour needed to establish trust and create rapport with a client.	5 hours 30 mins

7	• M7-4 The Ideal Client and Coach • M7-5 Demonstrating Empathy • M7-6 The Coaching Agreement • M7-7 Role Play - Your First Meeting with the Client	3. Recognise the importance of empathy in a coaching relationship and describe the appropriate language and behaviour needed to respond with empathy. 4. Specify the key content requirements of a coaching contract. 5. Define the roles and responsibilities of a client and a coach.	5 hours 30 mins
8	**Key Performance Indicators** • M8-1 : Acronym memory test • M8-2 : Adapting KPIs • M8-3 : The Purpose of KPIs • M8-4 : Case Studies • M8-5 : Using Data to Measure Performance with KPIs • M8-6 : KPI Summary	1. Select and adapt from a selection of existing KPIs. 2. Create new KPIs suited to analysing and monitoring the needs of their clients.	3 hours 05 mins
9	**Business Coaching in Practice** • M9-1 : The Coaching Journey and the Blended Coaching Model - a Reminder • M9-2 : The Basic Information Form and Researching Your Client • M9-3 : The Client's Basic Information • M9-4 : The Baseline Profile Form • M9-5 : Tracking KPIs • M9-6 : The Action and Skills Development Plan • M9-7 : Training Interventions and Skills Development • M9-8 : The Coaching Activity Report	1. Use a set of forms for business coaching appropriately to guide your clients through a structured and transparent process. 2. Use KPIs to monitor a business' progress. Include training and exposure visits in the development of a business. 3. Use the fishbone analysis to understand and advance business development.	5 hours 30 mins

10	**Giving Feedback** • M10-1 Providing Effective Feedback • M10-2 Types of Feedback • M10-3 Barriers to Feedback • M10-4 Ways of Guiding your Clients • M10-5 More Feedback Practice • M10-6 Avoiding Feedback Challenges • M10-7 Final Session	1. Articulate qualities and techniques for giving feedback to clients that helps monitor and evaluate the coaching process. 2. Describe approaches for implementing formal and informal feedback with clients. 3. Identify what is needed in a final session with a client so that the client is ready for their 'post-coaching' career and the coach receives feedback on their own effectiveness.	5 hours 25 mins
11	**Business Leadership Skills** • M11-1 What is Leadership? • M11-2 Leaders and Decision-making • M11-3 Leadership Attributes • M11-4 Leadership Styles • M11-5 Motivating the team • M11-6 Resolute Leadership	1. Explain what leadership is. 2. Help clients make decisions. 3. Identify which leadership attributes your clients need to develop. 4. Help your clients adopt different leadership styles for different situations. 5. Increase your clients' ability to get their staff to work with energy. 6. Help your clients to become Resolute Leaders.	6 hours 00 mins
12	**Growth Mindset** • M12-1 Personal & Professional Development • M12-2 Growth Mindset versus Fixed Mindset • M12-3 Self-awareness • M12-4 Values • M12-5 Modes of Learning • M12-6 Your Client's Learning and Growth Needs	1. Identify the characteristics of a Growth Mindset, identify its advantages over a Fixed Mindset and promote those advantages among clients where necessary. 2. Realistically appraise your own values, self-awareness and preferred modes of learning as business coaches and share these where appropriate with clients.	4 hours 15 mins

13	**Advancing as a Business Coach** • M13-1 Limiting misunderstanding • M13-2 Managing Conflict • M13-3 Reluctant clients • M13-4 Evaluating your coaching	1. Limit misunderstandings between yourself and your clients. 2. Identify potential areas of conflict in order to reduce and manage them. 3. Encourage reluctant clients 4. Monitor and evaluate your progress on the coaching journey	3 hours 00 mins
14	**Developing Your Business Coaching Practice** • M14-1 Setting Up as a Coaching Business • M14-2 Building Your Brand • M14-3 Pricing • M14-4 Marketing • M14-5 Networking • M14-6 Continuous Professional Development	1. Plan to set yourselves up as a coaching business. 2. Make decisions on how to brand your business. 3. Make decisions on how to price your services. 4. Plan how to market your services. 5. Identify networking forums to market your services. 6. Carry out continuous professional development	5 hours 40 mins
15	**End of Course Simulation, Reflection and Assessment** • M1-1 Introduction and Review of Learning Log Sheets • M1-2 Group Presentations • M1-3 Role-plays • M1-4 End of Course Test • M1-5 Reflection • M1-6 Feedback on the Course • M1-7 Looking Forward	1. Display genuine interest in the client, and are respectful and empathetic and strive to reach a mutual understanding 2. Demonstrate the required level of knowledge of business coaching in tourism sectors 3. Utilise the requisite foundation level coaching skills to operate effectively under coaching supervision 4. Demonstrate good practice by internalising the values as set out in the Code of Ethics and seeks ways to support equality, diversity and inclusion for clients	5 hours 50 mins
		Total	**74 hours 20 mins**

Abbreviations

BDS	Business development services
BEI	Business & Employment Indicator
CPD	Continuous Professional Development
EOHFS	Directorate of Environmental Health, Occupational Health & Food Safety
EPID	Epidemiology Unit (MoH)
HPB	Health Promotion Bureau
KPI	Key performance indicator
MoH	Ministry of Health
MSME	Micro, small and medium-sized enterprise
OPI	Operational Performance Indicators
PWD	Persons with Disabilty
SLITHM	Sri Lanka Institute of Tourism and Hotel Management
SLTDA	Sri Lanka Tourism Development Authority
S4IG	Skills for Inclusive Growth
WHO	World Health Organisation

A	Resources
P	Participant
T	Trainer

Module 1

What is Business Coaching?

6 hours

Module Aims: By the end of this module, participants will be able to…

1.Be conversant with the structure of the course generally and prepared for their path of learning through it.

2. Give an overview of what Business Coaching is.

Module 1:

Time: 6 hours

What is Business Coaching?

Activity List

- M1-1 : Course Introduction and Expectations
- M1-2 : An Overview of Coaching
- M1-3 : Why Sri Lanka Needs Coaching
- M1-4 : What is a Business Coach?
- M1-5 : Why Become a Business Coach?
- M1-6 : The Benefits of Coaching
- M1-7 : The Coaching Model
- M1-8 : The Portfolio and Learning Log

Training Materials Required

Activity M1-3b-1	Handout 1 - An article about the Sri Lankan economy (one copy per participant)
Activity M1-3d	One sheet of flipchart paper and one marker pen per group
Activity M1-4d-1	Handout 1 - Who do business coaches work with? (one A3 copy for one of three groups)
Activity M1-4d-2	Handout 2 - Who are business coaches? (one A3 copy for one of three groups)
Activity M1-4d-3	Handout 3 - What should business coaches not do for their clients and do they need to be experts in their clients' businesses or industries? (one A3 copy for one of three groups)
Activity M1-5c-1	Handout 1 - Maria (one A3 copy for one-third of the groups)
Activity M1-5c-2	Handout 2 - Malaka (one A3 copy for one-third of the groups)
Activity M1-5c-3	Handout 3 - Asela (one A3 copy for one-third of the groups)
Activity M1-7a-1	Handout 1 - Suresh (one copy per participant)
Activity M1-7a-2	Handout 2 - Chameera (one copy per participant)
Activity M1-7b-1	Cut-ups with the stages of the Blended Coaching Model (one A3 set per group)
Activity M1-7c-1	Cut-ups with the stages of the TGROW Model (one A3 set per group)
Activity M1-8	One copy of the learning log and one copy of the course portfolio per participant

ACTIVITY 01

Course Introduction and Expectations

Time	45 minutes
Aim	By the end of this activity participants will have identified some basic things that a business coach needs to do with his or her clients, considered which areas they feel more and less confident in, and looked at the general structure of the course.
Activity Type	Pair and group discussion, reading, quiz
Interaction Pattern	Pair work, group work
Procedure	Introduce this activity: 'Course Introduction and Expectations'. Tell the participants what the aims of this 45-minute session are. (see above.) **Activity 1a: Experiences of Business Coaching (15 minutes)** Introduce the two case studies, Mr Niroshan and the Bird Watching Tour Activity Group. Tell the participants to read what Mr Niroshan and the Bird Watching Tour Activity Group say about their business coaches and think about how the coaches helped them. After reading, get them to discuss their ideas in pairs. Then elicit their ideas and provide feedback. See Feedback / Answers below. **Activity 1b: What a Business Coach Needs To Do (10 minutes)** Refer the participants to Activity 1b's list of things that business coaches may have to do. Keep them in pairs and get them to decide which of the things were done with Mr Niroshan and which were done with the Bird Watching Tour Activity Group. Conduct feedback. See Feedback / Answers below. **Activity 1c: Other Things a Business Coach Needs To Do (10 minutes)** Move the participants into small groups. Ask them to brainstorm some other things that business coaches may need to do, besides the five things listed in Activity 1d. After a few minutes, elicit some ideas. Although there are many possibilities, you might want to suggest these things:

<table>
<tr><td>Procedure</td><td>

- Define their vision
- Identify goals and objectives

In other words, these are what a coach needs to do with a client at the outset of their business venture. Also, there is this:

- Increase confidence and self-awareness

In other words, the coach's responsibilities involve not just knowledge and abilities, but **attitudes.**

Activity 1d: A Course Quiz (10 minutes)

Keep the small groups. Tell the participants to look at the Participants' Book and give them a short quiz about the course. Read out the following questions. Keep a score – the first group to shout out the correct answer each time wins a point.

1. How many modules are there in the course?
2. Which module is about the coaching journey?
3. In Module 4, what do you learn how to manage?
4. In the module about communication skills, how many activities are there?
5. In which module do you learn about empathy?
6. What type of skills are developed in Module 11?
7. Who does the last activity in Module 10 help you to keep in contact with?
8. What does Module 13 help you do as a coach?
9. What online platform is mentioned in Module 14?
10. What three things do you get at the end of the course?

Tell them they have just completed Activity 1, Module 1 – well done!

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<tr><td>**Feedback / Answers**</td><td>

Activity 1a:

- With Mr Niroshan, the coach helped him look at things differently, understand processes that should be in place that weren't, and always discussed / answered questions. One specific example of what he did was that he gave Mr Niroshan a list of cheaper suppliers of linen and other materials.
- With the Bird Watching Tour Activity Group, the coach helped them to learn about birds and provided information about their sightings. Although it doesn't say for sure, the coach may have helped them in their dealings with the local university.

Activity 1b:

- With Mr Niroshan, by identifying what processes needed to be in place, but weren't, and by finding cheaper suppliers, the coach improved systems and generally improved performance and solved problems.

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Feedback / Answers	➋ With the Bird Watching Tour Activity Group, by helping them to learn a lot about birds and giving them new information, the coach addressed skills gaps and improved performance – they're now better bird watchers. Perhaps if they know more about the birds' migrating patterns, they may now have new opportunities – they know where and when to find the birds, which will improve business. **Activity 1d:** 1. 15 modules. 2. Module 2. 3. Change. 4. 11 activities. 5. Module 7: Building Successful Relationships. 6. Business leadership skills. 7. Clients. 8. Advance. 9. Linkedin. 10. Simulation, reflection and assessment.

ACTIVITY 02

An Overview of Coaching

Time	50 minutes
Aim	By the end of this activity participants will have seen an example of a business coach's impact on a business and identified ways in which a business coach can help a client.
Activity Type	Group discussion, reading, presentations
Interaction Pattern	Group work
Procedure	Introduce this activity: 'An Overview of Coaching'. Tell the participants what the aims of this 50-minute session are (see above). **Activity 2a: More on Yuhibuhi Forest Resort (20 minutes)** Refer the participants to the picture of Mr Niroshan at the start of Activity 2 in their course books. Elicit from them who he is and what his business is.

Procedure	Then elicit from them what they remember about him and his business coaching experience in Activity 1a, for example: • He got a business coach because he didn't know enough to run his own business. • The coach made me look at things differently. • The coach helped him understand the processes that needed to be in place and always had time for his questions. (If they can't remember, they can quickly look at the passage in Activity 1a in the Participants' Book.) Then explain that they will find out in more detail about how a business coach helped Mr Niroshan and the Yuhibuhi Forest Resort. Refer the participants to questions 1 to 3 in Activity 2a. Tell them to read the long passage about Mr Niroshan and the Yuhibuhi Forest Resort. Afterwards, put them in groups and tell the groups to discuss the answers to the questions. Then conduct feedback with the class as a whole. See Feedback / Answers below. To facilitate Activity 2b, write the answers to question 2 on the whiteboard. **Activity 2b: Types of Changes (10 minutes)** Tell the participants to look at categories a - e in Activity 2b. Quickly, elicit from them the changes made to Yuhibuhi Forest Resort (which were answers to question 2, (Activity 2a) that correspond to each category. Be aware that there are overlaps between some of the categories. See Feedback / Answers below. **Activity 2c: Presenting the Benefits of Business Coaching (10 minutes)** Retain the same groups of participants as in Activity 2a. The groups should prepare a short presentation they would give to potential new clients explaining the benefits of business coaching. For ideas, they can look at the short and long passages about Mr Niroshan and Yuhibuhi Forest Resort in Activity 2a. Tell them not to make the presentations too long. They should only last for two or three minutes. **Activity 2d: Giving Your Presentations (10 minutes)** Get one person from each group to go to another group. He or she should deliver his or her group's presentation to the new group. Afterwards, encourage the groups to give feedback to the presenters. Were they convinced about the benefits of business coaching?

Feedback / Answers	**Activity 2a:** 1. What were the problems at Yuhibuhi Forest Resort before Mr Niroshan received business coaching? (1) The Yuhibuhi Forest Resort lacked many amenities to attract local and international visitors, (2) It had a staff cadre that was not diverse and skillful enough to ensure the resort's smooth running of the resort, (3) There were no facilities for the differently-abled, and (4) There was no security fencing of the property. 2. What changes did Mr Niroshan make at Yuhibuhi Forest Resort to improve the resort and improve the experience for visitors and workers there? Give examples. (1) A low-cost changing room has been set up by the swimming pool, (2) Rooms have been categorised into homestay, luxury clay house and treehouse, (3) A waste recycling system has been installed, (4) The kitchen and dining area have been enlarged to ensure better hygiene and food storage practices, (5) Ayurvedic treatment and massages have been installed, (6) Tours have been facilitated, (7) Local activities have been linked with to provide a range of activities for guests, (8) The staff cadre has been expanded to include four differently-abled employees and a female staff member, (9) Ramp have been added to two of the rooms to help the resort join the "Disability Tourism" project, (10) The business has been immersed in the local community. These are examples that have been given, but it is implied that there have been other improvements too. 3. What have been the results of all these changes? (1) Yuhibuhi is now sought after by both international and domestic visitors, and (2) Other hoteliers and resort owners in the area have noticed the resort's success and are following suit. **Activity 2b:** a. Developing new products? Homestay, luxury clay house and treehouse rooms are available / Ayurvedic treatment and massages / new tours / activities for guests that are linked to local activities.

Feedback / Answers	b. Improving systems? Setting up a low-cost changing room by the swimming pool / categorization of rooms into homestay, luxury clay house and treehouse / installation of a waste recycling system / enlargement of the kitchen and dining area to ensure better hygiene and food storage practices. c. Solving problems? Arguably, all of these changes have solved problems, e.g. lack of amenities, lack of a diverse staff, lack of facilities for the differently-abled, etc. d. Catering for diversity? Expansion of the staff cadre to include four differently abled employees and a female staff member / addition of ramps to two of the rooms. e. Increasing confidence and self-awareness? Immersion of the business in the local community.

ACTIVITY 03

Why Sri Lanka Needs Coaching

Time	45 minutes
Aim	By the end of this activity participants will be able to explain the importance of business coaching in the context of Sri Lanka economic development.
Activity Type	Individual work, pair work, group work
Interaction Pattern	M1-3b-1, M1-3d
Procedure	Introduce this activity: 'Why Sri Lanka Needs Coaching'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 3a: A Sri Lankan Quiz (10 minutes)** Tell the participants to read the statements, questions and multiple-choice answers about Sri Lanka's tourist and general economy in Activity 3a. Each time, they should decide which answer they think is correct. Then put them in pairs. With their partners, discuss their ideas.

Procedure	**Activity 3b: Check Your Answers (10 minutes)** Give the participants copies of **Handout M1-3b-1.** Explain that the handout contains an article about Sri Lanka's tourism and general economies. Tell them to read it and use the article's information to check their answers to Activity 3a. Again, do this with their partners. Go through the answers with everyone. See Feedback / Answers below. With question 3, point out that although 404,000 Sri Lankans depended directly on tourism in 2018, some 5 million citizens are indirectly involved in it. **Activity 3c: A Client's Needs (10 minutes)** Tell the pairs of participants to look at the table in Activity 3c. This contains the needs that were identified at the end of the article – being conscious of clients' needs, being respectful of employees, being protective of the natural environment and being efficient with resources. Tell the pairs to imagine they are business coaches and their clients worked in tourism. Which of these needs would they say was most important for their clients? Which was second most important? Third? Least? Decide on a rating from 1 (most important) to 4 (least important) for each need. Conduct feedback afterwards and invite participants to explain why they chose the ratings. **Activity 3d: Other Possible Needs (15 minutes)** Now put the participants in groups. Point out that Activity 3c gave them four areas where Sri Lankan businesspeople, especially ones working in tourism, might need help from business coaches. What other areas may they need help in? Give each group a sheet of flipchart paper and a marker pen. Tell the groups to brainstorm and make a list of possible areas on their sheets. Afterwards, get them to share their ideas with everyone. For suggestions you can make, see Feedback / Answers below
Feedback / Answers	**Activity 3a - 3b:** 1 c 2 a 3 a 4 b 5 d

Feedback / Answers	**Activity 3d:** Although there are no definite answers to this activity, the following are areas you might want to suggest to participants: - Having knowledge of the (increasingly complex) marketplace. - Knowing how to deal with customers appropriately (i.e., customer service, which is a huge area in itself). - Getting the right training for themselves and their staff. - Recognising new opportunities and making the most of them. - Knowing how to improve existing systems and processes. - Understanding the importance of diversity, e.g., by creating opportunities for disabled staff.

ACTIVITY 04

What is a Business Coach?

Time	45 minutes
Aim	By the end of this activity participants will be able to articulate who business coaches are, what they do, who they work with and what their objectives are.
Activity Type	Pair and group discussion, matching, true / false, reading
Interaction Pattern	Pair work, group work
Resources:	M1-4d-1, M1-4d-2, M1-4d-3
Procedure	Introduce this activity: ‘What is a Business Coach?’ Tell the participants what the aims of this 45-minute session are (see above). **Activity 4a: Job Descriptions (10 minutes)** First, explain to the participants that the pictures at the start of Activity 4 in the Participants’ Book may appear to show business coaches. However, they actually show other types of jobs.

<table>
<tr><td>Procedure</td><td>
Write up ‘trainer’, ‘counsellor’, ‘consultant’ and ‘mentor’ on the whiteboard. Elicit some possible definitions of these jobs. Then tell the participants to look at Activity 4a in the Participants’ Book. They should work in pairs and match the four jobs with the correct job descriptions. Finally, conduct feedback. See Answers / Feedback below.

Activity 4b: Business Coaches – True or False? (10 minutes)

Tell the participants that they will now think about business coaching itself. In the same pairs, they should discuss and decide on the True / False statements in Activity 4b.

Afterwards, conduct feedback and make sure the incorrect statements are amended. See Answers / Feedback below.

Also, point out that:

Statement 1 and (amended) statement 2 show the difference between a business coach and a trainer.
(Amended) statement 3 shows the difference between a business coach and a counsellor.
Statement 4 shows a similarity between a business coach and a consultant.
However, (amended) statement 5 shows the difference between a business coach and a consultant.
Statement 6 shows the difference between a business coach and a mentor.

Activity 4c: Questions About Business Coaches (10 minutes)

Divide the participants into three groups – A, B and C. Tell each group to discuss the corresponding set of questions in Activity 4c in the Participant Workbook,, i.e.:

A – Who do business coaches work with? What do business coaches want to increase? How do they increase these things?
B – Usually, who are business coaches? What do they do to help their clients?
C – What should business coaches not do for clients? Do business coaches need to be experts in their clients’ businesses or industries?

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Procedure	**Activity 4d: Check Your Answers and Report Back (15 minutes)** Give the groups of participants copies of the appropriate handouts for Activity 4d - **Handout M1-4d-1** to group A, **Handout M1-4d-2** to group B, **Handout M1-4d-3** to group C. Tell them to read the passage on their handout. What answers does the passage give to the questions that they discussed in Activity 4c? Also, do they agree with what the passage says? Encourage each group to have a short discussion after reading. Finally, invite one person from each group to report back to everyone. The person should say what questions they discussed, what answers the passage gave to those questions and whether or not their group agreed. See Answers / Feedback below. When wrapping up this activity, emphasise the following points (which should have come up in the group's reports): - Business coaches want to make their clients more **productive**, **profitable** and **effective**, using both **direct** and **indirect** strategies. - An effective business coach is usually a professional with some business expertise, but he or she **doesn't** have to be an expert in the client's particular industry or business niche. - Being a business coach **isn't** about making decisions for the client or solving problems for him or her. It's about working alongside the client, helping him or her to identify **goals**, implement appropriate **strategies**, solve **problems**, overcome **challenges** and increase his or her **self-awareness**. At the end of the day, these are things the **client**, not the business coach, has to be able to do.
Feedback / Answers	**Activity 4a**: 1c 2a 3d 4b **Activity 4b:** 1. True. 2. False – because it is collaborative and requires input from the client, coaching does not follow a linear learning path. 3. False – coaching supports self-initiated change with a future focus. 4. True. 5. False – in business coaching, the assumption is that the client is capable of identifying and generating their own solutions. 6. True.

Feedback / Answers	**Activity 4d:** **Group A** • Who do business coaches work with? Entrepreneurs, owners and decision-makers. • What do business coaches want to increase? Productivity, profitability and effectiveness. • How do they increase these things? Directly, for example, by developing new products and strategic capability, or indirectly, for example, through improved interpersonal relationships. **Group B** • Usually, who are business coaches? Typically accomplished professionals who know what it takes to make a business successful. • What do they do to help their clients? Work alongside their clients to help them define their vision for their business, identify goals and implement strategies that will help them achieve their objectives. Also, help their client navigate problems and challenges in the most effective way possible. **Group C** • What should business coaches not do for clients? Do not take decisions for clients or solve their problems for them. • Do business coaches need to be experts in their clients' businesses or industries? You do not need to be an expert in the business or industry of your client. Rather, you bring coaching expertise that enables the client to become more self-aware and supply supportive, discovery-based approaches and frameworks.

ACTIVITY 05

Why Become a Business Coach?

Time	45 minutes
Aim	By the end of this activity participants will have considered their own reasons for becoming a business coach and evaluated the qualities that successful business coaches commonly have..
Activity Type	Pair and group discussion, gap-fill, brainstorming, reading
Interaction Pattern	Pair work, group work
Resources:	M1-5c-1, M1-5c-2, M1-5c-3
Procedure	Introduce this activity: 'Why Become a Business Coach?' Tell the participants what the aims of this 45-minute session are (see above). Refer to the pictures in the Participant Workbook and point out that there are coaches of different ages and sexes with different experience and skills. **Activity 5a: Complete the Statements (10 minutes)** Tell the participants to work in pairs. Read the statements in the table in Activity 5a. Seven words are missing. What do they think the missing words are? After a minute, write on the whiteboard the seven words that need to go in the spaces: employed / experience / economy / challenging / people / career / interesting. Tell the pairs to discuss the seven words you have provided and decide which word goes in which space. Then conduct feedback. See Answers / Feedback below. **Activity 5b: Assess Your Reasons for Becoming a Business Coach (15 minutes)** Tell the participants to write the seven missing words in the statements in the Participants' Book. Then, individually, tell them to fill in the right-hand column of the table in Activity 5a. Next to each statement, they should write a score of 0-3. This depends on how much the statement applies to their reasons for becoming a business coach. Refer them to the scale in Activity 5b:

Procedure	**Activity 5c: Qualities of Business Coaches (20 minutes)** Keep the participants in the same groups and get them to close their Participants' Book for a minute. Elicit from them what they think are common qualities in successful business coaches. Then tell them to reopen the book and refer them to the list of qualities in Activity 5c. These have commonly been identified as qualities of successful business coaches. Then assign each group one of Activity 5c's case studies – A (Maria), B (Malaka) or C (Asela). If you want each group to really focus on its case study only, tell them to close the Participant Workbook again and give each group a handout with the relevant case study for Activity 5c – **Handout M1-5c-1**, **Handout M1-5c-2** or **Handout-M1-5c-3.** Explain that each person would like to start or grow a business in the tourism field. After reading their case study, the groups should discuss the person's situation. Which of the qualities would be most important for a business coach who works with the person? Suggest that they choose two or three most important qualities. Also, are there any other qualities, not on the list, that might be useful? At the end, each group should share their ideas with everyone. Also, make some suggestions of your own. See Answers / Feedback below.
Feedback / Answers	**Activity 5a:** (1) career (2) experience (3) people (4) interesting (5) challenging (6) employed (7) economy **Activity 5c:** A. Maria – She has no experience with business or foreign tourists, so she may feel intimidated at first. Therefore, being a 'people person' and having good communication skills might be important early on in the business coach's relationship with her. No doubt the coach will need to educate Maria about business matters. However, having a good 'business mind' and a range of business knowledge aren't enough if a coach doesn't have the communication skills to convey this knowledge to her clearly.

Feedback / Answers	B. Malaka – He needs to have some business coaching, so being business-minded and having a good range of business knowledge would be useful. Because of his experience and foreign contacts, there is a danger that he might be overconfident and unrealistic, so a coach may need to be diplomatic to keep him 'grounded'. Also, he appears to have good computer and digital literacy skills. If the coach has similar skills, can he suggest ways for Malaka to put those skills to work, to help his business? C. Asela – Again, the coach may need to have computer and digital literacy skills, though this time to teach Asela how to promote his business over the Internet and social media and reach potential customers. There are some interesting possibilities for a coach interested in business growth and development here. Asela could offer different types of treks and walks depending on what there is to see and which type of tourist wants to go (older, younger, physically active, differently-abled, etc.).

ACTIVITY 06

The Benefits of Coaching

Time	45 minutes
Aim	By the end of this activity participants will be able to identify and explain a number of reasons why a client should work with a business coach.
Activity Type	Pair and group discussion, matching, reading, discussion
Interaction Pattern	Pair work, group work
More info about activity	Introduce this activity: 'The Benefits of Coaching'. Tell the participants what the aims of this 45-minute session are (see above). Refer the participants to the picture at the start of Activity 6 in the Participants' Book. It shows a business coach and a client shaking hands. Point out that clients need to have reasons to work with business coaches – and you need to give clients convincing reasons why they should work with you. That's why this session is about knowing and 'selling' the benefits of business coaching.

More info about activity	**Activity 6a: Terms for Running a Business (10 minutes)** Get the participants to work in pairs. They should look at the list of terms in Activity 6a. The terms relate to running a business and to business coaching. In pairs, can they explain what each term means? Then conduct feedback. Elicit and, if necessary, clarify definitions of each term. See Feedback / Answers below. **Activity 6b: Matching Headings and Descriptions (15 minutes)** Retain the pairs. Tell them to look at Activity 6b in their course books. They should match the headings (1- 9), which are reasons why business coaches are helpful, with the correct descriptions of the headings (a - i). Afterwards, elicit the answers. See Feedback / Answers below. **Activity 6c: Reasons to Work With a Business Coach (20 minutes)** Rearrange the participants into groups. Tell them to look at the quotes in Activity 6c. The business people speaking are the ones whose case studies they looked at in Activity 5c. Their businesses are now in operation. They should read what the people, Maria, Malaka and Asela, say about their situations just now and discuss – which of the reasons in Activity 6b, 1 - 9, would they suggest as reasons for them to work with a business coach? Afterwards, conduct feedback. Elicit some of the groups' suggestions about each person. See Feedback / Answers below. If time is running short, assign one businessperson only to each group to discuss. If not, they can discuss all three people. On the other hand, if there is a little time left, you could ask the groups to discuss which of these reasons / benefits would be especially attractive to Sri Lankan clients. Are there some areas in which Sri Lankan business people especially need coaching?
Feedback / Answers	**Activity 6a**: - Build self-confidence – improve someone's belief in their own abilities, qualities and judgement - Nurture staff – look after and develop the people who work for you - Take risks – expose yourself to situations where there might be problems or a danger of things going wrong - Delegate – give a task, which you don't need to do yourself, to a less senior person who can do it properly - Network – interact with other people to exchange information and develop professional contacts

Feedback / Answers	➋ Build an action plan – create a document that lists the steps that must be taken to achieve a specific goal **Activity 6b:** 1. f 2. b 3. d 4. e 5. i 6. h 7. a 8. c 9. g **Activity 6c:** A. Maria – It sounds like she would like to branch out and diversify her business, so a business coach could offer to help by encouraging her to 'think in new ways' and 'assess which risks to take'. Her comments about exchanging ideas with similar business people suggest 'networking' would help too. B. Malaka – It sounds like he needs to be coached in 'when to delegate' and, as he seems somewhat disorganised, in how to build an 'action plan'. He complains that watersports schools offering inferior services are making more money than his business. Does this suggest that he needs help in 'thinking in new ways' (e.g. by offering other activities besides kitesurfing)? C. Asela – If there are complaints about his guides not being knowledgeable enough, perhaps he needs coaching in 'nurturing staff'. He is wondering about how to attract local customers, so coaching in 'thinking in new ways' and 'assessing which risks to take' might help, e.g. by offering special nature walks for school parties or science faculty field trips.

ACTIVITY 07

The Coaching Model

Time	45 minutes
Aim	By the end of this activity, participants will have been introduced to the basic steps in the Blending Coach Model and the TGROW Model.
Activity Type	Reading, pair and group discussion, sequencing
Interaction Pattern	Pair work, group work
Resources:	M1-7a-1, M1-7a-2, M1-7b-1, M1-7c-1
Procedure	Introduce this activity: 'The Coaching Model'. Tell the participants what the aims of this 45-minute session are (See above). **Activity 7a: Two More Case Studies (20 minutes)** Divide the participants into two halves. Give one half copies of **Handout M1-7a-1,** which has a case study about Suresh. Give the other half copies of **Handout M1-7a-2**, which has a case study about Chameera. Tell them that the person in their case study is thinking about working with a business coach. They should read it and think about these questions: • How clear is the person about what they want their business coach to do? What evidence is there that they are clear or not clear? • As a business coach, what things would you do if you started working with this person? Then divide each half into pairs and get them to discuss their answers for a few minutes. After that, pair off one person from one half with one person from the other half. Tell them to describe their case study to their new partner. Also, they should tell their partner their answers to the above two questions – how clear the person seems about the role of their business coach and what they would do if they started working with the person. Finally, elicit some quick feedback about Suresh and Chameera. (See Feedback / Answers below.) Also, distribute copies of **Handout M1-7a-1** and **Handout M1-7a-2** to those participants who don't already have them, so that everyone has both case studies for reference.

<table>
<tr>
<td>Procedure</td>
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Explain that Activity 7 introduces two coaching models. One approach is more suitable for a client like Suresh, where the coach needs to find out what stage his business is at and gradually work with him towards creating an action plan, setting goals, etc. The other approach is one that can be used with a client like Chameera, who already has a good awareness of his business context and what his goals are.
Activity 7b: The Stages of the Blended Coaching Model (10 minutes)
Tell the participants that, first, they will look at the Blended Coaching Model. This takes a holistic approach towards engagement, learning and development.
Divide the participants into groups. Give each group a jumbled set of
Cut-ups M1-7b-1.
Explain that each cut-out contains one step in the Blended Coaching Model, an approach that a business coach would be wise to use with Suresh. Tell them to read the steps, discuss them in their groups and arrange them in the most logical order. Afterwards, conduct feedback and elicit the best order – see Answers / Feedback below. Write on the whiteboard the following keywords from each step in the process:
Blended Coaching Model:

Performance evaluation
Action and skills plan
Regular coaching sessions

Remind everyone that Blended Coaching looks at the business reality before setting goals (where clients are often vague or woolly about goals themselves).
Activity 7c: The Stages of the TGROW Model (15 minutes)
Rearrange the groups. Tell the participants that now they will look at the TGROW Model.
Give each group a jumbled set of Cut-ups M1-7c-1.
Explain that each cut-out contains one step in the TGROW Model, a more focused approach to business coaching that would probably work better with Chameera. This is because Chameera has a clearer understanding of his situation and goals.
Again, tell them to read the steps, discuss them in their groups and arrange them in the most logical order.
Afterwards, conduct feedback – see Feedback / Answers below. Illustrate the significance of the TGROW Model's name by writing on the whiteboard the following keywords from each step in the process:
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Procedure	**TGROW** • Topic • Goals • Reality • Options / Obstacles • Way forward
Feedback / Answers	**Activity 7a:** **Suresh** Suresh is not very clear about what his needs are. Just now, his business has several different strands and he doesn't seem able to monitor or control them very well. He hopes a business coach can make sense of it for him and then offer guidance. ("I felt my business is a disorganised mess at a moment and perhaps he or she could examine it and tell me what I need to do to improve.") For the business coach, this means being flexible and adaptable while he or she collaborates with Suresh. The coach will need to observe and monitor the performance of Suresh's business to get an idea of what his goals should be. What needs to be improved – his products, marketing, operations and / or customer service? What sort of planning and training needs to be done to achieve these improvements? The coach needs to help Suresh find this out. **Chameera** Chameera seems to be clearer about his needs than Suresh. He has developed his business to a certain point and seems to have a good awareness of the field he works in. He is aware of current challenges and has identified two goals he wants to work towards. A business coach can expect more direction from Chameera. Probably he will ask his coach to focus on the two goals identified and help him work towards achieving them. **Activity 7b:** 1. c 2. b 3. a **Activity 7c:** 1. d 2. b 3. a 4. e 5. c

ACTIVITY 08

The Portfolio and Learning Log

Time	40 minutes
Aim	By the end of this activity participants will know what to write in their course portfolio and learning log and will have reflected on their experiences of the course so far.
Activity Type	Pair discussion, writing.
Interaction Pattern	Pair work
Resources:	M1-8
Procedure	Introduce this activity: 'The Portfolio and Learning Log'. Tell the participants what the aims of this 40-minute session are (See above) . Then hold up copies of the course portfolio and learning log and tell participants that they will receive these during the session. **Activity 8a: What Do You Use the Course Portfolio For? (10 minutes)** Refer the participants to the options and table in Activity 8a in the Participants' Book. Explain that they need to do four things in the portfolio. Two things go into it now, during the course. Two other things will go into it later, after the course is finished and when they are doing the practical part of their development as business coaches. In pairs, discuss and fill out the table with the options given. Then conduct feedback – see Feedback / Answers below. Explain that just now all they have to worry about is writing their homework and official assignments (one per module) in the portfolio. This will come externally, from the trainers. Therefore, they need to be alert during the modules so that they know what the **homework** and **assignments** are. Give each participant a copy of the portfolio. **Activity 8b: What do You Use a Learning Log for? (10 minutes)** Tell the participants that learning logs are 'diaries' kept by participants during courses. Students use them for recording their **reflections** on what they are learning. They also record their reflections on **how** they are learning it.

Procedure	Put them into pairs and refer them to the list of six items in Activity 8b in the Participants' Book. Tell them to discuss the items and decide which ones should be written in a learning log, for the log to be truly helpful and effective. Then conduct quick feedback. Again, emphasise that learning logs are for **reflections** on the training and learning process, rather than for information that was imparted during the process. Then elicit further suggestions from the participants about what could be included in the logs. See Feedback / Answers below. **Activity 8c: Examples of Learning-Log Entries (10 minutes)** Keep the participants in the same pairs. Tell them to read the three entries in Activity 8c. These were written in learning logs by participants doing a training course for business coaches. Each time, they should discuss: - What is the participant doing in the entry? - How is recording this useful for the participant's learning and reflection? Afterwards, elicit their ideas and conduct feedback. See Feedback / Answers below. **Activity 8d: Make Your First Learning-Log Entry (10 minutes)** Hand out copies of the course learning log to the participants. Tell them to write on the first page of their logs an entry in the style of Entry A in Activity 8b. They should think of an experience that they had today, during the first module of their training, from which they have learned something. Make sure they describe both the experience and the lesson learnt. Then elicit a few of the experiences and lessons learned by the participants. Remind them that they should be writing their reflections in the learning logs regularly and throughout the course.
Feedback / Answers	**Activity 8a:** **Now** - Doing homework - Writing assignments **Later** - Recording practical experience - Recording learning points **Activity 8b:** Because learning logs are like diaries, trainers can't dictate what participants write in them. However, the following items from the list are most useful if they are to help participants with reflection:

Feedback / Answers

b. A strategy you found helpful for doing your coursework. This shows you are reflecting on how you are learning.

d. Your thoughts on being a business coach.
This shows you are reflecting on the purpose of the training.

e. An incident that occurred during the training sessions, which you want to think about.
This shows you are reflecting on the experiences of the day-to-day training.

Other items that could be included in a learning log include:

- Further questions you want to ask about a topic.
- Areas that you would like to know more about.
- What you think are the most important things that came up during your training – and why you think they are important.
- Your expectations of a module or activity, and how they measured up to your expectations.
- Connections you have made between the training and your real-life experiences.
- How you reacted to activities or pieces of course content, and why you reacted to them that way.
- Lessons you have learned – not necessarily things the trainers have taught you.
- Your strengths and weaknesses during the training – and what can be done to address the weaknesses.

Activity 8c:

Entry A
The participant is describing an experience they had during a training session and a lesson they learned from it. This is useful because it records something important that the participant learned personally and from their own experience, which is probably the most ‘memorable’ type of learning.

Entry B
The participant is recording their expectations of a training session beforehand and then how it measured up to their expectations afterward. This is useful because it measures how different their preconceptions were from reality. It also highlights any difficulties they had.

Entry C
The participant is recording their reaction to a statement made by a fellow participant and exploring that reaction. This is useful not only because it shows the participant reacting to and questioning something, but also because it highlights that participants learn from each other, not just from the trainers.

Module 2

Basics of Business Coaching

5 hours 05 minutes

Module Aims: By the end of this module, participants will be able to...

1. Follow the coaching journey together with their clients.

2. Take on a variety of coaching roles during the journey.

3. Use the personal qualities that will help them perform these roles.

4. Help build their clients' resilience and gain insights.

5. Follow ethical standards and maintain confidentiality as they take the coaching journey with their clients.

Module 2

Time: 5 hours 05 minutes

Basics of Business Coaching

Activity List

- M2-1 : The Coaching Journey
- M2-2 : The Roles of coaches
- M2-3 The Qualities of coaches
- M2-4 : Coach's Role: Building Resilience
- M2-5 : Coach's Role: Helping Insight
- M2-6 : A Code of Ethics

Training Materials Required

Refer to the PowerPoint available for this module. All resources are A4 size unless stated.

Activity M2-1	Three flip charts – two each black, blue, green and red board marker pens – Blue tack. PowerPoint.
Activity M2-1-1	Handout 1 with the titles of the ten steps of the coaching journey (Three sets of strips - ten strips per set).
Activity M2-1-2	Handout 2 with the descriptions of the ten steps of the coaching journey (Three sets of strips - ten strips per set).
Activity M2-2d-1	Handout 1 – Case Study Maria (one copy per participant).
Activity M2-2d-2	Handout 2 – Case Study Malaka (one copy per participant).
Activity M2-2d-3	Handout 3 – Case Study Asela (one copy per participant).
Activity M2–4b-1	Five balls: preferably bouncing, large and lightweight.
Activity M2-4c	PowerPoint
Activity M2-5a	PowerPoint
Activity M2-6a	Three flip charts – two each black, blue, green and red board marker pens – Blu-tack.
Activity M2-6a-1	Handout 1 - Internationally Accepted Principles of Coaching – titles (Three sets of strips - eight strips per set).
Activity M2-6a-2	Handout 2 - Internationally Accepted Principles of Coaching – descriptions (Three sets of strips (eight strips per set).
Activity M2-6a-3	Handout 3 - Internationally Accepted Principles of Coaching (one copy per participant).

If PowerPoint is not available:

Print the PowerPoint slides, two to a page.
Distribute the printout of the slides when you would present the first slide.

ACTIVITY 01

The Coaching Journey

Time	45 minutes
Aim	By the end of this activity participants will be able to follow and explain the steps of the coaching journey to their clients.
Type of activity	Matching titles and descriptions.
Interaction Pattern	Group work
Resources:	M2-1, M2-1-1, M2-1-2,PowerPoint
Procedure	Introduce this activity: 'The Coaching Journey'. Tell the participants what the aims of this 45-minute session are (see above). Make sure you have ready three sets of strip cards with (a) the titles of the ten Steps of the Coaching Journey and (b) the **descriptions** of those steps. And three flip charts stuck to three walls of the room, one with **'Red Team'** (written with red board maker), one with **'Blue Team'** and one with **'Green Team'**. Then divide the participants into three teams – each with its own colour (Blue, Red, Green) One way you can do this is to point to each participant and say you are red, or you are green or you are blue – then tell all the reds to get together etc. Explain that we are going to look at the ten steps of the journey that the participants will take with their clients from when they sign up to coach to when they finish. Make sure they have the Workbooks open at the first page of Module Two. Tell them you are going to put up the instructions for the first team activity on PowerPoint. Distribute the strip cards (**Handout M2-1-1** with the titles) and **Handout M2-1-2** (with the descriptions). And Blu Tack for each team. Tell them you are going to put up the instructions for the first team activity on PowerPoint and participants must read and understand the instructions and carry out the team task. (Only help any team that is really stuck or doing it wrong - if necessary.)

Procedure	Present **PowerPoint Slide - The Coaching Journey.** To finish, ask if there are any questions and get the participants to number the titles and steps in the right order in their Workbooks.
Feedback / Answers	1. Prepare and Plan (good research into the specific business and the general context saves time and makes you look knowledgeable / well prepared, which will increase the client's confidence) 2. Set the Tone (this also sets boundaries, and makes the relationship clear. This will save time and avoid uncertainty) 3. Lay the foundation (this also helps save time. It means you can concentrate on work, without dancing around each other) 4. Negotiate, agree and sign a coaching contract (While you need to allow flexibility, this will keep your work with the client focussed, which is to his / her benefit) 5. Assess the client's current business situation (this needs to be collaborative, which shows you are not a dictator. You want to help the client see through the trees) 6. Ascertain desired goals (so that there is clear purpose) 7. Look for options (don't just grab at the first ideas. Explore options fully with the client. We want what is best for the client, and the first option isn't necessarily the best) 8. Set smart goals (they need to be SMART, so it is clear if they have been achieved or not) 9. Follow up and review (it is an ongoing process, and the coach needs to show responsiveness to changing circumstances while keeping an eye on the big picture) 10. Final Evaluation (so that the client can move on to the next [unsupported] stage, and recognise what has been accomplished)

ACTIVITY 02

The Roles of a Coach

Time	50 minutes
Aim	To understand the variety of roles involved in coaching and the personal qualities needed to perform these roles.
Type of activity	Group discussion. Case studies.
Interaction Pattern	Group work
Resources:	M2-2d-1, M2-2d-2, M2-2d-3
Procedure	Introduce this activity: 'The Roles of a Coach.' Tell the participants what the aims of this 50-minute session are(see above). Ask what 'role' means. It is what someone is there to do – their purpose. What is the role of a teacher?; a receptionist?; a waiter?; etc A coach has more than one role. Ask for suggestions. Write them up. **Activity 2a: The Roles of a Coach (10 minutes)** Explain that this is a list of some roles only. Give them one or two minutes to look through them to note if there are any they need help in understanding. Ask and answer! **Activity 2b: Inside-Out and Outside-In (5 minutes)** The idea here is to let the participants work out what the terms mean. Then make sure they have. Inside out: the 'ask approach'. Outside-in: the 'tell approach'. **Activity 2c: When to Use Outside-In (10 minutes)** This is (another) opportunity to remind participants that a coach is not a trainer – which is an Outside-in role. A coach is a 'facilitator' – someone who helps clients find their own way to develop their businesses.

Procedure	However, sometimes it is good for the coach to take an Outside-in role – ie: telling the client what or how to do things. For each of the four Outside-in roles in the list, participants think of examples of what the coach might do. You might need to give an example, e.g. giving practical information – where to buy mattresses. More examples (for your reference) • Giving the client clear instructions, e.g. how to do financial reconciliations – how to promote using Facebook etc. • Giving practical information: who to contact in the Ministry of Tourism – what government regulations are, etc. • Showing the client something technical: how to use Excel – how to keep the pool clean etc. • Telling the client about your experience; how to deal with drunk British tourists – how to keep out wild boars etc. **Activity 2d: Case Studies (20 minutes)** Distribute the three case studies **– Handout M2-2d-1 and M2-2d-2, M2-2d-3** to the teams and give the instructions as in the Participants Workbook. If time is limited, give only two case studies per team or even only one each. Afterwards, elicit feedback for all three case studies from all three teams: if there are differences, allow debate. If time.
Feedback / Answers	**Activity 2b - In Or Out?** 1. Inside-out 2. Outside-in 3. Outside-in 4. Inside-out 5. Inside-out 6. Inside-out 7. Inside-out 8. Outside-in 9. Outside-in 10. Inside-out

	Activity 2d: Possible answers Maria (c) (k) (e) Malaka (a) (i) (j) Asela (f) (b) (l)

ACTIVITY 03

Qualities of a Coach

Time	45 minutes
Aim	By the end of this activity, participants will have identified which of their personal qualities will help them coach.
Type of activity	Quiz: matching: mini-case studies.
Interaction Pattern	Pair work
Procedure	Introduce this activity: 'Qualities of a Coach.' Tell the participants what the aims of this 45-minute session are (see above). **Activity 3a: Personality Quiz (10 minutes)** Ask what the difference between personal qualities and skills is. Possible answers: • Qualities are part of our character. We may be born with them or get them from our parents. For example, some people are introverts, some are extroverts. Some are more emotional, some are more rational. Some are more flexible, some less. • Skills are things we learn, like writing, reading and arithmetic. This is a generalisation: some qualities are developed from life – patience, resilience; some are born with skills such as sports, music etc. Participants do the personality quiz and then chat to partners about their results.

Procedure	**Activity 3b: Matching the Qualities (10 minutes)** Tell participants to match any of the terms in 3b with any of the sentences in the quiz. Tell them to ask you if there are any they do not understand. Be ready to explain **resilience** (Activity 3) and **insightful** (Activity 4) **Activity 3c: Case Studies (15 minutes)** Participants match the qualities in 3b with the three situations. Ask for feedback.
Feedback / Answers	**Activity 3b: Matching the Qualities** Possible answers a) tactful b) patient c) persuasive d) creative e) tolerant f) flexible g) reliable h) resilient i) insightful **Activity 3c: Case Studies** Possible answers : **Situation one:** Resilient – patient – flexible – manage time **Situation two:** Compassionate – supportive – encouraging – able to empathise **Situation three:** tactful – tolerant – resilient - patient

ACTIVITY 04

Coach's Role: Building Resilience

Time	60 minutes
Aim	By the end of this activity the participants will be able to help their clients build resilience
Type of activity	Group discussion: game: Quiz
Interaction Pattern	Group Work
Resources:	M2–4b-1, M2-4c,Powerpoint
Procedure	Introduce this activity: 'Coach's Role: Building Resilience' Tell the participants what the aims of this 60-minute session are (see above). **Activity 4a: The Language of Resilience (10 minutes)** Tell the participants they will first look at a list of words connected with resilience: they should see how many they understand – including 'resilience' itself. Do not let them write (no time). Tell them you will clarify any words. Elicit their answers and clarify where necessary (see 'answers' below.) **Activity 4b: The Reframing Game (20 minutes)** Explain that you are going to show them what 'reframing' means. If possible, take the participants out to somewhere where there is a lot of space. Direct participants with these steps: 1. They stand in a circle. 2. Tell them that they are going to throw a ball to each other. (**only rule for success is that it must not be dropped.**) 3. Then throw one ball only to someone in the circle. 4. Tell them to throw it to someone else in the circle. 5. Tell them to throw it to someone who has not caught it yet. 6. Continue until every person in the circle has caught and thrown. 7. Ask "How does it feel to "juggle" one object?" (Answers may be Easy, fun, etc)

Procedure	Then throw one ball and after a few catches, throw another ball in, and then another: **continue throwing new balls until they start being dropped then stop the game.** (This will probably be after three balls are in play). Ask, how does it feel? **Repeat anything negative that is said.** Tell the participants that they need now to bounce back (bounce a ball if they bounce!) Remind them that **the only rule for success is that no balls are dropped.** Tell them they have two minutes to come up with a plan to make sure that they succeed next time – ie: make sure no balls are dropped. (eg: calling out the name of the person they are going to throw the ball to – or only throwing to the person next to them, or only throwing one ball at a time etc. Only help them with suggestions if absolutely necessary.) Start again. Stop the activity once the team feels like they have been successful. **Activity 4c: How Resilient Are You? (10 minutes)** Make sure the participants understand the instructions in their Workbooks. Ask for comments, but perhaps avoid asking for scores in case any got less than 10. **Activity 4d: ANTS and the BBC (20 minutes)** Introduce the concepts of ANTS (automatic negative thoughts when things do not go to plan) and BBC (Bouncing Back Confidently) Display **PowerPoint slide - ANTS** a) Tell participants to imagine a challenge -give an example: e.g. you have moved from number two in Trip Advisor to number ten in less than a month. b) Make sure participants aren't writing here – just discussing. c) Present the three step process Display **PowerPoint slide - Three Step Process** Participants do Steps two and three. Ask for feedback.

Feedback / Answers	Activity 4a:

Word	Notes or definition
Resilience	We can bounce back from disappointment, failure
Disappointments	What we hoped or expected to happen, did not happen.
Failures	We have not succeeded.
Challenges	We face problems.
Self-belief	We believe one can succeed.
Optimism	We see the future as bright.
Self-confidence	We believe in ourselves and our abilities.
Positive	We have a positive attitude.
Self-management	We can manage our emotions. We do not allow ourselves get upset at every challenge, failure or mistake.
Reframing	We see challenges, failures and mistakes as opportunities to learn.
Future minded	We focus on a better future rather than failures and mistakes of the past.

ACTIVITY 05

Coach's Role: Helping Insight

Time	60 minutes
Aim	By the end of this activity the participants will be able to help their clients solve problems
Type of activity	Group discussion
Interaction Pattern	Group Work
Resources	M2-5a, PowerPoint
Procedure	Introduce this activity: 'Coach's Role: Helping Insight' Tell the participants what the aims of this 60-minute session are (see above). Explain that in this activity we are going to practice a technique called **Action Learning.** **Activity 5a: Explain Action Learning (10 minutes)** Display **PowerPoint slide - Action Learning** to explain the Action Learning cycle. 1. Someone – the' problem owner' - tells the group about a **difficult problem** at work. 2. The other people in the group try to ask **'the 'right questions'.** **They must not suggest solutions.** • No "have you tried?" or "why don't you?" • What are the 'the right questions'? 3. The 'right questions' aim to bring about **'insight'.** • What is 'insight'? • A new way of seeing the situation. • A new way of seeing the causes of the problem. • Seeing **'outside the box'.** • Seeing the **'bigger picture'** (see Key Points in Participant Workbook for meanings of these terms). 4. Insight may lead to finding new **solutions**. The problem owner tells the group the solution she / he is going to try. The group can now discuss the proposed solution.

Procedure	5. The 'problem owner' takes **action** back at work. 6. At an agreed time the 'problem-owner' comes back to the groups and reports what has happened. 7. If not yet solved, the cycle continues. **Activity 5b: Practise Action Learning (45 minutes)** 1. Groups of participants sit in circles. 2. Help each group identify their **facilitator.** 3. Tell the facilitators to follow the **Facilitator's Instructions.** 4. One person tells their problem and the others ask questions – trying to find the 'right' one that leads to 'insight'. 5. The facilitator does not join in asking questions but (a) writes down any questions she / he hears which may be 'right' – lead to insight and (b) **stops anyone suggesting solutions.** **The trainer must also monitor carefully that no one is offering solutions. Only the problem owner can suggest solutions.** 6. After 20 minutes the trainer stops the questioning. 7. The facilitators then ask the problem-owners if they can suggest any new solutions. 8. After 10 minutes the trainer stops the discussion and asks for feedback – any insights?

ACTIVITY 06

A Code of Ethics

Time	45 minutes
Aim	By the end of this activity the participants will understand the standards of professional ethics expected of them as coaches.
Type of activity	Matching, group discussion, optional quiz
Interaction Pattern	Group Work
Resources	M2-6a, M2-6a-1, M2-6a-2, M2-6a-3
Procedure	At some point before Activity 6 starts the trainer needs to stick up eight flip charts around the walls of the training room with the titles of the eight Ethical Principles for Activity 6a. Introduce this activity: 'A Code of Ethics' Tell the participants what the aims of this 45-minute session are (see above). Elicit and clarify the meaning of 'professional ethics': **Principles that govern the behaviour of business people. How business people should act towards other business people and organisations.** **Activity 6a: Internationally Accepted Principles of Coaching (15 minutes)** Distribute **Handout M2-6a-1** (the titles of the International Principles of Coaching) and **Handout M2-6a-2** (the descriptions). And some **Blu tack** to each group. Tell the participants to read and follow the instructions in their Workbooks. Do not explain these to them. Part of the 'competition' is for groups to understand and get moving. After the 10 minutes is up, stop the activity and go around the flip charts checking if the slips are all in the right places, and (dramatically) removing any that are not. Tell the participants that the principles with the titles are in the Coaching Manual.

Procedure	**Activity 6b: Ethical Principles in Practice (15 to 20 minutes)** Explain that coaches might find situations where they have to decide what is the ethical action they should take. Give an example, e.g. your client discriminates against Chinese people. If any want to book he says the hotel is full. After the activity, ask for feedback. **Activity 6c: Confidentiality (10 to 15 minutes)** Ensure the word 'confidentiality' is understood. (It is the coach's duty not to pass on any information given by the client unless the client gives clear permission.) Explain that confidentiality needs **trust.** If there is time, ask the groups first to discuss the question about things that clients might not want to share and then get feedback. Finally, ask how can coaches' build trust? **Activity 6d Quiz:** Only if there is spare time. The teams should write a team answer to each question. So give them time to consult. Tell them they will have to whisper to make sure the other teams don't hear. • If a team gives the right answer they score a point. • If they give a wrong answer they lose a point. Keep a score on the white / blackboard – under Red, Blue and Green. **Questions** 1. What is the first step in the Coaching Journey? 2. What is the last? 3. Write any step between 4. Write three roles of a coach 5. Write one Inside-out role and one Outside-in 6. Write three qualities of an effective coach. 7. What does 'resilient' mean? 8. What does 'insight' mean? 9. What does reframing mean? 10. What are ANTS 11. What is BBC 12. What is confidentiality based on?

Feedback / Answers	**Activity 6a:**

Principle title	Description
Reputation	Coaches will act positively and uphold the highest standards in a manner that reflects well on the individual coach and the profession at large
Continuous Improvement	Coaches will commit to continuous learning and enhancing their experience, knowledge, capability and professional skills
Competence	Coaches will maintain high standards of competence in their work.
Integrity	Coaches will represent themselves in an honest and fair manner, including being knowledgeable about their particular competencies and personal limitations.
Awareness	Coaches strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work.
Respect	Coaches will treat clients with dignity and respect, being aware of cultural differences, their own cultural background and biases, and the client's right to autonomy, privacy, and confidentiality.
Inclusivity	Coaches will avoid discrimination by maintaining fairness and equality in all activities will not knowingly participate in unfair or discriminatory practices. This includes, but is not limited to, discrimination on the basis of age, race,gender, ethnicity, religion, sexual orientation, disability, language or socio-economic status
Confidentiality	Coaches will maintain the strictest levels of confidentiality with all parties as agreed upon

Feedback / Answers	**Activity 6d:** **Answers** 1. Prepare and Plan (or something similar) 2. Final Evaluation (or something similar) 3. See steps in Trainer's notes for Activity 1 4. See in Participants Workbook Activity 2a 5. See in Participants Workbook Activity 2b 6. See in Participants Workbook Activity 3b 7. Any good answer along the lines of bouncing back 8. Any good answer along the lines of seeing the bigger picture / outside the box / new perspectives etc 9. We see challenges, failures and mistakes as opportunities to learn 10. Automatic Negative Thoughts 11. British Broadcasting Corporation – or Bouncing Back Courageously! 12. Trust

Notes:

Module 3

The Coaching Model

6 hours

Module Aims: By the end of this module, participants will be able to...

1. Explain the importance of collecting customer feedback. They will have practised presenting results from raw data.
2. Measure performance using Operational Performance Indicators and Business and Employment Indicators. They will understand the importance of sound financial tracking and will have had initial practice in designing Key Performance Indicators.
3. Explain the TGROW Model of coaching.
4. Write SMART objectives.
5. Explain the Blended Coaching Model of coaching.

Module 3:

The Coaching Model

Time: 6 hours

Activity List

- M3-1 - Introduction to Measuring Performance
- M3-2 - Types of Key Performance Indicators
- M3-3 - TGROW – Focus on Topic and Goal
- M3-4 - TGROW – Focus on Reality
- M3-5 - TGROW – Focus on Obstacles/Options and the Way Forward
- M3-6 - Blended Coaching Model – Introduction and Understanding Your Client's Business
- M3-7 - Blended Coaching Model – Creating an Action Plan and Using Business Development Services

Training Materials Required

Refer to the PowerPoint available for this module. All resources are A4 size unless stated.

Activity M3-4c	PowerPoint (print these if no projector is available, one copy of the slides per group)
Activity M3-6a	PowerPoint (draw these diagrams on the whiteboard if no projector is available.)
Activity M3-6b-1	Handout 1 – a categorisation table (one A3-sized copy per group)
Activity M3-6b-2	Handout 2 – Basic Information Form, Part One (one copy per participant)
Activity M3-6c	PowerPoint (read these questions out aloud if no projector is available)
Activity M3-7b-1	Handout 1 – Action and Skills Development Plan with blanked-out titles (one copy per participant)

If PowerPoint is not available:

Print the PowerPoint slides, two to a page.

Distribute the printout of the slides when you would present the first slide.

ACTIVITY 01

Introduction to Measuring Performance

Time	40 minutes
Aim	By the end of this activity, participants will have considered basic concepts of financial tracking and different areas where it might be useful to measure performance.
Activity Type	Reading, pair and group discussion, matching
Interaction Pattern	Pair work, group work
Procedure	Explain that later in this module we will look at two business coaching models, the TGROW model and the Business Coaching model. However, first, we need to look at techniques and tools for measuring business performance and progress towards goals, as these things play an important part in both models. Then introduce this activity: 'Introduction to Measuring Performance'. Tell the participants what the aims of this 40-minute session are (see above). **Activity 1a: Financial Tracking (20 minutes)** This is not an area to go into deeply, as coaches are not financial trainers (although a bit of training could often help). It is likely to be an area in which small business owners are weak, though, and poor financial tracking will make the identification of suitable goals more difficult. It may be the case with some clients that getting their financial tracking in order is the very first goal to set. Coaches may find they recommend training in financial tracking for many clients. Recommending training to clients will be dealt with in a later module. Participants read the case study in Activity 1a in the Participant Workbook and discuss the questions in pairs. See Feedback / Answers below for possible answers. Monitor, and throw in some suggestions if necessary. During feedback, make these two points: • If you don't have good financial tracking, you don't really know if you are making a profit or not. • Coaches may often think that they should recommend financial training. How to recommend training will be covered in a later module.

Procedure	**Activity 1b: What needs to be measured? (20 minutes)** Divide the participants into pairs and get them to work through the two sets of questions in Activity 1b. In **Question 1**, the six questions rather lead on from each other, so monitor and make sure that participants are getting the answers right. This is not a test and if they answer the first question correctly, the second question will flow. Therefore, you won't need to spend a long time in feedback. For answers, see Feedback / Answers below. If anyone volunteers 'Key Performance Indicators' (KPIs) at this stage, don't dwell on them. However, acknowledge them and say, 'Exactly, and this is what we are working on now.' Before the participants begin **Question 2**, write the following words on the whiteboard: Human Resources, Product, Marketing, Systems Ask the participants to complete the exercise using these words as the answers. As in the previous question, monitor and guide them. Then conduct feedback – see Feedback / Answers below. Close Activity 1 by emphasising that all and any areas of a business may need measurement. What you will need to focus on with a client will depend on the nature of the business, and on the particular aspects that come out of the discussions around goals, current situations and how to make progress.
Feedback / Answers	**Activity 1a: Financial Tracking** Suggested answers: • Ruwan needs to separate his personal expenses (lunch, tea, etc.) from business income and expenditure. Maybe he should have a pocket for one and a bag for the other? At the moment, he isn't capturing all his income. • He isn't capturing all his expenditure either, only petrol. He has his monthly repayments, servicing, insurance, registration, etc. These aren't being included. • He needs to record all income and all expenditure. This could be in a notebook, turned into a ledger, or it could be on a Google docs spreadsheet (which is free, as long as he has internet access on a phone and can manage on his screen).

Feedback / Answers	• He could choose to use **cash** accounting (record all income and expenditure at the point it changes hands) or **accruals** accounting (recording it when it is earned / due, even if not paid then). This would allow him in his records to spread the cost of insurance through the year in his accounts. Cash accounting is more usual for micro-businesses, and training may be needed for either. But having a system in place will help him to recognise costs and therefore control them, and to see where income is made, so that he can maximise that or change the focus of his revenue streams. **Activity 1b: What needs to be measured?** **Question 1** 1. Income (incomings) and expenditure (outgoings) 2. Profit or loss 3. 10% 4. 25% 5. 40,000 x 100 / 120,000 = 33.3% 6. To see if you are overstaffed, or understaffed. Is staffing in relation to income month by month? If not, do you need it to be more flexible? Or maybe you need to budget something for bonuses every month, and put it aside? **Question 2** 1. Marketing 2. Product 3. Human Resources 4. Systems

ACTIVITY 02

Types of Key Performance Indicators

Time	1 hour 20 minutes
Aim	By the end of this activity participants will have been introduced to a set of tools to measure business performance and progress towards goals.
Activity Type	Reading, discussion, matching, adapting Key Performance Indicators, creating new Key Performance Indicators.
Interaction Pattern	Individual work, pair work, group work, plenary
Procedure	Introduce this activity: 'Types of Key Performance Indicators'. Tell the participants what the aims of this 1 hour 20 minute session are (see above). **Activity 2a: Introduction to Key Performance Indicators (20 minutes)** Ask the participants to read through the introductory passage in Activity 2a, down to and including the Operational Performance Indicators (OPIs) / Business and Employment Indicators (BEIs) table listing areas a-f. Ask if there are any questions. Ask a couple of questions to check comprehension, for example, 'Are Key performance indicators (KPIs) different from Operational Performance Indicators (OPIs) and Business and Employment Indicators (BEIs)?' 'No, OPIs and BEIs are examples of KPIs. KPI is the umbrella term.' Then, ask participants to follow the example in the next table and complete it. One of the letters will need to be used twice. The purpose is to match the OPIs / BEIs with the business area they come under. When they have finished, get them to quickly compare and check their answers in pairs. Then conduct feedback – see Feedback / Answers below. **Activity 2b: Using Operational Performance indicators and Business and Employment Indicators without any change (20 minutes)** Get the participants to work through the two questions. With Question 1, to keep it short, it is best to do this in plenary. Let them read the information and questions and elicit the answers. Spend five minutes on this. See Feedback / Answers below.

Procedure	With Question 2, ask the participants to read the material and then discuss the questions in pairs. Monitor actively, to answer any questions. Then conduct feedback. Spend 15 minutes on this. See Feedback / Answers below. **Activity 2c: Adapting Operational Performance Indicators and Business and Employment Indicators (20 minutes)** Tell the participants to read the information about the OPI for water-based activities. Then tell them to work in the pairs they were in for Activity 2b and discuss the four questions that follow. Again, monitor actively. Conduct feedback – see Feedback / Answers below. **Activity 2d: Creating new Key Performance Indicators (20 minutes)** Explain to the participants that it may be necessary for some clients to design new KPIs and for this task they will make a first attempt at doing this. However, stress that there will be more work on this in a later module. Form groups of three to complete the task. Deal with the first example together, in plenary. Ask them guiding questions, such as: - Does the issue involve finance? (Yes, income to be exact.) - Does the issue involve product? (Maybe, if the short stays are due to dissatisfaction.) - Does the client know exactly how long guests are staying, on average? (No, it is an impression.) - So what does the client need to work out first? What is the KPI? (Average stay per guest.) - How can he calculate this? (Use the number of room nights divided by the number of guests. However, count a couple or group in a room as one guest.) Emphasise how this can be tracked month by month and hopefully an increase can be seen over time. Then get the groups to discuss the other two examples and come up with possible KPIs. Conduct feedback – see Feedback / Answers below. At this stage of considering KPIs, accept and encourage all appropriate responses. Do not expect the participants to go into the level of detail in the answers below. If they do, and perhaps even go beyond it, that will be very encouraging.

Feedback / Answers

Activity 2a: Introduction to Key Performance Indicators

1 - b; 2 - a; 3 - e; 4 - b; 5 - a; 6 - f; 7 - c; 8 - d

Activity 2b: Using Operational Performance indicators and Business and Employment Indicators without any change

Question 1

1. If there was already a bank account before the first visit, then no. If there was no bank account, then opening one may be a SMART goal.

2. It may or may not. It may depend on seasonality, for example. It may be a good thing (upping staffing numbers to deal with increased business) or a bad thing (losing staff or upping staffing numbers unnecessarily without increasing business).

Question 2

1. To have 'buy in', it needs to be a joint decision.

2. Yes. If the site is significantly improved in other ways, don't let something you have no control over stop you from acknowledging progress.

3. No, that simply is not practical.

Activity 2c: Adapting Operational Performance Indicators and Business and Employment Indicators

1. This OPI is not relevant in this case, so drop it.

2. Award it 5. The number of canoes / kayaks is not so important and it will depend on the size of the business and its focus.

3. Discuss, but as a suggestion award 2 here, and adapt level 3 to read '2-3 kayaks', as 5-10 kayaks would be too large a number for this business at this stage.

4. You may choose to adapt the scoring for 3 to be 10-15 kayaks, as the client is a large business, and make this 3. If they get the extra kayaks, it can move to 4. If they sort out the storage, it can move straight to 5. This could be a relatively easy fix, and suitable for a SMART goal.

Feedback / Answers	**Activity 2d: Creating new Key Performance Indicators** 1. The issue is clearly financial, as extra nights stayed = extra income. It could be a product issue if the short stays are due to dissatisfaction in any way. But first, you should find out just what the position is. This is only an impression of the client. The Key performance indicator will be the **average stay by guest**. This is the number of room nights divided by the number of guests. Hopefully, you can make it rise. 2. This is unlikely to be a product issue. It could be a problem with certain boats and / or their crews. A very short customer survey as people come off the boats would be useful. You can measure satisfaction using a scale of 1-5 or 1-10, counting up the responses and dividing by the number of respondents. Do this boat by boat. The Key Performance Indicator is **satisfaction rating per boat**. This will highlight any issues. 3. To start, you need to know the profit margin on each item. Then you need to know how many of each are sold. Low profit is not necessarily a problem if there is high turnover. The problem would be low profit and low turnover. Is that worth the overheads? There are essentially two Key Performance Indicators here, **profit margin per item** and **number of sales per item**.

ACTIVITY 03

TGROW – Focus on Topic and Goals

Time	45 minutes
Aim	By the end of this activity participants will know the benefits of including a topic stage and have learnt how to focus on the coaching goals, using SMART objectives to define those goals.
Activity Type	Deciphering acronyms, identifying false statements, composing questions, identifying problems with pre-written objectives
Interaction Pattern	Individual work, pair work, group work.
Procedure	**Activity 3a: Introduction to TGROW (5 minutes)** Write 'TGROW' on the board and divide the participants into pairs. With their partners, can they remember what it stands for? Remind them that they covered this in Module 1. Then elicit the words from them and write them up: - Topic - Goals - Reality - Obstacles / Options - Way Forward

Procedure	Introduce this activity: 'TGROW – Focus on Topic and Goals'. Explain to the participants that this 45-minute session will deal with the first two stages of the TGROW model. Describe what its aims are (see above). **Activity 3b: Benefits of a Topic Stage (10 minutes)** Elicit from participants the meaning of 'topic' ('subject') and therefore that it is a wide-angled view, an overview, the wider context of the business. Participants read and identify the three statements from the list of eight that do not belong (see below). Allow for discussion and make sure that participants have understood the other statements, as well as understanding the value of time spent on 'topic'. See Feedback / Answers below. **Activity 3c: Questions for a topic stage (10 minutes)** Ask the participants to, individually, make a list of four questions you may ask in the Topic stage. Then get them to compare their questions with those of the partners they worked with earlier. It is important to monitor during this and encourage wide, framework-type questions. After the pairs have compared, get a few participants to read out good questions that you noticed while monitoring. There are no right or wrong questions but see Feedback / Answers below for some suggestions. **Activity 3d: SMART goals (5 minutes)** Tell the participants that 'topic' gives you an idea of where the client is – his / her context. Next, using a journey analogy, you have to think about the 'goal'. What is the client's destination? Where does he / she want to get to? For example, this could be fixing a problem or it could be upscaling or making a fresh departure. Participants may well be familiar with the SMART acronym. Elicit what the words are (see Feedback / Answers below) and have participants record them in their books. **Activity 3e: Identifying problems with goals (15 minutes)** Introduce the participants to Maanika, whose business is described in Activity 3e. Check that they understand what they have to do, i.e., each objective given has a problem with one of its S, M, A, R and T elements and they must identify what it is. Put them into groups of four or five to do the task. Encourage them to pick holes in the objectives, as this gets them thinking along the right lines. Then elicit their ideas – see Feedback / Answers below.

Procedure	Finish this activity by telling the participants that they will have an opportunity to design their own SMART objectives later in this module.
Feedback / Answers	**Activity 3b: Benefits of a Topic Stage** These are **not** benefits of a topic stage: B. (This may be a benefit, but there may be no competitors, or they may not be a significant factor. Therefore, this is rather a narrow focus.) F. (There may be times when this is necessary for gaining trust. However, the focus is on the client and his / her business, not on the coach.) H. (In some certain situations this could be the case, but there may not be any problems that need forgetting in this way. Instead, there may be many opportunities. Is it a good idea to ignore problems, anyway?) **Activity 3c: Questions for a topic stage** Here are suggested questions: • What area or area would you like to talk about? • What is important to you? • What areas do you want to address? • What is behind this? • What does this mean to you? **Activity 3d: SMART goals** • **S**pecific (well-defined, unambiguous) • **M**easurable (criteria measuring achievement. Otherwise, how do you know if it has been done?) • **A**chievable (sometimes and/or agreed) (It may be hard, but NOT impossible. • **A**greement can also be important, to stop resistance) • **R**ealistic or **R**elevant (does it fit logically in your business strategy? A surf coach can't also offer hill treks!) • **T**ime-bound (By when will it be done?)

Feedback / Answers	**Activity 3e: Identifying problems with goals** 1. This lacks one important **specific**: where? In which town? Or at least, how will Maanika research this? 2. How is this **relevant** to a bakery? Therefore it is not **realistic**. 3. Probably not **achievable**. OK, the rate of introduction is fine, but an extra 12 items, on what she already bakes and sells? How many different things can you get in a bakery? 4. Not **measurable**. Is there a target profit margin per bun, for example?

ACTIVITY 04

TGROW – Focus on Reality

Time	1 hour 15 minutes
Aim	By the end of this activity participants will have a set of questions and an analytical tool to help them establish the current state of a business and be able to advise a client on collecting and analysing customer feedback.
Activity Type	Writing questions, matching, analysing data, drafting a SWOT analysis
Interaction Pattern	Individual work, pair work, group work
Resources	M3-4c, PowerPoint
Procedure	Introduce this activity: 'TGROW – Focus on Reality'. Explain to the participants that this 1 hour 15 minute session will deal with the third stage of the TGROW model. Describe what its aims are (see above). Mention that previous coaches have noted that clients sometimes feel they know what issues face them – they did this in answer to the coach's questions in the 'topic' stage. However, the coach shouldn't always take this on trust. For example, a client may think that their problem is marketing when really it is the product, or that they need to improve the guest rooms rather than advertise them more. It is important to probe and analyse at this stage to be sure. Also, mention that the tools we discussed in Activity 2 – **Key Performance Indicators** can be used here as a means of measuring a business's current reality.

<table>
<tr>
<td>Procedure</td>
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Activity 4a: Asking Questions to Understand Current Reality (15 minutes)
Get participants to read the introductory information in Activity 4a of the Participant Workbook. Then encourage them to, individually, work on drafting four suitable questions to explore the client's current reality. Afterwards, put them in pairs and get them to compare their questions.
It is important to monitor during this and encourage wide, framework-type questions. After the pairs have compared, get a few participants to read out good questions that you noticed while monitoring.
There are no right or wrong questions but see Feedback / Answers below for some suggestions.
Activity 4b: Understanding Different Question Types (15 minutes)
Give the participants a summary of the text before the exercise in Activity 4b. Then ask them to look at the table and match the question-types in column A with the question examples in column B. They can do this individually, then check their answers in pairs.
Once that has been checked with the whole group, get the participants to read the five statements A - E about advantages and disadvantages of the question-types. They should match the statements to the question-types and example questions by writing their letters in the table's right-hand column. Again, they can do this individually, before checking in pairs and then getting general feedback.
See Feedback / Answers below for the correct matchings.
After feedback – acknowledge the similarity between the Likert and Rating Scales – point out that open questions are good for finding out important subject areas, along with customer feedback on 3rd party sites. Open questions can of course be done face to face. The other question types are better at tracking change over time, in an area you have already decided needs investigation.
Activity 4c: Analysing Responses to a Customer Survey Question (15 minutes)
Put participants in groups to discuss the information in Activity 4c in the Participant Workbook and how it could be presented. How much support they need depends on how experienced they are in this area.
They can probably see from the table that there is a downward trend. It could be presented in a table showing the absolute numbers or in a chart or graph showing the trend.
To do this, they will need to assign a numeric value to each response: from Strongly Disagree = 1 to Strongly Agree = 5.
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Procedure	If four people say Agree, 4 x 4 = 16. Add the totals up and divide by the number of respondents. (This is different each month). See Feedback / Answers below for monthly averages. Display **PowerPoint Slides - Room Cleanliness** to show graphs. (If there is no projector, print out these two slides on a handout before the session). The charts that clearly show there is a growing problem with bedroom / bathroom cleanliness, as identified by the customers. And this will therefore be a suitable departure point, with the goal being, for example, an improvement to 3.5 by a certain date, and to 4 by a later date, and knowing what actions are necessary to accomplish this. The more of this you can elicit, the better. **Activity 4d: SWOT Analysis (30 minutes)** Now get the participants to work their way through the three questions about a SWOT analysis in Activity 4d. With **Question 1**, assuming that participants are already familiar with SWOT, this can probably be dealt with in plenary. Record the answers on the board to make sure that everyone has a record. Spend five minutes on this. For the answers, see Feedback / Answers below. Reinforce the point that Strengths and Weaknesses look at current reality, while Threats and Opportunities usually look at the near future. A threat is something that could be a threat now, or something that is about to happen (for example, a new competitor opening), and the same for an opportunity (for example, improved road access). With **Question 2**, the participants have to fill in a table with factors, which you read out to them. They have to record them as being internal (I) if they have control over them, or External (E) if they are outside forces that an individual really can't control. Individually, the participants should record the factors in the Participant Workbook while you read them out. Then get them to check their answers in pairs and then do plenary feedback. The factors are as follows. The answers have been marked here rather than in the Feedback / Answers section. • Market trends (E) • Legal framework (E) • Financial resources (I) • Demographics and population factors (E) • Physical resources (I) • Human resources (I) • Economic trends (E)

<table>
<tr><td>Procedure</td><td>

- Relations with suppliers and partners (E)
- Current processes and systems (I)
- Politics and Environment (E)

Spend ten minutes on this.

For **Question 3**, divide the participants into small groups and tell them to read the case study. From the information given, they should make a SWOT analysis by filling the boxes in the table provided with Strengths, Weakness, Opportunities and Threats for Gajnan and Lakshana's business.

While they do this, sketch the four-box analysis on the whiteboard. Then, in feedback, elicit the group's ideas for Strengths, Weaknesses, Opportunities and Strengths and quickly note them in the analysis on the whiteboard. For the correct answers, see Feedback / Answers below. Spend 15 minutes on this question.

</td></tr>
<tr><td>Feedback / Answers</td><td>

Activity 4a: Asking Questions to Understand Current Reality

Here are suggested questions:

- What is happening now (what, who, when, and how often)?
- What is the effect or result of this?
- How do you know this is accurate?
- Have you already taken any steps towards your goal?
- What are the other relevant factors?

Activity 4b: Understanding Different Question Types

Question Type	Question	+/-
Nominal	I am...	C
Yes / No	Would you...	B
Open-ended	What could...	A
Rating Scale	How would...	E
Likert Scale	The food...	D

Activity 4c: Analysing Responses to a Customer Survey Question

August 3.9
September 3.1
October 2.9

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Feedback / Answers	**Activity 4d: SWOT Analysis** **Question 1** • SWOT stands for Strengths-Weaknesses-Opportunities-Threats. • Strengths and Weaknesses are concerned with internal factors, Opportunities and Threats with external ones. **Question 2** Some answers from the information in the case study: Strengths • Two sources of income give flexibility. • Flexible staffing, with the neighbour helping. • Having a garden and water feature. • Privacy of cabanas, each with a veranda. • Parks/sanctuaries/temples in the area. • The local, personalised feel to the cabanas. Not concrete blocks. Weaknesses • Lack of common space for guests to meet. • Lack of information on local attractions. • Mosquitoes. Opportunities • Promote local attractions, even arrange trips. This could lead to longer stays and more recommendations. • Dam up the stream and make it into a fishpond. (It'll still be attractive and the fish will eat the mosquito larvae). Threats: • The dam that is being built upstream. What will happen to the water supply? Will there be other environmental effects?

ACTIVITY 05

TGROW – Focus on Obstacles / Options and the Way Forward

Time	40 minutes
Aim	By the end of this activity participants will have a set of questions to help clients understand obstacles and consider options and they will have designed some SMART objectives for a beachside restaurant business.
Activity Type	Identifying purposes of questions, designing further questions, working from a case study, group discussion
Interaction Pattern	Pair work, group work
Procedure	Introduce this activity: ‘TGROW – Focus on Obstacles / Options and the Way Forward’. Explain to the participants that this 40-minute session will deal with the fourth and fifth stages of the TGROW model. Describe what its aims are (see above). **Activity 5a: Questions for Obstacles and Options (15 minutes)** Summarise the introductory passage for Activity 5a in the Participant Workbook, which uses the journey analogy. Then tell the participants to work in pairs. They should read the two sets of questions in Activity 5a’s table, decide if they address obstacles or options, and write ‘Obstacles’ and ‘Options’ and the top of the appropriate column. Then they should think of two further questions for each column. Monitor as they do this. Reject any inappropriate questions. Elicit some of the better questions you have noticed for feedback. For possible questions, see Feedback / Answers below. **Activity 5b: Designing your own SMART Goals (25 minutes)** Again, summarise the introductory passage for Activity 5b in the Participant Workbook, which talks about the final stage of the TGROW model – the way forward. Also, elicit from the participants and remind them what SMART stands for – Specific, Measurable, Achievable, Relevant / Realistic and Time-bound. Then ask participants if they know anything about what Russians eat at home. Direct them to the case study in Activity 5b. In small groups, participants spend ten minutes designing SMART objectives for the business. Support them and give them guidance. See Feedback / Answers below for some suggested objectives.

<table>
<tr><td>Procedure</td><td>Form new groups, with each group containing one member of each of the previous groups. In the new groups, the participants should share their SMART objectives and give each other feedback.

In summary, ask participants what they have learned from this activity. Mention that the tools we discussed in Activity 2, Key Performance Indicators, can be useful in measuring a business's progress as it makes its 'way forward'.</td></tr>
<tr><td>Feedback / Answers</td><td>Activity 5a: Questions for Obstacles and Options

Obstacles are the left-hand column, Options the right-hand column. Some further suggested questions are provided but give priority to questions from the participants:

<table>
<tr><th>Obstacles</th><th>Options</th></tr>
<tr><td>• Are you sure that you are convinced, or are you having doubts?
• Are you frightened of the change?
• Are you worried about having enough time?</td><td>• Who is likely to be a champion of the changes?
• What are the dangers of NOT doing anything?
• Which option is most cost and time efficient?</td></tr>
</table>

Activity 5b: Designing your own SMART Goals

Some suggested objectives and review dates:

<table>
<tr><td>To research three Russian recipes online in the next week and determine availability and cost of ingredients. To have worked out the cost of each dish and compared it to other meals available on the beach.</td><td>One week</td></tr>
<tr><td>To administer a brief questionnaire to surf and lunch customers to determine levels of interest in the dishes in the week following the above research.</td><td>Two weeks</td></tr>
<tr><td>To try out making the dishes, giving small taster portions to surf customers to get feedback in the week after the questionnaire.</td><td>Three weeks</td></tr>
<tr><td>To launch the new menu and hand out flyers advertising it to tourists on the beach.</td><td>One month</td></tr>
</table>
</td></tr>
</table>

ACTIVITY 06

Blended Coaching Model – Introduction and Understanding Your Client's Business

Time	40 minutes
Aim	By the end of this activity, participants will be familiar with the three stages of the Blended Coaching Model and will have considered what sort of information needs to be collected to understand the client's business in the model's first stage.
Activity Type	Completing a table, brainstorming, completing questions, pair and group discussion
Interaction Pattern	Pair work, group work
Resources	M3-6a, M3-6b-1, M3-6b-2, M3-6c, PowerPoint
Procedure	Introduce this activity: 'Blended Coaching Model – Introduction and Understanding Your Client's Business.' Tell the participants what the aims of this 40-minute session are (see above). **Activity 6a: The Stages of the Blended Coaching Model (15 minutes)** Show the first slide for **PowerPoint Slide TGROW**. If there is no projector, write the letters T – G – R – O – W along the whiteboard. Draw a stick figure above the T and a mountain above the W. Also, draw an arrow from the figure's eyes to the mountain, to show he is looking at it in the distance. Explain that with the TGROW Model, we are working with clients who have a goal in mind. They know where they want to go and our job as coaches is to facilitate the journey and get them to that goal. Click on the slide so that one-by-one the parts of the diagram disappear – the mountain, arrow, letters TGROW, figure itself. In their place, a puzzled figure and a distant question mark appear. Alternatively, rub these things off the board and draw the puzzled figure and question mark. Elicit from the participants. Will clients always have clear goals when we start working with them? No. This means that we can't immediately focus on working out the journey's details. Thus, the TGROW Model, which presupposes the existence of a goal, isn't always applicable. In this module's last two activities, we will look at the Blended Coaching Model, which doesn't require the client to have a clear goal in mind when coaching starts. The model begins with an evaluation of the current business performance. This is used to help the client understand their business challenges and identify key improvement areas.

Procedure	Refer the participants to Activity 6a in the Participant Workbook and tell them to work in pairs. The activity has a table showing the order of and information about the different stages of the Blended Coaching Model. However, the main activities for each stage have been removed from the table's middle column. Can they discuss the list of activities that follows the table and put those activities in the correct places in the middle column? Then check their answers. See Feedback / Answers below. Quickly elicit – in the right-hand column, what does KPI stand for? Key Performance Indicators. Show the **PowerPoint Slide - The Blended Coaching Model**. If there is no projector, sketch on the whiteboard the circular diagram showing the Blended Coaching Model from Section 3 of the Coach Handbook. Add the key phrases around the diagram's circumference. **Activity 6b: Gathering Basic Information (15 minutes)** Summarise the introductory information in Activity 6b in the Participant Workbook. To get to understand the client's business, which is the first stage of the Blended Coaching Model, there are two forms for use. These are a **Basic Information Form** and then a **Baseline Profile Form**. The Basic Information Form helps you to understand the basics about the business. Once it is complete, you use the Baseline Profile Form to assess your client's business performance across key performance metrics, measuring BEIs and OPIs. Check. What are BEIs? (**Business and Employment Indicators.**) What are OPIs? (**Operational Performance Indicators.**) Tell the participants that they will work with both forms in a future module. Just now, however, they will think about the Basic Information Form. Divide them into groups. Tell them to brainstorm all the basic pieces of information that they would need to collect about a business in Sri Lanka's hospitality and tourism industry before beginning a business coaching relationship with its owner or manager. They should write their groups' ideas in the box in the Participant Workbook. After five minutes, give each group a copy of **Handout M3-6b-1**. This A3-sized handout contains a table divided into four categories. The groups should transfer the pieces of information they brainstormed into the table. Each item should go in the appropriate category. Encourage them to think about the four categories. Can they think of additional pieces of information related to these headings? Give the groups another five minutes to do this. Finally, give each participant a copy of **Handout M3-6b-2**. This shows the real Basic Information Form. They should compare the pieces of information requested in each category of the real form with what their groups wrote on the first handout. Check – were there any pieces of information on the real form that they missed? Why are those additional pieces of information requested on the form?

<table>
<tr><td>Procedure</td><td>Activity 6c: Researching Basic Information (10 minutes)

Point out to the participants that the Basic Information Form they have been given is only Part One of the form. There is another section, Part Two. This is for the coach to research, mostly online. The form focuses on publicly available information about the business. In the case of a startup, there may be no information to fill in. However, for operational businesses, it's the coach's first chance to find out how the business is perceived.

Tell the participants to work in pairs and look at Activity 6c. They have the beginnings of the three questions that appear on Part Two of the Basic Information Form. They should discuss them and anticipate what the full questions might be, bearing in mind that the coach is mostly researching about the business online.

Then elicit some of their ideas and give them the real three questions. You can show these on PowerPoint Slide - The Basic Information Form or, if there is no projector, simply read them out. See Feedback / Answers below.

Conclude the activity by mentioning that these findings should be shared with the client as early as possible in the coaching relationship and they can be adjusted as a result.</td></tr>
<tr><td>Feedback / Answers</td><td>Activity 6a: The Stages of the Blended Coaching Model

<table>
<tr><td>1</td><td>A - Conduct operational performance evaluation to understand the client's business</td></tr>
<tr><td rowspan="2">2</td><td>B - Agree goals and measurement tools</td></tr>
<tr><td>C - Create an action plan</td></tr>
<tr><td rowspan="2">3</td><td>D - Carry out ongoing performance monitoring</td></tr>
<tr><td>E - Give ongoing feedback</td></tr>
</table>
</td></tr>
</table>

Feedback / Answers	**Activity 6b: Gathering Basic Information** The answers to this activity are given on **Handout M3-6b-2**. However, to summarise: **Details of client** Full name, designation, email, mobile number, landline, NIC number. **Basic information of business** Name of business, address, legal status, details of registration. **Business profile** Type of business, size of business, customer profile **Staffing and skills data** How many people are currently employed? Are there more / fewer staff at different times of the year? Does the business employ any people with disabilities? If yes, provide details. Do employees come from a variety of backgrounds? Have the employees participated in any skills development training in the last four years? Has the client participated in any skills development training in the last four years? **Activity 6c: Researching Basic Information** 1. Does the business have its own website? If yes, please comment on how attractive it is, how informative, and how easy to navigate. 2. Does the business have a presence on third party sites such as Tripadvisor, Booking.com, Google (incl Google Maps)? If yes, mention which sites and how easy it is to find. 3. Is there any online feedback on the business in any of the above sites? Summarise the feedback.

ACTIVITY 07

Blended Coaching Model – Creating an Action Plan and Using Business Development Services

Time	45 minutes
Aim	By the end of this activity, participants will have considered the components of an action plan for the Blended Coaching Model's second stage and what Business Development Services can be utilised during its third stage.
Activity Type	Pair and group discussion, brainstorming, filling in blanks, considering case studies, answering questions
Interaction Pattern	Individual work, pair work, group work
Resources	M3-7b-1
Procedure	Introduce this activity: 'Blended Coaching Model – Creating an Action Plan and Using Business Development Services.' Tell the participants what the aims of this 45-minute session are (see above). **Activity 7a: What Do You Need to Put in an Action Plan? (10 minutes)** Explain to the participants that after you have evaluated and understood your client's business in the first stage of the Blended Coaching Model, you can start the second stage, where you and your client develop an action plan. This plan has been defined as 'the convergence point for business improvement through skills development'. Put the participants in pairs. Ask them to discuss what things the action plan needs to outline. After a few minutes, elicit some of their suggestions. Then give them your own recommendations about what the plan should outline. See Feedback / Answers below.

Procedure	**Activity 7b: Parts of an Action Plan (10 minutes)** Give each participant a copy of **Handout M3-7b-1**. Explain that the handout contains the Action and Skills Development Plan used by Skills for Inclusive Growth at this stage of the Business Development Model. They will see that some of the words are missing from the form's headings. For a minute, individually, they should think about what the missing words are. Then get them to work with the partners they had in Activity 7a. In pairs, they should complete the blanks in the form with the words listed in Activity 7b in the Participant Workbook. Check their answers. See Feedback / Answers below. **Activity 7c: Which Business Development Services Can You Use? (10 minutes)** Tell the participants that once the action plan has been agreed, you can proceed to the third stage, where you carry out ongoing performance monitoring and give ongoing feedback to help your client achieve his or her goals. This takes place in regular coaching sessions. Later modules in this course will familiarise them with and give them practice in the many elements that make up this stage. Just now, however, we will look at one element of this stage, supporting the client to access other Business Development Services (BDSs). In fact, business coaching itself is one BDS. In the Blended Coaching Model, coaches can introduce other services to the client if necessary. Divide the participants into groups. Activity 7c in the Participant Workbook gives them a list of possible types of BDS. It also gives them three examples of clients and their needs or problems. In groups, they discuss the clients and decide which type of BDS they might refer them to. After a few minutes' discussion, elicit some of the groups' ideas and make some recommendations yourself. See Feedback / Answers below. **Activity 7d: Some Final Questions about the Blended Coaching Model (15 minutes)** Retain the groups from Activity 7c. Get them to discuss the three questions in Activity 7d in the Participant Workbook. This will hopefully tie up any 'loose ends' from the Blended Coaching Model. Finally, elicit their answers and comment. See Feedback / Answers below. Allow some time at this point for additional questions and discussion.

Feedback / Answers	**Activity 7a: What Do You Need to Put in an Action Plan?** Basically, an action plan should outline what needs to be done, by when, and what needs to be provided in order to achieve the goal. **Activity 7b: Parts of an Action Plan** 1. objectives 2. date set 3. inputs 4. date completed 5. systems 6. management 7. sustainability 8. KPIs **Activity 7c: Which Business Development Services Can You Use?** **Example 1** This requires training. The coach can support the client to choose a suitable training course in food hygiene to attend. **Example 2** The coach could encourage Chandima to find a mentor, for example, from the local Wildlife department, who can help her improve her spotting and identification skills. **Example 3** The coach could try to facilitate an exposure visit to the nearby villa. Visiting the property might inspire the client with what's possible and motivate them to make their own improvements. Explain that if coaches identify a need for other BDS, that can go down on the action plan either as an action item, or as a resource required for an action item. **Activity 7d: Some Final Questions about the Blended Coaching Model** Suggested answers: 1. The forms can be changed to suit your client's business, situation and needs. Remember that **flexibility** is important in coaching. Therefore, feel free to adapt these forms to your client's requirements. 2a. The completed action plan is **not** static. It is a **live** document that should be updated and adapted after each coaching session as your client and their business evolve.

	2b. It is best not to list all the possible actions immediately. This list would probably be long and feel intimidating for the client. However, as the coaching continues, additional actions can be added based on the evolving business momentum, accomplishments and challenges. 2c. Typically, the plan starts with the priorities that are most effective and require only low investment. In other words, begin with actions that are easy and inexpensive to achieve. These priorities should be visible from the data collected in the Baseline Profile Form. This allows the client to achieve 'quick wins' and gain confidence in the coaching process. 3. As the Blended Coaching Model has developed, **training** and **exposure visits** have been found to be particularly effective, enabling clients to increase their business resilience and standards.

Reminder:

1. At the end of each module request that each participant completes the self-reflection learning-log.

2. The learning-log is introduced in Module 1.

3. Participants should use the digital version of the learning-log and print a copy to keep in their portfolio.

Module 4

Managing Change

2 hours 45 minutes

Module Aims: By the end of this module, participants will be able to…

1. Help a client understand where his/her business is in the business life cycle, and use this knowledge to prioritise change.
2. Help a client overcome resistance to change from co-workers and other stakeholders, including by presenting a vision.

Module 4:

Managing Change

Time: 55 minutes

Activity List

- M4-1 : What is change?
- M4-2 : The business life cycle and the theory of managing change
- M4-3 : Case studies
- M4-4 : Role plays

Training Materials Required

Refer to the PowerPoint available for this module. All resources are A4 size unless stated.

Activity M4 -2	PowerPoint
Activity M4-2b -1	Handout 1 - Helping People Through Resistance (1 copy per participant)
Activity M4-2b -2	Handout 2 - Six Change Approaches - Matching Exercise (one copy per group, cut up)
Activity M4-2 -3	Handout 3 - Six Change Approaches - Participant Record (one copy per participant)
Activity M4-3 -1	Handout 1 - Case Studies (one copy per participant, cut up)

If PowerPoint is not available:

Print the PowerPoint slides, two to a page.
Distribute the printout of the slides when you would present the first slide.

ACTIVITY 01

What is Change?

Time	15 minutes
Aim	By the end of this activity participants will recognise that change is all around us, at all times.
Activity Type	Note-taking and discussion
Interaction Pattern	Individual, group, whole class
Procedure	Introduce this activity: 'What is Change?'. Tell the participants what the aims of this 15-minute session are (see above). Welcome participants and ask them if they think life has changed in the past 10 years. Direct participants Activity 1 in their book. Throw out questions about shopping. Do they go to the same shops? Are there more or fewer shops now? Are they the same type of shops? Do they have the same type of goods? Do they shop more or less frequently? Do they go shopping with the same people? Do they get to the shops in the same way? Monitor participants as they spend 3-4 minutes jotting down ideas, then a further 5 min discussing in groups of 3 or so. Spend a further 5 minutes in plenary, getting feedback. Make sure the point about Nokia (see below) comes out. Summarise. Change is constant and affects all of us in most areas of our lives.
Feedback / Answers	Shopping: While most participants probably have personal experiences to account, all may well talk about increased cost of living. Interestingly, the reach of Keells and Cargills has spread hugely since the end of the war in 2009. Few market towns now are without a supermarket. Many local shops are adapting and imitating these chains. Sri Lanka cricket: Obviously there is the change of personnel. Murali retired in 2010. Sri Lanka still had a great batting line up with Mahela, Sanga, Tilikaratne, Dilshan and Samaraweera. But also, there is far more T20 cricket now, and less test cricket. The domestic first-class system keeps changing, too. Communications: There must be fewer letters, and Facebook and other social media have exploded since 2010, controversially at times (eg of ethnic tension). In 2010 most people used a Nokia, now Nokia is at the bottom of the market, for those who only use a mobile as a telephone. Korean, Chinese and Indian smartphones now dominate in Sri Lanka.

ACTIVITY 02

The Business Life Cycle and the Theory of Managing Change

Time	1 hour 15 minutes
Aim	By the end of this activity participants will understand the business life cycle, and that different changes are likely at different stages of the cycle. Participants will also be able to support clients in overcoming resistance to change, including by communicating a vision.
Activity Type	Reading and discussing; Trainer led presentation; Visualisation
Interaction Pattern	Pair work, group work, Trainer led work
Resources	M4-2b-1, M4-2b-2, M4-2b-3, Powerpoint
Procedure	Introduce this activity: ‘The Business Life Cycle and the Theory of Managing Change.’ Tell the participants what the aims of this 1 hour 15-minute session are (see above). **Activity 2a: The Business Life Cycle (20 minutes)** Direct participants to Activity 2a and ask them to read the 4 business profiles. Check activity instructions, put participants into groups of 3 or 4, and give them 5 minutes to discuss and take notes. Plenary feedback (see below) focussing on answering the 2 questions (further 5 minutes). Project **PowerPoint Slide - Business Life Cycle** (if no projector, have the slide on a piece of flipchart paper, or print off enough copies for 1 per group). Spend 5 minutes explaining it, and eliciting who from the 4 business profiles already looked at is at which coaching stage (see below). Remind participants about the discussion about Nokia. Nokia stagnated, did not rejuvenate as the market required, and therefore declined. Kodak is another famous example of this phenomenon, known as the S-curve (for ‘stagnation’, also known as the complacency curve). Alternative procedure: If the group is weak and/or unforthcoming, you could project and discuss **PowerPoint Slide - Business Life Cycle** first, after which groups discuss the four cases, and assign them to the business life cycle.

Procedure	**Activity 2b: The Theory of Change (40 minutes)** **Question 1 (10 minutes)** Focus participants on the first question (A) only. Pairs briefly discuss (2-3 minutes). Elicit 1-2 examples in feedback. Elicit from participants (or make the point) that resistance to change always comes from people. Systems do not object to being changed. A chair doesn't mind if it is made from wood or metal. Focus participants on the second question (B). Pairs discuss briefly again. In feedback try and fit their answers into the Kotter & Schlesinger reasons for resistance. See below for these, put them on the board and make sure participants take a record. **Question 2 (5 minutes)** Project **PowerPoint Slide - Scott & Jaffe Change Model.** Ask participants to add any notes to the copy in their book as you explain as follows (Note, do try and elicit rather than explain, ask participants what they think each part is about. But do not let this steal time from later activities): - x axis = past to future (time) - Y axis = focus shifting from self (bottom) to environment (top). The four stages are: - **Deny** (often includes ignoring the change), - **Resist** (can feel angry, frustrated or merely critical about the change), - **Explore** (starting to be more open-minded. Tentative at first, and still self-focussed, 'how do I feel about this?'), - **Commit** (the change becomes normal, and everyone takes ownership). The person (curved line) enters and exits at the same productive level, but experiences a dip. It is the work of change management to make the dip as shallow and short as possible. **Question 3 (10 minutes)** Ask participants to stay in their groups of 3-4 to work on question 3 and use their ideas to fill the table. Monitor as they do this for 6-7 minutes. For feedback, distribute **Handout M4-2b-1** and ask groups to add any of their ideas to the handout, if they have extra points to the ones in the handout. Take some of these in feedback.

Procedure	**Question 4 (15 minutes)** Give each group a copy of **Handout M4-2b-2** - Six Change Approaches, each one cut up along the dotted lines. Groups match the approaches with their descriptions. Monitor and help. Deal with any questions in plenary feedback, and finish by giving each participant a copy of **Handout M4-2b-3**, which is the same as Handout 2, but not cut up (as a record to keep). **Activity 2c: Creating a Vision (15 minutes)** You will start with an activity called a 'visualisation'. Ask participants to close their eyes and sit back. Ask them to breathe in, and breathe out (make sure they are doing this, that they understand it's not you making a joke). Then, speaking in a slow, quiet, gentle voice, with pauses every time you see '...' to allow the participants' imagination to work, say: Picture a beach on the East coast … there is a fishing village … there are 20 or so fishing boats pulled up on the beach, and fishermen sitting around … it smells of fish, and there are dogs eating fish heads … there is plastic on the beach, too; bottles, toothbrushes, plates, all sorts of plastic .... one of the fishermen is a young man called Ahmed, in a blue and white sarong … he is a clean young man, with a young family, hardworking, and with imagination … he has an idea about the beach, that it could be more beautiful, and profitable … the waves wash up against the shore, and against the reef offshore … a dolphin jumps out of the water in the distance … Ahmed sees this, and he sees the future, in 10 years … he sees a clean beach, he sees happy tourists going out on boats to snorkel on the reef … he sees other villagers selling souvenirs, selling coconuts and pineapples … he sees a cleaner, healthier beach and behind it a cleaner, healthier village … Ahmed wants this future. Give a final pause, tell the participants to breathe in and breathe out, and open their eyes. Put participants in groups of 3 and ask them how Ahmed can communicate this vision to the other fishermen, and get them to want to go in the same direction. See below for some suggestions.
Feedback / Answers	**Activity 2a:** • *Aarushi* needs systems to organise her management of the groups. The need is operation coaching (typically found in the growth stage; could involve marketing and distribution and/or operations and management and/or employment outcomes - e.g. income, security, retention and inclusion). • *Rukhmani* needs product coaching (improving the quality of the product based on customer feedback and to meet quality standards) to identify products that will be attractive to foreigners (such as tea that isn't sweet and very milky).

Feedback / Answers	Content
	• *Yogi* has a mature business, in danger of being overtaken by new arrivals. He really needs to evaluate everything he does. The need is mature business coaching (management and leadership and/or innovation, to expand, diversify and pivot to meet changes in the market). • *Ahmed* so far only has an opportunity and an idea. So he needs project coaching (making a business plan and identifying necessary resources). **Activity 2b:** **Question 1** The 4 types of resistance according to Kotter and Schlesinger are: • Self-interest (They feel they will lose something. They are focussed on self, not business. Leads people to undermine change) • Misunderstanding and Lack of Trust (They don't trust management. As a result they may also misunderstand/ suspect. They may even resist a change beneficial to them!) • Different Assessments (This can be a good thing as management doesn't necessarily have all the facts. Listen to this and assess.) • Low tolerance of change (some people just hate change.) **Activity 2c:** • It's important Ahmed has a clear vision in his own head and believes in it. • If he can picture it in his own head, if it looks real to him, he has a better chance of communicating it. • And communication is key, as we have seen all through Activity 2. • It would be useful to make the other fishermen see the benefits to themselves, in terms of opportunities but also in the healthy environment for their children. • Often, it is a good idea to win over a few influential people first, before going to the wider audience. • There are always doubters. Talk privately with them to encourage a more positive attitude.

ACTIVITY 03

Case Studies

Time	30 minutes
Aim	By the end of this activity participants will be ready to engage in role plays, after analysing priorities and likely resistance to change in two businesses.
Activity Type	Discussion of case studies
Interaction Pattern	Pair work
Resources	M4-3-1
Procedure	Introduce this activity: ‘Case Studies.’ Tell the participants what the aims of this 30-minute session are (see above). Tell participants we are now going to look at two of the earlier 4 case studies in more detail. We are heading toward a role play when we will help them anticipate and plan to overcome resistance to change. Divide the whole class in half. Then put participants in pairs. Give out **Handout M4-3-1**, which you need to cut up beforehand. In one half of the class, give each pair the Ahmed case study. Give the other half the Aarushi case study. Direct Participants to read their case study and, together, fill in the table in their books. There are no correct answers, just more likely ones. Try and make sure they talk about the other fishermen on the beach in Ahmed’s case, and three-wheeler drivers in Aarushi’s. See below for suggestions. After 15 or 20 minutes, give out the other half of the case study handout, so those who thought about Ahmed now have Aarushi, and vice versa. If the first stage took 20 minutes, just take 10 minutes for the second stage. Monitor throughout, encouraging, and if you hear a good suggestion, feeding it in for some other pairs.
Feedback / Answers	Suggested points: **Ahmed** The business as yet is only a concept. Suggested priorities (in any order) are: (1) Marketing; is there actually a market? Perhaps speak to some tourists on the beach, and some of the guest house owners, and the hotel manager. What would people actually be interested in?

<table>
<tr>
<td>Feedback / Answers</td>
<td>
(2) Product development depending on what emerges from market enquiries. Will it just be snorkelling, or just boat trips, or bird watching, or a combination? What needs to be ready to develop the product (e.g. covering the boat, buying life jackets)
(3) Environment - it would be so much easier on a clean beach, and then tourists would be attracted to stay, and more businesses could be opened.
(4) Pricing. Once you know all of your costs, both capital costs (eg covering the boat) and running costs (eg fuel), you can set your prices. Will you include transport to and from the beach in this, with the neighbour?
Resistors are likely to be:
(1) Ahmed’s wife, who will probably see less of Ahmed not more, and during the start-up this will be without extra income.
(2) Maybe Ahmed’s parents, especially if he wants to borrow money from their savings for the setup.
(3) Other fishermen on the beach. If Ahmed hopes to clean up the beach, cutting dead fish and plastic, who’s going to do this? Why? What is the point? Note, the neighbour with the three-wheeler is likely to be a supporter, as he may get tourist business.
Aarushi
The business is at the growth stage and needs better systems to maximise this growth.
Suggested priorities are (in any order):
(1) a reliable booking system. Whether book based or electronic, this needs to be improved.
(2) supplies of water and other necessities for the trips, which need to be coordinated to the improved booking system.
(3) Transport. It’s too unreliable. Aarushi needs to be confident she can serve clients.
(4) Whether paying commissions should be considered is debatable. If it led to increased business, then it may be worth it. But the booking system would need to be sorted first, in any case.
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Feedback / Answers	**People resisting are likely to be:** (1) Aarushi's brothers, who could feel tied down by a system they feel impersonal. It is quite possible that, as men, they rather enjoy blaming their sister, in any case. (2) The three wheeler drivers. Whatever Aarushi does, pressuring them to be more reliable or trying to find different drivers, they are likely to be put out. Again, gender relations are likely to be a part of this. **Note:** These issues (if they arise) are both connected to diversity and inclusion. This will be the focus of a later module. For now, you may like to point out that women constitute a little over half the population, and ignoring their views risks ignoring at least half the good ideas likely to be generated in any situation.

ACTIVITY 04

Role Plays

Time	45 minutes
Aim	By the end of the activity participants will have had practice coaching a client how to consider overcoming resistance to change and received feedback on their performance.
Activity Type	Role play
Interaction Pattern	Pair work
Procedure	Introduce this activity: 'Role Plays' Tell the participants what the aims of this 45-minute session are (see above). Tell the half of the class who read Ahmed's case study first in Activity 3 that they are now Ahmed's coach. Tell the half of the class who read Aarushi's case study first in Activity 3 that they are Ahmed for the first role play. Check the participants understand by saying 'Put your hand up if you are Ahmed. Put your hand up if you are Ahmed's coach. Now match up one person from each half of the class to form a pair, and check again they know who's role they are playing. Match all the participants up in pairs this way. Allow 15 minutes for the role play. Monitor for points to feedback on.

Procedure	Tell participants that for the 2nd role play, they will play Aarushi and her coach. If they were Ahmed before, they are now Aarushi's coach. If they were Ahmed's coach before, they are now Aarushi. (This way everyone has a chance to be a client, and a coach.) Again, check the participants understand which role they have, and allow 15 minutes for the role play. After the role plays, give the pairs 5 minutes to comment on how they feel they performed as coach and how they felt as a client being coached. As clients, do they now have a better understanding as to how they may implement change and minimise resistance? For the final 5 minutes, ask what people have learnt from the session. How will they prepare for coaching in light of today's experience?
Feedback / Answers	There are no right or wrong answers to give here. The trainer, while monitoring the role plays, should note down some things they hear that are very well said and demonstrate strong coaching, to include in a brief summary of the exercise.

Notes:

Module 5

Diversity and Inclusion

4 hours 30 minutes

Module Aims: By the end of this module, participants will be able to...

1. Recognise your own privileges and marginalisations.
2. Define marginalisation and other concepts related to this topic.
3. Identify the different types of marginalised groups in your community.
4. Identify the challenges and barriers faced by marginalised groups in your community.
5. Highlight the benefits of diversity and inclusion for employers and the economy.
6. Outline ways in which these groups can be supported and included constructively in the workforce.
7. Identify some strategies to deal with client resistance to change.

Module 5:

Diversity and Inclusion

Time: 4 hours 30 minutes

Activity List

- M5-1 : The Privilege Walk
- M5-2 : Marginalisation in Your Community
- M5-3 : A Look Inside Yourself : Privileges and Marginalisations
- M5-4 : Changing perceptions through time - Models of Disability
- M5-5 : Barriers faced by People with Disabilities and Women in Sri Lanka
- M5-6 : Analysis: Case Studies - Success Stories
- M5-7 : The Business Case for Hiring Diverse Groups
- M5-8 : Changing Mindsets - Dealing with Resistance

Training Materials Required

All resources are A4 size unless stated.

Activity M5-2a -1	Handout 1 - What is Marginalisation? (one copy per participant)
Activity M5-5b -1	Handout 1 - Info sheet for Participant A (for one quarter of the class)
Activity M5-5b -2	Handout 2 - Info sheet for Participant B (for one quarter of the class)
Activity M5-5b -3	Handout 3 - Info sheet for Participant C (for one quarter of the class)
Activity M5-5b -4	Handout 4 - Info sheet for Participant D (for one quarter of the class)
Activity M5-5b -5	Handout 5 - Info sheet on Barriers (one per participant)
Activity M5-6b -1	Handout 1 - Case Study - Success Stories (for one - fifth of the class)
Activity M5-6b -2	Handout 2 - Case Study - Success Stories (for one - fifth of the class)
Activity M5-6b -3	Handout 3 - Case Study - Success Stories (for one - fifth of the class)

Activity M5-6b -4	Handout 4 - Case Study - Success Stories (for one - fifth of the class)
Activity M5-6b -5	Handout 5 - Case Study - Success Stories (for one - fifth of the class)
Activity M5-7a -1	Handout 1 - Helping People Through Resistance (one A3 copy per group)
Activity M5-7a -2	Handout 2 - Helping People Through Resistance (one A3 copy per group)
Activity M5-7b -1	Handout 1 - Case Study A (one A3 copy per group)
Activity M5-7b -2	Handout 2 - Case Study B (one A3 copy per group)
Activity M5-7b -3	Handout 3 - Case Study C (one A3 copy per group)
Activity M5-7c -1	Handout 1 - Evaluation of Marginalised Groups - Women (one A3 copy per group)
Activity M5-7c -2	Handout 2 - Evaluation of Marginalised Groups - People with Disabilities (one A3 copy per group)
Activity M5-7c -3	Handout 3 - Evaluation of Marginalised Groups - Youth (one A3 copy per group)
Activity M5-7c -4	Handout 4 - Evaluation of Marginalised Groups - Elders / Retirees (one A3 copy per group)
Activity M5-7c -5	Handout 5 - Answers - Women (Two A3 copies per class)
Activity M5-7c -6	Handout 6 - Answers - People with Disabilities (Two A3 copies per class)
Activity M5-7c -7	Handout 7 - Answers - Youth (Two A3 copies per class)
Activity M5-7c -8	Handout 8 - Answers - Elders / Retirees (Two A3 copies per class)

ACTIVITY 01

The Privilege Walk

Time	20 minutes
Aim	By the end of this activity, participants will have experienced how differing backgrounds, life experiences and situations can impact people differently and put them at an advantage or disadvantage in life.
Activity Type	Experiential Activity / Race to the front
Interaction Pattern	Group Work
Resources	One small gift (sweet or chocolate) / participant
Procedure	Introduce this activity: 'The Privilege Walk'. Tell the participants what the aim of this 20 minute session are (see above). Ask participants to stand in a straight line across the middle of the room with plenty of space to move forward and backward as the exercise proceeds. Tell them that they are going to participate in a race to the front. The first three people in the front will receive a gift (you can give a chocolate or a sweet or something small you can find). (If NO COVID) You can ask participants to hold hands or place one hand on the shoulder of the person to their left or right depending on space constraints. **Important**: Make sure to ask participants if they are comfortable touching and being touched by others. If some are not, do not make them and do not make a big deal out of it). (COVID TIMES) Don't ask participants to hold hands. They can stand next to each other with an appropriate space between them. Read the following to participants: - I will read statements aloud. Please move if a statement applies to you. **If you do not feel comfortable** with a statement that applies to you, simply do not move when it is read. No one else will know whether it applies to you.

Procedure

- Now begin reading the statements given below in a loud and clear voice, pausing slightly after each one:

1. If one or both your parents have a university degree then move one step forward.
2. If you rely primarily on public transport then move one step back.
3. If you feel unsafe walking alone at night, move one step back.
4. If your household employs help as servants, cooks, drivers, gardeners, cleaners etc then move one step forward.
5. If as a child, you felt that your parents didn't spend time with you because they were busy, move one step back.
6. If you never think twice or hesitate about calling the police when in trouble, then move one step forward.
7. If you were ever discouraged from taking part in an activity because of race, class, ethnicity, gender, disability, or sexual orientation, take one step back.
8. If you have ever felt bad about how your identity (eg. race, religion, gender, sexual orientation) is portrayed by the media, take one step back.
9. If you have ever been spoken over because you could not articulate your thoughts fast enough, take one step back.
10. If you come from a single-parent household, take one step back.
11. If you live in an area with crime and drug activity, take one step back.
12. If someone in your household has suffered or suffers from mental illness, take one step back.
13. If your parents have told you that you can be anything you want to be, take one step forward.
14. If you were encouraged to attend university by your parents, then move one step forward.
15. If you ever been made fun of or bullied because of something you cannot change (eg. race, gender, colour, body shape, age or sexual orientation) then move one step back.
16. If you suffer from visible or invisible disabilities, move one step back.
17. If you ever offered a job or a business contract because of your association with a friend, relative, move one step forward.

Procedure	18. If you ever faced or received criticism based on something you couldn't change (eg. race, colour, disability etc), move one step back. 19. If you ever denied a job opportunity because of your gender, ethnicity, age, skin colour or sexual orientation, move one step back. If you ever stopped or questioned by the police because they felt you looked suspicious, move one step back. 20. If you or your family inherited money, step forward. 21. If you are a citizen of a developed country, move one step forward. After the walk is over, award the 3 winners with the gifts. After this, conduct a debriefing session. Ask a few questions to check if they have understood the meaning of this activity: a. Ask the people to look back. Ask them about how they feel about being in front and how they feel about people standing behind them? Are they behind them because of something they did or because they are not as talented as you or is it because of the situation or circumstances in which they find themselves. Now ask them all to stand in a circle. You can stand in the centre of the circle and ask these questions: b. Ask participants how they felt when they broke contact with their partner in order to move back or to the front? c. What questions made you think most? If you could add a question, what would it be? What did you learn? d. These questions can be somewhat personal questions but is there anything that you wish people knew an advantage or disadvantage that caused you to take a step forward or back? e. How can understanding your own privileges (advantages) or marginalisation improve your existing relationships with yourself and others? f. How can we work together to raise awareness of the privileges we have or lack? After this, as a gesture of inclusiveness, you could give each participant a sweet or chocolate.

Feedback / Answers	**Activity 1** Debrief Responses: a. Hopefully, participants will be able to say that they won the race not because of their ability but because of their circumstances. b. Participants might give different answers here but they could say 'shame' or 'guilty' for moving forward. Participants who moved back might say 'resentment' or a feeling of 'unfairness' or they might feel 'sad'. c. Let participants give you feedback. d. Let participants give you feedback. e. This activity aims to educate people about the differing situations of people and how that can impact them positively and or negatively. This knowledge and awareness of the self can help people to improve how one lives with oneself and those existing within one's life. It invites people to live with more empathy and understanding, so that they can use their privileges to support those that don't have the chance to enjoy them. This is not only for the most privileged participants, but also for marginalised participants to understand those in their group who may experience other marginalisation. f. Get feedback from participants - help businesses and employers to create equal opportunities for people who are marginalised due to race, gender for example women, older women, women who are widows, people with physical or mental disabilities.

ACTIVITY 02

Marginalisation in your Community

Time	50 minutes
Aim	By the end of this activity participants will have defined the concept of marginalisation and explored it in the context of their community.
Activity Type	Reflection / Discussion/ Writing a Definition / Group Quiz
Interaction Pattern	Pairwork/ Group Work
Resources	M5-2a-1
Procedure	Introduce this activity: 'Marginalisation in your Community'. Tell the participants what the aim of this 50 minute session are (see above). **Activity 2a: What is Marginalisation? (20 minutes)** 1. Get participants to work in groups to write a definition of a "marginalised group". As feedback, ask each team to read out their definition of marginalised groups. Afterwards, give each participant your definition and read yours aloud in a clear voice (See below for answers). Give Handout Activity **M5-2a-1** Ask what happens to people who are marginalised? What is the result of marginalisation? 2. Get participants to work with their partner to brainstorm the different groups who could be considered as marginalised in Srilanka. Elicit some answers from different people. 3. Guide participants into having the following discussion: Do you know of anyone who belongs to these groups ? • How have they been integrated into society ? • What challenges do they face ? • What kind of support do they receive from the community or government ? Ask participants to share their stories in their groups. After they have finished, you can ask for some feedback from one or two groups.

<table>
<tr><td>Procedure</td><td>
Activity 2b: Related Concepts (10 minutes)
Write down words on a board or if available a flip chart sheet of paper. Write them fairly big so that these can be seen from a distance:
Sexual Harassment   Diversity   Privilege
Barriers   Inclusion   Disability
Unconscious Bias   Empowerment
Show them the words for about one minute. Don't let them write it down yet. Now hide the words. If you have written them on the board, then quickly clear it out. If you have written them on a flip chart sheet then just turn it over.
Now ask them to write down the 8 words into the box in their workbooks. Check if they have all 8 words. Check answers.
Now ask them to work with a partner to discuss what these words mean. Give them about three minutes here. Then ask them to fill in the gaps into the following given definitions of these concepts in their workbook.
Activity 2c: Referring to people with disabilities (7 minutes)
Tell participants that words can hurt and therefore ways have been defined by governments and NGOs on how to refer to people with disabilities. PWDA, other Disabled People's Organisations, governments, government and non-government institutions predominantly use 'person-first' language when referring to people with disability.
Tell participants that this is based on the premise that "People with disabilities are, first and foremost, people. Labeling a person equates the person with a condition and can be disrespectful and dehumanizing. A person isn't a disability, condition or diagnosis; a person has a disability, condition or diagnosis. This is called Person-First Language."
Get participants to think of socially acceptable ways of referring to people with disabilities.
Get feedback and then give answers.
Activity 2d: Test Yourself (13 minutes)
Ask participants to individually try out the multiple choice quiz. Then provide answers (see below). Ask participants to compare their answers with their partners.
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<td>Feedback / Answers</td>
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Activity 2a:
What is a marginalised group?

Marginalisation is when an individual or group is put into a position of less power or isolation within society because of discrimination or a misguided perception. When an individual is marginalised, they are unable to access the same services and resources as other people and it becomes very difficult to have a voice and equal place in society.

USAID defines marginalised as:

“those who are denied, or have very limited access to, privileges enjoyed by the wider society. They form a marginalised class because they are perceived as deviating from the norm, or lacking desirable traits, and therefore are excluded or ostracized as outsiders, because of ethnicity, religion, gender, sexual orientation, disability, or geography.

Another word to describe marginalised group would be a disadvantaged group.

What happens to people who are marginalised? What is the result of marginalisation?

Poverty / conflict - war - terrorism/

2. Work with your partner to list the different groups who could be considered as marginalised in Srilanka:

Minority groups based on ethnicity - tamil / muslim
- Religion
- Gender (women)
- Senior citizens - elders
- Women Headed Households (WHH)
- Ex-combatants
- Caste
- Economically vulnerable
- Persons with disabilities:
  • Visual impairment
  • Hearing and Speech impairment
  • Physically challenged
  • Intellectual impairment
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Feedback / Answers

3. Do you know of anyone who belongs to these groups?

- How have they been integrated into society?
- What challenges do they face ?
- What kind of support do they receive from the community or government ?

Share your stories in your group.

Activity 2b:

1. Privilege
2. Barriers
3. Inclusion
4. Diversity
5. Unconscious Bias
6. Disability
7. Sexual Harassment
8. Empowerment

Activity 2c:

How do you refer to persons with disabilities?

Don't Use	Use
Physically Disabled	Person with physical disabilities
Mentally handicapped	Person with an intellectual disability
Slow learner	Person with a learning disability
Dwarf / midget	Person with short stature
Deaf	Person with hearing loss
Deaf and Dumb	Person with speech and hearing impairment
Blind	Person with a visual impairment / loss
Mentally retarded	Person with an intellectual Disability
Special needs	Person with disability
Differently abled	Person with disability
Crippled	Person with physical disability

Explain to participants that an appropriate way to describe these disabilities is still evolving and organisations, doctors and psychologists are continually trying to suggest words which are empowering rather than condescending or hurtful. Therefore it's a good idea to keep up to date on the correct terminology.

Feedback / Answers	**Extra information which you may want to share:** Both person-first and identity-first language are used to refer to people with disability, or disabled people. People with disability often have very strong preferences for either identity-first, or person-first language. Non-disabled people should respect and affirm each individual person with disability's and the choice of language that they prefer to use about themselves. **Activity 2d:** 1. What percentage of working age Sri Lankans are women? B. **53 percent** (You may want to mention that this data is taken from the Sri Lanka Labour Force Survey of 2019 and not 2021). Working age Sri Lankans means all persons of age 15 years and above are considered to be in the working age population. 2. What percentage of the economically active population in Sri Lanka are women? a. **34.5 percent** (If 53% of women are of working age but only 35.4 % are in the workforce, then this is an issue). Economically active means those that participate in economic activity - this is measured by looking at employed and unemployed figures within the time period of one week. (This figure is taken from the Sri Lanka Labour Force Survey of 2019 and not 2021) So Economically Inactive persons would be those who didn't work or they were not available to work or they were not looking for work. This figure for men is 73% 3. What percentage of women in Sri Lanka have experienced sexual harassment on public transport? C. **90 percent** (this is a safety concern as many women who work use public transport to get to work places). 4. What percent of working women use public transport? B. **50 percent** (then safety is a big concern and may limit their ability to get to work). 5. What percentage of people in Sri Lanka are considered persons with disability? C. **8.7 percent** 6. What percentage of the people with disabilities are women? C. **57 percent** 7. What percentage of children with disabilities do not receive any education at all? (This information comes from the CENSUS 2011 - newer data was not found) a. **34 percent**

Feedback / Answers	8. percentage of people with disabilities in Sri Lanka are not engaged in any economic activity (economically inactive) according to the census report 2012? a. **70.9 percent** (Economically active means those that participate in economic activity - this is measured by looking at employed and unemployed figures within the time period of one week, which is the reference period used by CENSUS. So Economically Inactive persons would be those who didn't work or they were not available to work or they were not looking for work). 9. What is the quota allocated for people with disabilities for recruitment in government organisations? Is it practised? c. **3 percent** - (ask participants if they think it is adhered to?) (In 1988, the Ministry of Public Administration has issued a Circular on Employment of Persons with Disabilities, reserving 3 percent of job opportunities in the government sector to them. In 2004 this quota was extended to private and semi-governmental sectors, though more awareness needs to be created)

ACTIVITY 03

A Look Inside Yourself : Privileges and marginalisations

Time	30 minutes
Aim	By the end of this activity, participants will have explored the influences in their lives which have shaped their privileges and marginalisations and also their conscious or unconscious biases.
Activity Type	Circle or underline things - categorisation activity / Pair discussion.
Interaction Pattern	Individual work and Pairwork
Procedure	Introduce this activity: 'A Look Inside Yourself : Privileges and marginalisations" Tell the participants what the aim of this minute session are (see above). Tell the participants that in Activity 1 we took part in a walk which pushed us to think about things in our lives which have given us privileges, and also things in our lives which have disadvantaged us in different ways. We will revisit this here.

Procedure	**Activity 3a: Introspection - Influences in Life (15 minutes)** 1. Ask participants to talk to their partners and think about the influences in people's lives that mould them into who they are. Complete the flower. Now elicit some feedback from people. Give them feedback (See answer below) 2. Ask participants to discuss with their partners what they consider to be the biggest influences in their lives which have shaped the way they are? Let participants discuss this with their partners. You don't need to conduct feedback on this. You can mention the key points from the key points box that: - A person's social identity then helps to shape the way they experience and view the world and these in turn shape the conscious and unconscious biases they hold. - Conscious and unconscious biases can affect the judgments we make and the decisions we make and this can have positive and sometimes negative impact. We need to be careful when these impact another person negatively. - Ensuring everyone knows unconscious bias exists is the first step to avoiding it. **Activity 3b:Your Privileges and Marginalisations (15 minutes)** 1. Ask participants to work individually and read the life situations and experiences and then circle the ones which they think may have given them an advantage in life and then draw a box around the ones which they feel have disadvantaged them. Before they do this, give them an example of what this means to you. Give them an example from your life, eg. you could choose 'education' and say that you have had your education from the USA and Canada. This is an advantage as it opens many doors for better job opportunities. Another example could be "immigration status" you could say you have a 'Canadian Nationality', this is a privilege in many cases as it allows you to travel without visas. But in Sri Lanka it can be a barrier - as you cannot buy land, or own businesses etc. Similarly 'age' could be a barrier too, if you are in your 70s, then job prospects become difficult. In a similar way 'family status' can be a disadvantage if your parents were divorced or you came from a dysfunctional family where your parents were always in conflict. 2. After they have finished, you can ask participants to share one advantage and one disadvantage with their partner. They can expand and explain why they feel that. Remind them that if they feel uncomfortable doing that, they don't have to share their ideas with a partner. It's their choice.

Feedback / Answers	**Activity 3a:** Some influences which help to mould a person's identity are: 1. Social Capital - family and friends network 2. Socioeconomic Status 3. Religion 4. Ethnicity 5. Cultural norms and expectations 6. Occupation 7. Education 8. Gender **Activity 3b:** No answers - participants discuss their answers with each other. If participants don't want to share experiences with their partners, you can let them be as this is a personal exercise and trainers can leave it at that.

ACTIVITY 04

The Perceptions of Disabilities through Time - Models of Disability

Time	25 minutes
Aim	By the end of this activity, participants will be able to understand how perceptions of disability have changed and progressed through time around the world and be able to compare that to the perceptions and support for disability in your own community.
Activity Type	Matching activity
Interaction Pattern	Group work / Pair Work
Procedure	Introduce this activity: 'The Perceptions of Disability through time - Models of Disability'. Tell the participants what the aim of this 25 minute session are (see above).

Procedure	**Activity 4a: Models of Disability (8 minutes)** Tell participants that historically, perception of disability has progressed and come a long way. These models represent the way people with disabilities were perceived and policies of governments and organisations were and still are based around these views. 1. Ask participants to draw an arrow through them to show the oldest to the most contemporary model. 2. Ask participants to discuss in your groups what these models might mean in practice or in the real world. Get full class feedback (See answers below). **Activity 4b: Case Studies (10 minutes)** Ask participants to match the models to the examples of the case studies. Tell participants that the idea is for them to understand how the models relate to real life. (see answers below) **Activity 4c: Differences between the Old and New Models (12 minutes)** Ask participants to work in groups to think of the main differences between the new and the old views towards disability. Walk around and observe how they are working and if they have any ideas. If they cannot think of any answers, elicit answers by asking: - How do you think PWDs lived two or three decades ago ? - How did people view them ? - What was their role in society? - What strategies were used in those days to deal with PWDs? What did the families do? What did the government and other support organisations do? - Has this role changed at present? Are they more involved in society and in the economy? - Are PWDs more integrated into society in the developed countries? - What strategies are used to support PWDs in today's world? - Are there any PWDs which take an active role in the economy? Are they now encouraged to earn an income? Is this possible now? Elicit answer and give feedback (see below)

Procedure	**Activity 4d: Group Discussion (5 minutes)** Ask participants to discuss in groups or in pairs "Where do you think Sri Lanka stands with regards to these models? Which model does it apply to in general? Remember that this is a question that asks for a general answer. People will have different views and not everyone Sri Lanka would believe in one model. Ask participants in pairs or groups to discuss what is the situation with regards to people with disabilities in Sri Lanka. And what needs to happen? Take some feedback from different people.
Feedback / Answers	**Activity 4a:** 1. The arrow starts in the medical model box then goes through the Charitable box and then through the social model and then the human rights box. 2. **Discuss in your groups what these models might mean in practice or in the real world:** Students may come up with answer like these in their discussion: **Medical Model** This views people with disabilities as incapable of fitting into mainstream society. They are broken. Therefore some decades ago, people with disabilities, especially with intellectual disabilities were viewed as abnormal and many families would hide them or keep them locked up at home and not talk about them. Some people preferred to put them away in institutions especially designed for them. It was shameful to talk about them. **Charitable Model** Views people with disability as being vulnerable, and reliant on people without disability to perform certain tasks. This view seems a bit more generous than the medical view as this believes that others without disabilities should give support to those with disabilities. Many religious organisations funded by people of those religions donated to run these centres for the disabled. **Social Model** This model takes a more progressive view than the earlier models and asserts that changes need to be made to the environment to provide the structures and tools that will help people with disabilities. This pushes people to make their buildings accessible to PWDs eg. handicapped parking and toilets started appearing in many countries in the west. **Human Rights Model** This model goes further in accepting that people with disabilities are disadvantaged and require a further support system from the government or other organisations. So for example quota systems for work need to be put in place. This view stresses the point that PWDs have the same rights as people without disabilities.

Feedback / Answers	*The social model of disability emerged from the work of the World Health Organization (WHO) that redefined disability in 2001. *The model exists because of The United Nations Convention on the Rights of Persons with Disabilities in 2006. **Activity 4b:** a. Charitable Model b. Social Model c. Medical Model d. Human Rights Model **Activity 4c:** **Role of person with disability** **Old View:** • Fix the individual • Correct the deficit within the individual • Provide medical, vocational, or psychological rehabilitation services **New View:** • Remove barriers: physical, intellectual, cultural and educational • Create access through accommodations, universal design, and inclusive learning environments **Strategies to address disability** **Old View:** • Object of intervention • Patient • Research subject • Someone who needs charity • Karma - they deserve it - keep them in the house **New View:** • Community member • Participant in cultural discourse / employment • Decision maker • Customer, museum patron, artist, critic • Contributor to the growth of the economy

Feedback / Answers	**Activity 4d:** **Where do you think Sri Lanka stands with regards to these models? Which model does it apply to?** The answer should be coming from the groups and it most likely be in the line of 'charitable model'. There may also be different points of view. Governments need to get involved. Organisations need to be educated to work towards this goal and then the government could follow. Something to bear in mind as coaches is that it is likely that your clients may have different views about PWD. Some may have a medical view, others a human rights view. What is important to remember is that coaches must try and understand their clients views and work with them to move them towards a more progressive view. This could mean showing them and providing them with reasons for this, persuading and also giving them success stories. A good question possibly would be to ask "If these people with disabilities were to lose their caregivers and providers, then where do they go if they are not independent income earners?"

ACTIVITY 05

Barriers faced by People with Disabilities and Women in Sri Lanka

Time	25 minutes
Aim	By the end of this activity participants will have explored the barriers to full and equal participation in society which are faced by two marginalised groups in Sri Lanka : people with disabilities and women.
Activity Type	Group Jigsaw Reading and Discussion
Interaction Pattern	Group Work
Resources	M5-5b -1, M5-5b -2, M5-5b -3, M5-5b -4, M5-5b -5
Procedure	Introduce this activity: Barriers faced by People with Disabilities and Women in Sri Lanka. Tell the participants what the aim of this 25 minute session are (see above).

Procedure	**Activity 5a: Case Studies (10 minutes)** Ask participants to read the 2 case studies in their group and discuss some reflection questions about the situation of Sri Lanka in terms of these groups. Elicit some feedback. **Activity 5b: Challenges and Barriers in your Community (15 minutes)** Tell participants that people with disabilities and women are marginalised as they face various barriers and challenges which keep them from having equal participation in society. These barriers can be personal or family driven, society and culture based or due to the environment around them. Divide the class into four groups: A, B,C,D. • Give participant A = M5-5b -1 • Give participant B = M5-5b -2 • Give participant C = M5-5b -3 • Give participant D = M5-5b -4 Tell each group to read and understand the barriers which are given to them. Discuss these with your groups. If they can think of any more then add them into the table. Tell them that afterwards, they will then explain these to the other groups. Give them about 5 minutes to discuss. Then regroup so that in each new group you have a representative from Team A,B,C,D. In their new groups they can explain the different types of barriers, starting with participant A then B, C and D. While they are talking they can make quick notes. Remind them not to make notes very long. This is not a dictation. After they have finished, you can ask them anything that surprised them. Any comments they have. Anything they want to add to or anything they don't agree with.

Feedback / Answers	Activity 5a: **Are these situations common in Sri Lanka?** Yes, it is very difficult to see people with disabilities being included anywhere in Sri Lanka. **What do you think is the situation for these groups in terms of inclusion in other countries?** In developed countries many shops have access, public transport has wheelchair access, there are wheelchair toilets in public places etc and you people with disabilities can be seen doing their chores independently with the help of assistance tools. **Do you think Sri Lanka needs to change with this regard? Why?** 1. Human rights angle 2. Economy angle - they can benefit the economy by offering the skills they possess. (Research and statistics around the world have shown that diversity and inclusion is a proven business benefit. It leads to bigger revenues for businesses). You can give example of: - MAS and Brandix one, Omegaline and Sirioline (Italian manufacturers), some of the key garment manufacturers, who have included women's empowerment as a priority agenda and also provide a protected environment to their female employees especially the sewing girls with special transport pick up service from home to work and back. This not only gives them less turnover, saves cost of repeated training but also allows them to market themselves as ethical manufacturers who can then attract high end customers with bigger margins. - For more information go to: - https://www.masholdings.com/women-go-beyond.html - https://brandix.com/inspired-people/community/p-a-c-e - Lemon Tree hotel chain in India also prides itself on hiring and providing jobs to people with disabilities. Lemon Tree has been able to turn this into a profit for the company as often people with disabilities work with perfectionism and diligence and seem to create more cost savings for the company. Of course this doesn't mean that they were hired without training. Lemon tree works with other NGOs to provide focussed training support to the prospective job applicants so that they can be made ready to fulfil the job requirements. Lemon Tree recruiters focus on the skills the job applicant can offer and not on what they can't do. According to the hotel, this has transpired in lower costs and bigger earnings as an ethical supplier of accomodation. For more information go to: https://www.youtube.com/watch?v=BrLj8f8yN2E

Feedback / Answers	**Do you think this should be left for the government to do? A top down approach?** It definitely is a government concern as the government needs to force organisations to make room for marginalised groups. **Or do you think society should also be involved and mobilized in bringing about this change? Bottom up?** However, when the government is not taking action, mobilizing society, bottom up, can eventually bring about change from the top as well. **Activity 5b:** Answers are given in **Handout M5-5b-5**. After the activity is over, you should give this out as a take-home handout. **Extra notes on sexual harassment of women at work taken from research and surveys by S4IG:** In Sri Lanka, unfortunately it is common for women to experience sexual harassment in workplace situations and when travelling to and from the workplace. This can lead to them dropping out of work, creating high turnover for employers and reinforcing the negative perception about the tourism industry. **Common concerns from women include:** - Harassment complaints not being taken seriously or acted on because the accused is a senior or important member of staff, e.g. the Chef at a restaurant. - Lack of support and routes to make a complaint when the manager / owner is the harasser. - Since COVID-19, being forced to work in an environment they find inappropriate, such as a female demi-chef being transfer to the bar and having to have close conversations with customers during the night shift Therefore as a coach, It is important to help clients create a safe working environment for women, and all employees.

ACTIVITY 06

Success Stories

Time	35 minutes
Aim	By the end of this activity participants will have shared success stories of 5 people with various disadvantages who despite their limitations were able to create business advantages for their employer.
Activity Type	Group Jigsaw Presentations
Interaction Pattern	Group Work
Resources	M5-6b-1, M5-6b-2, M5-6b-3, M5-6b-4, M5-6b-5
Procedure	Introduce this activity: Success Stories. Tell the participants what the aim of this 35 minute session are (see above). **Activity 6a: Case Study of Yasaru - A Reading Task (10 minutes)** Ask participants to read Yasaru's case study which is in the participant's workbook itself. Give them about 5 minutes to read it. Ask a few basic questions: 1. What is the problem that Yasaru is facing? 2. What does he want to do? 3. What kind of accommodation will Yasaru have to make in order to do this job successfully? 4. How is this report structured? What are the different sections? **Activity 6b: Case Studies for Mini-presentations (20 minutes)** Make five groups A,B,C,D,E. Give each group a case study from **Handouts M5-6b-1, M5-6b-2, M5-6b-3, M5-6b-4, M5-6b-5** Ask the participants in each group to read the case study and use a similar structure as Yasaru's to present the success story to other groups. Give ten minutes to preparation of points. Then regroup so that in each new group, there is a representative from each previous group A,B,C,D,E. Therefore you will have 5 members in each new group. Each person in the new group presents their success story to the members in their new group. After participants have finished, then you can get some feedback from the participants about any comments they have.

Procedure	Follow up by asking this questions from the groups: • How would business clients feel about hiring marginalised groups? Get some ideas and a feeler about what they feel about being able to support coaches to guide their clients into employment of PWDs and women. Tell them that the next activity focuses on that topic: how to manage resistance.
Feedback / Answers	**Activity 6a** **1. What is the problem that Yasaru is facing?** Due to polio, Yasaru has lost functionality of his legs. He cannot walk. **2. What does he want to do?** He is able to drive a tuk tuk but he doesn't have a license and he wants to be able to become a tour guide tuk tuk driver. **3. Name two changes Yasaru will have to make in order to do this job successfully?** Below is a full list of changes but when you obtaining answers to the this question, you just need 2 answers: • Provide prior information to guests about his mobility limitation • Greet guests while seated in his tuk tuk Conduct only half-day trips if he cannot stay in sitting position for a long period of time or if he cannot use toilet outside home • Briefly present each touristic site before letting guests visit on their own • Provide a hand drawn map of each site being visited, pathway and location of the next pick up, as a user-friendly tool for guests so they can experience on their own • Communicate a phone number to the guests so he can be reachable during the visit at any time. OR provide a basic mobile phone to the guests so they can reach him out • Install a hand brake in case he cannot break the tuk-tuk with his foot (safety measure). • Install a ready-made rooftop attachment for surfboards and other materials so that guests can load and unload their equipment without driver's support. • Add a sticker inside the tuk-tuk with all the emergency contact details. • During the introduction, he should inform guests about where the first aid is located inside the tuk-tuk.

Feedback / Answers	• Driver to conduct regular check of his tuk-tuk to avoid breakdowns during a tour. • Driver to keep a fuel bottle and not run out of petrol during a tour. **4. How is this report structured? What are the different sections?** 1. Limitations or barriers Yasaru is facing 2. Essential Job Requirements or Duties 3. Essential Duties of Job vs Change needed to allow Yasaru to fulfil his duties.

ACTIVITY 07

The Business Case for Hiring Diverse Groups

Time	50 minutes
Aim	By the end of this activity you will have highlighted the advantages that marginalised groups have to offer to businesses.
Activity Type	Case Study
Interaction Pattern	Group Work
Resources	M5-7b-1, M5-7b-2, M5-7b-3
Procedure	Introduce this activity: The Business Case for Hiring Diverse Groups. Tell the participants what the aim of this 50 minute session are (see above). **Activity 7a: Group Discussion (10 minutes)** In the previous activity, you have already asked participants to discuss the following question: "How would business clients feel about hiring marginalised groups?" Now, you can ask participants to discuss some more questions in your group: • How would coaches be able to overcome that resistance? • How would they encourage them to hire marginalised groups? • What support would they need to be able to convince clients to employ these groups? Give participants about three minutes to talk in their groups. After that conduct full class feedback and gather their ideas.

Procedure	B. Now give them the Scott and Jaffe Model of Change **Handouts M5-7a-1** and **Handouts M5-7a-2**. Elicit some ideas as to how and what coaches can do to move clients' views, from being closed minded about diversity and inclusion to a more open mindset. Give them 3 minutes to discuss and get some feedback. **Activity 7b: Reasons to Include Diversity at the Workplace (20 minutes)** Give 3 handouts to each group: **Handouts M5-7b-1, M5-7b-2, M5-7b-3**. - Handout 1 is Case Study A on Sunshine Hotel - Handout 2 is Case Study B on Clouds Hotel - Handout 3 is Case Study C on Happy Hotel Ask participants to work in a group and read the case studies and discuss the advantages and then make notes in the table: Reasons for including diversity at your workplace. **Activity 7c: Evaluation of Different Marginalised Groups (25 minutes)** Tell participants that they will now be looking at the different marginalised groups and working in groups. Each group will work on one marginalised group. They will think about three things with regards to their assigned marginalised group: 1. Resistance from employer 2. Advantages that the group can offer to the employer 3. Some reasonable adjustments to be made at the workplace by the employer There are four handouts for this activity: Each handout relates to one group: - **Handout M5-7c-1** - Women - **Handout M5-7c-2** - PWDs - **Handout M5-7c-3** - Youth - **Handout M5-7c-4** - Seniors Make four groups in your class. Then give one sheet to one group. Ask them to put some ideas on their sheet. Tell them that after they have finished, they will share their ideas with others in class. You can give about 10 minutes for that. Then ask each group to share their ideas. After each group has shared their ideas, they can walk around and read the suggested answers. These are available on the following handouts:

Procedure	• **Handout M5-7c-5** - Women - Answers • **Handout M5-7c-6** - PWDs - Answers • **Handout M5-7c-7** - Youth - Answers • **Handout M5-7c-8** - Seniors - Answers It's best if you make two copies of each and stick them on the wall so participants can go around and read the suggested answers.
Feedback / Answers	**Activity 7a: Group Discussion** a. Allow participants to share their ideas in groups and then you can do some feedback and gather their ideas. **1. How do they as coaches think their clients would feel about hiring marginalised groups?** There will probably be resistance - when working to promote equality and inclusivity, you should expect to encounter resistance, and prepare ahead for this. It may occur in any setting, from an individual or a group, male or female. The resistance will also vary depending on the issue, typically resistance to hiring women is not the same as resistance to hiring PWD. This idea is something new for most businesses - so it requires a change in mindset - think about how you persuade them. **2. How would coaches be able to overcome that resistance?** • Don't be surprised, resistance is to be expected. • Understand the type of resistance. Listen and ask questions to find out reasons for resistance. • Tailor your response accordingly. • Share stories and personal accounts to help people connect to the concepts on an emotional level, not just rationally. • Highlight the benefits of equality. Address myths and misinformation. **3. How would they encourage them to hire marginalised groups?** • Give examples of success stories • Give reasons how small adjustments to work places can result in advantages for their businesses. • Make a business case for it as a lot of the resistance will be based on incurring extra costs of hiring PWDs and also women.

Feedback / Answers	**4. What support would they need to be able to convince clients to employ these groups?** - Coaches may need links to organisations that provide training for PWDs - which they can suggest to the employer - Coaches may need contacts for exposure visits to show that this can be achieved. - Coaches may need some data to show as proof that inclusion can work on a business level too. B. Some suggested answers for applying the Scott and Jaffe model of change to this scenario: 1. **Denial** – the client is not aware or denies change is happening. This is a normal reaction to change and we can help the client by offering information and supporting them in taking on board what this means for them. 2. **Resistance** – Resistance can take the form of anger or frustration on the one hand or fear and anxiety on the other, or a mix of both. This is where the client needs support in dealing with their emotions in relation to the situation. Other responses can be disengagement and rebellion. Empathy and good listening would be useful here. Some success stories and examples would be useful at this point. 3. **Exploration** – the client starts accepting the change and starts exploring how they can cope with this change and what it means for them in reality. Rational thinking and decision making returns, along with productivity. We can help the client by helping them focus on the positive implications of the change and how this could help them be in a better position after. This is a very delicate stage and it pays to be sensitive to this while supporting the client. In the worst case, clients may dip into, or return to, the stage of resistance. Can focus on the skills based approach and talk about small adjustments which would not be very costly at first. Maybe arrange exposure visits and meetings with others who have implemented the change and can give their story. 4. **Commitment** – during this stage the client fully accepts the change and confirms how the change is going to work for them. They regain the sense of empowerment they lost when they were made aware of the change happening. We can support the client by confirming their response to the change. We can praise them and congratulate them and make them champions of the cause for others to follow. **Activity 7b:** 1. The Business Case for Hiring Marginalised Groups: - Can bring income for company for example a hiring female employee in a hotel is good to attract female customers

Feedback / Answers	• PWDs have skills to offer and businesses can tap into it - for example people with autism often are very strong in certain skills and companies can tap into those and utilize those skills. • Can market as ethical service provider 2. Human Rights Case • This case goes back to the human rights model which rests on the fact that all people have equal rights and those need to be respected and these groups are disadvantaged and therefore need to be supported especially through government intervention and people and society need to be educated about supporting these groups to be included in society. **Activity 7c:** Answers are given in the following handouts: **M5-7c-5** - Women - Answers **M5-7c-6** - PWDs - Answers **M5-7c-7** - Youth - Answers **M5-7c-8** - Seniors - Answers

ACTIVITY 08

Changing Mindsets - Dealing with Resistance

Time	35 minutes
Aim	By the end of this activity, participants will have developed strategies to deal with resistance to change expressed by clients in relation to inclusion of marginalised groups.
Activity Type	Role-play
Interaction Pattern	Pair work
Procedure	Introduce this activity: Changing Mindsets - Dealing with Resistance. Tell the participants what the aim of this 35 minute session are (see above).

Procedure	**Activity 8a: Responding to Client Resistance (10 minutes)** Ask participants to work in pairs. One is participant A and the other is B. A takes the role of the resistant business client and B takes the role of a coach who provides reasoning and responds to the statements made by A. The information and responses are given in the tables for student A and student B in the workbook. Participants just have to read the information in the card. Before you start, it is a good idea to do a demonstration: you can ask a pair of participants to do this as an example in front of the whole class just to show how it's done. They can continue with their partners. **Activity 8b: Preparation for Role-play (5 minutes)** Ask participants to read the steps that a coach can take to start and lead the discussion on the inclusion of PWDs and on gender inclusivity. Put these in the correct order. The steps for gender equality are not in the wrong order. They are almost the same as the PWDs. **Activity 8c: Role-play (20 minutes)** There are two role-plays: **Role-play 1** deals with Coach and business client where the coach tries to persuade the client into hiring Mohammed Ilhas who has a hearing disability. **Role-play 2** deals with a gender marginalisation case study where the Coach is helping Jasmine to join a cookery course and work in a hotel. The aim of this role-play is for the coach to display some techniques to dispel fixed and closed mindsets and help the client move towards a more open mindset. Divide class into 2 big groups - one group works on role play 1 and the other one on role play 2. Let them in pairs act it out. You can walk around and assist them and observe. Once the pairs have finished, you can ask two pairs to come and demonstrate their role-play.
Feedback / Answers	**Activity 8b:** 1. B Start a conversation..... 2. A Share information ..... 3. D Share success stories or arrange...... 4. E Encourage your client, and others ..... 5. C Review your client's processes,

Module 6

Communication Skills

5 hours 45 minutes

Module Aims: By the end of this module, participants will be able to…

1. Identify barriers to clear communication
2. Evaluate their strengths and weaknesses as a communicator
3. Use techniques to enhance their communication skills
4. Identify useful questions and use those effectively for coaching

Module 6:

Communication Skills

Time: 5 hours 45 minutes

Activity List:

- M6-1 Warmer: Barriers to Effective Communication
- M6-2 Miscommunication : A Personal Scenario
- M6-3 What is Effective Communication?
- M6-4 The Four Communication Skills
- M6-5 How Well do you Communicate?
- M6-6 Active Listening Experiential Role Play
- M6-7 10 Steps to Effective Communication
- M6-8 Active Listening Techniques: Paraphrasing and Echoing
- M6-9 Body Language
- M6-10 Questioning Skills
- M6-11 Final Role Play

Training Materials Required

Refer to the PowerPoint available for this module. All resources are A4 size unless stated.

Activity M6-1-1	Handout 1- Barriers to Effective Communication (one copy per participant) / PowerPoint
Activity M6-3	One blank A3 size paper per group or half a flip-chart for each group / One board marker per group / PowerPoint
Activity M6-4	PowerPoint
Activity M6-6c	PowerPoint
Activity M6-6c-1	Handout 1- Active Listening Role Play (⅓ of total number of participants - e.g. if there are 20 participants in your class then you must make seven copies)
Activity M6-6c-2 (2 pages)	Handout 2 - Active Listening Role Play (⅓ of total number of participants - e.g. if there are 20 participants in your class then you must make seven copies)
Activity M6-7a (6 pages)	Cut-ups of 10 steps (two sets per class - A3 paper) - Cut on the dotted line / PowerPoint
Activity M6-8c	PowerPoint
Activity M6-8c-1	Handout 1 - Back to Back Drawing - Participant A (¼ of total number participants - e.g. if there are 20 participants in your class then you need to make five copies)

Activity M6 -8c-2	Handout 2 - Back to Back Drawing - Participant B (¼ of total number participants - e.g. if there are 20 participants in your class then you need to make five copies)
Activity M6-8c-3	Handout 3 - Back to Back Drawing - Observation Checklist for Participant C (¼ of total number participants - e.g. if there are 20 participants in your class then you need to make five copies)
Activity M6-8c-4	Handout 4 - Back to Back Drawing - Observation Checklist for Participant D (¼ of total number participants - e.g. if there are 20 participants in your class then you need to make five copies)
Activity M6-9a-1	Handout 1 - Role Card 1 (Copies for ⅓ of total number of participants - e.g. if there are 20 participants in your class then you must make seven copies)
Activity M6-9a-2	Handout 2 - Role Card 2 (Copies for ⅓ of total number of participants - e.g. if there are 20 participants in your class then you must make seven copies)
Activity M6-9a-3 (2 pages)	Handout 3 - Role Card 3 (Copies for ⅓ of total number of participants - e.g. if there are 20 participants in your class then you must make seven copies)
Activity M6-9c	PowerPoint
Activity M6-10b	PowerPoint
Activity M6-10b-1 (8 pages)	Handout 1 - Cut-Ups (One A3 copy per group)
Activity M6-10b-1 (8 pages)	Handout 1 - Cut-Ups (One A3 copy per group)
Activity M6-10b-2	Handout 2 - Question Types (One copy per participant)
Activity M6-11-1 (4 pages)	Handout 1 - Final Roleplay - Role Cards A (¼ of total number participants - e.g. if there are 20 participants in your class then you need to make five copies)
Activity M6-11-2 (4 pages)	Handout 2 - Final Roleplay - Role Cards B(¼ of total number participants - e.g. if there are 20 participants in your class then you need to make five copies)
Activity M6-11-3 (4 pages)	Handout 3 - Final Roleplay - Role Cards C (¼ of total number participants - e.g. if there are 20 participants in your class then you need to make five copies)
Activity M6-11-4 (4 pages)	Handout 4 - Final Roleplay - Role Cards D (¼ of total number participants - e.g. if there are 20 participants in your class then you need to make five copies)
Activity M6-11-5 (2 pages)	Handout 5 - Sample Question Types (One copy per participant)

If PowerPoint is not available:
Print the PowerPoint slides, two to a page. Distribute the printout of the slides when you would present the first slide.

ACTIVITY 01

Warmer: Barriers to Effective Communication

Time	30 minutes
Aim	By the end of this activity participants will have identified some basic barriers to listening
Activity Type	Warmer / Chinese Whispers / Experiential Activity
Interaction Pattern	Group work
Resources	M6-1-1, PowerPoint
Procedure	Introduce this activity: 'Warmer: Barriers to Effective Communication'. Tell the participants what the aims of this 30-minute session are (see above). Tell them the aim of this activity is also to have a little fun and warm up before the start of this section of the course. Before you start, ask them this question "What causes breakdown in messages between people?". Let them talk to their partners for 1 minute. Then field a few answers and do some full class feedback. Don't give any answers but tell them that they are going to be involved in an activity where they have to deliver a message to their partners. Tell them that this activity is called Chinese Whispers and some of them may have played this as a child. This activity is meant to be lighthearted and fun. (It is used here as an experiential activity to drive the message across and gets participants thinking of the barriers to communication. It also works as a warmer and energises the participants. This activity aims to show how the delivery of the message can be disrupted). **1a. (WITHOUT COVID MEASURES)** Put participants into approximately four groups. Aim to have approximately five to six people in each group. Ask one person from each group to sit down on a chair as an observer and note-taker. Keep two sheets of flip chart paper on each table or if you don't have enough tables, you can put up the flip chart on a pinboard or stick up on a wall. Their job will be to observe behaviour of their group members and make notes on the communication of this message. The rest of the group stands in a line. Ask the first person from each line or team to step out of the room with you. You must now read out the message out loud to all four representatives outside the

Procedure	room and whisper this message down the line. Tell the whisperers that they can only repeat the message twitch and no more. They cannot answer any questions. Tell them that this is a race to the finish. The first team to write the message gets one extra point. The best and most accurate message gets four points then the rest of the teams will get three, two and one respectively, according to the relevancy and accuracy of their message. **1b. (WITH COVID MEASURES)** Put participants into approximately four groups. Aim to have approximately five to six people in each group. Ask one person from each group to sit down on a chair as an observer and note-taker. Keep two sheets of flip chart paper on each table or if you don't have enough tables, you can put up the flip chart on a pinboard or stick up on a wall. Their job will be to observe behaviour of their group members and make notes on the communication of this message in their notebooks. Tell participants that they will be participating in a game and they will be listening to a message. They must listen well and then deliver it to the next person in their group. They can only receive the message once and they cannot ask any questions. They must then deliver the message they have heard to the next person in line. So, they must listen carefully. Tell them that this is a race to the finish and the first team to write the message gets one extra point. The best and most accurate message gets four points then the rest of the teams will get three, two and one respectively, according to the relevancy and accuracy of their message. Ask one person, person 1, from each of the groups to stay in the room. Ask the rest of the group to stand in four lines outside the room. Number them in order 2, 3, 4, etc. You must now read out the message loud to all four representatives from each team inside the room. After you have finished giving the message, invite person 2 from each of the teams outside to come into the room. Person 1 from each team inside the room then repeats the message to person 2 from their respective team. Person 1 then sits down. Person 2 then calls person 3 from their team to enter the room and then tells the message to person 3. Then person 2 sits down. In the same way person 3 calls person 4 and tells the message and so on till all the people outside have received the message. The last person to receive the message has to then individually write the message they have received on the flip chart paper without any help from others. The instructions for this activity are complicated. So make it simple and use a few words and then do a concept check to see if they have understood the instructions. For example: - Who will stay inside the room? The answer is "person 1 from each group and also the observer from each group".

Procedure	• After the message is delivered to person 1, what will person 1 do? " They will step out of the room and call Person 2 into the room and then repeat the message that they have heard from the trainer?". • What will the last person in the team do after they receive the message? They will write it on a flip chart paper. • What is the job of the observer? Their job is to lead the discussion about what went wrong with the communication. Why is it not accurate? What were the barriers? After the activity is over, read the message which each group has written and then show on the **PowerPoint Slide - Barriers to effective communication** and explain the real message. It should be quite different from what the people have written. If you don't have a PowerPoint then, you could just copy the original message on a whiteboard or a flipchart paper and show it after the activity. Ask the observers to lead their groups and make a list of reasons and write on the flipchart why their message went wrong. Ask observers to make two columns with headings Listener and Speaker. Ask them to write down the things that were done and were not done which caused a block in communication. Once the ideas have dried up, ask them to present their list to each other. Show additional answers on PowerPoint. (if you don't have access to PowerPoint, the answers are also on the handout) Tell them the answers are on **Handout M6-1-1.** You can now give out the handout so they don't have to copy the answers in their notebooks.
Feedback / Answers	**Answer: The Message (Refer to PowerPoint Slide - Barriers to Communication)** Mr McGilloway will be arriving at the Waldorf Astoria Hotel in Edinburgh at about 11.00 am. Please tell him that the meeting will be held at 12.30 pm in the main ballroom. Mrs Macintosh will meet him in the lobby and take him to the meeting room. When the meeting is over he is scheduled to meet Mrs Willcock at 3.30 pm in the lobby who will take him to the airport, terminal 2 for his flight at 8 pm. **Answers: Refer to PowerPoint Slides - Barriers to Communication - (Listener & Speaker)**

Feedback / Answers	

Listener	Speaker
No questions (it is imperative that the listener tests his / her understanding through questions)	The speaker should ask questions to confirm understanding ("Did you get that?" "Can you repeat what I just said? "Now who are you supposed to meet?" "At what time?")
No active listening through body language (the trainee should lean forward and physically listen, make eye contact, look interested)	The speaker doesn't watch the body language or facial expressions of the listener and react to it. The listener will definitely show confusion, nervousness, misunderstanding but the speaker will just keep on speaking.
Doesn't ask speaker to slow down / or to speak up	Speaking too quickly / too quietly
Doesn't write anything down	Doesn't write or draw any of the information
Doesn't ask for anything to be repeated / summarized	Doesn't repeat / summarise anything
Doesn't ask for the most important points to be repeated or confirmed.	Doesn't stress any of the important points (higher volume, pausing before and after the points - very important)
Doesn't request a brief explanation about what's about to happen. "Before we begin, what are we doing?"	Doesn't lead in with a brief explanation of what's going to happen. "I'm about to pass on a rather detailed message about picking an important person up at the airport. Please listen carefully . . . "
Doesn't give vocal signals to show understanding or confusion. "Ahhh." "Uhh huh!" "Unnn?	Doesn't listen for vocal signals.
Doesn't use appropriate hand gestures. (open palms indicating openness, counting fingers to show stages in the task)	Doesn't use appropriate hand gestures (point when saying to go somewhere, point at watch when saying the time, drive a car)

More explanation of why the message was miscommunicated you may want to discuss but not necessary:

The information at the beginning and end of the message is usually missed. We can learn from this that it is useful to start with some kind of introduction that will get the listeners focused attention. For example:

Feedback / Answers	"I'm about to give you some information, please listen carefully . . ." "I'm only going to say this once . . . " "Are you ready . . . ?" The speaker may also use a "hook", like: "This is going to earn you a promotion . . . " "When was the last time you made your boss happy?" The speaker may also choose to give the important information at the end. None of the trainees will think of reordering the message, but in real life, they would do that. The careful ordering of a message is essential. Names, addresses, phone numbers and other detailed information should be carefully given at the end of the message.

ACTIVITY 02

Miscommunication: A Personal Scenario

Time	20 minutes
Aim	By the end of this activity participants will have described a time in their life when a miscommunication caused an argument or an uncomfortable situation.
Activity Type	Discussion
Interaction Pattern	Pairwork
Procedure	Introduce this activity: 'Miscommunication - a personal scenario'. Tell the participants what the aims of this 20-minute session are (see above). Ask participants to individually think of a problem situation in their life where something they said was misunderstood. Perhaps it caused offence, or led someone to take an action different from their intention. Ask participants to think of a situation in their life where miscommunication led to an argument.

Procedure	Tell their partner about it. Get some feedback from one or two participants. Ask participants that if they had a chance to go back to that time, would they change something about the way they communicated.
Feedback / Answers	There are no answers here. Feedback comes from participants' stories.

ACTIVITY 03

What is Effective Communication?

Time	15 minutes
Aim	By the end of this activity participants will have written a definition of 'Effective Communication Skills'.
Activity Type	Group Writing Task
Interaction Pattern	Group Work
Resources	PowerPoint
Procedure	Introduce this activity: 'What is Effective Communication?". Tell the participants what the aims of this 15-minute session are (see above). Ask participants to work in groups to write the definition of 'Effective Communication Skills'. Monitor that groups are writing together. Ask one or two participants to read out their group writing. Show or read out the answers (See below).
Feedback / Answers	"Effective communication is when the speaker communicates a message to a receiver (listener, reader), that message is understood as the speaker intended and the desired response takes place" **(** Refer to **PowerPoint Slide - What is effective communication).**

ACTIVITY 04

The Four Communication Skills

Time	15 minutes
Aim	By the end of this activity participants will have identified the four communication skills and will be able to describe the relevance of these to coaching.
Activity Type	Fill in the gaps / Discussion
Interaction Pattern	Pairwork / Individual work / group work
Resources	Powerpoint
Procedure	Introduce this activity: 'The Four Communication Skills'. Tell the participants what the aims of this 15-minute session are (see above). Ask participants to think of the five senses by which people communicate? Tell them that animals including humans use these senses to communicate and convey messages. They develop methods to communicate better. These are called skills. Ask participants: What are four communication skills? Tell participants that the table in their workbook shows how Participants fill in the table given. Then answer some questions relating the use of these skills to their life and some questions relating it to the needs of the coach.
Feedback / Answers	**1. What are the five senses by which people communicate?** 1.Ears - hear 2 Eyes - see 3. Skin - feel 4. Nose - smell 5. Tongue - Taste 2. **What are four communication skills?** Reading, Writing, Speaking and Listening 3. Input / Receptive = Reading and Listening Output / productive = Writing and Speaking (Refer to **PowerPoint Slides - The Four Communication Skills)** 4. Answers are taken from the participants

Feedback / Answers	5. Answers are given in the workbook in the diagram by Adler, Rosenfield and Proctor. **(**Refer to **PowerPoint Slide - The Four Communication Skills).** 6. **Discuss these questions with your partner:** a. **Which skills did teachers focus most on teaching when you were in school?** Writing and Reading b. **What skills do you think we might need more help in?** Listening and Speaking c. **Which skills do coaches use most?** Listening and Speaking d. **Why do coaches need good communication skills?** Because they are playing the role of a guide and are influencers into change.

ACTIVITY 05

How Well Do You Communicate?

Time	20 minutes
Aim	By the end of this activity participants will have identified their strengths and weaknesses as communicators and will be more aware about which areas need more work.
Activity Type	Self Evaluation - Quiz
Interaction Pattern	Pair Work
Procedure	Introduce this activity: ‘How Well Do You Communicate?”. Tell the participants what the aims of this 20-minute session are (see above). **Activity 5a: Self Evaluation Quiz (15 minutes)** Tell participants that a lot of the questions in this quiz focus on listening as listening is a key skill of coaching. Ask participants to use their workbook and answer the questions honestly about themselves. Participants should take a moment to reflect about themselves and about how they communicate while doing this quiz.

Procedure	Remind them that they don't need to be ashamed about the habits they have developed and should be honest as none of us is perfect. Tell the participants that lower the score, the better their communication skills are and the higher the score, they need to consider improving their skills. Ask participants to compare their answers with their partners. And share with them the answer key. **Activity 5b: Group Discussion (5 minutes)** 1. What did this exercise teach you about yourself? 2. As a coach, why do you need to know this about yourself?
Feedback / Answers	**Activity 5a:** • The lower the score - the better they are at communication • The higher the score - they need to put more work into it **Activity 5b:** **1. What did this exercise teach you about yourself?** Participants will give different answers **2. As a coach, why do you need to know this about yourself?** If you are aware of your weaknesses, then you are more likely to improve yourself. This is something that they should try to instil in all the coaches that they are training.

ACTIVITY 06

Active Listening Experiential Role Play

Time	45 minutes
Aim	By the end of this activity participants will have identified what actions and behaviours need to be used and avoided in order to listen actively.
Activity Type	Experiential Activity / Role Play
Interaction Pattern	Group work
Resources	M6-6c-1, M6-6c-2, PowerPoint
Procedure	Introduce this activity: 'Active Listening Experiential Role-play'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 6a: Partner Discussion (10 minutes)** Ask participants to talk to their partners about the following questions: 1. Think of someone in your life who you think is a bad listener. What makes them a bad listener? How do their actions make you feel? Do you like talking to them? 2. Think of someone in your life who you think is a good listener. What do they do that makes you think they are a good listener? How do you feel after talking to them? Do you like talking to them? Get some feedback from different groups. Highlight the point that **when people listen well, we like to talk to them more and therefore they become more likely to influence us more. This is obviously very important for coaches.** **Activity 6b: Personal Anecdote (10 minutes)** This step is a preparatory step for the next activity. Divide the class into three groups: A, B and C. Participants will have to move into their new groups. Get participants to sit in these groups. Make sure that the three groups are sitting at a good distance from the other groups.

Procedure	Ask participants to think of a personal anecdote. Give about two minutes to think of a short story individually. They can make notes in the box given in the workbook. After the two minutes are over, ask participants to work in pairs or a maximum of three in a group and tell their stories to each other. **Activity 6c: Active Listening Activity (25 minutes)** (It is better if you can ask Participant B's to step out of the room if possible as their role card has secret information and so it's important to send them outside the room so that the other teams A and C cannot hear them). Ask B's to go outside the room and now give them the role card for Participant B in **Handout M6-6c-1**. Ask them to study their role card. Make sure and check that they have understood their roles and understand how to be a bad listener. If they have any questions, you can answer them at this time. Ask some concept checking questions like e.g. **What does it mean to have dead eyes?** Tell them that Participant A and C don't know that their role is to be a bad listener. Ask them to keep this a secret. Now, present the role card for Participant A in **Handout M6-6c-1** to Participant A. Talk to group A and make sure that they understand their role and are clear about how to be a good listener. Use some concept checking questions to check they understand e.g. **How can you backchannel? Are you going to backchannel while listening?,** etc. In the same way, give the role card for participant C in **Handout M6-6c-2** to Participant C. Make sure they understand their task which is to observe and make notes about the listening skills demonstrated by participant A and B. Ask them concept checking questions like: **Who will you observe first? What are you observing them for? What will you write in column two and what will you write in column three?** After they have understood their instructions, reshuffle groups, so that in each new group, there is at least one representative from A, B and C. Therefore, you have now asked participants to sit in a group of A, B and C. Now ask them to start the activity and speak in the following order: 1. A speaks first, B is the listener and C is the observer. 2. B speaks second, A is the listener and C is the observer. In the same group of A, B and C, Then ask As, Bs and Cs to have a group discussion about what they thought of the listening. Ask them to work in the following order: 1. Participant A makes comments about Participant B's listening skills. Participant C listens and adds comments by using the observation checklist. 2. Participant B makes comments about Participant A's listening skills. Participant C listens and adds comments by using the observation checklist. 3. Participant C leads and works together with A and B to fill the table.

<table>
<tr><td>Procedure</td><td>Get a summary of feedback at this point from the ABC groups.

After they have finished, share the list of things a bad listener does.
(See answers below).

Again, ask why coaches need to practice this skill.</td></tr>
<tr><td>Feedback / Answers</td><td>Activity 6c:

How do you know when people aren't listening? (Refer to PowerPoint Slide - Active Listening)

• Dead eyes
• Wandering gaze
• Closed body attitude
• Body angled away
• Fidgeting
• Yawning
• Failing to respond
• Talking over you

Positive listening attributes: (Refer to PowerPoint Slide - Active Listening)

• Direct eye contact
• Leaning towards the speaker
• Smiling
• Nodding affirmatively
• Showing interest through facial expressions
• Back-channelling Making non - verbal responses e.g. Ummm.. Hmmm
• Back channelling verbally - e.g. okay, right, oh no, then, omg,
• NOT playing with pen, hair, other items
• Expressive hand gestures
• Being quiet while speaker speaks
• Animated facial expressions
• Asking clarifying questions to understand what the speaker is saying - paraphrasing</td></tr>
</table>

ACTIVITY 07

10 Steps to Effective Communication

Time	40 minutes
Aim	By the end of this activity participants will have discussed ten higher-level communication practices and will be able to clearly distinguish bad practices from good practices.
Activity Type	True or False / Wall Reading
Interaction Pattern	Pairwork
Resources	M6-7a
Procedure	Introduce this activity: '10 Steps to Effective Communication'. Tell the participants what the aims of this 40-minute session are (see above). Tell participants that In this activity we are going to share more details about the more subtle behaviours that a good communicator exhibits. **Activity 7a: True or False (10 minutes)** Ask participants to work with a partner and read sentences given in their workbook and decide on whether they think it's true or false. **Activity 7b: Wall Reading / Reading Stations (20 minutes)** Use the cuts ups **Cut-ups M6-7a - 10 steps to Effective Communication**. Cut out each step and put on either a wall or create a space on a table (you can also call it a station) and put it on this. Put participants in pairs or in threes depending on the size of the group. Ask them to move around from one station to another to read and find out about the 10 steps. Ask them to take their workbook with them when walking around. Their aim is to read the 10 steps scattered around the room to find out if their answers in Activity 7a were correct. They must also write in the third column the step number from which the information was found. Get feedback and go through the T / F exercise answers. (See below)

Procedure	**Activity 7c: Discussion (10 minutes)** (There are three questions given in this discussion exercise. The reason for this is for participants to internalise this and understand the value of this activity to their own lives and also to the coaches lives. If we skip this stage, then the meaning of the relevance of this activity to real life is compromised). Ask participants to talk to their partner about the three given questions. After 3 minutes, do quick feedback and get answers from some students and add your own comments on their responses. Ask participants to talk to their partner and tell their partners their favourite tip from the reading.
Feedback / Answers	**Activity 7a:** Participants are expected to check their answers to this activity by reading the texts which have been placed by the trainer either on the walls or on the station. Therefore there is no feedback at this point. **Activity 7b (Refer to PowerPoint Slide - 10 Steps to Effective Communication)** 1. False - Step 1 2. False - Step 2 3. False - Step 2 4. False - Step 4 5. False - Step 4 6. True - Step 3 7. True - Step 5 8. False - Step 5 9. False - Step 7 10. False - Step 10 11. False - Step 8 12. False - Step 6 **Activity 7c:** 1. How is this advice useful for a coach? Effective communication is the cornerstone on which the coaching relationship is based. 2. On a personal level, do you think these suggestions could improve your listening skills? I think we all make these mistakes sometimes or the other. It works as a nice reminder.

Feedback / Answers	3. Do you think this advice will be difficult to implement in the Sri Lankan culture and context? Do you think in the Srilankan context, this advice is realistic and practical? Elicit answers from participants.

ACTIVITY 08

Active Listening Techniques: Paraphrasing and Echoing

Time	45 minutes
Aim	By the end of this activity participants will have experienced and practised paraphrasing, echoing, reply questions and summarising to support clear understanding and communication.
Activity Type	Guided dialogue / Back to Back Drawing Activity
Interaction Pattern	Pair work / Group Work
Resources	M6-8c-1, M6-8c-2, M6-8c-3, PowerPoint
Procedure	Introduce this activity: 'Active Listening Techniques: Paraphrasing and Echoing'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 8a: Paraphrasing, Echoing, Reply Questions, Checking Understanding and Summarising (10 minutes)** Put students in pairs and ask them to turn to Activity 8a. Students work in pairs as A and B. They read out and act out the dialogue about what is paraphrasing, echoing, reply questions and summarising skills while listening and speaking. It would help if you could ask one participant to work with you. They act as Participant B and you as Participant A and demonstrate the beginning of the activity as an example. You don't need to do the full thing. (Demonstration is done so that the participants can understand what needs to be done quickly and easily).

Procedure	**Activity 8b: Language Analysis (15 minutes)** After they have finished, ask them to again work with their partners and underline in the dialogue, where they can see the uses of echoing, paraphrasing, reply questions and summarising. Before they start, just to make sure they understand, it is better to do one or two examples so that they understand what needs to be done. **Example One:** Ask them 'what is paraphrasing?' Then ask them where they can see an example of paraphrasing to clarify understanding in this dialogue. If they cannot give you the answer, then tell them the answer, which is: "You mean like putting it in other words"? **Example Two:** Ask them "what is echoing?" Then ask them to find an example of echoing in the dialogue. If they cannot give you the answer, then tell them the answer, which is: "Paraphrasing?" (said by B in the second line). Run feedback session: Ask them where else do they see examples of paraphrasing, echoing, reply questions, clarifying questions and summarising? Field answers and give answers. **Activity 8c: Back to Back Drawing (20 minutes)** Project **PowerPoint Slide - Back to Back Drawing** and put students into groups of four: Participant A, B, C, D. Explain that they will now be taking part in a drawing exercise that will test their active listening skills. A and B will be taking part in the drawing and explaining activity. C will be observing A / D will be observing B. **Set Up Activity:** Get A and B to sit in a back to back position. (chairs are turned so that their backs are touching). Now give **Handout M6-8c-1** to Participant A. Tell them to study the diagram and not to speak or show the picture to participant B. Give **Handout M6-8c-2** to Participant B. Tell them to study the picture and not to speak or show the picture to participant A. Ask participants C and D to sit next to A and B. C uses **Handout M6-8c-3** to observe A and D uses **Handout M6-8c-4** to observe B. C and D give feedback after each drawing activity is over.

<table>
<tr><td>Procedure</td><td>Ask them to use this checkbox tool to observe their assigned partner A or B. Ask them to put a tick in the appropriate box each time they hear them using the devices for communication.

It is a good idea to demonstrate this Activity for about 2 minutes so that the participants understand how this works. A demonstration can be done with two participants. Ask them to try it out. After the demonstration, it would be a good idea to ask concept checking questions so that participants understand the activity. For example, you can ask them ‘can you turn around and look at your partner’s picture?’

Now ask them to start the activity.

Get feedback about how it went, and if they were able to use the techniques discussed.</td></tr>
<tr><td>Feedback / Answers</td><td>Activity 8a:
No answers needed here.

Activity 8b:

Answers for example in Trainer Instructions:

What is paraphrasing?
paraphrasing – it’s a bit like rephrasing like putting it in other words.

Where can they find an example of paraphrasing in the dialogue?
“You mean like putting it in other words”? (B’s second line)

What is echoing?
Echoing is when you as the listener repeat keywords to show you are listening. It also encourages the speaker to give you more information.

Where is an example of echoing?
“Paraphrasing?” (said B in the second line).

Answers for Activity 8b:

Echoing:
• Paraphrasing?
• More information?

Paraphrasing:
• You mean like “putting it in other words”? In other words you are saying that it helps the speaker know that you have understood the right message.
• So they are not a real question but more like a technique to get the speaker to give you more information.</td></tr>
</table>

Feedback / Answers	**Reply Questions:** • Do they? **Checking Understanding:** • Does that make sense? • Sounds like you have understood? **Summarising:** • So basically you've told me about four different techniques to improve listening and engagement: 1 Paraphrasing, 2 Echoing and 3 Reply and 4 Checking understanding. **What's the point of echoing?** It encourages the speaker to continue and tell more. **What's the point of paraphrasing?** It checks with the listener if you have understood as intendedx by the speaker. **What's the point of summarising at the end?** It shows to the speaker that you have understood as intended by the speaker.

ACTIVITY 09

Body Language

Time	45 minutes
Aim	By the end of this activity participants will have identified the difference between good and bad body language in terms of effective communication.
Activity Type	Role-play
Interaction Pattern	Group Work
Resources	M6-9a-1, M6-9a-2, M6-9a-3, PowerPoint
Procedure	Introduce this activity: 'Body Language'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 9a: Preparation for Roleplay - Mirroring and Body Language (10 minutes)** Tell participants that they will be taking part in role-play and they will work in a group of three people. Tell them that this role-play revolves around Rukmani who they have already talked about before in Module 4.

Procedure	Tell them that in this activity, we will take Rukmani's problem a little further. Ask participants to quickly read Rukmani's situation about the roadside tea stall. Ask them to discuss the answers to these questions in their groups: 1. What business does Rukmani own? 2. What is the difference that she has noticed? 3. What does Rukmani want to do? 4. What ideas do you have about what Rukmani should do to improve her business? Elicit answers from the groups. Discuss things that Rukmani could do. (see answers below) **Activity 9b: Role-play - Mirroring and Body Language (30 minutes)** Put participants into three big groups. Tell them their roles: one group is Damith, the second group is Rukmani and the third group is Jeewana. Now give them their respective role cards using **Handouts M6-9a-1, M6-9a-2, M6-9a-3.** Ask them to study them together and understand their roles. Tell them they have 5 minutes to talk to each other and decide what questions they want to ask and how they want to behave and what kind of body language they want to use. After these 5 minutes, they will start their role-play,. Tell them their role-play, need not be longer than 5 minutes. Once the 5 minutes of preparation time is over, regroup them into groups of three, wherein each group you have a representative from each of the bigger groups. This means that in each new group of three, there will be one Rukmani, one Damith and one Jeewana. They must act out the session in their groups. While they are doing this role-play,, you can walk around and watch how they are doing it. You can provide assistance if needed. After they are finished, you can ask one of the better performers to do the role-play in front of the whole class. **Activity 9c: Do's and Don'ts of Body Language (5 minutes)** Tell participants to look at do's and don'ts of body language and circle the good ideas. **Project PowerPoint Slide - Body Language** and discuss the answers.

Feedback / Answers	**Activity 9a:** **1. What business does Rukmani own?** A roadside tea stall **2. What is the difference that she has noticed?** Many tourists are stopping by. **3. What is the problem?** Tourists come but they don't stay. They don't even finish their tea. They generally don't buy any food. **4. What does Rukmani want to do?** She wants to be able to attract tourists. **5. What ideas do you have about what Rukmani should do to improve her business?** Change product line / be friendly with customer service / Give free tasters / create a local ambience. **Activity 9b**: Answers will come through feedback from the participants after the role-play. **Activity 9c:** **Do** • Maintain eye contact • Pay attention to your facial expressions • Smile often • Sit facing your client • Use hand gestures • Nod affirmatively and make small gestures to show you are listening • Mirror your client's body language • Pay attention to your unconscious habits **Don't** • Purse your lips (a signal of distress) • Cross your arms (a signal of defensiveness) • Roll your eyes (a sign of disbelief) • Clench your jaw (a sign of anger) • Physically turn away (a 'cold shoulder') • Tap the table, your pen, or foot (a sign of impatience) • Frequently shift your position or fidget • Yawn or let your eyes wander

ACTIVITY 10

Questioning Skills

Time	30 minutes
Aim	By the end of this activity participants will have identified and practised using the different types of questions and their value in coaching.
Activity Type	Matching categories
Interaction Pattern	Group Work
Resources	M6-10b-1, M6-10b-2, PowerPoint
Procedure	Introduce this activity: 'Question Types'. Tell the participants what the aims of this 30-minute session are (see above). **Activity 10a: The Importance of Questions in Coaching (10 minutes)** To start people thinking about questioning skills, ask participants to look at the two questions given in: **Question1** • Did you have a good day today? • What was the best part of your day? Ask them to discuss: • The difference between these two questions? • Which one would bring about more information from the responder? **Question 2** • Why are questions important in coaching? **Question Types (20 minutes)** **Question 1 - Brainstorm Question Types** Ask participants to work in groups to make a list of the different types of questions they can think of. Gather answers and write them on the whiteboard. **Project PowerPoint Slide - Question Types** and conduct feedback.

<table>
<tr><td>Procedure</td><td>

Question 2 - Matching Activity

Now give **Handout M6-10b-1** cut-ups of different question types, examples of those question types, their strengths and weaknesses. There are seven questions in total. Give one set to one group. Get them to organise them into the correct groups. (See answers below). Conduct feedback and give **Handout M6-10b-2.**

Question 3 - Discussion Questions

Ask the participants to discuss the questions given in their handbook:

- Which questions would be most valuable for a coach in a coaching scenario?
- Which questions should generally be used within limits?
- What are the typical traps that inexperienced coaches could fall into while doing the coaching exercise?

</td></tr>
<tr><td>**Feedback / Answers**</td><td>

Activity 10a:

1.What is the difference between these two questions? Which one would bring about more information from the responder?

a. Did you have a good day today?
This is a short answer yes / no answer type question. It doesn't give about a long expanded answer but can be useful to ask concept checking questions when you just want to ensure understanding.

Sometimes it is used to be polite when the speaker doesn't want to engage in a long conversation but at the same time wants to remain polite.

b. What was the best part of your day and why?
This is a full answer question. It's an invitation by the question asker to discuss in detail.

2. Why are questions important in Coaching?

- As a business coach, questions:
- Help you to gather information
- Help you to focus your client's attention on a particular issue that you want them to think about in detail.
- Are means to explore ideas
- Encourage participation
- Enable the clients to look at their situation from another perspective
- Inspire your clients to think, reflect and create answers they believe in
- Foster commitment
- Empower them to act on their ideas

</td></tr>
</table>

Feedback / Answers

Activity 10b: (Refer to PowerPoint Slide - Question Types)

Question 1- Questions Types

A.Open Questions
B. Closed Questions
C. Hypothetical Questions
D. Probing questions
E. Reflective Questions
F. Leading Questions
G. Paraphrasing Questions

Question 2- Matching Activity

1. Question Type: Open Questions
Examples:

- How was that strategy useful?'
- 'What did you do to keep your team on track?'
- 'How would you respond to this customer's concerns?'
- How did you resolve the conflict in your team?

Strengths
- Open questions are commonly used:
- to encourage the client to speak so that you can gather the necessary information
- to find out more information
- to draw out opinions, feelings and detail
- to draw out a Creative answer
- in a critical discussion
- They often start with why, what, where, which, and how.

Weaknesses
- You will find that they work best when the conversation is already flowing freely.
- So they may not work if you haven't set the stage for it.

2. Question Type: Closed Questions
Examples:
- Do you have a swimming pool in your hotel?
- Are you on bookings.com?
- Do the tourists who live in your hotel give you feedback?
- Do you get more than 10 bookings in a month?

Strengths:

- Get right to the point and save time in a conversation.
- Be used to obtain agreement.
- Be used as guiding questions to help the client to formulate an answer when they are not able to expand on it independently.
- Be used to check if information has been understood or if a certain action has been carried out.
- Be effectively used early in conversations to encourage participation
- Be effectively used In some instances when an affirmative or negative answer is all that is needed.
- Be fact-finding questions used to gain commitment and to confirm what has been said.

Weaknesses:

- Are best avoided as they can harm the rapport and empathy that are an essential part of the process.
- Require the client to give a ‘yes’ or ‘no’ answer. Such questions should be used sparingly because they tend to make any conversation feel awkward and one-sided.

3. Question Type: Hypothetical Questions
Examples:

- ‘What would you do if…?’
- ‘What would happen if…?’

Strengths:

- These questions allow you to gauge how the client might act or what they think about a possible situation.
- They are effective in getting them to think about and discuss new ideas or approaches to a problem.

Weaknesses:

- Some clients may find it difficult to think outside the box and may not have any answer - they might need support through short answers / closed questions.

4. Question Type: Probing Questions
Examples:

- Why do you think this is the case?’
- ‘What does that mean?’
- Tell me more about…?
- ‘What are your options for solving the problem?’

Feedback / Answers	➋ 'Could you be more specific?' '➋ Is there an option that you have not yet considered?' '➋ How would an objective observer describe this situation?' **Strengths**: ➋ These questions can be used to clarify something that has already been said or to find out more detail about it. ➋ They are useful in uncovering details that may have initially been overlooked or thought irrelevant ➋ Many of them are helpful in creating rapport. **Weaknesses:** ➋ You must take care not to overuse them as this can make the client feel as if they are being interrogated or even attacked. ➋ Make sure your verbal and non-verbal signs are neutral or supportive when asking such questions. **5. Question Type: Reflective Questions** **Examples:** ➋ Client - 'I feel frustrated with client.' ➋ Coach - 'And what is this "frustrated with client" experience like? ➋ What works and doesn't work in your classroom? ➋ Where your biggest challenges are and how can you overcome them? ➋ How can you improve professional development? ➋ What you are most fearful of in your profession and how do you think you can face it? **Strengths:** This style of question reflects back to what the clients have just said using their exact words and allows them to fully explore their knowledge or feelings about a situation. ➋ It's an internal pointing question and encourages us to think inwards. ➋ It helps to raise self-awareness which is needed for continuous improvement to happen. ➋ It also provides an opportunity for the clients to give voice to the emotions they felt at that particular time without you having to interpret why this happened in your question. ➋ Using this type of questions means that the coach can avoid having to judge or interpret why the client felt this way.

Feedback / Answers	**Weaknesses**: • Some clients may feel uncomfortable talking about their feelings - they might need support through short answer questions or closed questions. **6. Question Type: Leading Questions** **Examples:** • 'So wouldn't it have been better to...?' • 'Don't you think we should have...?' • Did you enjoy working with the sales team? (prompts a positive response) • The project is going well, isn't it? (prompts a positive response) • Don't you think you should have...? (prompts a positive response) **Strengths:** • They are useful in situations where you require a desired answer or to influence people's thinking. Sometimes they are required when the client is clueless and needs more help and guidance. **Weaknesses:** • Leading questions need to be used with care when coaching because they imply that there is a right answer to the question and the coach is directing the client towards it, which is something that contradicts the ethos of coaching. **7. Question Type: Paraphrasing Questions** **Examples:** • Client - 'I can't deliver that unless accounts get the information to me the same day.' • Coach - So what you are saying is that you could deliver if the accounts department were able to get the information to you on the same day you requested it. Am I understanding this correctly?' **Strengths:** • These are one of the best means of checking your own understanding of what the client has said. **Weaknesses:** • Coaches may not know how to use this technique - how to paraphrase **Question 3: Now that you have looked at the different types of questions, discuss in your groups the following questions:** **A. Which questions would be most valuable for a coach in a coaching scenario?** Open-ended questions / reflective questions / probing questions /

Feedback / Answers	**B. Which questions should generally be used within limits?** • Leading questions • Closed questions **C. What are the typical traps that inexperienced coaches could fall into while doing the coaching exercise?** Common pitfalls for new coaches: • One of the biggest challenges is to select the right type of questions for the particular client but this will become more natural, the more practice they get. Common Pitfalls of new coaches: • The most common errors inexperienced coaches make are asking leading or too many closed questions. • They also ask questions that reflect their own knowledge rather than searching out that of the client. • Often they fail to ask enough probing questions to follow up on issues raised. • Some styles of questioning used by the coach can imply their own views, give advice, or be judgmental, which will hinder the coaching objective. • Often new coaches come with a prepared set of questions and fail to respond or to vary their styles according to the situation. Whenever you ask a question, think about how and where you are trying to 'take' the client. If the question you ask does not result in a positive step forward then you must ask yourself why: 1) Did you ask it in the wrong way? 2) Could the words you used be misinterpreted? 3) Was the type of question appropriate? You can now give the participants **Handout M6-10b-2** (one copy per participant as a record of Question types and their examples.

ACTIVITY 11

Final Role-play

Time	45 minutes
Aim	By the end of this activity participants will have practised their communication skills and questioning skills as a coach in a role-play.
Activity Type	Final Role-play
Interaction Pattern	Group Work
Resources	M6-11-1, M6-11-2, M6-11-3, M6-11-4, M6-11-5
Procedure	Introduce this activity: 'Final Role-play". Tell the participants what the aims of this 45-minute session are (see above). **Activity 11: Role-Play (45 minutes)** Tell participants that they will work in groups of four A, B, C and D. There will be four role-plays:in each role-play, one person out of the A, B, C, D group will play the client. There will be four client characters that each person will play in each of the role-plays. **Preparation Stage:** Before you start the role-plays, make four groups of A, B, C and D. Give each person in these groups their role cards for the four role-plays. Give out Handouts to each group as follows: • Role Cards for Participant A - **Handout M6-11-1** • Role Cards for Participant B - **Handout M6-11-2** • Role Cards for Participant C - **Handout M6-11-3** • Role Cards for Participant D - **Handout M6-11-4** Ask them to study their roles for the four role-plays. At this point, you can ask concept checking questions to check if they have understood. For example, you can ask Group D, what is their role in Role-Play one? The answer is 'Observer D observing B on questioning Skills".

Procedure	Now ask them to work in their groups and prepare some answers they might want to give as clients and also some questions they may want to ask as coaches. At this point, you can give them **Handout M6-11-5**, samples of some coaching related questions they might want to use. Give them about ten minutes for this and then you can regroup so that in each group you have one member from each group. So, in each new group, you should have one participant A, one participant B, one participant C and one participant D. Then you can start the role plays. There will be a total of four role-plays. Remind observers that they must give feedback to the coach after each role-play is over. This should take about 3 - 4 minutes only.
Feedback / Answers	This is an observation task, so feedback should come from the observers.

Reminder:

1. At the end of each module request that each participant completes the self-reflection learning-log.
2. The learning-log is introduced in Module 1.
3. Participants should use the digital version of the learning-log and print a copy to keep in their portfolio.

Module 7

Building Successful Relationships

5 hours 30 minutes

Module Aims: By the end of this module, participants will be able to…

1. Identify steps needed to develop a mutually beneficial coaching relationship.

2. Identify areas for further improvement in their coaching by participating in a first day, introductory coaching session.

3. Recognise the importance of responding with empathy and using appropriate language and behaviour to convey that.

4. Specify the key content requirements of a coaching contract.

5. Define the roles and responsibilities of a client and a coach.

Module 7:

Time: 5 hours 30 minutes

Building Successful Relationships

Activity List

- M7-1 Putting Yourself in the Client's Shoes
- M7-2 Building Rapport
- M7-3 First-Day Steps
- M7-4 The Ideal Client and Coach
- M7-5 Demonstrating Empathy
- M7-6 The Coaching Agreement
- M7-7 Role Play - Your First Meeting with the Client

Training Materials Required

All resources are A4 size unless stated. Refer to the PowerPoint available for this module.

Activity M7-1a, Activity M7-2a Activity M7-2b	Powerpoint
Activity M7-2c	A bell
Activity M7-3a, Activity M7-3b	PowerPoint
Activity M7-3c-1	Cut-ups with 15 strips of sentences A to O (one A3 set per group) PowerPoint
Activity M7-3c-2	Answers for Activity 3b (one copy per participant)
Activity M7-4a-1	Handout 1 - Partner Quiz Participant A (for half of the class), PowerPoint
Activity M7- 4a-2	Handout 2 - Partner Quiz Participant B (for half of the class)
Activity M7- 6a	PowerPoint
Activity M7- 6a-1	Handout 1 - Coaching Agreement Sample A (one A3 copy per group)
Activity M7- 6a-2	Handout 2 - Coaching Agreement Sample B (one A3 copy per group)
Activity M7- 6a-3	Handout 3 -Coaching Agreement Sample C (one A3 copy per group)
Activity M7- 6a-4	Handout 4 - Coaching Agreement Sample D (one A3 copy per group)

ACTIVITY 01

Putting Yourself in the Client's Shoes

Time	25 minutes
Aim	By the end of this activity, participants will have thought about what the client might be expecting from their coaching session.
Activity Type	Discussion
Interaction Pattern	Pair Work
Procedure	Introduce this activity: 'Putting Yourself in the Client's Shoes'. Tell the participants what the aims of this 25-minute session are (see above / **Present Powerpoint Slide - Module Aims & Put Yourself in the Clients' Shoes**). You can explain to the participants that It is important for the coach to anticipate and be prepared to deal with those expectations that the client may have. This is important for the long term sustainability of the coaching as this allows the coach to preempt future problems that could arise or take root at the start. **Activity 1a: The Situation (5 minutes)** Present **PowerPoint Slide - The Situation**. Tell the participants to read Ranjit's situation in the workbook. Give them 2 minutes for that and then ask them the following questions: • What and where is Ranjit's business? • What is his problem? • What is his educational background? Conduct feedback and refer to suggestions below. **Activity 1b: The Client's Expectations of the Coach and the Coaching Process (20 minutes)** Ask participants to imagine that they are Ranjit, the client. Think about what their expectations would be about this coaching session and what their expectations would be of the coach. Discuss with their partner's and make notes in the second column of the table given in the workbook: • Length and time frame • Ability and background of the coach • Gender and Age of the coach • Style of the coaching session

Procedure	• Style of delivery • Your involvement in the coaching session Now obtain feedback from different groups. Ask participants why it is important for the coach to anticipate or think about what the client might be expecting. See Feedback / Answers below.
Feedback / Answers	**Activity 1a:** **What and where is Ranjit's business?** • Ice cream shop • Valaichennai **What is his problem?** • Local patrons are reducing in number • Doesn't know how to attract tourists. **What is his educational background?** • Not familiar with the coaching mode of learning. • Local high-school when he was young. • The learner teacher relationship was very formal and distant Authoritative style of teaching • Teachers are often worshipped to show respect. • Asking questions and thinking out of the box has not been encouraged in his school and it can be seen as disrespect. **Activity 1b:** **Length and time frame:** • Business owner might expect a short session and not repeated meetings **Ability and background of the coach:** • May expect the coach to be someone with experience of running ice-cream shops **Age and Gender:** • Since the client is from a somewhat traditional area, it is possible that they might not take a female coach seriously, they might expect a male coach. They also could expect the coach to be slightly mature in age. **Style of Delivery:** • May expect the coach to provide all the answers **The coach's role and involvement:** • May not expect to be involved in finding the answers • May not expect the onus to be on themselves meeting aims and set action points • May get annoyed when asked so many questions **Your involvement in the coaching session:** • May be shy and reluctant to give answers as traditionally, a teacher is given a lot of respect and questions not generally encouraged in the classroom. • May be reluctant to explore opportunities

Feedback / Answers	• May think it's disrespectful to come up with too many responses • May feel too shy to answer questions • May expect answers from the coach • May start to think that coach is not qualified for the job **The process of coaching** • May not understand the process and may need help in understanding the terminology and may need more support and explanation with examples **Why is it important for the coach to anticipate or think about what the client might be expecting?** This activity is important because coaches need to be wary of client expectations. Then they can provide the right level of support and explanation in terms of the coaching style, behaviour expected from the client, the coaching process and steps and also to develop an atmosphere of trust and respect. Anticipating these in advance will help to reduce chances of later annoyance and frustration. This could lead to breakdown of the coaching process as there might be mismatches between what the type and style of guidance the client is thinking of receiving and what the coach is providing.

ACTIVITY 02

Building Rapport

Time	60 minutes
Aim	By the end of this activity participants will have been introduced to the concept of rapport building in coaching.
Activity Type	A Group Mingle
Interaction Pattern	Pair work / Group work
Resources:	M7-2c, A bell, PowerPoint
Procedure	Introduce this activity: 'Building Rapport'. Tell the participants what the aims of this 60-minute session are (see above / present **Powerpoint Slide - Building Rapport**). **Activity 2a: What Is Rapport? (10 minutes)** Refer the participants to the pictures at the start of Activity 2 in their Participant Workbook. Elicit from them which pictures show examples of good and bad connection or rapport. Ask participants what 'rapport' means? Elicit answers and then show answers on **PowerPoint Slides - What is Rapport?** or write on a whiteboard.

Procedure	**Activity 2b: Recall - Communication Skills and Building Rapport (10 minutes)** Ask participants to recall what they have already learnt in the previous module on communication skills and think of things a coach will need to do to create and build rapport with their client. Ask participants to work in groups and add to their mind map in their workbook. Elicit answers and conduct feedback (See answers below / display **Powerpoint Slide - How to Create Rapport**) **Activity 2c: Practising Rapport (25 minutes)** **Set up a mingling exercise:** Tell the participants this is an opportunity for them to practise their rapport building skills with other people in class. Remind them to use the strategies they have raised in Activity 2b. Put participants in pairs: A and B. A is the speaker and B is the observer. **Round One:** Speaker A will find a partner: partner one to speak to for two minutes. Speaker A uses Card one to create any conversation around that topic. Observer B will silently observe using the points that were raised in the previous Activity 2b. After the two minutes are over, ring the bell (or if you don't have a bell, clap loudly and tell them to stop talking). Ask Observer B to give feedback to Speaker A based on the points raised in the previous exercise: what went well and what could be better. This should take about two minutes. **Round Two:** Speaker A then finds partner two to talk to. The topic cards are given in their workbooks and they must use card two this time. Observer B accompanies the speaker and silently observes like last time. Tell the participants that this time they will be speaking for five minutes. Again, remind them to use their rapport-building communication skills strategies from Activity 2b. After five minutes are over, ring the bell or clap your hands and ask them to stop talking. Ask Observer B to give feedback to Speaker A based on the points raised in the previous exercise: what went well? and what could be better? This should take about two minutes. This same procedure is repeated with topic cards three and four. This time Speaker A and Observer B swap roles: - Speaker A now becomes Observer A - Observer B now becomes Speaker B

Procedure	After the whole activity is over, conduct plenary (full class) feedback and ask participants: • How did they find the exercise? What are their thoughts? • Did it become difficult as they progressed? • Did they speak too much or too little? • Did the conversation shift and turn-taking happened naturally? • If some participants found the task difficult, what advice would they give them? **Activity 2d: Rapport in the Coaching Context (15 minutes)** Put the participants in pairs and get them to discuss the four questions about business coaches and rapport in their course books. Afterwards, elicit some participants' responses to the questions and discuss with the whole class. See Feedback / Answers below.
Feedback / Answers	**Activity 2a:** What is 'rapport'? (Refer to **PowerPoint Slide - What is Rapport**) The Oxford English Dictionary defines rapport as: "a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well." "Rapport is feeling that you and your client are on the same wavelength, that you really and truly understand them and that by entering their world you can help them move forward." Obviously, rapport is vital between a business coach and a client. **Activity 2b:** **(Refer to Powerpoint Slide - How to Create Rapport)** Things a coach will need to do to create and build rapport with their client: • Eye contact • Smile • Body Language eg. leaning towards the client / open posture • Active listening: verbal and non-verbal back channelling / reply questions • Asking questions based on the replies • Asking related questions • Making a personal contribution on the same topic • Mirror and match the client • Be understanding and show empathy

Feedback / Answers	**Activity 2c:** There are no answers here. The feedback will come from the participants about how they felt their practice session went and what they could do to improve it. However, you may want to introduce the idea of 'turn-taking' and say that in a real conversation, both parties should take turns to talk and generally this should happen naturally but if one party is more resistant to talk, then the other party can encourage them by asking some questions. If this doesn't happen, then it becomes like a one-sided monologue not a dialogue. **Activity 2d:** Some possible responses to the questions: 1. Simply, if a business coach doesn't like meeting new people, they should ask themselves if they have a future in business coaching! A dislike of meeting new people makes it difficult or impossible to create rapport with other people, and without that rapport, there can be no trust. And trust is the foundation upon which the coaching relationship rests. 2. It is common for a coach to require a few meetings to develop rapport with a client. In fact, arguably, rapport-building starts from the very first interaction with the client and continues throughout the coaching relationship. 3. If, however, a coach and a client fail to develop rapport, this means that respect and trust cannot develop between them either. Remember – not every relationship works out and not every coach and client will be a good match for each other. If they both feel that they cannot develop, it is better to acknowledge this so that the client can find another coach. 4. Developing good rapport-building techniques and having good rapport building skills help the coach to build a respectful, honest and trusting relationship with the client. This enables the client to feel safe and supported, which in turn means they are more willing to share information and 'open up', while trying to overcome barriers and fears.

ACTIVITY 03

First-Day Steps

Time	60 minutes
Aim	By the end of this activity, participants will have identified the coaching steps and behaviour needed for the first-day meeting with the client in order to develop a solid foundation for a mutually beneficial coaching relationship.
Activity Type	Group discussion / Putting sentences in order
Interaction Pattern	Group Work
Resources:	M7-3c-1, M7-3c-2, PowerPoint
Procedure	Introduce this activity: ‘First-Day Steps’. Tell the participants what the aims of this 60-minute session are. (see above / Project **Powerpoint Slide - First Steps**) **Activity 3a: Establishing Trust (15 minutes)** Tell participants that their first meeting with their client is not only the first step in their coaching journey, it is also their first opportunity to build a positive and collaborative relationship. This is crucial for success in coaching. This means creating rapport and trust. Ask the participants to discuss these questions in their groups: a. What is trust? b. Why is it important to build trust in client relationships? c. Why is trust important for a coach? Conduct feedback - display **PowerPoint Slides - Trust** / see answers below. **Activity 3b: How to Build Trust (10 minutes)** Ask participants to fill in the gaps individually and share answers with partners. Elicit answers to the questions from the class. Conduct feedback Display **PowerPoint Slide - How to Build Trust** / see answers below).

<table>
<tr><td>Procedure</td><td>

Activity 3c: First-Day Steps (15 minutes)

Ask participants to tell you what steps they may need to take on the first day in order to make the client feel comfortable and create an atmosphere of mutual trust and respect: in other words to create rapport, trust and transparency. Elicit some suggestions from them. Conduct feedback. (See answers below).

Give out the 15 steps cut-ups **M7-3c-1** and tell the participants that they must work in their group to put these in the right order. (See answers below/ refer to **Powerpoint Slide - First-Day Steps**)

Give out **Handout M7-3c-2** (the answers to this activity) to each participant.

Activity 3d: Managing Client Expectations (20 minutes)

Ask participants to work in pairs. Ask them to turn to Activity 1b and look at the third column. Think about what the coach will have to do in order to manage the particular needs and expectations of the client and to fill in the third column and make a list of actions that need to be taken on the first day of the coaching to make the client feel comfortable and create an atmosphere of mutual trust and respect.

Get feedback from different groups on their ideas.

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Feedback / Answers

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Activity 3a:

A. What is trust? (Refer to Powerpoint Slides - Trust)

According to the Google definition:

Trust is a firm belief in the reliability, truth, or ability of someone or something.

This means to believe that the person you are dealing with is:

- Honest
- Respects you
- Reliable
- On your side

B. Why is trust important? (Available on Powerpoint)

Trust is the foundation upon which the coaching relationship rests.

A high-trust environment can improve:

- Relationships
- Motivation
- Collaboration
- Innovation and creativity
- Engagement
- Performance and results

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Feedback / Answers	**Extra information on why trust is needed:** (This information below gives you extra information on trust. You do not need to go through all this in class but it is there if you need it.) Building trust is important here because in order for the client to truly work with you and make progress they need to know that you will keep information confidential and that you truly want them to succeed and it's not just a job for you. Therefore trust is needed for this relationship to have any kind of longevity and also to be impactful. A Business Coach needs to build trust with the client and also encourage them to do it with their employees and customers. It is the responsibility of the coach to inspire trust in a proactive manner. If you act in a trustworthy way, your client is more likely to do the same. The opposite is true for low-trust environments where relationships, and consequently business performance can be impaired by suspicion, cynicism and the withholding of information. **Activity 3b: (Available on Powerpoint Slide - How to Build Trust)** • Be sincere and **honest** • Be **true** to your words • Demonstrate **competence** • **Communicate** effectively • Don't make **promises** you can't keep • Maintain **confidentiality** • Admit **mistakes** **Extra information on how to build trust.** You can share this information if you have time: • Get to know them a little • Show interest in their background. • Ask questions • Be empathetic. • Give your background - establish credibility • Make the rules and mode of operation clear and keep things transparent so that there are no secrets.

Feedback / Answers	**Activity 3c:** You might get different feedback from participants but some may include things like: • Introduce yourself • Introduce your background • Tell the reason why you are doing this coaching • Find out about them - what they do / about their business • Find out about why they want this coaching and what they expect to learn or gain from this **Answers to First-Day Steps: Put Steps in Order (Refer to Powerpoint Slide - First-Day Steps)** 1. L 2. O 3. D 4. N 5. E 6. F 7. G 8. H 9. I 10. J 11. K 12. B 13. A 14. M 15. C There is a **Handout M7-3c-2** with these steps to be given to each participant. **Activity 3d:** **Managing Clients Expectations in Activity 1b, third column:** Participants have to now think from a coach's perspective. They have to imagine that if they were the coach, how would they manage the client's expectations. Participants may give you variations in answer. Have a discussion and involve other participants also into commenting on the answer received. Below are some possible answers: **Length and time frame:** the coach will need to explain the length of a typical coaching cycle - explain that they will be meeting the client four to five sessions every three months for a period of 12 to 16 months or tell them whatever time that has been agreed with their organisation. This could vary. Coach must explain that this will take time and the client needs to be patient and it cannot be a quick fix.

Feedback / Answers	**Ability and background of the coach:** the coach will need to explain his or her background in the business field and the coaching business. Coach may want to give some examples which the client can relate to and feel encouraged by. **Gender and age of the coach:** If the coach is young, then the coach could verify experience through giving background as above. **Style of delivery:** In the introductory conversation, the coach may want to steer the conversation into what the client expects from the coach and then mention that the relationship is not hierarchical, it's an equal relationship where the coach will have a discussion with the client about their situation and help them to find their own solutions for their business problem and make the client do their best. **The coach's role and involvement:** The coaching relationship is a collaborative one, but it is not one of equal responsibilities. The coach is there to support the client, but the coach cannot actually do the work for the client. **The client's involvement in the coaching:** The coach must mention that the client needs to be open, receptive and willing to take responsibility to complete action points, willing to talk openly and share details about their problems, be honest, willing to try something different and take a step out of their comfort zone. The client needs to work with a positive mindset and is willing to try a different avenue. Clients should be willing to engage in the coaching conversation to find solutions and also willing to ask questions and answer questions.

ACTIVITY 04

The Ideal Client and Coach

Time	20 minutes
Aim	By the end of this activity, participants will have clearly identified and differentiated the roles and responsibilities of a coach and a client.
Activity Type	Partner Quiz
Interaction Pattern	Pairwork
Resources:	Activity M7-4a-1, M7-4a-2, PowerPoint
Procedure	Introduce this activity: 'The Ideal Client and Coach'. Tell the participants what the aims of this 20-minute session are. (see above / Project **Powerpoint Slide - Ideal Coach and Client**). **Activity 4a: Partner Quiz (15 minutes)** Ask participants to work in pairs. Assign them roles of Participant A and Participant B and give the following handouts: • Give **Handout M7-4a-1** to participant A. • Give **Handout M7-4a-2** to participant B. Now explain the activity to the participants. Explain to them that they will be testing each other. The answers are given to them on their handouts in the right-hand column. They must not read out the answer to their partner but they must quiz them and then tell the answer. Tell them to give a point for each correct answer. Read out the following as an example: Read out the following: For example, ask your partner: "Who needs to create and build rapport? Coach or Client? After Participant A is finished with their 11 questions, then Participant B can start their quiz with another 11 questions. Tell them a glossary is given in case they do not understand some of the words.

<table>
<tr><td>Procedure</td><td>After the activity is finished, ask them who was the winner, the person with more points.

At this point, you can ask if participants have any comments to make or any questions.

Activity 4b: Clear Roles and Coaching (5 minutes)

Ask participants:

• Why do coaches need to understand the roles and responsibilities of a coach and client?
• How does it help in the process of coaching?</td></tr>
<tr><td>Feedback / Answers</td><td>Activity 4a (Project Powerpoint Slide - Partner Quiz - Participant A)

1. Ready to work collaboratively CL /C
2. Able and willing to take responsibility for their own learning CL
3. Supportive, patient, empathetic, trusting and respectful C
4. Focused and goal-oriented C
5. Willing to commit time, energy and resources to the coaching process, over a significant period of time CL
6. Is able to help define smart goals C
7. Open and honest - willing to talk genuinely about their strengths, business situation and challenges CL
8. Prepare to ask questions CL
9. Is able to ask the right illuminating questions C
10. Motivated to improve their business performance (or other desired outcome) CL
11. Is able to conduct a business assessment C

Project Powerpoint Slide - Partner Quiz - Participant B)

1. Focused and goal-oriented C
2. Delivers constructive feedback C
3. Positive, enthusiastic observant C
4. Willing to face weaknesses and be open to self-assessment practices CL
5. Facilitates others' thinking to enable fresh perspectives C
6. Keeps the focus on clearly defined and is able to negotiate and agree on actions C
7. Explains clearly the coaching process C
8. Ready to take responsibility for their own learning CL</td></tr>
</table>

Feedback / Answers	9. Facilitates access to other business development services, such as training C 10. Can facilitate a joint agreement on a coaching contract C 11. Is knowledgeable and a clear communicator C **Activity 4b:** **Ask participants how this activity will help the coaches?** When they are coaching, this information will be important for them to raise their awareness as to how they need to behave and what they need to do and also what behaviour is expected of the client for the coaching to be impactful and successful in the long run. These roles of course need to be clarified right from the start of the coaching session so that neither party is later surprised or disappointed. This information is also important for the coaches to know in order to feed it to the client during their first-day meeting before agreeing or negotiating a coaching contract or agreement.

ACTIVITY 05

Demonstrating Empathy

Time	1 hour 15 minutes
Aim	By the end of this activity you will have recognised the importance of empathy in a coaching relationship and identified the appropriate language and behaviour needed to respond with empathy.
Activity Type	Group Work / Acting out a sketch or a short play
Interaction Pattern	Group Work
Resources	PowerPoint
Procedure	Introduce this activity: 'Demonstrating Empathy'. Tell the participants what the aims of this 1 hour 15-minute session are. (see above / **Refer to Powerpoint Slide - Demonstrating Empathy**) **Activity 5a: RolePlay (25 minutes)** Put the participant in groups of four. Tell the participants that they will be working in these groups to act out a sketch that is given in the participant workbook. Tell them that three people will be acting and the fourth person will be directing the play. Once they have finished practising the scene, they might be asked to perform in front of the whole class. So, they must attempt to make it a good performance.

Procedure	Walk around, noticing and observing the performances, making comments and helping where necessary. Once the performances are over then ask one team to come and perform for the full class. **Activity 5b: Analysis Questions (10 minutes)** Ask participants to work in their groups to discuss these questions. Again walk around and guide and help students to have a meaningful discussion. After about ten minutes you can conduct plenary feedback and elicit answers from ground and then add your comments to it. **Activity 5c: Empathy vs Sympathy (10 minutes)** Ask participants to work in pairs to read the statements describing empathy and sympathy and fill in the gaps. See answers below & display from **PowerPoint Slide - Empathy vs Sympathy** **Activity 5d: The Four Stages of Empathy (5 minutes)** Tell participants that Dr Brene Brown who is a psychologist has done a lot of the research on this subject and suggests that there are four stages in which empathy is demonstrated. Ask participants to put these four steps in the right order? Ask participants if empathy can be conveyed in a happy situation or is it just for stressful situations? Then display the four stages on **PowerPoint Slide - Four Stages of Empathy.** **Activity 5e: Practising Empathy (15 minutes)** Ask participants to attempt this task in groups. There are ten situations given. Divide the class into five groups A B C D E. Ask each group to tackle two situations from the list. Assign those to each group. For example, ask group A to work on situation 1 and 2 in the workbook and Group B to work on situation 3 and 4, etc. This way you will be saving time and make the task more interesting for the participants. After about 10 minutes, conduct full class feedback and two people from each group can act out their interactions. (See some suggestions below) **Activity 5f: Coaching and Empathy (10 minutes)** These are discussion questions for your participants to connect the idea of empathy and think about the situation in coaching. Ask them to discuss answers to these questions in their groups. (See below)

Feedback / Answers	Activity 5b:
	1. Laal and Chaminda reacted differently to Keerthi's situation? How did this make Keerthi feel? How do you think their reactions affected Keerthi? Keerthi felt sad and dejected and probably didn't want to connect and continue talking with Laal. He was probably not angry with Laal but didn't want to connect and he could feel that they were in two different places. **2. Why doesn't Keerthi want to eat Kalu Dodol and go to the cinema?** Keerthi is in a sad place and doesn't want to do things that he would do when he is happy. Keerthi feels dejected and just isn't in the mood to eat and go to the cinema. **3. Which person was giving suggestions as to what should be done and how Keerthi should feel in this situation?** Laal in his eagerness to help Keerthi is trying to solve this problem by giving suggestions and things Keerthi could do and that there is help around etc. **4. There is a saying in English that says 'every cloud has a silver lining' which means that every negative situation has the potential to result in, or produce, something positive or beneficial. There is always a good reason why bad things happen. People often use this when something unfortunate happens. Which person was "silver lining" the cloud? What is silver- lining? How do you think it makes Keerthi feel? Is it a good technique to use with someone who is going through extreme pain?** Laal is trying to make the unfortunate event into something good in his effort to make Keerthi feel better. But it doesn't really work as Keerthi probably feels that Laal just doesn't get it. 'Silver lining' is a technique to help someone to see the best in everything but when in an immediate stressful situation doesn't strike a chord or connect with the distressed person. **5. Which person was displaying sympathy to Keerthi's situation?** Both. **6. Which person was displaying empathy?** Chaminda **7. What makes empathy different from sympathy?** Empathy requires the responder to truly connect with the distressed person and put themselves in their shoes in order to understand what the person is feeling and then be with the person and respond to the situation as if they were feeling it too.

Feedback / Answers	**Activity 5c: (Refer to Powerpoint Slide - Empathy vs Sympathy)** 1. E 2. S 3. E 4. E 5. S 6. E 7. E 8. E 9. E **Activity 5d: (Refer to Powerpoint Slide - Four Stages of Empathy)** a. Staying out of judgement and listening **(2)** b. Communicating that you can recognise that emotion **(4)** c. Recognising emotion in the other person that maybe you have felt before **(3)** d. Perspective taking, or putting yourself in someone else's shoes **(1)** Ask participants if empathy can be conveyed in a happy situation or is it just for stressful situations? Yes, empathy can be conveyed for stressful and non-stressing situations. The idea of empathy is to connect with the person conveying an emotion. **Activity 5e:** 1. A: I just lost three boats to the Tsunami B: **Oh no... this is devastating news... I hope you are okay. Is there something I can do?** 2. A: I just had a miscarriage B: **Oh no... I don't even know what to say right now but I'm so glad you told me....are you alright? How are you feeling?** 3. A: I just lost my uncle to COVID. He was 85. B: **That's so sad. Were you very close to him?** 4. A: Because of the COVID situation, there are no tourists in the area and now I have to sell my hotel to pay off the loans. B: **Oh no, that's horrible. Tell me about it. What's going on?** 5. A: My wife just left me. I am devastated. B: **Oh no. That must feel pretty bad. How do you feel?** 6. A: "I feel dissatisfied in my work". B: **Hmmm that must be very tough to continue going to work.. what is causing that?**

Feedback / Answers	7. A: "I'm so upset .. I failed my exam". B: **Oh no that must feel really bad. I know how that feels..I failed my exam when I was in college too and it felt horrible.** 8. A: My company has shown a growth of 20 % in net profits B: **Wow! That is fantastic! You deserve a pat on the back!** 9. A: I just found out that I've won the national lottery, I won Rs. 2,000,000 B: **Oh wow that's amazing! So when are we celebrating?** 10. A: The manager of my hotel stole all my money. I got swindled for Rs. 50,000,000 B: **Oh no... this is horrible news. You must feel terrible.** **Activity 5f:** **Discuss what is the importance of empathy in the workplace:** In the workplace, it is important to work in unity and team concordance and harmony are important for the engine to work smoothly. Since there are many people that we interact with, especially our colleagues who work with us on the same team and our managers, it is important for all to be able to empathise as we don't know what is going on in their minds. Therefore for example, if someone has not finished their work on time, then rather than jumping into an attack, it is better to step back, cool off, avoid making any judgements until you find out what is the situation and the background to the problem. Listen and then react and offer help to help the situation. Another example could be a domestic, who comes back to your house every Monday in a very bad mood. In your mind you may feel that she doesn't want to work with you and you could get upset about that. But if you really dig deeper and before reacting to try to find out why she is feeling stressed and angry, then you would probably discover that there is another reason which is bothering her. It's the way her son has reacted over the weekend that has made her stressed and angry. So a better reaction would be to not react at all and let her be till she has some time to calm down. Then ask about her family situation. **Why do coaches need this skill?** Empathy is the awareness of others' feelings and emotions. It is a central part of emotional intelligence and an important skill to nurture if you want to connect deeply with your clients, and people in general. Coaches need this skill as they are working with people who may be having different emotional problems at work or in their home. Since coaches are guides and facilitators, they should be able to connect with the client as this would be the first thing in order to make a relationship work.

ACTIVITY 06

The Coaching Agreement

Time	30 minutes
Aim	By the end of this activity, participants will be able to specify the key content requirements of a coaching contract.
Activity Type	Text Analysis and Table Completion
Interaction Pattern	Group Work
Resources:	M7- 6a-1, M7- 6a-2,M7- 6a-3, M7- 6a-4, PowerPoint
Procedure	Introduce this activity: 'The Coaching Agreement'. Tell the participants what the aims of this 30-minute session are. (see above/ **Project Powerpoint Slide - The Coaching Agreement**) **Activity 6a: Analysis of Coaching Agreements (20 minutes)** Ask participants to think about Activity 3 and tell you the last step in that first-day journey - it was to sign a contract (agreement). Now tell the participants that you are going to give them four sample coaching agreements. They are going to go through the information on it. Ask participants to look at the table in their workbook. The table shows a grid comprising a list of ten criteria set against the four samples of coaching agreements A B C D. Ask them to tick off the columns against each given criterion. For example, the first criterion in the table is the 'confidentiality and privacy clause'. Participants will check if this has been covered in the agreement and then tick off the appropriate box. Now give one copy of Handouts **M7- 6a-1 / M7- 6a-2 / M7- 6a-3 / M7- 6a-4** to each group. **Activity 6b: Discussion - Coaching Agreements (10 minutes)** A. Why do you think a coaching agreement is needed? B. Do you think all coaches use the same standard agreements? C. Why is one agreement different from another? D. What are the important sections which you think must be included in a coaching agreement?

Feedback / Answers	**Activity 6a (Refer to Powerpoint Slide - Analysis of Coaching Agreements):** 1. Confidentiality and Privacy Clause - **A B D** 2. Exceptions to confidentiality - **All** 3. Description of coaching and the coaching relationship - **A B C** 4. The specifications of the coaching procedure - **All** 5. Session cancellation procedure - **B C D** 6. Termination clause - **All** 7. Coaching Fees - **C D** 8. Specifications of the role and responsibilities of the client and the coach - **ALL** 9. Details of professional practice - **B** 10. Description of the coaching commitment - **A B C** **Activity 6b: Answers to general questions about coaching agreements:** A. It's needed to make things clear between the client and the coach so that problems and misunderstandings can be avoided later on. B. No, because the needs and requirements of the client, coach, organization, cultural background are different. C. Agreements need to be designed according to the needs of the market and by taking into consideration the context of the place and type of coaching required. D. Any of the main parts of the contract are important, some of these are: - Description of what is coaching and what it's not. - Commitments or Roles or Responsibilities of client and coach - Payments - Confidentiality - Procedure

ACTIVITY 07

Role Play - Your First Meeting with the Client

Time	60 minutes
Aim	By the end of this activity, participants will have used the information from the previous activities in this module to practice their first-day meeting with their client.
Activity Type	Role Play
Interaction Pattern	Group Work
Resources	PowerPoint
Procedure	Introduce this activity: 'Your First Meeting with the Client.' Tell the participants what the aims of this 60-minute session are (see above.) **Project PowerPoint Slide - First Meeting With the Client** **Activity 7a: The Situation (10 minutes)** Put participants in four groups of A B C and D. Ask A and C to read the first client profile and then B and D to read the second client profile. Tell them that this will be their profile when they act as the client. Now ask A and C to read the second profile and B and D to read the first client profile. Tell them that this is the profile of the client that they are supposed to meet. Ask them a few questions about the profiles of the client: • What is the name of the business? • Why do you think they need coaching? • How do you think they might benefit? **Activity 7b: Preparation for Coaching (20 minutes)** Now ask participants to work with their assigned partner to prepare for their first day coaching session (which will happen between A and B and then C and D). For now, they will work with: • A work with C • B work with D

Procedure	Ask them to work as above and go through the steps outlined in Activity 3 and think about the questions they would like to ask the client and what they would say to the client to make them comfortable, develop rapport and trust on the first day of coaching. Ask them to have a look at the profile of their client. This will help them to guide your questions: - A and C look at Mary's Beauty Salon. - B and D look at Maala's Rest Remind the participants that the objective of the coach is to create a friendly and approachable atmosphere and to win the trust of the client and finally culminate in signing the coaching agreement. Ask them to think about the questions they would ask and how they would lead them towards the objective of signing the contract. Think about the process of coaching which they will have to explain to their client. Use the Blended Coaching Model. On this day they don't have to create an action plan or decide on goals etc. Their job as coaches is to explain how the process works, give them success examples etc. to win their trust and be transparent about how things are going to work. Clarify and set boundaries and roles etc. Now ask Participants A and C and B and D to work together and practice delivering the sessions. **Activity 7c: First-Day Role-Play (30 minutes)** Set up the role play and regroup them: - A works with B - C works with D Ask all participants to quickly go through the observer tick box tool as this specifies the standards which need to be adhered to while coaching. This will be a good reminder to the coaches. Tell participants that there will be two role plays: **First Role-play:** - A is the coach and B is Mary, the client who runs Mary's Beauty Salon. - C and D will act as observers and use the Observer Tick Box Tool given in the workbook to observe the coach. They will use this observer's tool to help give feedback to A - the coach, after the role-play is over.

Procedure	**Second Role-play:** • D is the coach and C is Maala, the owner of Maala's Rest. • A and B will act as observers and use the Observer Tick Box Tool given in the workbook and will observe the coach. They will use this observer's tool to help give feedback to D, the coach after the role-play is over. **Instructions for using the Observer Tick Box Tool:** Tell the participants that this tool is given to help them observe the coaching behaviour so that they can provide constructive feedback to the coach. When they are observing the coaches, they should put a tick if they see that behaviour exhibited by the coach. They should put a cross if they don't see that behaviour. They can write some comments on the side as well. After the role-play is over, they should use this tool to provide feedback to the coach. The objective of the feedback is for the observers to tell the coach what they have done well and also what they could do better.
Feedback / Answers	**Activity 7a:** The participants may have more answers. Listen and comment on them: • **What is the name of the business?** Maala's Rest and Mary's Beauty Salon. • **Why do you think they need coaching?** They want to improve their business. They want to cater to tourists. • **How do you think they might benefit?** They could learn new ways to market, introduce new product lines / improve their service quality.

Notes:

Module 8

Key Performance Indicators

3 hours 05 minutes

Module Aims: By the end of this module, you will be able to…

1. Select and adapt from a selection of existing KPIs.

2. Create new KPIs suited to analysing and monitoring the needs of your clients.

Module 8:

Key Performance Indicators

Time: 3 hours 05 minutes

Activity List

- M8-1: Acronym memory test
- M8-2 : Adapting KPIs
- M8-3 : Case Studies
- M8-4 : Using Data to Measure Performance with KPIs
- M8-5 : KPI Summary

Training Materials Required

All resources are A4 size unless stated.

Activity M8-1 -1	Handout 1- Acronyms (one copy per participant)
Activity M8-3 -1	Handout 1- Purpose of KPIs (one copy per participant)
Activity M8-5 -2	Handout 2 - Kapila, March Year 1 (one copy per participant for ⅓ of the class)
Activity M8-5 -3	Handout 3 - Gajnan and Lakshana, July / August Year 1 (one copy per participant for ⅓ of the class)
Activity M8-5 -4	Handout 4 - Jagarth, 2nd month (one copy per participant for ⅓ of the class)
Activity M8-5 -5	Handout 5 - Kapila, March Year 2 (one copy per participant for ⅓ of the class)
Activity M8-5 -6	Handout 6 - Gajnan and Lakshana, July / August Year 2 (one copy per participant for ⅓ of the class)
Activity M8-5 -7	Handout 7 - Jagarth, 1st month - Tutor Copy (one copy for trainer)
Activity M8-5 -8	Handout 8 - Kapila, March Year 1 - Tutor Copy (one copy for trainer)
Activity M8-5 -9	Handout 9 - Gajnan and Lakshana, July / August Year 1 - Tutor Copy (one copy for trainer)
Activity M8-5 -10	Handout 10 - Jagarth, 2nd month - Tutor Copy (one copy for trainer)

Activity M8-5-11	Handout 11- Kapila, March Year 2 - Tutor Copy (one copy for trainer)
Activity M8-5 -12	Handout 12 - Gajnan and Lakshana, July / August Year 2 - Tutor Copy (one copy for trainer)
Activity M15-6	Flipchart paper and board markers

ACTIVITY 01

Acronyms (or 'Letter Soup')

Time	15 minutes
Aim	By the end of this activity participants will have revised the meaning of some important acronyms used in this module.
Activity Type	Acronym solving race
Interaction Pattern	Group work
Resources	M8-1-1
Procedure	Introduce this activity: 'Acronyms (or 'Letter Soup')'. Tell the participants what the aims of this 15-minute session are (see above). Put participants into groups of four (or three). Focus them on Activity 1 in their books. Elicit that CEB = Ceylon Electricity Board, and SLT = Sri Lanka Telecom. Tell the participants that they will work in groups, racing against other groups, to write out four acronyms in full. Give one copy of **Handout M8-1-1** to every group, face down, and tell them not to turn over until you say so. Once every group has a handout, and one participant in each group is ready with a pen, check they understand it is a race, and say 'go!' Monitor as they work and point out (but do not correct; let them do so) any mistakes. Announce the winning group.

Feedback / Answers	Key Performance Indicator(s) Specific / Measurable / Agreed / Realistic / Time bound Topic / Goal / Reality / Options-Obstacles / Way Forward Strengths / Weaknesses / Opportunities / Threats

ACTIVITY 02

Adapting KPIs

Time	30 minutes
Aim	By the end of this activity participants will have practiced adapting KPIs developed by S4IG.
Activity Type	Discussion
Interaction Pattern	Group work
Procedure	Introduce this activity: ‘Adapting KPIs’. Tell the participants what the aims of this 30-minute session are (see above). Build on the acronym game by eliciting the meaning of OPI (Operational Performance Indicator) and BEI (Business and Employment Indicator). Ask participants what they remember of these, from Module 3. Focus participants on the aims of the session in their Workbooks, and have them read the introduction down to and including the three bullet points. Deal with any questions. Put participants in groups of three or four, and ask them to read and discuss the two mini-case studies, relating the KPI (one OPI and one BEI) to the scenario, deciding if the KPIs should be adapted or not and, if so, how. Ask the participants to spend 7 or 8 minutes on each, and then hold plenary feedback.

Feedback / Answers	The suggestions here are just that, suggestions, not verifiably 'right' answers. Do encourage in feedback, 'yes, but' responses. 'If the client xxx, then…' 'If the hotel yyy, then…'. This creative thinking will be useful to develop. As suggestions, the OPI is probably good as it is. The hotel is currently at 3, standard, even if it is not a perfect description of the current situation as at least one room is accessible. If there are only bedrooms upstairs, then improving the situation on the ground floor and moving to 4 (good) should be enough. However, if there are facilities (e.g. restaurant) on the first floor, that would be discriminatory and so the descriptors would probably have to be rewritten to reflect this. The BEI would be more meaningful if it compared like with like, so for example if it compared quarter 1 with the previous year's first quarter. So, it could be adapted to read something like 'Increase / Decrease in average room occupancy ratio for last quarter compared to the same quarter in previous year'.

ACTIVITY 03

Case Studies

Time	40 minutes
Aim	By the end of the activity participants will have considered a case study, and have initial thoughts as to what aspect of business performance should be measured.
Activity Type	Reading and taking notes, then discussing what needs to be researched and measured in three case studies, and presenting one of these to the class.
Interaction Pattern	Individual / Group work / Plenary
Procedure	Introduce this activity: 'Case Studies'. Tell the participants what the aims of this 40-minute session are (see above). Tell participants the aim of this session is to familiarise them with three case studies. Later they will be in three groups, with each group studying one of the case studies in more depth, writing Key Performance Indicators (KPIs). They will then discuss what they have done with people who studied the other case studies and together make conclusions about the purpose of KPIs. This is the direction for the remainder of this module. Divide the class into three groups. If any group is more than five, it could be subdivided into two groups studying the same case study. So, if you have 15 participants, have three groups of five participants each.

Procedure	If you have 18 participants, make six groups of three each, two groups assigned to each case study. Give the strongest / most numerate participants Kapila's case study. Assign one case study to each group. Give them 10 minutes to read it and take notes individually. Then give them 7 or 8 minutes to discuss their notes. Finally, ask each group to present an outline of their case study and what they think should be measured to the other groups. See below for suggestions.
Feedback / Answers	There are many possible answers. Here are some core suggestions. **Jagarth:** The key to recruiting more drivers to the collective will clearly be financial. Jagarth needs to be able to demonstrate a strong collective income and a good average income for the drivers. Annual would probably be too abstract; weekly income is going to be more meaningful. Also, recording what is saved in the collective 'pot' for marketing and for rainy days will further attract those considering joining. **Kapila:** Clearly, Kapila needs to measure room occupancy, as his boss wants to know this. But Kapila senses that this is not the most important measure. He should measure costs and income, to work out profitability, and to compare the last-minute rate to actual costs. Does it really help cover costs, or does it mainly serve to drag the villas a little down market? **Gajnan and Lakshana:** They need to measure satisfaction with their product. One area will be building materials; do customers want a modernised house, or do they value the local materials and village feel? And the mosquito problem of cabana 2, just how much of a problem is it? Does it maybe even drive people away? What is the average stay (in nights) per cabana?

ACTIVITY 04

Using Data to Measure Performance with KPIs

Time	50 minutes
Aim	By the end of the activity participants will have used data to track performance over time in one of the case studies already considered and use the resulting Key Performance Indicators to understand trends in business performance.
Activity Type	Using data provided to measure performance
Interaction Pattern	Group work

Resources	M8-4-1; M8-4-2; M8-4-3; M8-4-4; M8-4-5; M8-4-6; M8-4-7; M8-4-8; M8-4-9; M8-4-10; M8-4-11; M8-4-12
Procedure	Introduce this activity: ‘Using Data to Measure Performance with KPIs’. Tell the participants what the aims of this 50-minute session are (see above). To those participants assigned Jagarth’s case study, distribute **Handout M8-4-1**, to those assigned Kapila’s case study, distribute **Handout M8-4-2**, and to those assigned Gajnan and Lakshana, distribute **Handout M8-4-3.** Allow each group 25 minutes to work on the questions. Support them as they do this. The questions for Kapila’s group are the most guided / directional ones as there is the most to work out. You may like to suggest that different group members work on different parts, and then pool information, if it is going too slowly. If other groups finish early, encourage them to think about what other KPIs may be useful for their client to research. (Alternatively, encourage the Jagarth group to run with the issue of distribution of the ‘pot’.) After 25 minutes the tasks should be complete, so it is time for the second part. Keep the participants in the same groups and to those participants assigned Jagarth’s case study, distribute **Handout M8-4-4**, to those assigned Kapila’s case study, distribute **Handout M8-4-5,** and to those assigned Gajnan and Lakshana, distribute **Handout M8-4-6**. Allow 20 minutes for the completion of this second stage.
Feedback / Answers	There are copies of the handouts with the calculations and answers provided for the trainer’s reference. These are: 1st stage: **Handout M8-4-7** (Jagarth) **Handout M8-4-8** (Kapila) **Handout M8-4-9** (Gajnan and Lakshana) 2nd stage: **Handout M8-4-10** (Jagarth) **Handout M8-4-11** (Kapila) **Handout M8-4-12** (Gajnan and Lakshana) As you monitor, make sure that groups are getting to the correct answers, along the correct route. Redirect and give help where needed.

ACTIVITY 05

KPI Summary

Time	30 minutes
Aim	By the end of the activity participants will have compared their work on KPIs with members of the other groups, and come to conclusions about the usefulness of KPIs.
Activity Type	Discussion and making a poster
Interaction Pattern	Group work
Resources	Flipchart paper and board markers
Procedure	Introduce this activity: 'KPI Summary'. Tell the participants what the aims of this 30-minute session are. (See above) Take one member from each of the previous groups to form a new group of three. Do this for all participants. Each new group should have at least one person who has considered each of the three case studies and worked on KPIs for that case. Groups spend 10 minutes summarising what KPIs they have worked on, and how useful the information has been to the client. Groups then spend a further 10 minutes making a flipchart paper presentation (bullet point or mind map or other form) on 'The Usefulness of KPIs'. There should be 5 minutes left for display of the posters and for participants to mingle, read the other posters, and take pictures of them with their phones.
Feedback / Answers	Choose two or three strong points from the posters to draw everyone's attention to at the very end of the class, to reinforce the message of the usefulness of KPIs. If these points appear not to have been made, feed them in, then highlight them (and credit them to the group, not you): • KPIs can be used in any area of work • KPIs measure over time, so show improvement (or regression!) • KPIs have to be actually capable of measurement, to allow for this comparison. Therefore they are often expressed as a number.

Module 9

Business Coaching in Practice

5 hours 30 minutes

Module Aims: By the end of this module, participants will be able to…

1. Use a set of forms for business coaching appropriately to guide their clients through a structured and transparent process.
2. Use KPIs to monitor a business' progress.
3. Include training and exposure visits in the development of a business.
4. Use the fishbone analysis to understand and advance business development.

Module 9:

Time: 5 hours 30 minutes

Business Coaching in Practice

Activity List

- M9-1 : The Coaching Journey and the Blended Coaching Model - a Reminder
- M9-2 : The Basic Information Form and Researching Your Client
- M9-3 : The Client's Basic Information
- M9-4 : The Baseline Profile Form
- M9-5 : Tracking KPIs
- M9-6 : The Action and Skills Development Plan
- M9-7 : Training Interventions and Skills Development
- M9-8 : The Coaching Activity Report

Training Materials Required

Refer to the PowerPoint available for this module. All resources are A4 size unless stated.

Activity M9-1 -1	Handout 1 - The Coaching Journey (one copy per group, cut up)
Activity M9-2b -1	Handout 1 - Singing Fish Guesthouse - Booking.com (one copy each for half the class)
Activity M9-2b -2	Handout 2 - Singing Fish Guesthouse - TripAdvisor (one copy each for half the class)
Activity M9-2b -3	Handout 3 - Basic Information Form Part Two (one copy for each pair IF there is no projector. If projector is working, no copies)
Activity M9 -2b	Powerpoint (if no PowerPoint, use M9-2b-3)
Activity M9-3a -1	Handout 1 - Basic Information Form: Part One (one copy each for half the class)
Activity M9-3- 2	Handout 2 - Role card for Kannan (one copy for each for half the class)
Activity M9-4a- 1	Handout 1 - Baseline Profile Form (a single copy for trainer)
Activity M9-4a -2	Handout 2 - Hospitality Key Performance Indicators (a single copy for trainer)
Activity M9-4b -3	Handout 3 - Sample Indicators (one copy each for half the class)

Activity M9-4b -4	Handout 4 - Sample OPI Rankings (one copy each for half the class)
Activity M9-4b -5	Handout 5 - Coach's Role Play Card (one copy each for half the class)
Activity M9-4b -6	Handout 6 - Kannan's Role Play Card (one copy each for half the class)
Activity M9-5b -1	Handout 1 - KPI Tracking Form (one copy per participant)
Activity M9-6b- 1	Handout 1: Action and Skills Development Plan (one copy per participant)

If PowerPoint is not available:
Print the PowerPoint slides, two to a page. Distribute the printout of the slides when you would present the first slide.

ACTIVITY 01

Activity 1: The Coaching Journey and the Blended Coaching Model - a Reminder

Time	15 minutes
Aim	By the end of this activity participants will have recalled the Coaching Journey & TGROW frameworks and the differences between them.
Activity Type	Ordering stages of a process
Interaction Pattern	Group work
Resources	M9-1-1
Procedure	**Question 1** Give out cut up sets of **Handout M9-1-1** to groups of three or four participants. Give 5 minutes for participants to put them in order, and check the ordering in feedback. Deal with any questions. **Question 2** Make sure that each group has the ten stages of the Coaching Journey in the correct order. Tell them to use a pen and number the stages correctly 1-10. It might be wise to double-check by saying each number and have them shout out the name of the corresponding stage. Then refer the participants to the second half of Activity 1 in the Participant Workbook. They will see a diagram with the basic outline of the Blended Coaching model, covered in Module Three. 'Before' and 'after' stages have been added.

<table>
<tr><td>Procedure</td><td>In groups, they should discuss where the stages of the Coaching Journey might correspond with those of the Blended Coaching model and write the numbers of the relevant Coaching Journey stages in the right-hand column. Stress that there is not a ‘tidy’ correspondence. Some Coaching Journey stages may apply to more than one part of the Blended Coaching model. Thus, they can write the stage-numbers in more than one place.

Afterwards, elicit their ideas. Ask – if there are differences between the frameworks, do these differences give coaches flexibility? How could coaches take advantage of this flexibility? (See Feedback / Answers below.)

Finally, tell participants that in this module we are going to roughly follow the Coaching Journey and focus on the paperwork involved. We will also look at another tool for identifying solutions to problems and consider training needs and exposure visits.</td></tr>
<tr><td>Feedback / Answers</td><td>Question 1

1. Prepare and Plan
2. Set the Tone
3. Lay the Foundation
4. Negotiate, Agree and Sign a Coaching Contract
5. Assess the Client’s Current Business Situation
6. Ascertain Desired Goals
7. Look for Options
8. Set SMART Goals
9. Follow up and Review
10. Final Evaluation

Question 2

There are no correct answers to this task. However, the participants may come up with something like this:</td></tr>
</table>

Feedback / Answers

The Blended Coaching Model

Stage	What the coach does at this stage	Corresponding stages of the Coaching Journey?
Before		1, 2, 3, 4
Stage 1	Conduct operational performance evaluation to understand the client's business	(1), 5
Stage 2	Agree goals and measurement tools	(6), 8
	Create an action plan	7, (8)
Stage 3	Carry out ongoing performance monitoring	(6), 9
	Give ongoing feedback	9, (10)
After		10

Participants will probably put Stages 1-4 (Prepare and Plan, Set the Tone, Lay the Foundation and Negotiate, Agree and Sign a Coaching Contract) in the 'Before' stage. However, can some of the research done in the Coaching Journey's Stage 1, into the client and their business sector, be used in the Blended Coaching Model's Stage 1 when you are trying to understand the client's business?

Participants may put both Stages 6 (Ascertain Desired Goals) and 8 (Set SMART Goals) next to the 'Agree goals and measurement tools' part of the Blended Coaching Model's Stage 2. However, remind participants that Stage 6 refers to the goals of each coaching **session**. It does **not** refer to long-term goals.

While participants will probably put Stage 7 (Look for Options) next to the 'create an action plan' part of the Blended Coaching model's Stage 2, mention that Stage 8 and setting SMART goals will affect the action plan too.

Stage 9 (Follow up and Review) is a broad category that encompasses both the 'Carry out ongoing performance monitoring' and 'Give ongoing feedback' parts of the Blended Coaching Model's Stage 3. However, Stage 6, with aims being set for each coaching session, may feature in the ongoing performance monitoring too.

Participants may place Stage 10 (Final Evaluation) in the 'After' stage. However, if that evaluation involves giving final and general feedback, could it go in the 'Feedback' part of the Blended Coaching model's Stage 3 as well?

Discuss the above possibilities with the participants. From this, elicit that there is no linear progression mapping one framework neatly onto the other, or onto clients' real-life situations. There may be **elasticity,** where one stage expands and covers a lot of ground; **repetition**, where coaches return to a stage or stages again and again; and **non-linearity,** where stages are done out of order.

Ask – is this flexibility important and useful? Answer – yes, because these frameworks need to be **adapted** to the needs of **each** client and their situation, and no two clients are the same.

ACTIVITY 02

The Basic Information Form and Researching Your Clients

Time	50 minutes
Aim	By the end of this activity participants will have understood the use of research in learning about their clients' businesses, and will have learnt how to capture this information on a form.
Activity Type	Mind map; information exchange; form filling
Interaction Pattern	Individual, pair and group work.
Resources	M9-2b-1; M9-2b-2; PowerPoint OR M9-2b-3
Procedure	**Activity 2a: Researching a Client** **(15 minutes)** Tell participants we have a client called Kannan who has a guesthouse in Batticaloa. Focus on Question 1 in the participants workbook. Groups discuss and build up a mind map. Take feedback, eliciting a mind map on the board. Suggestions below, but do take additional ones, too, and make sure all participants finish with a mind map in their workbooks that captures all significant answers. **Activity 2b: Researching Kannan and his Guesthouse** **(35 minutes)** **Question 1 (15 minutes)** Explain you are going to give half the class information on Kannan and his Guesthouse from TripAdvisor, and the other half information from Booking.com. Participants should read individually and mark what they think is positive, as they need to be positive and encouraging as well as helping to solve issues. Ask participants to read the instructions in their books while you distribute the information. Distribute **Handout M9-2b-1** (Booking.com) to half the room, and **Handout M9-2b-2** (Trip Advisor) to the other half (dividing the room down the middle). Participants follow the instructions, studying their information, and then compare in groups with people who studied the same paper as them. As they do so, check they have the points listed below. **Question 2 (20 minutes)** Match up in pairs participants from each side of the room, one who read Booking.com, one who read Tripadvisor. They exchange information and take notes. As you monitor, encourage the pairs to look for common themes. When they have been working for about 5 minutes, project **PowerPoint Slide, Basic Information Form**. If there is no projector, then distribute **Handout M9-2b-3** (but only if there is no projector).

Procedure	Pairs discuss what information they should record, and how. Encourage them to include positive information, and to be honest but tactful with issues of concern. See below.
Feedback / Answers	**Activity 2a:** Sources to get external information: • Business website (if applicable). Pictures as well as information. Are rates advertised? Is there any information about types of room / food / activities (as applicable)? • Trip Advisor. What the business says about itself. What customers say about it, in reviews and in rankings. Photos, including from customers. • Booking.com. As per Trip Advisor (although only TA has number X out of Y in Z town). • Agoda, and any other similar booking sites. • Google. Is it registered as a business? Is it on google maps? • If you know someone in the town, ask if they know this business. Is there any news about it on the street? (NB, treat hearsay with caution!) **Activity 2b:** Booking.com • Praise (√): Kannan and family get praise and good location; Location in Batti praised. Breakfast. • Concern (×): English language (from Kannan's message); Pricing, is it differentiated enough - a high rating for value for money isn't always such a good thing!; Rating for wifi; Rating for cleanliness, plus comment about this; mosquitos. • Interest (?) Rating for comfort, and description of the space - could more be made of it?; If the English language is bad here, what is their other publicity material like? Whether to offer dinner or not, why is so much advanced warning needed? Trip Advisor • Praise (√)): Good ratings for Service and Location; Kannan and family praised; Breakfast; • Concern (×): Poor rating for Cleanliness, and a comment about this; Accuracy of 'Property Amenities' - there is no room service and it seems unclear whether there is a restaurant • Interest (?) What's with the wifi?

Feedback / Answers	With the Basic Information Form, we have no information about the first question, the web site. For the second box, we know two third party sites. For the third box, it may be best to use bullet points. First have 'Positive points', then 'Not so positive points' (much better than 'negative points') and thirdly 'Points to explore'. That is a suggestion, only. But it must be OK to share with the client.

ACTIVITY 03

The Client's Basic Information

Time	45 minutes
Aim	By the end of this activity participants will have become familiar with and practised using the Basic Information Form and, through this, further practised relationship building.
Activity Type	Form filling; role play
Interaction Pattern	Individual and pair work
Resources	M9-3-1; M9-3-2
Procedure	**Activity 3a: Familiarisation with the Form (15 minutes)** To introduce the aims of the session, ask Participants to read the first two short paragraphs in Question 1. Ask them what they think their preferred medium of communication would be, and what information they would expect to find in the form. Distribute **Handout M9-3a-1** The Basic Information Form, one copy to each pair. Participants see if the information required matches their expectations, and fill in the information they already know. **Activity 3b: Preparation for First Direct Contact (15 minutes)** Tell the participants that one of each pair will be the coach. The coach should keep the Basic Information Form and prepare for the role-play using the six questions in the first section of the activity in the Workbook. The other participant from each pair should stand up. Take them to a corner of the room, or outside, and give each **Handout M9-3b-2**, the role card for Kannan. They should prepare for the role play by looking at the six questions in the second section of the activity in the Workbook.

Procedure	**Activity 3c: First Direct Contact (15 minutes)** Those studying the Kannan role now return to their partners. They should move chairs so that they are literally face to face, not side-on, to simulate looking at a screen (if possible). The coach is calling Kannan, so it is Kannan who answers. Let them start. After 8 minutes, tell them to end their calls. Hold a quick feedback focussing on how they felt, was the relationship-building productively? Do they have a face to face appointment set up? This is what the class will now turn to.
Feedback / Answers	**Activity 3a:** All the participants know so far is Kannan's first name, the name of his business (Singing Fish), that he has two family members working with him, that there are three different types of room, and that there are overseas guests. **Activity 3b:** Coach (suggested answers): Say how much you are looking forward to working together. Mention any connection with the area? 1. Praise the positive feedback; Great staff, great breakfast… 2. No. Leave them until face to face. 3. No. Leave it until face to face. 4. No. Only a basic understanding. Framework. 5. By arranging when to visit. Kannan (suggested answers): 1. A bit nervous, probably. Maybe a little defensive. 2. Proud of it. It keeps your family going. You want to improve it, but you will resent criticism, especially at this stage. 3. Probably level of English proficiency? 4. About negative feedback from the internet? 5. That you really want to be able to increase prices and do better marketing. 6. A more successful business that you can be even more proud of.

ACTIVITY 04

The Baseline Profile Form

Time	1 hour 15 minutes
Aim	By the end of the activity participants will have practised using OPIs (with their scales) & BEIs through a role-play activity.
Activity Type	Trainer led exposition; role play
Interaction Pattern	Plenary, and pair work
Resources	M9-4a-1; M9-4a-2; M9-4b-3; M9-4b-4; M9-4b-5; M9-4b-6
Procedure	**Activity 4a: Introduction to Baseline Profile Form** **(20 minutes)** Display to the participants **Handout M9-4a-1,** the full Baseline Profile Form. There is a single copy for you. Tell them to fill in the blanks in their workbooks as you explain it. • Point out that the Baseline Report Form should be completed at the start of the coaching relationship. • It looks to cover all aspects of a business, as by looking at all aspects you will be better able to spot strengths and weaknesses and prioritise areas for action. • The first part of the form, the OPIs, cover the areas of Product, Marketing, Operations / Systems, Human Resources Management, Environmental Security, and Other. • They are measured against the scale. See if participants can remember the scale, before reminding them 1- basic; 2 - progressive; 3 - standard; 4 - good; 5 - very good. • Go onto the BEIs. Some are Yes / No, such as whether there is a bank account. Others are for a number, such as units sold (room nights for a hotel, trips in a park for a safari jeep). • The final part is to record where on the Business Life Cycle the business is. Elicit to the board what the stages are. • Point out that the complete forms are at the website mentioned in their workbooks.

Procedure	Now display **Handout M9-4a-2**, the scale for ranking OPIs. There is a single copy for the trainer. This form uses the 0 - 5 scale and has criteria set for every OPI. Remind participants that they can use them as they are, straight from the web page, or they can adapt them, as we saw in Module 3: The Coaching Model and Module 8: KPI's. Elicit what participants need to do before they go to the first visit. They need to fill in the OPI and description columns with the OPIs relevant to their client. They can always add more or delete some when they are visiting. **Activity 4b: Preparing for the First Visit Role-Play (15 minutes)** Divide the group in half again. Those who played the coach before are now the Kannan. Take them aside and give them all **Handout M9-4b-6.** The other half of the room will play themselves, as coach. Give them **Handout M9-4b-3, Handout M9-4b-4** and **Handout M9-4b-5.** Remind all participants that they need to continue relationship building, but this is a business meeting. In preparation, they should focus on the areas identified in their role card, and prepare questions / think about how they can approach these areas constructively. Each half of the class c an work individually or collaboratively in preparation. **Activity 4c: Role-Play (40 minutes)** Match one Kannan with one Coach, ideally in the same pairings as they were in before. They should start with setting the tone, but after a maximum of 5 minutes tell them to get onto business and the areas of focus from the Baseline Profile Form. Monitor, noting some well-phrased questions from coaches. Only intervene if asked, or if you notice the pair have gone off on a tangent or are completely stuck about something. Also, make sure the relevant sections of the Baseline Profile Form are completed. Allow 30 minutes for the role play, and a further 10 for feedback. After the 45 minutes (give a couple of time warnings) conduct feedback, focussing on how they graded the OPIs (see below). If time allows, give some feedback on good questions you heard.
Feedback / Answers	**Activity 4c:** OPI 2 - Singing Fish is probably at level 3, standard. It should be easy to get up to 4. OPI 9 - Singing Fish is probably at level 2, progressive. Is Kannan the right person to take it further? Or is help needed? OPI 14 - Singing Fish is probably at level 2 again. Planning how to advance in these areas will be looked at in the Action Plan section.

ACTIVITY 05

Tracking KPIs

Time	30 minutes
Aim	By the end of this activity, participants will have recalled that KPIs can measure performance in any area of business, and will be able to use the KPI Tracking Form accordingly.
Activity Type	Matching; discussion
Interaction Pattern	Individual, pair work, group work
Resources	M9-5b-1
Procedure	Start by reminding participants that they can use the OPIs and BEIs that they used in the Baseline Profile Form as KPIs to track from visit to visit. They can adapt them, or write new ones, as they have seen in Module 3 - The Coaching Model and Module 8 - KPIs. **Activity 5a: Identifying KPIs (20 minutes)** Participants fill in the table as per the instructions in their workbooks. If there is time after feedback, elicit the purpose of some of the KPIs, what problem is it that they are being used to investigate, most likely? See below in italics. **Activity 5b: The KPI Tracking Form (10 minutes)** This part is purely about the form. Give out **Handout M9-5b-1** the KPI Tracking Form, and participants answer the three questions. Answers below.
Feedback / Answers	**Activity 5a:** Product: • Contribution as a percentage of food and beverages to total sales. Food and drink take time, so are they contributing enough? • Average room occupancy per month. Standard KPI for accommodation. How are we doing? • TripAdvisor rating for cleanliness. If you are monitoring this, presumably it has been a problem and you have taken action. Has the action worked?

Feedback / Answers	• Profit as a percentage of income. Are you making enough profit for all the effort being put in? • Number of haircuts per month. This would be like the number of room nights in a hotel, but it's in a salon. Marketing: • TripAdvisor ranking among competitors (eg 6 out of 18). The higher you are, the more people will see you, and be confident to use you. • Percentage of enquiries resulting in business. Perhaps you feel you are getting lots of enquiries that go nowhere. So you monitor to see if this is so. If it is, it could be a pricing problem. • Monthly new followers of Instagram account. Young people, eg surfers, use Instagram a lot, so it's good for visibility. Human Resources Management: • Sales per member of staff. Measures staff productivity. • Salaries as a percentage of income. Are you spending too much (or too little?) on salaries? Too little could mean poor quality staff. • Overtime hours per month. Overtime is often more expensive than regular hours. Maybe you need the flexibility, but maybe you need a new staff member? Operations / Systems: • Percentage of customers booking in advance. Bookings as opposed to walk-ins. If people have to make bookings it shows you're busy. • Satisfaction rating for billing service. People get very frustrated if they have to wait ages to pay a bill. If you feel that this is giving a poor final impression, monitor it. If you were right, fix it. Environmental Sustainability: • Number of plastic water bottles bought monthly. As you use boiled and filtered water, you hope to see the use of plastic go down. • Monthly generation of kilowatts by solar panels. It saves on your bill. **Activity 5b:** 1. 8, because the KPIs are recorded each visit. This could be monthly, or it could be after two months, with an average over the two months recorded, or whatever suits. 2. Highlight the line and right-click. Then you click on Add a line, which you can choose to do above or below the one you highlighted. 3. Put in a new line, and start monitoring; never mind that there are three or four empty columns.

ACTIVITY 06

The Action and Skills Development Plan

Time	45 minutes
Aim	By the end of the activity, participants will have been introduced to the Fishbone Analysis as a tool for understanding causes of problems and practised using it in context in setting SMART objectives.
Activity Type	Gap-fill; Problem-solving; Objective Setting
Interaction Pattern	Pair work
Resources	M9-6b-1
Procedure	**Activity 6a: Fishbone Analysis (30 minutes)** Tell participants we are going to put the forms aside for a while but will be back to them. In Module 3: The Coaching Model we looked at the SWOT Analysis (elicit the meaning, and which two are internal, which external, which two positive, which two negative). **Question 1** Now we are going to look at Fishbone. Draw on the board a fishbone with head, backbone, and six main categories. On the first two of these draw three supporting 'bones' each, explaining the idea as you draw. Directs participants to the gap-fill question (answers below) **Question 2** 2.1 Elicit a suitable question and add to head (see below) 2.2 Tell participants there are certain categories, all beginning with 'S', commonly used to research services. Work out the categories in plenary (see below), trainer guiding as much as needed. Add them to the diagram. 2.3 Pairs think of some subcategories for each of these categories. After they consider, elicit to the board (see a few below, but take other relevant ones) 2.4 Deal with this in plenary. **Activity 6b: The Action and Skills Development Plan (15 minutes)** Distribute **Handout M9-6b-1**, the Action and Skills Development Plan. Direct participants to the five questions and let them work through them in pairs. See below for answers.

<table>
<tr>
<td>Feedback / Answers</td>
<td>
Activity 6a:

Question 1:
Step 1: problem (also issue)
Step 2: Define (also decide)
Step 3: true (also real, main, underlying…)
Step 4: action

Question 2
2.1 Why is ‘cleanliness’ ranked low?
2.2 There are different models; one has words starting with ‘S’. Another has words starting with ‘M’. We will use M. Can the participants guess what they might be? Man; Machine; Materials; Method; Monitoring; Milieu (Environment);

2.3 Man - Lack of time / inability to see dirt (short-sightedness)
Machine - No machine involved, e.g. vacuum cleaner for dust or floor polisher / Nadanam’s glasses
Materials - not bought by cleaner / maybe unsuitable
Method - Not enough time assigned
Monitoring - Not supervised / checked / no checklist
Milieu -Dusty town / traffic on main road

2.4 (Suggested) In the short term, help Nadanam. Contact lenses? New glasses? Talk to her about her needs.
In the medium term, we know Nadanam is getting married and will have less time, so we will need to recruit a cleaner. The new person probably needs more time allotted to the task as well. The person to select cleaning materials. Cleaning to be checked against a checklist, perhaps by Kannan.

Activity 6b:

1. Operations
2. Suggestions:
a. To recruit cleaner to work 6 days / week, 0900-11.30, by x / y / z
b. To, in consultation with the cleaner, make a list of essential cleaning products which Harathi is to keep stocked, by x / y / z (two weeks after recruitment?)
c. To make a cleaning checklist that the cleaner will tick daily on completion of tasks, and Kannan will check daily at 11.15, by x / y / z (a week before the recruitment?)
3. Cleaner salary. LKR500 / day?
4. Human Resources Development
5. This is if time allows. Simply encourage creativity, and be encouraging.
</td>
</tr>
</table>

ACTIVITY 07

Training Interventions and Skills Development

Time	35 minutes
Aim	By the end of this activity participants will have brainstormed possible training needs and training providers and will have written SMART objectives for this field.
Activity Type	Brainstorming; Drafting objectives
Interaction Pattern	Group work
Procedure	**Activity 7a: Training (20 minutes)** **Question 1 (10 minutes)** Participants in groups build up a mind map of areas in which training may be appropriate. Suggestions below, but they should have more ideas, and maybe a lively discussion. Remind groups to think beyond accommodation. What about tour guides, surf coaches, large gift shops, etc... For feedback, elicit areas to a mind map on the board. **Question 2 (10 minutes)** Participants will need to guide their clients to suitable training providers. Ask them to use a different coloured pen as their group brainstorms possible providers. This should stay realistic (unlikely to be sending people overseas) and cost-sensitive. Do encourage the inclusion of online providers and private individual providers (including some coaches in some areas?) After a few minutes, move two people from every group. One to go to the next group clockwise, and one anti-clockwise, with two remaining where they are (if groups of four). This provides for cross-fertilisation of ideas, and therefore works as feedback. Encourage coaches to keep a list of providers, to keep adding to it and to share details of good providers with their fellow coaches. No suggestions below as the participants will have a far better idea. **Activity 7b: Adding Skills Development to the Action Plan (15 minutes)** Participants now discuss training needs of Kannan and his team and write SMART objectives for inclusion in the Action and Skills Development Plan. As you monitor, check that the objectives are appropriate to the guesthouse's needs and SMART.

Feedback / Answers	**Activity 7a:** Question 1 Do not limit the mind map to these areas; take all sensible suggestions: Language skills (English, Russian, Chinese,...?) / Computer skills (Excel for finance?) / Customer Care (incl dealing with angry customers) / HR Management (challenge them to think wider than this, what aspects? Job descriptions? Bonus schemes? Inclusiveness?, etc) / Team building / Marketing (online marketing, making a design brief for a printer, exploiting social media) / Managing finance (recording income and expenditure, budgeting, pricing) / Managing bookings & reservations (for tours as well as accommodation) /.... **Activity 7b:** Suggestions: • Investigate and compare (price, timings, location, reputation) provision of written English tuition in Batticaloa. By x / y / z • Recruit a student from IT Faculty to train Kannan on setting up and maintaining a website to promote SF Guesthouse. Website to be active by x / y / z. Resources: LKR 10,000

ACTIVITY 08

Coaching Activity Report

Time	30 minutes
Aim	By the end of the activity participants will have become familiar with the objectives of the Coaching Activity Report, and seen how exposure visits can be included in it, and as objectives in the Action and Skills Development Plan.
Activity Type	Case studies; Matching
Interaction Pattern	Group work
	Activity 4b: Exposure Visits (15 minutes) Participants read the introduction to the activity. After you make sure that they get the point of exposure visits (you may like to ask if any of them have a story about how seeing how someone does something or has constructed something, has opened their eyes to possibilities) ask small groups to discuss the three case studies. What would they recommend?

<table>
<tr><td>Procedure</td><td>Activity 8b: The Coaching Activity Report (15 minutes)

This report is private for the coach, not shared with the client. It is the one place where the coach can open up if need be. It is also designed to remind the coach where this coaching relationship has reached if there is a gap between one visit and the next, as there usually will be. It is also an opportunity for self-reflection and personal growth.

After explaining the above, set the task as per the participant workbook. Answers below.

In feedback, check that participants understand that the idea of an exposure visit could be recorded under Question 5. It could be that the coach will research a suitable venue and then the visit will become an objective after the next session. Or the client may do the research, in which case doing that can be made an objective.</td></tr>
<tr><td>Feedback / Answers</td><td>Activity 8a:

Take the participants’ suggestions; these are a backup.

1. There may not be anything to suggest in their area. In which case google ‘tuk-tuk trips Sri Lanka’ and you will see information on Colombo tours, an outfit called ‘tuk-tuk safari’ (Anthony will like this) and others.

2. There are several hotels which make a feature of a vegetable garden, and have manicured grass and bushes, with nice seating areas. Meet the head groundsman in such a place, and get ideas about how to do it on a smaller scale at home?

3. Participants should be able to think of an example for Aisha to visit. Apparently, there’s a lovely one near Mattala airport, just before the Expressway...

Activity 8b:

1 - D
2 - C
3 - H
4 - A
5 - F
6 - G
7 - B
8 - E</td></tr>
</table>

Reminder:

1. At the end of each module request that each participant completes the self-reflection learning-log.
2. The learning-log is introduced in Module 1.
3. Participants should use the digital version of the learning-log and print a copy to keep in their portfolio.

Module 10

Giving Feedback

5 hours 25 minutes

Module Aims: By the end of this module, participants will be able to...

1. Articulate qualities and techniques for giving feedback to clients that helps monitor and evaluate the coaching process.
2. Describe approaches for implementing formal and informal feedback with clients.
3. Identify what is needed in a final session with a client so that the client is ready for their 'post-coaching' career and the coach receives feedback on their own effectiveness.

Module 10:

Giving Feedback

Time: 5 hours 25 minutes

Activity List

- M10-1 : Providing Effective Feedback
- M10-2 : Types of Feedback
- M10-3 : Barriers to Feedback
- M10-4 : Ways of Guiding your Clients
- M10-5 : More Feedback Practice
- M10-6 : Overcoming Feedback Challenges
- M10-7 : Final Session

Training Materials Required

All resources are A4 size unless stated.

Activity M10-3b	One sheet of flipchart paper, a marker pen and some Blu-tack per group
Activity M10-4c -1	Handout 1 - Script for a business presentation (one copy for the trainer who will act it out)
Activity M10-5c -A1	Role-play cards for a quarter of the participants who have been lettered / numbered 'A1'.
Activity M10-5c -A2	Role-play cards for a quarter of the participants who have been lettered / numbered 'A2'.
Activity M10-5c -B1	Role-play cards for a quarter of the participants who have been lettered / numbered 'B1'.
Activity M10-5c -B2	Role-play cards for a quarter of the participants who have been lettered / numbered 'B2'.
Activity M10-7c	One sheet of flipchart paper and a marker pen per group

ACTIVITY 01

Providing Effective Feedback

Time	50 minutes
Aim	By the end of this activity participants will have considered rules and useful qualities for providing effective feedback and applied these to their own experiences of receiving feedback.
Activity Type	Pair and group discussion, evaluating statements, gap-fills
Interaction Pattern	Pair work, group work
Procedure	Introduce this activity: 'Providing Effective Feedback'. Tell the participants what the aims of this 50-minute session are (see above). **Activity 1a: Basic Statements About Feedback (15 minutes)** Tell the participants to read the statements about feedback in the table in the Participant Workbook. How much do they agree with each statement? Tell them to give each statement a score by ticking one of the five right-hand columns next to each statement: strongly disagree / disagree / neither agree nor disagree / agree / strongly agree. Then divide the participants into pairs. They should tell their partner about the score they gave each statement and why. They should also find out if their partners gave each statement a similar score. Afterwards, conduct some quick feedback. Which statements did the pairs agree on and disagree on? Point out that while there are no correct answers to this activity, these statements have all been frequently made about feedback. In fact, statement 1 is a quote by Bill Gates! Meanwhile, statements 4, 5 and 6 state purposes that are commonly ascribed to feedback – to change behaviour, to compare performances and to celebrate success and motivate. **Activity 1b: Making Your Feedback Effective (5 minutes)** Refer the participants to the five rules in the Participant Workbook. These are commonly cited rules for giving effective feedback to clients. In the pairs they were in for Activity 1a, they should complete the gaps in the rules using these words: specific / impact / body / permission / judgmental. Afterwards, conduct quick feedback – see Feedback / Answers below.

Procedure	**Activity 1c: Ten Important Qualities for Feedback (15 minutes)** Rearrange the participants into groups. Tell them that Activity 1c in the Participant Workbook has a more detailed diagram. It shows and explains ten qualities that you need to have to make your feedback effective. In their groups, they should fill the nine gaps in the table using the qualities and explanations that are listed below it. Point out that the first row of the table gives an example of a quality ('timely') and its explanation. Afterwards, conduct feedback – see Feedback / Answers below. Check if there are any qualities or explanations that participants need clarification of. **Activity 1d: Experiences of Effective and Ineffective Feedback (15 minutes)** Return the participants to the pairs they were in for Activities 1a and 1b. Divide each pair into participant 'A' and participant 'B'. Tell everyone to think of a time when they received feedback on something they did. It could be a business activity or a non-business one, e.g. relating to school, or learning something new (like driving a car) or performing a sport (like taking part in a cricket team). Tell A and B to follow these instructions: **A.** Think of an activity where they received ineffective feedback, that didn't motivate them, that made them feel worse than other people and that didn't help them to improve. Which qualities in activity 1c did the person giving feedback **not** show? **B.** Think of an activity where they received effective feedback, that motivated them, that made them feel as good as other people and helped them to improve. Which qualities in Activity 1c did the person giving feedback **show**? Point out that these instructions are given in the Participant Workbook under Activity 1d. Give them a couple of minutes to think. Then tell them to tell their partners (each pair containing an A and a B) about their ineffective and effective feedback experiences. Afterwards, elicit some examples of what people said about their ineffective and effective feedback experiences. As much as possible, try to relate these to the qualities listed in Activity 1c.
Feedback / Answers	**Activity 1b:** When giving feedback to your client: 1. Ask for **permission** first 2. Be **specific** 3. Be non-**judgmental** 4. Be mindful of your **body** language 5. Explain the **impact**

Feedback / Answers	**Activity 1c:** 1. D. Ongoing 2. H. Mean what you say and say it with care and respect. Avoid cliches and “yes, but” messages that dilute the sincerity of the intended message. 3. B. Direct 4. F. Based on facts and behaviors, not on personal factors. 5. A. Two-sided 6. I. Offer a description of what you saw or experienced, rather than a judgement. 7. E. Important 8. G. Supports the individual without taking away their responsibility. 9. C. Valuable

ACTIVITY 02

Types of Feedback

Time	45 minutes
Aim	By the end of this activity participants will have identified some characteristics of positive and negative feedback, explored feedback approaches and applied what they have learnt so far to giving feedback to two different clients.
Activity Type	Pair and group discussion, gap-fills, case studies
Interaction Pattern	Pair work, group work
Procedure	Introduce this activity: ‘Types of Feedback’. Tell the participants what the aims of this 45-minute session are (see above). **Activity 2a: Defining Positive and Negative Feedback (10 minutes)** Divide the participants in half and then divide each half into small groups. Tell the groups in one half that they will discuss **positive** feedback and the groups in the other half that they will discuss **negative** feedback. To set the scene, elicit some examples of what positive and negative feedback might involve – praise, clarity, increasing the client’s self-confidence for positive feedback, for example, and criticism, blame, focusing on mistakes for negative feedback.

Procedure	Before they start their discussions, write three questions on the whiteboard: - What do the clients hear in this feedback? - What things does the feedback focus on? - What is often the result of the feedback? Tell them to think about these questions while they discuss their topics. Afterwards, conduct feedback – see Feedback / Answers below. **Activity 2b: Exploring Two Types of Feedback (15 minutes)** Tell the participants to remain in their groups. Assign the groups a common type of feedback. The groups in one half of the class will discuss collaborative feedback. The groups in the other half will discuss guided feedback. Tell the groups to look at Activity 2b in the Participant Workbook. They will find a table for their type of feedback. Each table describes the style of the feedback, says what it is useful for and lists four steps for conducting it successfully with a client. However, the steps have been removed from each table and are listed, in random order, above it. The groups need to decide on the correct order for these steps to be written in the table. While the groups do this activity, monitor closely and make sure that they have put the steps for collaborative and guided feedback in the tables in the correct order. See Feedback / Answers below. Don't be surprised if they have come up with different orders for these steps. The important thing is that they have thought about what the steps entail for the coach and client. When all the groups have completed the task and their answers have been checked, divide the participants into pairs. Arrange them in such a way that one participant, who discussed collaborative feedback is paired with one participant who discussed guided feedback. Tell them to tell their partners about the feedback approach that their group discussed. While they listen to their partner telling them about the other feedback approach, they should write its steps in the corresponding table in the Participant Workbook. **Activity 2c: Tailoring Your Feedback (15 minutes)** Return the participants to the groups they were in for Activities 2a and 2b. Tell them that in Activity 2c in the Participant Workbook they will find profiles of two clients, Sharon and Ravi. Assign Sharon to the groups in one half of the class and Ravi to the groups in the other half.

Procedure	Tell the groups to discuss what sort of feedback might be suitable for their client. Write these questions on the whiteboard for them to think about: • Which of the two approaches in Activity 2b might be appropriate? Why? • Which qualities in Activity 1c might be necessary? Why? • Are there any other suggestions you would make for giving this person feedback? After their groups have discussed the client, put them back in the pairs that they were in at the end of Activity 2b. Their partner should have discussed a different client from them. Tell them to tell their partners about their client, what approaches and qualities they would use in their feedback with him or her, and why. Afterwards, with the whole class, conduct some quick feedback about the best ways to give feedback to Sharon and Ravi. See Feedback / Answers below. **Activity 2d: Additional Questions (10 minutes)** Tell the pairs from the end of Activity 2c to discuss these questions. Depending on the time, each pair can discuss all three, or can be assigned one question only to discuss. • What is the difference between formal and informal feedback? • Why should criticism not be used when giving feedback? • Is silence a type of feedback? If so, what effect might it have? Conduct quick feedback – see Feedback / Answers below.
Feedback / Answers	**Activity 2a:** Obviously, there are no definite definitions of what constitutes positive and negative feedback. However, during feedback, you might want to cover the following: • Positive feedback involves telling someone what they are doing well, or what is working. It can be specific praise or it can focus on reinforcing desired 'behaviours' that promote high performance. It typically leads to an increase in self-confidence. • Negative feedback involves telling someone what they are doing wrong, or what you don't like. It is focused on promoting change in 'behaviours' that are damaging to performance. Negative feedback can automatically make the receiver defensive. Instead of looking at ways of improving, they will make excuses or blame others.

Feedback / Answers	**Activity 2b:** The collaborative approach: - Step 1: Identify the behaviour to be improved or reinforced. Be specific. - Step 2: Describe the effect on the coaching relationship, or on the client's business or personal life. - Step 3: Check for understanding using open ended questions. - Step 4: Ask how the behaviour could be changed, improved or continued. The guided approach: - Step 1: Describe the specific behaviour. Use the phrase, "when you …." - Step 2: Describe your suggested alternative behaviour. "You might consider doing this …" - Step 3: Describe the benefit or gain that they will move towards. "This will help you …" - Step 4: Describe the unproductive consequences they will move away from. "And it will help you avoid …" **Activity 2c:** While it is difficult to be specific with these two brief profiles, here are a few suggestions you might want to make during feedback: With Sharon: - She is very experienced, having been both a senior employee in a company and a business owner in the past. Such experienced clients often welcome direct and honest feedback that shows exactly which areas they need to change. A coach may have to worry less about 'hurting' the client's 'feelings.' - As an experienced client who seems independent and aware of her goals, the collaborative approach to feedback might work well with her. - However, from what the profile says about her mindset and temperament, a coach might need to think carefully about what strategies to use to encourage her to change. She may think she 'knows it all' and doesn't **need** to change. (However, as she is moving into the catering industry from the retailing industry, she will need to develop her 'people skills' and 'customer service skills'.) - Also, Sharon's coach might need to be resilient and thick-skinned too. She may not be the easiest person to work with!

Feedback / Answers	With Ravi: • As he is inexperienced and lacking in self-confidence, it is important that a coach is supportive of and non-judgmental with Ravi. (It sounds like he has a lot of practical knowledge about boats, sailing and fishing, but he may feel insecure about how to deal with tourists.) • At first, at least, a coach may want to use the guided approach to feedback with Ravi. However, since he seems to be a quick learner, the coach could change to a more collaborative approach later. • As Ravi may be sensitive to or easily hurt by what he perceives as criticism from others, the collaborative approach might help later on because it involves more questioning. The coach doesn't **tell** him what the problems are. Instead, he or she **asks** questions and encourages Ravi to identify the problems himself. This touches on another important feedback quality, two-sidedness. **Activity 2d:** • The difference between formal and informal feedback is that formal feedback typically takes place in arranged meetings or in written communication (like reports), while informal feedback is typically verbal and often happens in the moment (like in ad-hoc conversations or 'water cooler moments'). • Criticism should not be used when giving feedback because it is a negative opinion, statement or judgement about the person or their work. This type of feedback is destructive and does not help the other person improve the situation. • Silence is, arguably, a type of feedback. When no response is offered, silence has the effect of maintaining the current state or conditions – unless the client is expecting positive feedback. In such cases, when they are greeted with silence instead, it can reduce their confidence and performance.

ACTIVITY 03

Barriers to Feedback

Time	45 minutes
Aim	By the end of this activity participants will have identified barriers to giving effective feedback that come from both the coach and client and discussed ways of overcoming these barriers.
Activity Type	Role-play, pair and group discussion, brainstorming, evaluating strategies
Interaction Pattern	Pair work, group work
Resources	M10-3b
Procedure	Introduce this activity: 'Barriers to Feedback'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 3a: Reacting to a Feedback Role-Play (15 minutes)** Tell the participants you are going to perform a role-play. If two trainers are not available to play the roles of the coach and client, get one of the participants to play the client. However, before the activity, give the participant time to read the script, which is in Activity 3a in the Participant Workbook. Explain that in the role-play, a coach is giving feedback to a client about a business presentation about marketing opportunities, which the client gave recently. Write on the whiteboard three questions for the participants to think about while they watch the role-play. • How does the client feel during the feedback? • What does the coach do that makes the client feel like that? • Are there any other problems with how the feedback is conducted? Afterwards, refer all the participants to the role-play script in the Participant Workbook. Tell them to read what the coach and client said during the feedback session and think about the questions in more detail. Then tell the participants to work in pairs. They should discuss their answers with a partner. Finally, conduct feedback – see Feedback / Answers below.

Procedure	**Activity 3b: Listing Feedback Dos and Don'ts (15 minutes)** Following on from the feedback to Activity 3a, elicit some dos and don'ts for giving feedback. For example: **Dos** • Give it soon after the event. • Choose a private setting. • Be calm, polite and professional. **Don'ts** • Give it a long time after the event. • Give it in a public place. • Lecture. • Criticise or scold. • Be judgemental. Divide the participants into groups. Give each group a sheet of flipchart paper and a marker pen. Tell them to divide the sheet into two columns, head one column 'dos' and head the other 'don'ts'. Then the groups should brainstorm other dos and don'ts for giving feedback and list them in the appropriate columns. Before they start brainstorming, write these factors on the whiteboard. Tell the participants that these should guide them towards other feedback dos and don'ts. • Objectives • Clarity • Frequency • Duration • Tone • What you do before the feedback When the groups have completed their lists of dos and don'ts, give them some Blu-tack and tell them to stick the lists on the walls. In their groups, they should walk around, look at and discuss other groups' ideas. Were there any dos and don'ts that they didn't think of? Afterwards, conduct some feedback – see Feedback / Answers below. **Activity 3c: Dealing With Inflexible, Defensive, or Sensitive Clients (15 minutes)** Tell the participants to read the paragraph and headings under Activity 3c in the Participant Workbook (from "Sometimes feedback is difficult..." to "...being judged or criticised"). As they read, they should think about how they would give feedback to clients who feel this way. What strategies could they use?

Procedure	Then point out that in the next part of Activity 3c is a table of strategies for giving feedback to inflexible, defensive or sensitive clients. Tell them to work in the same groups they were in for Activity 3b. They should discuss each strategy and decide what its possible advantages and disadvantages are. Make notes about the possible advantages and disadvantages in the two right-hand columns in the table. Afterwards, conduct feedback – see Feedback / Answers below. Point out that: (1) you may have to modify and combine some of these strategies when dealing with awkward clients; and (2) there is no 'magic bullet'. Every client is different!
Feedback / Answers	**Activity 3a:** • During the feedback, the client probably feels upset, embarrassed, intimidated, confused and lacking in self-confidence. • The client feels like that because the coach criticises, scolds and even insults ('like a vain schoolgirl') the client, lectures him or her (rather than try to make the feedback two-sided), speaks 'over' him or her and is generally very judgmental. • Yes, there are other problems with how the feedback is conducted. The feedback is held three weeks after the presentation, so the client has trouble remembering it. Also, the feedback is held in a public place, a canteen, where there is noise from other people and those people can hear what the coach is saying. **Activity 3b:** **Other possible dos:** • Be targeted / have objectives. • Keep feedback short and focused. • Be objective. • Focus the feedback on solutions to problems rather than on the problems themselves. • Use specific examples. • Prepare for it. • Give it frequently. • Collaborate – ask the clients for their views and responses. **Other possible don'ts:** • Be vague. • Make feedback too long. • Give it infrequently. • Be subjective. • Get emotional. • Focus only on what went wrong. • Use ultimatums or threats against the clients.

Feedback / Answers	**Activity 3c:** **A.** Remind them that the feedback is just information. It is not a judgement of their worth as a business owner or entrepreneur. • Advantages: This may defuse difficult situations if the client mistakenly believes the coach is speaking subjectively or personally. • Disadvantages: Still the client may not like to hear that they are doing something wrong if it is presented as a 'fact'! **B.** Explain that rejecting feedback generally means rejecting change. If they don't want to change, what do they hope to get out of business coaching? • Advantages: This may remind the client of why they took on a coach in the first place – it may remind them of the goal of the coaching relationship. • Disadvantages: This may not convince a client with a very fixed mindset. Even if they say they want change, they may not mean it. **C.** State that they don't appear to see the feedback as helpful and ask them how they would like to proceed. • Advantages: This 'puts the ball in the client's court'. It might possibly lead to a new arrangement that is more beneficial to the client. • Disadvantages: The client's ideas about how to proceed might not be the best way to proceed! The coach could end up sidelined so that the client has an easier life (but doesn't actually benefit from the relationship). **D.** If feelings and emotions become too strong, take a break from the conversation. Resume once you have both gathered your thoughts and are able to be cooperative. • Advantages: The coach and client may benefit from a 'cooling off' period. • Disadvantages: On the other hand, this may not solve the issues between the coach and client. The issues may still be present when they resume. **E.** Always remember to remain calm, professional and to communicate clearly. • Advantages: This is always good advice for a coach – stay reasonable even when the other person is being unreasonable. • Disadvantages: This approach may not help when it's clearly the other person who is at fault and needs to improve their behaviour.

ACTIVITY 04

Ways of Guiding Your Clients

Time	45 minutes
Aim	By the end of this activity participants will have planned a role-play of a feedback or post-feedback session where a coach guides a client using questions, explanations or demonstrations.
Activity Type	Pair and group discussion, gap-fills, watching a presentation, creating a role-play.
Interaction Pattern	Pair work, group work
Resources	M10-4c-1
Procedure	Introduce this activity: ‘Ways of Guiding your Clients’. Tell the participants what the aims of this 45-minute session are (see above). **Activity 4a: Prompting Feedback with Questions (15 minutes)** Point out to the participants that clients will engage more with solutions they have thought of themselves rather than solutions that their coaches just ‘give’ to them. And asking the right **questions** will help clients themselves to clarify issues, confront problems and develop a clearer plan for improvement. Tell the participants to, individually, look at questions A-D in the Participant Workbook. Think about which questions they would ask. - Earlier in the feedback session, so that the client ‘provides his or her own feedback’ about what they have done? - Later in the feedback, to encourage the client to think about how they can change and improve? Then refer them to the table that follows the questions in the Participant Workbook. Tell them to work in pairs. With their partners, decide which column in the table to put the four questions. Conduct quick feedback – see Feedback / Answers below. Then tell the pairs to think of other questions to add to the two columns in the table. Again, afterwards, conduct quick feedback – see Feedback / Answers below.

Procedure	**Activity 4b: Explaining and Demonstrating (10 minutes)** Tell the participants that they need to follow up feedback by encouraging the client to change and improve. Two ways of encouraging change and improvement are by **explanations** and **demonstrations.** Tell them to read the information that is given about explanations and demonstrations under Activity 4b in the Participant Workbook. Then tell the participants to stay in the pairs they were in for Activity 4a. They should now discuss and complete the table in Activity 4b about explanations and demonstrations. The items missing from the table are listed below it. These items can be added to the columns in any order – the participants just need to add them to the correct columns. Conduct feedback – see Feedback / Answers below. Ask them one more question. After the coach has explained and demonstrated, what does the client need to do? Elicit from them that the client needs to **practise**. **Activity 4c: Preparing a Role-Play (20 minutes)** Divide the participants into three groups and label those groups A, B and C. Use **Handout M10-4c-1**. This contains a script for you to act out. Tell the participants that you will act the role of the client who appeared in Activity 3a, giving the business presentation that the coach was so angry about. Tell them to imagine they are the client's coach and they will speak to him or her after watching the presentation. While they watch and listen, they should make notes. Act out the client's presentation. Don't make eye contact with your audience, speak in a monotone, speak too quickly, play nervously with your hair and follow all the other 'stage directions' in the script. Afterwards, tell the three groups to prepare a role-play between the client and the business coach. Unlike the coach in Activity 3a, the coach should be a good one who wants to engage and motivate the client and improve his or her performance. Give the three groups different instructions: - Group A: In their role-play, they should show a feedback session where the coach uses **questions** to help the client think about what he or she did in the presentation and identify ways to improve in the future. - Group B: In their role-play, they should show a post-feedback session where the coach uses **explanations** to help the client prepare for future presentations. - Group C: In their role-play, they should show a post-feedback session where the coach uses **demonstrations** to help the client prepare for future presentations.

Procedure	Tell them they can look at the script in Activity 3a in the Participant Workbook as an example of what **not** to do! When the groups have finished, tell each group to present their role-play to the whole class. If time is short, assign two participants from each group to a new group and tell the two participants to perform their role-play for that group only. That way, three role-plays will take place simultaneously in the room, watched by the three groups, and less time will be needed. Monitor and comment afterwards on any interesting points raised by the role-plays.
Feedback / Answers	**Activity 4a:** Questions to ask earlier in the feedback session to make clients think about what they have done: **Given questions** • A. What went well? • D. May I tell what I liked? **Other possible questions** • What did you notice about your performance? • What challenged you? • If you did it again, what would you do differently? • Can we discuss this point further? • Can I make a suggestion? etc. Questions to ask later in the feedback session to make clients think about how they can change and improve: **Given questions** • B. Has any of this feedback surprised you? Why? • C. What changes would you like to make next time? **Other possible questions** • What has this feedback taught you about next time? • How will you use the feedback you have received? etc. **Activity 4b:** Items under '**explanations**' • C. Plan what to say in advance. • E. Keep what you say clear, simple and brief. • F. Use non-verbal communication too. Items under '**demonstrations**' • A. Ensure you can be clearly seen and heard. • B. If possible, do it in the same location that your client's would use. • D. Repeat it as necessary.

ACTIVITY 05

More Feedback Practice

Time	45 minutes
Aim	By the end of this activity participants will have participated in, observed and offered 'feedback' on a feedback session.
Activity Type	Pair and group discussion, reading, roleplays, feedback sessions
Interaction Pattern	Pair work, group work
Resources	M10-5c-A1, M10-5c-A2, M10-5c-B1, M10-5c-B2
Procedure	Introduce this activity: 'More Feedback Practice'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 5a: Evaluating a Business Email (10 minutes)** Tell the participants to read the email in Activity 5a in the Participant Workbook. They should imagine that this is a business email that a client has sent to a potential customer. After reading, get them to work in pairs. With their partners, they should discuss how they would feel if they received this email. Would they be impressed? Would they think the writer was professional? If not, they should make a list of its problems. For feedback, elicit from the participants what the problems of the email are. Also, see if they can identify any positive features. See Feedback / Answers below. **Activity 5b: Giving Feedback on the Email (10 minutes)** Keep the participants in the same pairs. Now, they should discuss what they would say to the client if they gave feedback to him about the email. Tell them to think about the qualities listed in the table in Activity 5b. Which of these would they use during the feedback? How would they use them? Also, tell them to think of the items listed below the table – questions, explanations and demonstrations. How might they use those?

Procedure	**Activity 5c: Setting Up and Conducting a Role-Play (15 minutes)** Give each pair a letter, A or B, and each person in each pair a number, 1 or 2. Then give each person the corresponding role-play card: **Role-play card M10-5c-A1** to participant A1. **Role-play card M10-5c-A2** to participant A2. **Role-play card M10-5c-B1** to participant B1. **Role-play card M10-5c-B2** to participant B2. Tell them to read their cards. Encourage them to put themselves in that person's position. How would they feel when they were involved in feedback? They should think especially about this if they have the role of a client! Now join each pair 'A' with a pair 'B'. They should conduct two role plays where: • A1, the coach, gives feedback to B2, the client. • B1, the coach, gives feedback to A1, the client. Tell them that, during each roleplay, the two participants who aren't taking part should act as observers. They should watch and listen to the coach and fill in the observation task that appears later in Activity 5c about his or her feedback performance. Also, make sure that, **before** the roleplays, everyone has a minute to look at the observation task and understand what is in it. Allow 5 minutes for preparation for the roleplays and then 5 minutes for each role-play itself. **Activity 5d: Giving Feedback to the Feedback (10 minutes)** Keep the participants in groups of four. They should now give the coaches in the roleplays some 'feedback' on their feedback. Each time: • The two observers should tell the coach what they observed and thought about the feedback session. They should use the comments they made in the observation task in Activity 5c. • Also, the person playing the client should tell the coach how they felt during the feedback session. Monitor while this is happening. Offer some general feedback at the end. (Did any of the coaches in the roleplays think of using a laptop to demonstrate something, e.g. how to use Microsoft Word's spell-check?)

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<td>Feedback / Answers</td>
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Activity 5a:

There are a number of problems with the email:

• It wasn’t sent from a work email address but from a personal one, which makes it look unprofessional from the start.

• The subject line, written in capital letters and with an exclamation mark, looks unprofessional and ‘attention-seeking’.

• The opening and closing terms are inappropriate – it should be ‘Dear…’ / ‘(Yours) Sincerely’, not ‘Good morning’ / ‘With Best Wishes’.

• There are spelling mistakes throughout the main body of the email, e.g., ‘espeically’, ‘marketting’, ‘off’ (not ‘of’), ‘servise’, ‘planing’ and ‘worth while’.

• Don’t use text-style acronyms, e.g., ‘BTW’.

• Don’t spell words in upper-case letters, e.g., ‘MUCH’, ‘GREAT’. It looks like the writer is shouting.

On the positive side, though:

• The email does use some appropriately formal, polite language in its first and third paragraphs.

• The paragraphs are spaced out. It isn’t dense or cramped and is quite easy to read.
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ACTIVITY 06

Avoiding Coaching Challenges

Time	45 minutes
Aim	By the end of the session, participants will have discussed five common challenges to coaching and formulated ways of avoiding or overcoming these.
Activity Type	Pair and group discussion, problem solving.
Interaction Pattern	Pair work, group work
Procedure	Introduce this activity: 'Avoiding Coaching Challenges'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 6a: Have You Had Problems Coaching Someone? (10 minutes)** The participants should think of a time they coached, advised or gave feedback to someone – unsuccessfully. They didn't have the desired effect and the person's behaviour or performance didn't improve, or it got worse, afterwards. The situation doesn't have to be a business one. It could be coaching, feedback or advice given in any situation. The participants should think about what went wrong. Was it their fault, or the fault of the person receiving the coaching? Or was it because of both of them? What happened or didn't happen? Tell the participants to work in pairs and tell their partners about their experiences. Afterwards, conduct quick feedback and elicit some of the problems that occurred – the recipient wasn't interested or misunderstood, the coach wasn't clear enough in what they said, etc. Explain that in this activity we will look at some typical examples of challenges to coaching, and how these can be avoided or overcome. **Activity 6b: Identifying Challenges to Coaching (15 minutes)** Divide the participants into four groups, A, B, C and D. Tell each group to read and discuss the statement in the box assigned to them in Activity 6b. Each statement has been made by a coach or client about their business coaching relationship.

Procedure	On the whiteboard write these questions and tell them to think about the questions while they discuss the statements. • Is the attitude of the coach or client a problem for the coach-client relationship? • If so, what is the problem? • Can you describe in detail **why** this is a challenge for the coach-client relationship? After the discussions, get each group to give a short presentation about their case to the rest of the class. Clarify the challenge if necessary. See Feedback / Answers below. Finally, ask them which statement suggests: • Ineffective communication? (Group D's) • Lack of direction? (Group B's) • Dependency? (Group C's) • Spoon-feeding? (Group A's) Point out that with dependency, the problem probably comes more from the client, while with spoon-feeding, it probably comes more from the coach. **Activity 6c: Finding Solutions to Coaching Challenges (15 minutes)** Get the participants to remain in their groups from Activity 6b. However, now, they have to find a **solution** to one of the **other** groups' challenges. Give them these assignments: • Group A: Discuss the 'lack of direction' challenge (Group B's statement above). • Group B: Discuss the 'spoon-feeding' challenge (Group A's statement above). • Group C: Discuss the 'ineffective communication' challenge (Group D's statement above). • Group D: Discuss the 'dependency' challenge (Group C's statement above). Tell them to think about who has to take the initiative to solve the problem – the coach, the client or both. What do they need to do? Afterwards, pair off each member of Group A with each member of Group B, and each member of Group C with each member of Group D.

Procedure	Explain that now they are with someone who identified the challenge in Activity 6b. Tell them to tell their partners what they would do to solve the problem. Do their partners think their solutions would work? Afterwards, conduct feedback. For suggested solutions, see Feedback / Answers below. **Activity 6d: What to Do About a Lack of Commitment? (5 minutes)** Tell the participants to read the statement in Activity 6d by one more, unhappy coach. Ask them the se questions – what is the challenge here and what is the solution? They should discuss with their partners from Activity 6c. Afterwards, conduct feedback – see Feedback / Answers below.
Feedback / Answers	**Activity 6b:** If necessary, make these clarifications after each presentation. **Group A:** It is easy for coaches to fall into the trap of giving too many instructions to clients. It can be tricky to strike the right balance between allowing clients to reach their own solutions while making sure they stay on the right track, but this balance is crucial. **Group B:** Here, basically, the client doesn't know what they want to get out of the coaching. **Group C:** And here, basically, the client relies on the coach too much and gets them to take responsibility for their business, make decisions and handle tasks. **Group D:** This client cannot accurately express to the coach what they want or need from the coaching. **Activity 6c:** Here are possible solutions to the challenges. **The 'lack of direction' challenge:** The coach should take the lead to create a structure for success. For example, they could use a coaching model such as TGROW and use open-ended questions to elicit from their client.

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<td>Feedback / Answers</td>
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The ‘spoon-feeding’ challenge:
Rather than telling the client what to do, the coach should try sharing several possible solutions with their pros and cons. This should allow the client to decide on what action to take. As the client becomes more confident, the coach becomes less directive.

The ‘ineffective communication’ challenge:
The coach needs to understand which communication style and approach will work for this client and tailor their coaching accordingly.

The ‘dependency’ challenge:
Setting expectations is crucial to avoid this. The coach should make clear what the coach / client relationship is and reinforce this during their coaching conversations.

Activity 6d:

What is the challenge?

- The client isn’t committed to the coaching relationship and views it as being of little value.

What are possible solutions?

- The coach and client need to discuss the situation frankly and honestly. It needs to be pointed out that the client should be committed for the relationship to work.

- Meanwhile, the coach should remain professional, being willing to help, maintaining confidentiality, being punctual, etc., even if the client does not show appreciation of this.

- If the client is still unable to give commitment, it is better for the relationship to end. The client will not benefit from it and the coach is ultimately wasting time.
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ACTIVITY 07

Final Session

Time	45 minutes
Aim	By the end of this activity participants will have brainstormed things to do and questions to ask during the final session in a coach-client relationship and considered reasons for keeping in contact with clients afterwards.
Activity Type	Pair and group discussion, brainstorming, presentations
Interaction Pattern	Pair work, group work
Resources	M10-7c
Procedure	Introduce this activity: 'Final Session'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 7a: Ending a Business Relationship (10 minutes)** Tell the participants to think about a long business relationship they once had with somebody. It could be a client, a colleague, a partner, a consultant, etc. What happened when they had their last professional meeting or session, or last working day, with that person? As they do this, tell them to think too about the six questions listed in Activity 7a in the Participant Workbook. ("What things did you do with the person during this last professional contact?", etc.) Then put the participants in pairs. Tell them to tell their partners about the final session of the business relationship they have thought about, while answering the six questions. **Activity 7b: Things to Do During the Final Session (10 minutes)** Point out to the participants that the session they have at the end of the coaching cycle will have a different format from the rest of their sessions. Therefore, it is usually seen as a separate step in the coaching process. Explain that the purpose of the final session is to review and solidify what the client gained from their coaching experience and to set them up for life, 'post-coaching'.

Procedure	Keep the participants in the pairs they were in for Activity 7a. Tell them to think about the things coaches should encourage their clients to do during the final coaching session. Point out that there is a list of cues in Activity 7b in the Participants' Book. They should use these cues to help them. However, they can also think of other things that don't relate to the cues. Afterwards, conduct feedback – see Feedback / Answers below. **Activity 7c: Questions to Ask during the Final Session (15 minutes)** Point out to the participants that, yet again, it is important that coaches ask appropriate questions to make this final session successful. Rearrange the participants into groups. Give each group a sheet of paper and a marker pen. Tell them to brainstorm a list of questions that coaches could ask a client during the final session. Tell them to list the questions on the sheet. When the groups have finished brainstorming, give them a new situation to consider. Due to unforeseen circumstances (a family illness, a severe weather warning, a sudden announcement of a COVID-19 lockdown, etc.), they and their clients will have to cut their final session short. Therefore, they will only have time to ask **four** of the questions on their lists. They need to discuss in their groups – what are the four most important questions they have listed? Tell them to put a line through all the other questions, so that there are only four questions left on their sheets. Get each group to quickly present their choice of four questions to the rest of the class. Get them to say why they picked them and why they think these questions are most important. After each presentation, elicit comments from the other participants. See Feedback / Answers below for some particularly powerful questions. **Activity 7d: Keeping In Contact With Clients (10 minutes)** Tell the participants to stay in the same groups and give them a final question to discuss. After the coaching is finished, why might you want to remain in contact with a client? Tell the groups to make a list of possible professional reasons for this. (They can write their lists on the back of the flip chart sheets.) Afterwards, elicit their ideas and make some suggestions – see Feedback / Answers below.

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<td>Feedback / Answers</td>
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Activity 7b:

Things to do in the final session:

• Reflect on progress
• Ask any outstanding questions
• Celebrate successes
• Identify lessons learnt
• Consider what their new goals are for the future
• Evaluate their progress
• Evaluate your performance as a coach

Activity 7c:

Powerful questions to ask during the final coaching session include:

• What were your biggest insights during our time together?
• What were your most impactful results?
• What new habits are you going to continue with?

Activity 7d:

After the coaching process is finished, there are several reasons why coaches may choose to remain in contact with their clients, for example:

• To give, or obtain, feedback.
• To answer final questions.
• To lay groundwork for additional coaching work in future.
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Module 11

Business Leadership Skills

6 hours

Module Aims: By the end of this module, the participants will be able to...

1. Explain what leadership is.

2. Help their clients make decisions.

3. Identify which leadership attributes their clients need to develop.

4. Help their clients adopt different leadership styles for different situations.

5. Increase their clients' ability to get their staff to work with energy.

6. Help their clients to become Resolute Leaders.

Module 11:

Time: 6 hours

Business Leadership Skills

- M11-1: What is Leadership?
- M11-2: Leaders and Decision-making
- M11-3: Leadership Attributes
- M11-4: Leadership Styles
- M11-5: Motivating the team
- M11-6: Resolute Leadership

Training Materials Required

Refer to the PowerPoint slides available for this module. All resources are A4 size unless stated.

M11-1a	Six rolls of sellotape, six glue sticks, three staplers
Activity M11-1a -1	Handout 1: Find the Leaders (one copy per participant.)
Activity M11-1b -1	Handout 2: Leaders and managers (one copy per participant.)
Activity M11-1b -2	Handout 3: Leaders and managers – Post Task Feedback (one copy per participant.)
Activity M11-2 -1	Handout 1: Leaders and Decisions-making (one copy per participant.)
Activity M11 -2	PowerPoint
Activity M11-2 -2	Handout 2: Four Decision Making Methods (one copy per participant.)
Activity M11-3a -1	Handout 1: Prioritise Leadership Attributes (one copy per participant.)
Activity M11-3a	PowerPoint
Activity M11-3a -2	Handout 2: Leadership Attributes (one copy per participant.)
Activity M11-3b	Handout 3: Coaching Leadership Attributes (one copy per participant).

Activity M11-4a	Handout 1: Match Up (one copy per participant.)
Activity M11-4b	PowerPoint
Activity M11-5	PowerPoint
Activity M11-5-1	Handouts 1: Motivating Your Team (one copy per participant.)
Activity M11-5-2	Handout 2: Motivators. (one copy per participant.)
Activity M11-5-3	Handout 3: What is Motivation? (one copy per participant.)
Activity M11-6	PowerPoint
Activity M11-6a-1	Handout1: Resolute Leaders (one copy per participant.)
Activity M11-6a-2	Handout 2 - Resolute Leaders – Scorecard (one copy per participant)
Activity M11-6b	Ten role cards: one copy of each card.

If PowerPoint is not available:

Print PowerPoint 'Module 11 Business Leadership Skills - **Alternative for printing'**
Print 2 slides per page. There are five of the ten slides on this printout.

For all the other missing slides please refer the participants to the same information in the Handouts or their Participant Workbooks instead of the slides. This is noted in the instructions below.

Distribute the complete printouts of the five slides after the team task in Activity 2.

ACTIVITY 01

What Is Leadership?

Time	1 hour 40 minutes
Aim	By the end of this activity, participants will be able to explain to their clients what leadership is.
Activity Type	Two team tasks with leaders and coaches. Feedback after each task.
Interaction Pattern	Group work
Resources	M11-1a, M11-1b-1, M11-1b-2
Procedure	Introduce this activity: 'What is Leadership?'. Tell the participants what the aim of this 40-minute session is (see above). **Activity 1a: Find the Leaders. (60 minutes)** **Setting up team task one: (10 minutes)** Ask all the participants to come and stand at the front of the training room, or, better, take them to a suitable area outside. Make sure there are rolls of sellotape and / or staplers and or glue sticks in the area **M11-1a**. Not too conspicuous though. Distribute **Handout M11-1a-1** **Team Task one: (20 minutes)** Make yourself invisible! Do not say anything, do not answer any questions, or help in any way. But observe what happens carefully (you may want to make notes.) You are looking for the 'natural leaders': usually the first participants who speak and suggest what to do are the natural leaders. They are the ones who can deal with the uncertainty of the situation. Once the teams have started working together, watch to see who are the most proactive with suggestions and ideas, and who are the followers. Also watch to see how successful the three teams are at making their houses: the better the team and or leader, the better their 'product' should be. Is that the case here?

Procedure	Exactly at the end of the 20 minutes tell the participants to stop and bring their products back to the training room – put them somewhere where they can be seen and go back to their usual places. (If you can find someone – e.g. a cleaner or someone working at the centre - or even better, a child - to come and judge which is the best house, great!) **Post task feedback: (15 minutes)** Ask the participants if they can guess what the purpose of the activity was. (Probably they cannot.) Elicit / explain that it was to create a situation of uncertainty so that we could see who emerged as natural leaders – people who can give a sense of direction in such 'ambiguous' situations. Tell them what you observed during the task. You may or may not want to mention the names of those who emerged as leaders – or you could refer to 'Madam A' or 'Mr B'; e.g. "Madam A was the first person I heard asking people to join with her." Or "I heard Mr B telling people what they needed to do." "Mr C just looked confused throughout." **Organise the three teams: (5 minutes)** After any discussion has finished, get the participants into three teams. One way of doing this is to ask the participants to stand up and point to each one and tell them they are either 'apples' or 'oranges' or 'bananas'. Then tell all the 'apples' to sit together, all the 'oranges' together and the 'bananas' together. **Activity 1b: Leaders or Managers? (40 minutes)** **a) Setting up Activity 1b (10 minutes)** - Explain that each team is going to have a leader and a coach. - Then select the **leaders** and **coaches** for each team. - One way you can do this is to have the same number of strips of paper as there are team members, with **L** written on the end of one and **C** on another. Hold out the strips (so they cannot see the letters) and get them to pull one each. The one with L is the leader, with the C is Coach. Do the same for the three teams. Then explain: - You are going to give a series of tasks over the day - For each one there will be a different **leader** and a different coach. - This will be done in rotation **clockwise**.

Procedure	Explain: • The leaders must lead their teams to do the tasks to produce high quality products i.e. the answers to the tasks questions within the time limit. • The coaches must observe the leaders during the task, and afterwards give them feedback on their leadership skills. • They will get a form they can use to help with this feedback Then distribute **Handout M11-1b-1** • Go through the Instructions to make sure they understand and know what to do. • Tell them that after the teams have finished their tasks, and shown the other teams their products, the coach will give feedback to the leader. • Tell the participants to turn to the Observation Task – The Coach's Feedback in the **Giving Feedback Module.** • Explain that after the coach has given her / his feedback, the other team members can give the coach feedback on her / his feedback. **b) Team Task: (15 minutes)** Distribute **Handout M11-1b-2** Again, do not help or answer any questions about what the task is or how to do it. **c) Post Task feedback: (5 minutes)** Do not write them up (to save time). Distribute **Handout M11-1b-3** Make sure they understand this is **not** "The Right Answer" – it is in case they want something for future reference. Give them time to read through: ask if they have any questions. **d) Coaches give feedback, and receive feedback on their feedback. (15 minutes)** (You need to monitor this and maybe give feedback on the feedback on the feedback)

ACTIVITY 02

Leaders And Decision-Making

Time	40 minutes
Aim	By the end of this activity, participants will be able to help clients make decisions.
Activity Type	Team task. Post task plenary feedback and coaches' feedback.
Interaction Pattern	Group work
Resources	M11-2-1, M11-2-2, PowerPoint
Procedure	Introduce this activity: 'Leaders and Decision-making'. Tell the participants what the aim of this 40-minute session is (see above). Teams need to have a new Leader and Coach. Tell them this should be the people on the right (or clockwise) side of the previous Leader and Coach. Distribute **Handout M11-2-1** **1) Team Task: (15 minutes)** Again, do not help! Teams might be confused about what they have to produce here. It is very unlikely they will come up with the terms on the next handout (Consultative etc.) No problem! It's the team leaders' job to lead their team to come up with something: praise anything that is a coherent offer! **2) Post Task feedback: (5 minutes)** Afterwards, elicit ideas from the three teams: do not write them up (to save time). **3)** Show and explain **PowerPoint Slides - Four Decision-making methods.** (If no PowerPoint, distribute **Handout M11-2-2**) Avoid reading what is on the slide – participants can read it faster with their eyes than you can say it. Use your own words. Use Handout 2 to help you explain. Distribute **Handout M11-2-2** **4) Coaches give feedback: (10 minutes)** And receive feedback on their feedback.

ACTIVITY 03

Leadership Attributes

Time	1 hour 10 minutes
Aim	By the end of this activity, participants will be able to identify which attributes their clients need to develop in order to lead more effectively.
Activity Type	Team task. Post task plenary feedback and coaches' feedback.
Interaction Pattern	Group work
Resources	M11-3a-1, M11-3a-2, M11-3b, PowerPoint
Procedure	Introduce this activity: 'Leadership Attributes'. Tell the participants whataim of this 1 hour 10 minute session is (see above). Explain the meaning of 'attributes are the skills and qualities that leaders need to have. ('Skills' are things we can learn – qualities are personality traits e.g. introvert / extrovert – emotional / rational etc.) **Activity 3a: Prioritise Leadership Attributes. (40 minutes)** Make sure teams have a new Leader and Coach - the people on the right (or clockwise) side of the previous Leader and Coach **Team Task: (20 minutes)** Distribute **Handout M11-3a-1** This time tell the teams you will help with any of the terms (words) they do not understand. **Post task feedback: (10 minutes)** Afterwards: ask each team to state their number one priority. Then explain that you are going to show them the number one priority of some American CEOs. Project **Slide - Leadership Attributes** (If no PowerPoint, read the priorities on Handout 2) Again make it clear that this is not the 'Right Answer!' These are Americans talking about large American corporations. "You might find it interesting to compare their priorities with ours."

Procedure	Click on the slide show to get the first priority only. Continue like this – ask the teams for their number two, show the second on the slide, etc. Give out **Handout M11-3a-2** Ask if anyone needs help with understanding any of the terms. **Coaches give feedback: (10 minutes)** And receive feedback on their feedback. **Activity 3b: Coaching Leadership Attributes. (35 minutes)** Distribute **Handout M11-3b** Make sure teams have a new Leader and Coach. Team Task: **(15 minutes)** Post Task feedback: **(5 minutes)** Coach's feedback: **(10 minutes)**

ACTIVITY 04

Leadership Styles

Time	55 minutes
Aim	By the end of this activity participants will be able to help their clients use different leadership styles to deal with different situations
Activity Type	Team task: Plenary and coaches' feedback. Questionnaire with feedback.
Interaction Pattern	Group and individual work.
Resources	M11-4a, PowerPoint
Procedure	Introduce this activity: 'Leadership Styles'. Tell the participants what the aim of this 55-minute session is (see above). Remind them that we looked at **decision-making methods** in Activity 2, (Autocratic – Consultative - Democratic – Consensus,) – we are now going to look at **Leadership styles.** Make sure teams have a new Leader and Coach.

Procedure	**Activity 4a: Match Up (35 minutes)** **Team Task: (20 minutes)** Tell the participants to turn to Activity 4a in the Business Leadership Skills module of the Participant Workbook. Distribute **Handout 1: Match Up (M11-4a)** **Post task feedback: (10 minutes)** When the time is up, ask which boxes matched with which style, and which style for the six businesses. **Coach's feedback: (5 minutes)** **Activity 4b: Do You Focus on Tasks or Relationships? (20 minutes)** - Ask the participants to think of someone in the past or present they find difficult to work with. - Tell them it does not matter if they like or dislike that person – if they think they are good or bad – only that they find it difficult to work with them for whatever reason. - Then ask them to score how they see that person on each of the dimensions shown on Activity 4b in the Participant Workbook. - Do the first with them: "If you think she or he is a very pleasant person, ring a high number. If you think they are not pleasant – ring a low number." - When they have finished, ask them to add up the total of all the numbers they have ringed. Display **PowerPoint Slides - Leadership Styles** (If no PowerPoint, refer participants to the slide printouts.) - Explain the two styles – Task-focused and Relationship-focused. - Show them the rating scale **PowerPoint Slide - Your Preferred Leadership Style** - Finish by saying that if you are 'very' task focused or 'very' relationship focused, you will need to take more care about being able to change.
Feedback / Answers	**Activity 4a:** Authentic Leadership – D Autocratic Leadership – C Laissez-Faire Leadership – B Situational Leadership – E Shared Leadership - A

ACTIVITY 05

Motivating Your Team

Time	40 minutes
Aim	By the end of this activity, participants will be able to increase their clients' ability to get their staff to work with energy
Activity Type	Presentation. Team task, Feedback, Presentation.
Interaction Pattern	Group work
Resources	M11-5-1, M11-5-2, M11-5-3, PowerPoint
Procedure	Introduce this activity: 'Motivating your team'. Tell the participants what the aim of this 40-minute session is (see above). **Ask for a definition of the word 'motivation'**. **(a) Motivating Your Team (5 minutes)** Display and present **PowerPoint Slide - What is Staff motivation?** (If no PowerPoint, refer participants to slide on the slides printout.) Make sure teams have a new Leader and Coach. (And make sure the coaches give feedback.) (**b) Team Task: (20 minutes)** Distribute **Handouts M11-5-1 and M11-5-2** On this occasion you may need to help people understand what they have to do – if you see any teams looking unsure. **(c) Post task feedback: (5 minutes)** Hopefully most participants will decide that Intrinsic motivators are easier. Display and present **PowerPoint Slide - How to motivate (10 minutes)** (If no PowerPoint, refer participants to slide five of the printouts.) Explain Satisfiers and Dissatisfiers. Allow debate – this is controversial!

Procedure	You could give an example: restaurant staff are given a pay increase. They will be happy. But a week later when they are cleaning and tidying up the restaurant late at night after a long day, which will give them more energy? (a) the wage increase, (a dissatisfier) or (b) knowing that they are admired and respected for making the restaurant so clean and tidy even when they are tired (a satisfier)? But the main message to get across at the end is that good leaders do their best to make sure staff members get satisfaction from their work itself – even low-paid unskilled jobs like cleaning etc. Praise and recognition do not cost anything! Distribute **Handout M11-5-3** to provide a summary of this motivation activity.
Feedback / Answers	**Activity 5:** There are no set answers for task a) **Answers for Task b) Motivators** Good interpersonal relations: E Self-fulfilment: I Job-security: E Self-respect: I Work-life-balance: E Achievement: I Promotion: I Clear and involving goals: I Good work-conditions: E Leadership: E Leave/holidays: E Praise: I Recognition: I Fringe benefits: E Job-satisfaction: I Self expression: I Participation: I Wages: E Satifiers and Dissatisfiers are explained in the handout

ACTIVITY 06

The Resolute Leader

Time	55 minutes
Aim	To enable participants to help their clients stand up against opposition to their plans and proposals
Activity Type	Team task: Case Study. Plenary and coach's feedback and role play.
Interaction Pattern	Group and pair-work
Resources	M11-6a-1, M11-6b-1, M11-6b-2, PowerPoint
Procedure	Introduce this activity: 'The Resolute Leader'. Tell the participants what the aim of this 55-minute session is (see above). **Activity 6 (a) Case Study (25 minutes)** Display **PowerPoint Slide - The Resolute Leader** Ask for someone to remind us what 'resolute' leader means. (Third on the American list of Leadership Attributes.) "They stand up for their ideas, plans, and decisions in the face of opposition". Make sure teams have a final Leader and Coach. **Give out Handout M11-6a-1** Like the earlier activities take participants through the task. **1. Team Task: (15 minutes)** Teams carry out the task according to the instructions on the handout. **2. Post Task feedback: (5 minutes)** Ask each team what their Resolute Leader would do. All offerings will be valid! **3. Coach's feedback: (5 minutes)** Invite the coaches to give their feedback to their team leader.

Procedure	**Activity 6(b): Role Play (30 minutes)** Explain that ten of the participants will be hotel owners – five brothers and five sisters. The other ten will be the hotel manager. Select or ask for volunteers for the 10 hotel managers. Give out **Handout M11-6b-1** Give the remaining participants one Owner role-card each.**Handout M11-6b-2** Ask the owners to sit down as far apart from each other as possible. The managers must go round and meet all ten owners – one by one - to persuade them to stop opposing the manager's plan to introduce night-time fishing boat trips. There are two minutes only for each meeting, (the managers stand, the owners sit). The trainer must keep the time – after every two minutes shout "All Change". The manager will have a scorecard. At the end of each two minute meeting the owner must tick either Yes or Don't Know or No on the managers' score cards. The coaches with the most Yes's are the most Resolute Leaders. An alternative is to do this in two 'rounds'. First round: **five managers** meet the **five brothers.** Second round: the **five brothers become the five managers**, and the **five managers become the five sisters**. So everyone has the chance to practise being a Resolute Leader.
Feedback/ Answers	**Activity 6a:** The participants themselves present answers for the Case Study.

Module 12

Growth Mindset

4 hours 15 minutes

Module Aims: By the end of this module, participants will be able to…

1. Identify the characteristics of a Growth Mindset, identify its advantages over a Fixed Mindset and promote those advantages among clients where necessary.

2. Realistically appraise their own values, self-awareness and preferred modes of learning as business coaches and share these where appropriate with clients.

Module 12:

Growth Mindset

Time: 4 hours 15 minutes

Activity List

- M12-1 : Personal & Professional Development
- M12-2 : Growth Mindset versus Fixed Mindset
- M12-3 : Self-awareness
- M12-4 : Values
- M12-5 : Modes of Learning
- M12-6 : Your Client’s Learning and Growth Needs

Training Materials Required

All resources are A4 size unless stated.

Activity M12-2c-1	Handout 1 - The second half of two case studies (one copy per participant)
Activity M12-2d	One sheet of flipchart paper and a marker pen per group.

ACTIVITY 01

Personal and Professional Development

Time	45 minutes
Aim	By the end of this activity, participants will be able to explain the difference between personal and professional development by giving examples.
Type of activity	Matching, pair discussion, ticking statements, giving examples, responding to comments.
Interaction Pattern	Individual work, pair work
Procedure	Introduce this activity: 'Personal and Professional Development'. Tell the participants what the aims of this 45-minute session are (see above). **Activity 1a: Match Up (15 minutes)** Working individually, the participants match the beginnings of the statements with the ends of the statements in the boxes in Activity 1a in the Participant Workbook. Then put the participants in pairs to check their answers. Also, get the pairs to give examples of personal and professional development and to say which is more important for them and why. Conduct feedback – see Feedback / Answers below. End the task by asking, "Is business coaching personal or professional development?" (Actually, it's both!) **Activity 1b: Statements about You and a Growth Mindset (10 minutes)** Retain the pairs. Tell them to look at the statements in the table in Activity 1b and tick each column if the statement applies to them or their partner. They should also tick the statements that they think reflect a growth mindset. Then conduct quick feedback – see Feedback / Answers below. **Activity 1c: Seeking Opportunities for Development (10 minutes)** In the same pairs again, tell them to share some examples of how they could actively seek out opportunities to grow and develop. Also, how can developing oneself benefit a business? Then elicit their ideas as feedback. See Feedback / Answers below for advice to give them.

Procedure	**Activity 1d: What Would You Say? (10 minutes)** In the same pairs again, tell them to read the statements about four clients. Each client is not interested in developing a growth mindset. They should discuss what they might say to these clients. Afterwards, share their suggestions. See Feedback / Answers below for ideas.
Feedback / Answers	**Activity 1a: Match Up** The complete statements are: 1.Professional development is…. focused on the workplace. 2.Personal development is… focused on communications, time management and things such as leadership skills. 3.Professional development of skills in relation to your job makes you… more effective in a particular workplace. 4.Personal development can be… nothing to do with your job. Examples of professional development given by participants will include any kind of skills training, although it might come in less formal forms, e.g., getting and responding to feedback or self-reflection. Examples of personal development given by participants will probably be in less formal forms, e.g. Communication skills, self-reflection, embracing positive thinking and using anger-management techniques. **Activity 1b: Statements about You and a Growth Mindset** The Growth Mindset statements are: - I try to work on my weaknesses. - I actively seek out opportunities to grow and improve. - I believe that people who value learning are more likely to succeed. - I always feel I can do things better, no matter how well I do them. **Activity 1c: Seeking Opportunities for Development** Opportunities to grow and develop cover anything where someone is doing something new with the intention to grow. (Therefore, making your first presentation and baking your first cake both count as examples.) Personal development helps business by making the person more effective or by building their confidence, e.g. through improving communication skills.

Feedback / Answers	**Activity 1d: What Would You Say?** Here are some possible answers to the task. Obviously, there are other possibilities. 1. Your client explains they have 20 years' experience. Therefore, they don't need to learn or develop. You could say, "The business world is changing and everyone needs to change with it." 2. One of your clients says there is nothing they need to learn. You could ask, "Would you like to learn how to make your business more successful?" 3. Your client is too busy for personal development but they agree to professional development. You could say, "Why do you say that? Let me share some examples of where personal development helped a business." 4. Your client asks you to tell them what to learn. You could say, "I can't. You know your business and therefore your learning needs better than I do."

ACTIVITY 02

Growth Mindset versus Fixed Mindset

Time	50 minutes
Aim	By the end of this activity, participants will be able to explain the difference between a growth mindset and fixed mindset and will have practice in encouraging a person with a fixed mindset to embrace change.
Type of activity	Pair and group discussion, filling in blanks, predicting, brainstorming, role-plays.
Interaction Pattern	Pair work, group work
Resources:	M12-2c-1, M12-2d
Procedure	Introduce this activity: 'Growth Mindset versus Fixed Mindset'. Tell the participants what the aims of this 50-minute session are (see above).

Procedure	**Activity 2a: Definitions of the Two Mindsets (5 minutes)** Tell the participants to look at the two definitions given in Activity 2a in the Participant Workbook. Which is a definition of a growth mindset and which is a definition of a fixed mindset? Get them to check their answers in pairs and then conduct feedback – see Feedback / Answers below. **Activity 2b: Characteristics of the Two Mindsets (10 minutes)** Retain the pairs. Tell the participants to study the table in Activity 2b, which shows the characteristics of a growth mindset and a fixed mindset in relation to success, failure, getting feedback, being challenged and attitudes. Tell them to complete the missing parts of the table using the statements, a-g, in the list that follows. If anyone struggles with the task, point out that a few of the statements are in inverted commas. Therefore, they belong in the 'Might say' section of the table. Conduct feedback. See Feedback / Answers below. **Activity 2c: Growth Mindset and Fixed Mindset Reactions (15 minutes)** Tell the participants to read the first half of a case study in Activity 2c. This is about two business people, Shamila and Kumudu, who both run beauty salons in Mirissa. Then divide the participants into small groups. Make sure there is an even number of groups. Tell them to fill out the table about Shamila and Kumudu in the second half of Activity 2c. They should make predictions about how the two people will probably react to the idea of using Instagram marketing to help their businesses. Finally give out **Handout M12-2c-1** to all participants. This contains the second half of the case study. Tell them to read it and find out what Shamila and Kumudu really did in relation to Instagram marketing. Conduct feedback – how accurate were the participants' predictions? See Feedback / Answers below. **Activity 2d: Responding to Someone with a Fixed Mindset (20 minutes)** Tell the participants to remain in their groups. Give each group a sheet of flipchart paper and a marker pen. Then tell them to imagine they are Kumudu's business coach. In their groups, they should brainstorm and write on the paper some comments they could say to her, to encourage her to embrace the opportunities presented by Instagram marketing. Point out that, in effect, they are encouraging her to adopt more of a growth mindset.

Procedure	After five minutes, tell the groups to stop. Pair the members of one group off with the members of another group. (This should be easy to do if you had an even number of groups). Tell the pairs to act out a roleplay between Kumudu and her business coach discussing the use of Instagram to market Kumudu's beauty salon. Afterwards, tell the pairs to swap the roles of Kumudu and her business coach and have a second role-play discussion. Make sure you have a few minutes at the end to elicit some ideas about what to say to Arjuna. See Feedback / Answers below for suggestions.
Feedback / Answers	**Activity 2a: Definitions of the Two Mindsets** The belief that innate abilities are static and cannot be developed. It leads to a desire to look smart, a tendency to avoid challenges, give up easily and see efforts as fruitless – this is a definition of a fixed mindset. The belief that personal success is due to hard work and learning. It leads to a desire to learn, a tendency to embrace challenges and learn from criticism and ultimately, greater success – this is a definition of a growth mindset. **Activity 2b: Characteristics of the Two Mindsets** 1. e 2. c 3. a 4. g 5. f 6. d 7. b **Activity 2c: Growth Mindset and Fixed Mindset Reactions** In the case study: Shamila (with a growth mindset) decided to give Instagram marketing a go, while Kumudu (with a fixed mindset) decided not to. Shamila felt nervous because she had never used the platform before, but she thought it was worth a try. (She doesn't mind trying new things if it may help her salon.) Kumudu thought she would feel embarrassed if she tried using Instagram and got it wrong. Also, she thought if she set up an account and got no business, she would feel like a failure and her friends would laugh at her.

Feedback / Answers	Shamila prepared for using Instagram by researching online about how to set up an account and spending some time finding the hashtags that were popular with potential clients. Then she posted her first pictures and waited to see what happened. **Activity 2d: Responding to Someone with a Fixed Mindset** Although there are no fixed answers here, the participants could adapt some of the responses used in Activity 1d to respond to Kumudu and her fixed mindset. - "The business world is changing and everyone needs to change with it. That includes familiarizing yourself with and using platforms like Instagram." - "Other businesses have made themselves more successful using Instagram. Would you like to learn how to make your business more successful using it?"

ACTIVITY 03

Self-Awareness

Time	40 minutes
Aim	By the end of this activity, participants will be able to give examples of how self-awareness affects behaviour.
Type of activity	Pair discussion, suggesting reactions, reflection
Interaction Pattern	Pair work
Procedure	Introduce this activity: 'Self-awareness'. Tell the participants what the aims of this 40-minute session are (see above). **Activity 3a: How Self-Aware are You? (10 minutes)** Tell the participants that someone who is self-aware knows their inner world of thoughts, feelings, emotions and beliefs. As a result, in difficult situations, a self-aware person chooses how to react while the unaware person reacts automatically. Tell them to work in pairs. They should look at the situations in Activity 3a. For each situation, they should give two reactions, an automatic reaction and a self-aware one. Then conduct feedback. There are no wrong or right answers.

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<tr><td>Procedure</td><td>

Activity 3b: Reflect on these Topics (10 minutes)

Retain the pairs. Tell the participants to share their reflections on the three topics listed in Activity 3b.

Then, quickly, elicit their ideas. There are no correct or incorrect answers in this activity.

Activity 3c: The Client Who Lacks Self-awareness (10 minutes)

Tell the participants to imagine they have a client who lacks self-awareness. What would the answers to the questions in Activity 3c be?

- Does the client get on well with others?
- Is the client aware of the impact of their actions?
- Does the client understand why he acts the way he acts?
- Is the client very confident because he is unaware of his limitations?

Also, get the participants to discuss these questions – in what ways might a client like this be a problem for the business he or she runs, and what are the problems if a coach lacks self-awareness?

Afterwards, elicit their ideas and conduct feedback. See Feedback / Answers below.

Activity 3d: Developing your Self-awareness (10 minutes)

Explain to the participants that there are many ways to develop their self-awareness as coaches. Three possible ways are listed in Activity 3d. For them personally, which is the most effective and why? Tell them to discuss these methods in pairs.

Afterwards, elicit their ideas. There is no correct answer for this activity. The important thing is they give reasons for the methods they choose.

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Feedback / Answers

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Activity 3a: How self-aware are you?

These are sample answers. However, others are possible.

1. Automatic. You argue with one of the other drivers.
   Self-aware - you listen to music or read a book.

2. Automatic - you criticise their coaching style.
   Self-aware - you listen politely since your colleague may have a point.

3. Automatic - you just leave.
   Self-aware - you sympathise with your client being busy but get down to work.

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Feedback / Answers	**Activity 3c: The Client Who Lacks Self-awareness** • Does the client get on well with others? Probably not. • Is the client aware of the impact of their actions? No. • Does the client understand why they act the way they act? No. • Is the client very confident because they are unaware of their limitations? Probably, though some who lack self-awareness also lack confidence. **Other questions:** • In what ways might a client like this be a problem for the business they run? They won't be aware of the needs of their staff or business, or indeed their own needs. • What are the problems if a coach lacks self-awareness? Many, but the key one here is that they won't be able to help clients develop their own self-awareness.

ACTIVITY 04

Values

Time	50 minutes
Aim	By the end of this activity, participants will be able to identify two or more of their key values.
Type of activity	Individual reflection, pair and group discussion, gap-filling, devising strategies, problem-solving.
Interaction Pattern	Individual work, pair work, group work
Procedure	Introduce this activity: 'Values'. Tell the participants what the aims of this 50-minute session are (see above). **Activity 4a: Values (5 minutes)** Explain that values are the principles, qualities and standards that guide us in our life, even if we can't immediately say what our values are. Tell the participants to, individually, look at the list of values in the word montage in Activity 4a in the Participants' Book. Are their values there? What are they? Go around the room eliciting what values the participants have chosen. If somebody can't find their values, ask them to say what the values are.

Procedure	**Activity 4b - Why are Values Important? (10 minutes)** Tell the participants that the examples in Activity 4b describe people whose values are not aligned with the work they are doing. Working in pairs, they should fill in each blank with a value from the list above the examples. Also, each time, what is the result of the person's values not being aligned with their work? Conduct feedback – see Feedback / Answers below. **Activity 4c: Reflecting on Your Values (10 minutes)** Tell the participants to, individually, select two values that they consider to be most important from the word montage in Activity 4a. For each value, they should ask themselves the following questions: • Do I follow this value both at home and at work? • What steps can I take to align my actions and goals more closely with this value? • How can this value help my work as a coach? • How has this value changed for me since I was younger? Will it change in the future? Then get them to work in pairs again. They should tell each other the answers they thought of for each value. For feedback, elicit of a few of the participants' values and the answers they came up with for them. **Activity 4d: Coaching with Values (10 minutes)** Tell the participants that, as a coach, it is important to understand your core values and to live in alignment with them. This will make you feel more fulfilled and more effective as a coach. Put the participants in pairs again. Tell them to develop a strategy that will help them uncover the core values of a new client. Also, if necessary, think of how they might help the client to adapt his or her values. Give them some ideas and concepts to help them devise such a strategy: questions, observations, sharing, goals. Afterwards, elicit a few of their ideas and comment. See Feedback / Answers below. **Activity 4e: Problem Situations (15 minutes)** Now put the participants in groups. Tell them to discuss what would be the best thing to do in the four situations given in Activity 4e, where the clients' values are at odds with their working realities.

Procedure	Afterwards, elicit some of their suggestions. Possible answers are given in Feedback / Answers below. At the same time, point out that there are no single correct answers. What happens next depends on the coach and client.
Feedback / Answers	**Activity 4b: Why are Values Important?** a) Somy values authenticity. b) Hiruni values independence. c) Lahiru values collaboration. The undesirable impacts of these non-alignments are: a) Somy has a negative outlook. b) Hiruni lacks motivation. c) Lahiru is not very productive. **Activity 4d: Coaching with Values** Some possible strategies are: - Asking open questions and practising active listening. - Observing how things operate while visiting the client. - Sharing your feelings about the importance of values. - Discussing your client's goals (which may reveal their values). Also, point out to participants that the first values clients identify as their values may not really be the most important to them. Sometimes, it takes time to identify what their real values are. It's like 'peeling back layers' to get to the truth underneath. **Activity 4e: Problem Situations** a) Your client values tradition but… In this case, they could be encouraged to apply some traditional values to their business, like personalised customer service or fair pricing. However, for other aspects of their business, they should accept that they have to take a less traditional approach. b) Your client values a work-life balance but… They should try to work out a way of getting some private time and rest-time for themselves at home. This may involve hiring and assigning staff to the guestrooms for certain shifts and time periods. c) Your client values harmony but… They should work with the coach and analyse why their staff argue, and then devise a solution. d) Your client values risk-taking but… It sounds like the client needs to build up their confidence, even though they have the correct, basic idea.

ACTIVITY 05

Modes of Learning

Time	40 minutes
Aim	By the end of this activity, participants will be able to compare two different modes of learning.
Type of activity	Pair and group discussion, group-work, sharing preferences, completing a table, problem-solving.
Interaction Pattern	Pair work, group work
Procedure	Introduce this activity: ‘Modes of Learning’. Tell the participants what the aims of this 40-minute session are (see above). **Activity 5a: How Do You Learn? (10 minutes)** Put the participants in pairs. Get them to discuss the five items listed in Activity 5a in the Participant Workbook. How would they prefer to learn each thing? Tell them to share their preferred ways of learning each time. Afterwards, elicit a few of their preferences for learning items 1-5. There are no single, correct answers. **Activity 5b: Different Modes (20 minutes)** Now organise the participants into groups. Tell the groups to study the eight modes of learning listed in the table in Activity 5b. Tell them to discuss the learning styles described in the second column and make sure they understand what each mode of learning involves. Then tell them to identify the likely benefits of each mode of learning and write them in the third column. Afterwards, elicit their suggested benefits for each mode of learning. For possible answers, see Feedback / Answers below. **Activity 5c: Helping your Client Learn (10 minutes)** Tell the participants that it is part of their job as coaches to help their clients learn what they need to learn. After reflecting on how they learn, they should go through the same steps thinking about your clients.

Procedure	Keep them in the groups they were in for Activity 5b. They should discuss the three situations described in Activity 5c. Each time, what learning mode or modes would they recommend to the clients? Afterwards, conduct feedback and elicit a few of their ideas. While there are no single, right answers, some possible ones are suggested in Feedback / Answers below.
Feedback / Answers	**Activity 5b: Different Modes** 1) **Independent:** you can learn on your own and at your own pace. This mode is flexible and self-paced and develops resourcefulness. 2) **Discussion:** obviously, this is a good method for those who enjoy talking. This develops critical thinking, reasoning, resilience and creativity 3) **Collaboration:** you can build relationships as you learn. This develops accountability, problem solving and communication skills. 4) **Feedback and reflection**: this is a good method for learning difficult concepts with no right or wrong answers. It develops self-awareness and visibility of previously unknown blind spots. 5) **Explicit {from an expert):** this is a way to quickly and clearly learn. It's an efficient way to learn something technical. 6) **Guided (with an expert):** this is more independent than explicit learning. It isn't as fast but allows room for the learner to discover the answers themselves. 7) **Demonstration:** practicing what is learnt improves understanding, skills and confidence. At its most basic, this is a straightforward method for teaching somebody to do something uncomplicated. 8) **Experiential:** this develops critical thinking and problem-solving skills. It's the best way for learning to do something creative. **Activity 5c: Helping your Client Learn** 1) It sounds like the client would benefit from some independent learning if he is easily distracted. However, with a Microsoft Excel programme, demonstration and experiential learning might help him too. 2) Collaboration would probably help her if she works well with others. Also, if she wishes to develop communicative language skills, she needs to learn with other people. 3) People who have learned to become trainers have often been guided – someone who is already an expert trainer has helped them. However, feedback and reflection is an important part of the 'training-to-be-a-trainer' process too.

ACTIVITY 06

Your Client's Learning and Growth Needs

Time	30 minutes
Aim	By the end of this activity, participants will be able to identify their client's learning and growth needs and give reasons for their importance.
Type of activity	Pair discussion, true / false statements.
Interaction Pattern	Pair work
Procedure	Introduce this activity: 'Your Client's Learning and Growth Needs of Learning'. Tell the participants what the aims of this 30-minute session are (see above). **Activity 6a: True or False? (10 minutes)** Tell the participants to think about ongoing learning and its importance for clients. Then put them in pairs. With their partners, they should discuss the statements about ongoing learning in the table in Activity 6a and decide whether they are true or false. Afterwards, elicit their answers. See Feedback / Answers below. **Activity 6b: How to Help (10 minutes)** Keep the participants in the same pairs. Tell them to discuss the two techniques in Activity 6b for helping a client with their learning and growth needs. Which method is better? Also, can they give reasons why that method is better and say how they would implement that method with a client? After a few minutes, elicit their ideas. See Feedback / Answers below. **Activity 6c: Encouraging a Growth Mindset (10 minutes)** Retain the pairs. Tell the participants to imagine they are having their first meeting with a new client. They should discuss the three questions in Activity 6c: 1) How will you identify your client's learning and growth needs? 2) Why do you need to be aware of your client's learning and growth needs as you develop an action plan? 3) What happens if you agree to a goal with your client which he or she is not yet ready to meet?

Procedure	Then conduct feedback. See Feedback / Answers below.
Feedback / Answers	**Activity 6a: True or False?** A. T B. F C. T D. F E. T F. F G. T **Activity 6b: How to Help** The correct answer is the second method: 'The coach and client work together to develop a growth mindset in the client.' What are the reasons for this? For a growth mindset to develop, the client needs to be proactive to some degree. This requires the client to collaborate and work alongside the coach, rather than allowing the coach to dominate in the relationship. The first method, where the coach uses a 'directed and micromanaged approach', sounds like a recipe for creating a fixed mindset. You can point out too that the coach is using an **authoritarian** leadership style in the first method, as opposed to the more **consultative** style suggested by the second method. How do you do this? The participants may suggest different, specific ways of doing this. You could summarise their suggestions with this general technique: "By encouraging the client to follow the same steps that you, as the participants in this course, have been taking." **Activity 6c: Encouraging A Growth Mindset** 1) How will you identify your client's learning and growth needs? From using dialogue, observation and analysis with them. 2) Why do you need to be aware of your client's learning and growth needs as you develop an action plan? You need to help the client set goals that encourage and complement their development. 3) What happens if you agree to a goal with your client which he or she is not yet ready to meet? The client will be unable to achieve it and will lose confidence.

Reminder:

1. At the end of each module request that each participant completes the self-reflection learning-log.
2. The learning-log is introduced in Module 1.
3. Participants should use the digital version of the learning-log and print a copy to keep in their portfolio.

Module 13

Advancing as a Business Coach

3 hours

Module Aims: By the end of this module, participants will be able to...

1. Limit misunderstandings between themselves and their clients.

2. Identify potential areas of conflict in order to reduce and manage them.

3. Encourage reluctant clients.

4. Monitor and evaluate their progress on the coaching journey.

Module 13

Time: 3 hours

Advancing as a Business Coach

Activity List

- M13-1 : Limiting misunderstanding
- M13-2: Managing Conflict
- M13-3: Reluctant clients
- M13-4 :Evaluating your coaching

Training Materials Required

Refer to the PowerPoint available for this module. All resources are A4 size unless stated.

Activity M13 -1a	PowerPoint
Activity M13 -2a	PowerPoint
Activity M13 -2b	PowerPoint
Activity M13 -3a	PowerPoint
Activity M13-3a -1	Handout 1 - Non engaged clients - Role-play One - Maria's Role Card (five copies)
Activity M13-3a -2	Handout 2 - Non engaged clients - Role-play One - Maria's Coach Card (five copies)
Activity M13-3a -3	Handout 3 - Non engaged clients - Role-play One - Malaka's Role Card (five copies)
Activity M13-3a -4	Handout 4 - Non engaged clients - Role-play One - Malaka's Coach's Role Card (five copies)
Activity M13-3b -1	Handout 1 - Client with Limiting Beliefs - Role-play Two - Asela's Role Card (ten copies)
Activity M13-3b -2	Handout 2 - Client with Limiting Beliefs - Role-play Two - Asela's Coach's Role Card (ten copies)
Activity M13 -4a	PowerPoint
Activity M13 -4b	PowerPoint
Activity M13-4b -1	Handout 1 - Evaluating Your Training - Client Feedback (one copy for per participant)
Activity M13 -4c	PowerPoint
Activity M13-4c -1	Handout 2 - Three Things (one copy per participant)

The trainer should play the PowerPoint slides before the session starts so they know how the transitions work.

If PowerPoint is not available:

Print PowerPoint 'Module 13 Advancing as a Business Coach **for printing'**
Print 2 slides per page. Distribute the printout to participants when you would present the first slide.

ACTIVITY 01

Limiting Misunderstanding

Time	30 minutes
Aim	By the end of this activity participants will be able to limit any misunderstandings between themselves and their clients.
Type of activity	Group discussion and writing.
Interaction Pattern	Group Work
Resources	M13-1a, PowerPoint
Procedure	Introduce this activity: 'Limiting Misunderstanding'. Tell the participants what the aim of this 30-minute session is (see above). **Activity 1a: What is Communication and What is Misunderstanding? (10 minutes)** Participants write their group definition of 'communication'. Elicit their definitions then show the definition on **PowerPoint Slide - Dictionary definition of communicatio.**(If no PowerPoint distribute printouts of PowerPoint slides: then follow the training notes.) - Definition: 'To give and receive information by speaking, writing, or using some other medium' - Explain: we are going to look at the medium in a minute.

Procedure	• Ask if anyone can tell us a definition of ‘misunderstanding’. (Don’t ask, if no PowerPoint). • Thank and praise any definitions. • Show the definition for **misunderstanding** • To misinterpret information given by speaking, writing or using some other medium. Project **PowerPoint Slide - Misinterpret** **Explain the many reasons why we misinterpret what we read or hear.** Some examples: • The **words** used can be interpreted differently • Or the **tone** (the way someone says the words) • Our **body language** might be confusing • Our **mood**/feelings at the time we read or hear the message • Our **perception** of the speaker / writer (what you think or feel about the speaker or writer) • Their – why did the speaker / writer say something? Project **PowerPoint Slide - Ambiguous language** • Does this sentence mean “She used an umbrella to hit the man”, or “She hit the man who was carrying an umbrella”? • Did a tree find the stolen painting – or was it found near a tree?! • Wrong medium – the choice of speaking or writing. **Wrong Medium:** • Ask participants: When you give ‘constructive criticism’ is it better to write it or say it face-to-face? • Answer: Face-to-face because you can use your tone and body language, timing etc. to lessen any negative impact. • With writing it is like it is set in stone.

<table>
<tr><td>Procedure</td><td>

Activity 1b: Say It or Write It? The Medium of Communication (20 minutes)

- Explain that both speaking and writing have advantages and disadvantages as means of communication.
- Ask Participants to look at Activity 2b in their books.
- Advantages have been written for speaking and writing,
- Ask participants to read them and discuss in groups what they think the disadvantages are that could lead to misunderstandings.
- They should fill in the right side of the table with disadvantages. They have 10 to 15 minutes.
- After 15 minutes, ask one group to give one disadvantage of writing, then ask the next group to give a different one, and so on.
- Do the same for speaking. Add any of yours (in the answers below) that have not been given.

</td></tr>
<tr><td>Feedback / Answers</td><td>

Activity 1b:

Disadvantages of written communication:

- More formal and less ‘friendly’ than oral.
- There may be a time lag before feedback.
- It may not be clear how people react to a written message.
- Misunderstanding is not corrected at the time.
- The receiver may interpret the information wrongly.
- The communication may become fixed and final because there is no feedback to adapt it.
- Some people are poor writers.

Disadvantages of spoken communication:

- Complicated information can be confusing.
- Less planned, less accurate than written.
- More difficult to control the choice of words.
- No record; information can be forgotten.
- Different people may give different versions of what was said.
- Body language can confuse the listener.
- Sometimes emotions get in the way.

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ACTIVITY 02

Managing Conflict

Time	30 minutes
Aim	By the end of this activity, participants will be able to identify potential areas of conflict in order to reduce and manage them.
Type of activity	Group discussion and writing.
Interaction Pattern	Group Work
Resources	M13-2a , M13-2b, PowerPoint
Procedure	Introduce this activity: 'Managing Conflict'. Tell the participants what the aim of this 30-minute session is (see above). **Activity 2a: Proactively Foreseeing Potential Areas of Conflict (15 minutes)** Project **PowerPoint Slide - Managing Conflict** (if no PowerPoint ask participants to look at slide five on their printouts,) to give the instructions: • The coach is a business person from Colombo – the client is the owner of a small accommodation. • "Using your experience – what might they disagree about?" • Tell them to look at the steps of the Coaching Journey to help them see where there could be disagreement. For example, over the terms of the coaching contract. • Remind them they have seen the Coaching Journey already. Afterwards, ask each group for their suggestions. (Possible answer in Feedback / Answers.) **Activity 2b: Managing Conflicts (15 minutes)** Project **PowerPoint Slide 6 - Managing Conflict** • Explain that the Dos and Dont's are very general and apply to any culture. • We are going to think about the Sri Lankan business person from Colombo meeting the Sri Lankan owner of the small accommodation in Potuvill.

Procedure	• They have had one of the disagreements you identified in Activity 2a. • What advice would you give the coach to make sure the meeting is successful – what to do and what not to do. After 10 minutes, ask one group (but not in the same order) for one piece of advice, then another group for another piece and so on. • While participants are doing this activity, make sure there are places for **the ten role-plays in the next activity.** • The 20 participants will work in pairs – i.e. 10 pairs – and will need to be separated from the other pairs as much as possible. • If possible, find places for some of these pairs in another room.
Feedback / Answers	**Activity 2a:** Possible areas of conflict: (a) Disagreement on what goals to set. (b) Disagreement on the options to achieve these goals. (c) Disagreement on what actions to take. Follow up and review: the client might not agree that an action point has not been achieved or refuse to revise it or do any more work on it.

ACTIVITY 03

Reluctant Clients

Time	60 minutes
Aim	By the end of this activity the participants will be able to encourage reluctant clients.
Type of activity	Role plays
Interaction Pattern	Pair work
Resources	M13-3a, M13- 3a-1, M13-3a-2, M13-3a-3, M13-3a-4, M13-3b-1, M13-3b-2, PowerPoint
Procedure	Introduce this activity: 'Reluctant Clients'. Tell the participants what the aim of this 60-minute session is. (see above.) Project **PowerPoint Slide - Reluctant clients** and explain the meaning of **'reluctant'**: the client does not want to do what you have agreed. We are going to look at **two types** of reluctant clients. **Activity 3a: Non Engaged Clients (25 minutes)** Explain **Non-engaged** clients: they lose interest in the coaching. Can be seen from body language, not completing tasks etc. Project **PowerPoint Slide - Three step process** Explain the process: **1. Why?** What is the problem? Why do you think like this? **2. Challenge sensitively:** The coach tries to persuade the client that they should not think like that – they need to take a positive approach. **3. The way forward:** The coach helps the client think of what to do to overcome the problem.

Procedure	**Role-play One** **Explain the role-play** - Tell the participants that there will be **five 'non-engaged'** Marias who will have a meeting with their coaches and **five 'non-engaged' Malakas** who will meet their coaches.. - Tell them that they will each get a role card (Maria, Malaka or coach,) which will explain why they are meeting, what they are going to talk about - They need to read the role cards and ask the trainer if there is anything they don't understand. - They must wait until the trainer tells them to start the meeting. **Then arrange the participants** in pairs for Role-play (one). - Choose five Marias, give them their role cards, give **Handout 1, M13-3a-1** and tell them where to sit. - Choose five coaches, give them their role cards, **Handout 2, M13-3a-2** and tell them to sit with the Marias. - Do the same for five Malakas, **Handout 3, M13-3a-3** and their coaches, **Handout 4, M13-3a-4.** - If you have an uneven number, invite a participant to be an observer of a role- play. - **Give everyone time to read and understand their role cards.** After the role-play, ask one of Maria's coaches (or the observer) what was decided for step three and then one of Malaka's. **Activity 3b: Clients with Limiting Beliefs (25 minutes)** Explain that clients with limiting beliefs lack confidence in their ability to achieve goals. "I can't do what we agreed, it is too difficult for me." Coach uses the same three-step process. **Role-play Two** Follow the same procedure as role-play one – but this time only one client: Aselas. So ten Aselas, **Handout 5 M13-3b-1** and ten coaches, **Handout 6 M13-3b-2.**

Feedback / Answers	Possible Three Step Process: **Maria** – The coach needs to talk to the husband and get him involved. **Malaka** – Needs to change his friends – or ignore them. He needs to design a reception building for tourists. **Asela** – Coach will ask the coach's sister to mentor Asela in marketing. The coach will also show Asela how to study marketing online.

ACTIVITY 04

Evaluating Your Coaching

Time	60 minutes
Aim	By the end of this activity participants will have identified ways to monitor their progress during the Coaching Journey
Type of activity	Individual and group writing tasks.
Interaction Pattern	Individual and group work.
Resources	M13-4a, M13-4b, M13-4b-1, M13-4c, M13-4c-1, PowerPoint
Procedure	Introduce this activity: 'Evaluating your coaching'. Tell the participants what the aim of this 60-minute session is (see above). **Activity 4a: Self-Evaluation (15 minutes)** Project **PowerPoint Slide - Monitoring your progress as coach.** • Ask why we need to monitor our performance? 'In order to improve.' • Explain we are going to look at and practice two ways to monitor: 1. Monitor yourself 2. Ask the client for feedback

Procedure	Project **PowerPoint Slide - Self evaluation** Explain that these are four things we could think about after each coaching session. Then ask participants to do the self-evaluation for this training session in the Participant Workbook Tell them this is private – they will not tell anyone else what they have written. **Activity 4b: Client Feedback (30 minutes)** Project **PowerPoint Slide - Client feedback** Two methods: - First using **a questionnaire** - Second '**Three things'** method. Project **PowerPoint Slides - Questionnaire method** - Explain multiple choice type of questionnaire using **'satisfied'.** - Example question – how satisfied are you with the goal-setting session? - Multiple choice using **'useful'.** - Example question – how useful……? - Explain that if you don't want to give your client the "I don't know" option – cut "Neither useful nor unuseful'. Project **PowerPoint Slides - Rating scale** - Rating scale questionnaire – with **satisfied.** - Rating scale questionnaire – **with useful**. - Explain that by giving only four points, clients can't choose the "**I don't know" option** (three). - Explain you can use any words for these questions – satisfied – useful – helped, etc. Participants in groups write four rating-scale questions about the training so far on **Handout M13-4b-1** Evaluating Your Course . All participants must write the same questions as agreed by the group on Handout one.

Procedure	Then all the handouts from one group are given to another group to answer – answers are given **individually** by each participant. Insist on **silence** – need to avoid people influencing others in their answers. Trainer collects the answers - and thanks the participants for the feedback. **Activity 4c: Three Things (15 minutes)** Project **PowerPoint Slide - Three things Method** Explain the method - make it clear that although three things are the maximum number for each category (**do well – can do differently**) they can write only one or two if they cannot think of three. Explain that they are going to give the trainer feedback. Give each participant **Handout M13-4c -2** and ask them to complete it by giving feedback to the trainer. Tell them they can decide whether to put their names on it or not. When everyone has finished, ask one member from each group to collect all that group's Handouts and put them on the trainer's table so that the trainer can take them away and read them after the session has finished.

Module 14

Developing Your Coaching Practice

5 hours 40 minutes

Module Aims: By the end of this module, participants will be able to...

1. Plan to set themselves up as a coaching business.
2. Make decisions on how to brand their business.
3. Make decisions on how to price their services.
4. Plan how to market their services.
5. Identify networking forums to market their services.
6. Carry out continuous professional development.

Module 14:

Time: 5 hours 40 minutes

Developing Your Coaching Practice

Activity List

- M14-1: Setting Up as a Coaching Business
- M14-2: Building Your Brand
- M14-3: Pricing
- M14-4: Marketing
- M14-5: Networking
- M14-6: Continuous Professional Development

Training Materials Required

Activity M14-1b	Flip charts and black, blue and green board maker pens. Blu Tack.
Activity M14-1c	Flip charts and black, blue and green board maker pens. Blu Tack.
Activity M14-4a	Flip charts and black, blue and green board maker pens. Blu Tack.
Activity M14-4c	Flip charts and black, blue and green board maker pens. Blu Tack.
Activity M14-5b	Participants need smart-phones or tablets.

ACTIVITY 01

Setting up as a Coaching Business

Time	1 hour 15 minutes
Aim	By the end of this activity participants will be able to plan to set themselves up as a coaching business.
Activity Type	Group discussions – mind mapping
Interaction Pattern	Group work
Resources	M14-1b
Procedure	Before you start the session, put the participants into three teams. You can do this by asking everyone to stand and then say to one “You are **Blue**”, say to the next, “You are **Green**” and the next “You are **Black**” – and so on. Tell all the Blues to sit together, all the Greens to sit together and so on. **(5 minutes)** Introduce the activity: ‘Setting Up as a Business Coach’. Tell the participants what the aim of this **1 hour 15 minutes** session is (see above). **Activity 1a: Partnership (15 minutes)** • Explain that we are going to look at partnership coaching business. • What are the advantages and disadvantages? • Participants work in their three teams to write advantages / disadvantages. • After 10 minutes, ask for one advantage from each team in turn, (tell them not to repeat anything another team has said) – go round again if there are more advantages then do the same for disadvantages. See suggestions below in Feedback / Answers. Briefly ask for some feedback on whether participants think partnership is a good idea or not. . **Activity 1b: Tools of the Trade (20 minutes)** **Question 1 (5 minutes)** Build up a mind map on the board, from a central word ‘carpenter’. What tools does a carpenter need?

Procedure	**Question 2 (15 minutes)** Participants in their teams make a similar mind map for business coaches on flip charts. **(M14-1b)** • Give one the black team a black board-marker pen – the Blue team a blue one and so on. • Tell them they can write the 'Blue Team' – the 'Green Team' the 'Black Team' on top of their flip charts. (Or the Beautiful Blues, the Gorgeous Greens and the All Blacks – or tell them to make up their own names…) • After 20 minutes collect the flip charts and put them on the walls – fairly widely spaced apart - invite participants to get up and go around looking at each others', and to take pictures of them on their phones, for future reference. **Activity 1c: Steps of Setting Up Your Business (30 minutes)** In their teams, participants brainstorm all the steps in setting up a coaching business and produce flowcharts with the same coloured pens. **(M14-1c)** As they do so, monitor, and throw in some of the ideas below if any group is finding it hard. After 20 minutes collect the flip charts and put them on the walls for all to look at. Invite them to question each other, and add to their own as well. Also invite them, again, to take pictures on their phones as a record.
Feedback / Answers	**Activity 1a:** **Advantages include:** Complimentary skills (eg. one at marketing, one at systems); brainstorming, finding solutions together; cover for each other if sick / other need; business always open, someone manning phones; camaraderie. **Disadvantages include:** Having to share market; professional jealousies, maybe; need to report to each other, another thing to have to do; need to be equally strict in record keeping, especially financial records; **Activity 1b:** **Question 1** Saw, hammer, screwdriver, plane, tape measure, right angle, drill, file, sandpaper, nails, screws, glue, clamp, chisel.

Feedback / Answers	Question 2 Set of forms, calculator, computer, camera, systems for recording income and expenditure, and invoices (including accounts owing), invoices, receipt book, calendar system with reminders, filing system (electronic & paper), printer / copier / scanner. Also, staff, especially secretarial staff, at some point? **Activity 1c:** Some steps that should be included in the flow charts: • Create and register a business name • Create a logo and brand look • Business cards • Get business license • Workspace - office - coaching room • Get all needed equipment and materials • Build a website – purchase a domain name • Create a business email address • Create a marketing plan • Set up a payment system – a receipt template – business bank account • Set up your book-keeping system • Create a company page on Linkedin • Create social media pages – Facebook, Instagram Twitter, Pinterest • Prepare Client Agreement • Design your coaching package

ACTIVITY 02

Building Your Brand

Time	55 minutes
Aim	By the end of this activity participants will be able to make decisions on how to brand their business.
Activity Type	Group discussions. 'Visualisation'.
Interaction Pattern	Group work
Procedure	Introduce this activity: 'Building your Brand'. Tell the participants what the aim of this 55 minute session is (see above). **Activity 2a: What Makes a Strong Brand? (20 minutes)** Participants first individually connect the names of the seven steps to the descriptions, and then check in their groups. The groups then order the steps. Explain that during this session we will be focusing on social media, networking, becoming visible, and the ideal client. (Answers to the steps in Feedback/Answers) **Activity 2b: Promoting Your Offer (20 minutes)** **Question 1 (10 minutes)** Participants in their teams discuss the two fliers and identify problems. **Question 2 (10 minutes)** Teams discuss the case studies. (See Feedback / Answers for some guidelines.) Explain that coaches are not experts in every field. They need to be clear about what they do, and what they don't do. They need to be clear about their 'portfolio of services'.

Procedure	**Activity 2c: The Ideal Client (15 minutes)** This is an activity called 'visualisation'. Tell participants to sit back comfortably. Soften your voice, tell them to close their eyes. As you go through this text, make sure people are sitting comfortably with eyes closed. Speak in a soft voice, with pauses to let participants reflect in their minds. 'Breath in …. (leave a pause)... breath out… breath in … breath out … . It is early morning….you are drinking tea and thinking about today's work. Where are you sitting? …… What can you hear? …. Today …. You are going to meet a client. …. This is, really, your ideal client. … Who is your ideal client? …. How old? …. What sort of business does the client run? … As owner, or manager? … What does the business look like? … How big is the business? … How many staff? …. What success stories has the client got to share? … But what issues is the client facing? … What is the client worried about? … Is the client honest about these worries? … How good is the client at listening? … How open is the client to suggestions? … What does the client really want to achieve? … What motivates the client? … If the situation improved, how relieved would the client be? … What would the client do to show this relief? … How would you, the coach, feel if you are successful? … Will you be successful? … How are you going to go about making this a success?...' Pause, tell participants to breathe in and breathe out and open their eyes. Give a few seconds for their minds to get back in the room. In their teams, ask them to tell each other about their ideal clients: make notes in your book as you monitor, to help you summarise in feedback.
Feedback / Answers:	**Activity 2a:** 1. Identify who you are as a coach: **(f)** Find your USP (unique selling proposition)... 2. Identify what you do as a coach: **(d)** Identify who you help... 3. Identify who our ideal coaching client is: **(b)** Who you want your number one client group to be. 4. Become visible: **(c)** Set up social media profiles for your business coaching. 5. Build your website: **(g)** Your site should give people an idea of who you are... 6. Get organised: **(a)** Gather the tools and software you need... 7. Start pitching: **(e)** Perfect your 'elevator pitch'

Feedback / Answers	**Activity 2b:** **Question 1** The first flier has too little information, the second has too much, promises the world, and is visually overly busy. **Question 2** - Client A. You can probably suggest possible solutions, such as a pergola, but you are (presumably) not an architect or mason. So an objective could be to do a design and get quotations. An exposure visit may help the client realise what he wants. - Client B. You are not a chef. You could help start the client off with Googling 'Spicy biscuits' and looking at some recipes, but the client needs to continue this, try recipes, try them out on customers, find out about packaging, get PHI approval etc. Lot's of objectives here! - Client C. You may know some, but you are not an ornithologist and not a trainer in this area. Does the client have bird books? You can help him Google if necessary, or suggest he ask a tracker at a national park which book is best for this.

ACTIVITY 03

Pricing

Time	50 minutes
Aim	By the end of this activity participants will be able to make decisions on how to price their services.
Activity Type	Discussions and calculations
Interaction Pattern	Pair work
Procedure	Introduce this activity: 'Pricing'. Tell the participants what the aim of this 50-minute session is (see above). **Activity 3a: Competitor Analysis (10 minutes)** Participants work in pairs, (or threes if there is an odd number) Keep this short, with 5 minutes for discussion and 5 minutes for feedback. See Feedback / answers for suggestions.

Procedure	**Activity 3b: Approaches to Pricing (15 minutes)** Pairs do this gap-fill activity. You should monitor and tell pairs which they have got right (so they can focus on the others). If they are getting a lot wrong, give them one or two answers per passage. (Answers below). **Activity 3c: Covering Costs & Generating a Profit (25 minutes)** First participants calculate their costs – all the things they have to pay for in a month or a year. A rough estimate is absolutely fine, it does not have to be exact. These costs can be real or imaginary – they are just practising how to work out their pricing. Next, explain **billable** hours of work: these are the hours they are asking their clients to pay for – usually the hours they have actually spent with the client – 'contact' hours. They may have done 40 hours of work in a week for one coaching, (preparation, travelling, etc.) but can only charge the billable 'contact' hours. So imagine that the billable hours for one week of coaching work is 10. They should work out their minimum fee by dividing one week's costs by 10. When they have worked out a minimum rate, compare it with their partner(s). Then in pairs, they discuss possible pricing policies referring, if they like, to the approaches to pricing in Activity 3b. This is purely a discussion point, and there are no 'right' answers.
Feedback / Answers	**Activity 3a**: 1. Competitor's website and other marketing information, but the prices may not be laid out clearly. So don't be shy of asking competitors of previous clients (be careful of ethics, though; don't be a spy!) 2. The useful information would be the range of prices, and you'd hope your pricing would fall in this range. If you just try and undercut the market, you may charge too little. Your price should reflect the value you bring, not just be a response to what is already available. 3. Too much focus on competitor's pricing can lead you to ignore the costs you have to cover (we'll come to this later) and make you focus less on the value you bring.

Feedback / Answers	**Activity 3b:** 1. Hourly 2. Long 3. Record 4. work / spend 5. outcomes / products 6. business / reputation 7. Trust 8. rate / amount / fee 9. Income 10. demand / take 11. clear / specific 12. Standard 13. pricing / fees 14. effort / work 15. period / time / commitment 16. Results 17. measure / calculate 18. SMART

ACTIVITY 04

Marketing

Time	50 minutes
Aim	By the end of this activity participants will be able to plan how to market their services.
Activity Type	Mind mapping. Group discussions
Interaction Pattern	Group Work
Resources	M14-4a, M14-4c
Procedure	Introduce this activity: 'Marketing'. Tell the participants what the aim of this 50-minute session is (see above). **Activity 4a: Becoming Visible (15 minutes)** Participants in their teams brainstorm ways of becoming visible and write mind-maps on flip charts. **M14-4a**

<table>
<tr><td>Procedure</td><td>Then stick the mind-maps on the walls and look at those of the other teams. Encourage them to add to their flip charts the ideas of other groups, and then take a picture as a record. (See Feedback / Answers).

Activity 4b: Organic Marketing (15 minutes)
Firstly make sure that participants understand the idea of organic marketing. It is, fundamentally, marketing that you haven't paid for. You may go to a restaurant you saw an ad for or one recommended by a friend. Or maybe your friend puts pictures on Facebook of the lovely food she had in that restaurant. That's an example of organic marketing.

Ask teams to discuss the six questions. (10 minutes)
Do they think they are true or false (or a bit of both)? Why?
Then hold feedback. (See Feedback / Answers.)

Activity 4c: Online Marketing Plan (20 minutes)

Give teams a flip chart for the second question.

1. Teams discuss what they have liked about online marketing. (5 minutes)

2. Then, they write an online marketing strategy on a flip chart. (10 minutes) (M14-4c)

(Tell them this can be a mind map or flowchart or bullet points)

3. Stick the flip charts up and ask participants to walk around comparing, and asking questions of other groups. (5 minutes)

4. They should then add some points to their original plans, and take a photo as a record. (5 minutes)</td></tr>
<tr><td>Feedback / Answers</td><td>Activity 4a:

Becoming visible. (Take other good ideas, too!)
Paper: brochures / fliers / business cards / Posted newsletter / newspaper ads
Online:(Social media) Facebook / Linkedin / Twitter
Online: (Other) Website /Forums / Blog / podcast / e-newsletter (monthly?)
Other: Attendance at events /visits (shoe leather!) / radio / TV ads / Street promotions</td></tr>
</table>

Feedback / Answers	**Activity 4b:** 1. True. Certainly cost in time and effort! Probably a little money, if paying for URL, at least. 2. True. Why pay for an ad pushing your website, if that is out of date? 3. False. Focus where your customers are! If they don't use Twitter, then leave it. 4. False. Rules don't draw people in, and you want it to be somehow entertaining to bring people back. 5. True and False. You can build a website for free. But if you want to protect your domain, pay for a URL. 6. False. Don't give your best advice away for free!

ACTIVITY 05

Networking

Time	1 hour 10 minutes
Aim	By the end of this activity participants will have identified suitable networking forums to market your services.
Type of activity	Group discussions. Making a short video.
Interaction Pattern	Group Work
Resources	M14-5b
Procedure	Introduce this activity: 'Networking'. Tell the participants what the aim of this 1 hour 10 minutes session is (see above). **Activity 5a: Networking Forums (15 minutes)** Teams complete the table looking at online / offline networking forums, with the benefits that each one brings. Explain that Linkedin must be included. **While they are doing this activity make sure there is space (preferably in another room) for the teams to make their videos in Activity 5b).** See Feedback / Answers

Procedure	**Activity 5b: Linkedin (55 minutes)** **Introduction (5 minutes)** - Ask for a show of hands for who has a Linkedin account. - Ask two or three participants what they use it for. - Ask if anyone has ever posted a video on Linkedin. - Ask what the advantages of a video could be (it lets potential clients know you in an instant). **Question 1 (10 minutes)** Let participants think about the three questions alone first, and take notes. Then put them in groups of three to discuss. If the participants find it hard to think of anything at first, tell them about a film you saw. It doesn't have to be true. You could say you saw a video on YouTube about how to make spring rolls, and the woman who did the video was so warm and engaging and made it look so easy, that you tried it, and then other recipes, and then bought a book of hers. **Question 2 (40 minutes)** Participants in their teams make a 2-minute video (on phones or tablets) for LinkedIn. **M14-5b** Tell them they have 15 minutes to plan the video and script it, and a further 15 minutes to make it, discuss it, refilm it, etc. until they are happy with it. It needs to be a video that presents them well as a coach, to an audience likely to buy their services. This could be one person speaking to the camera, explaining a point, or it could be a small role play, jokey, or not. It should be designed as a video likely to attract coaching business in their environment. It needs to fit with the sort of videos you find on Linkedin. Teams display their videos on their laptops for other teams to view and give feedback on. Do allow those receiving feedback to respond.
Feedback / Answers	**Activity 5a:** **Online:** Linkedin - join groups of coaches to learn new ideas and meet people who may advise you. You can promote your services. Potential clients can check your CV. You can get recommendations. Facebook - can join groups, again (see above and below). You can post pictures to do with your work, e.g. before / after.

Feedback / Answers	Online Forums - There are forums for coaches, where you can ask questions and (hopefully) get help, and for hoteliers / hospitality & tourism industry, where you can maybe learn to understand problems and possible solutions better. Note, there are groups aimed at coaches, where you can benefit by finding some help / guidance about aspects of coaching. There are also groups aimed at hoteliers or other clients in the tourism & hospitality sectors, and the benefit of these groups is that they give you access to clients. This will only be a benefit if you do not sell too aggressively. You need to join discussions, give some useful suggestions and say also, I could do x / y / z for you. **Offline:** Networks / associations of coaches or consultants can let you know more about the competition and opportunities in the field. Get known by consultants whose services are different to yours and they may be happy to recommend you. Networks / associations of hoteliers can tell you who is active, what problems are being faced and what solutions are being found. How is the industry faring generally, which helps you understand context or 'topic' and keep current. Networks / associations of professionals or business people, because business people (e.g. Chamber of Commerce) know other business people, and if you become well known, people will recognise you. Do not be shy of having a chat with the manager of a garment factory - his brother in law may be a hotelier in need of help. If a local chamber of commerce holds an event, or SLTDA, etc. Give your card out freely! Note: Have a good supply of business cards. **Activity 5b:** **Question 1** 1. Sports coach 2. Possibly the start off-screen, and rushing on. Chatty manner as he starts the warm-up. Colour. A little game. It all draws you in. 3. Don't be drab and serious, be entertaining (but don't overdo it); get the balance right; interesting but credible.

ACTIVITY 06

Continual Professional Development

Time	40 minutes
Aim	By the end of this activity participants will be able to plan and prepare for continuous professional development.
Activity Type	Individual reflections and sharing with partners
Interaction Pattern	Pair Work
Procedure	Introduce this activity: 'Continual Professional Development. Tell the participants what the aim of this 40-minute session is (see above). Explain that we are going to look at two ways to learn continuously – on the job and off the job. **Activity 6a: On-the-job (10 minutes)** Participants individually make notes in answer to the three questions then compare their answers with a partner. See below for some suggestions. **Activity 6b: The CPD Cycle (30 minutes)** Tell participants to look at the CPD cycle in the Participants' Books - explain the stages: 1. Decide what your 'gaps' are – things that you do not know enough about or cannot do well enough and decide how to learn or develop these things. 2. Carry out the learning activities. 3. Reflect: Evaluate your learning. What did I get out of this learning / training/ reading? How has it helped me progress? Was it enough? 4. Apply what you have learned in your work. **(5 minutes)** • When you have explained the cycle, ask the participants to identify **one gap only** they have in their knowledge or skills now. In any area – not necessarily coaching. • What things they cannot do well enough or do not know enough about? • Then tell them to plan how they can fill that gap. • Ask them to make notes and then share with a partner – compare gaps and plans. **(10 minutes)**

Procedure	• Then tell them that to practice the third stage - **reflection**: to do that they should think about this coaching training so far. • Discuss with their partner how much it has helped them develop coaching skills. Is it going to be enough? If not – what else should they do to become even better as a coach? **(10 minutes)** (Possible answer: this can of course be on-the-job) • Finally, ask them to think about the Fourth stage – **Apply.** Discuss with their partners **one** specific skill or knowledge they have learned on the course that they will apply in their coaching work. What is this skill or knowledge and how exactly will they apply it? **(5 minutes)**
Feedback / Answers	**Activity 6a:** 1. Answers will differ widely, depending on previous working experience. But everyone does learn 'on the job' if only by repeating things until they become automatic. Hopefully, some people will remember experiencing something more than once and using the knowledge from earlier experience to inform action subsequently. 2. This will again vary from participant to participant. Examples may include designing KPIs, or helping clients to identify underlying problems, or anything! 3. If participants work in partnership, this will always be available. Otherwise, they can stay in touch, or form a group on Facebook or other media, or join existing groups. **Activity 6b:** Stage one - Possible ways to fill gaps. 1. A journal is the obvious tool. Coaches should record what happened, and what they learned, and what they could do differently in future, or what they tried and how well it worked. 2. If the participants stay in touch, they can continue to support each other's development. They could set up a Facebook page, and / or a WhatsApp group, for example. 3. Courses are the most obvious, but they can be expensive (online courses are likely to be cheaper than face to face, but quality can be variable). There is plenty to read for free, though. Get Googling!

Module 15

End of Course Simulation, Reflection and Assessment

5 hours 50 minutes

Module Aims: By the end of this module, participants will be able to demonstrate they meet the following assessment criteria...

1. Display genuine interest in the client, and are respectful and empathetic and strive to reach a mutual understanding.
2. Demonstrate the required level of knowledge of business coaching in tourism sectors.
3. Utilise the requisite foundation level coaching skills to operate effectively under coaching supervision.
4. Demonstrate good practice by internalizing the values as set out in the Code of Ethics and seek ways to support equality, diversity and inclusion for clients.

Module 15:

Time: 5 hours 30 minutes

End of Course Simulation, Reflection and Assessment

Activity List

- M1-1 Introduction and Review of Learning Log Sheets
- M1-2 Group Presentations
- M1-3 Role-plays
- M1-4 End of Course Test
- M1-5 Reflection
- M1-6 Feedback on the Course
- M1-7 Looking Forward

Training Materials Required

All resources are A4 size unless stated.

Activity M13-T -1	Handout 1 - Additional Trainer Instructions for Odd-Numbered Groups in Activity 2 & 3 (for trainer)
Activity M15 -1b	Course learning log sheets, from portfolios
Activity M15-2a -1	Handout 1 – the Hidden Garden Hotel (copies for half the participants)
Activity M15-2a -2	Handout 2 – the Emerald Forest Hotel (copies for half the participants)
Activity M15-2a -3	Handout 3 - list of 12 core competencies (four copies per trainer monitoring each group, i.e.. one copy to be marked for each participant in the group)
Activity M15-2b -1	Handout 1 – initial evaluation / analysis form (one A3 copy per group)
Activity M15-2c -1	Handout 1 – action plan form (one A3 copy per group)
Activity M15-2d	One sheet of flipchart paper, a marker pen and some Blu-tack per group

Activity M15-3a -1	Handout 1 – role-play descriptions for one-eight of the participants who are Group-member A in Group 1.
Activity M15-3a -2	Handout 2 – role-play descriptions for one-eight of the participants who are Group-member B in Group 1.
Activity M15-3a -3	Handout 3 – role-play descriptions for one-eight of the participants who are Group-member C in Group 1.
Activity M15-3a -4	Handout 4 – role-play descriptions for one-eight of the participants who are Group-member D in Group 1.
Activity M15-3a -5	Handout 5 – role-play descriptions for one-eight of the participants who are Group-member A in Group 2.
Activity M15-3a -6	Handout 6 – role-play descriptions for one-eight of the participants who are Group-member B in Group 2.
Activity M15-3a -7	Handout 7 – role-play descriptions for one-eight of the participants who are Group-member C in Group 2.
Activity M15-3a -8	Handout 8 – role-play descriptions for one-eight of the participants who are Group-member D in Group 2.
Activity M15-3b -1	Handout 1 – role-play observation forms (two copies per participant)
Activity M15-4 -1	Handout 1 – end-of-course test (one copy per participant)
Activity M15-6 -1	Handout 1 – course feedback questionnaire (one copy per participant)

ACTIVITY 01

Introduction and Review of Learning Log Sheets

Time	35 minutes
Aim	By the end of this activity participants will have an overview of the activities in today's module and will have identified the best lessons recorded on their learning log sheets.
Activity Type	Individual writing, sentence completion, pair discussion, mingling task
Interaction Pattern	Individual work, pair work, mingling
Resources	M15-T-1, M15-1b
Procedure	Before commencing this module, read the additional instructions on how to deal with odd-numbered groups. Refer to **Handout M15-T-1.** Introduce this activity: 'Introduction and Review of Learning Log sheets'. Tell the participants what the aims of this 35-minute session are (see above). **Activity 1a: Introduction to the module (5 minutes)** Introduce today's module. Refer the participants to the seven items listed in Activity 1a in the Participant Workbook and go through the items with them. Explain that today they will be: - Reflecting on what they have written on their learning log sheets. - Preparing and giving a group presentation based on a case study. - Taking part in a role-play using the same case study (though at a later point in the coach-client relationship). - Doing a short, end-of-course test. - Doing some more reflecting on what they have learned in the course. - Offering feedback to the trainers about the course. - Looking ahead to the practical part of the course. Answer any questions they might have about what is coming up. In particular, allay any fears people might have about the test!

<table>
<tr>
<td>Procedure</td>
<td>
Activity 1b: Finish the Sentences (15 minutes)
Tell the participants that in this first activity they will identify the best lessons recorded on their learning log sheets.
Refer them to the three ‘sentence-stubs’ in Activity 1b in the Participant Workbook:

This taught me that it’s good to…
This taught me that it’s unwise to…
This made me ask myself if…

Tell them to look through their learning log sheets and complete each sentence-stub using an appropriate observation or example they have recorded there during the course.
They should do this individually and write the end of each sentence in the Participant Workbook.
After a few minutes, make sure everyone has completed the sentences and then put them into pairs. Tell them to compare what they have written. Each time, they should quickly describe the entry they have picked from the learning log sheets and say what it has taught them or what it has made them ask themselves.
Activity 1c: Mingle and Describe Your Biggest Lesson (15 minutes)
Tell the participants to, individually again, choose from their three sentences the sentence that describes the biggest lesson they have learned during the course.
Then get the participants to stand up, move around the room and mingle with each other. Each time they speak to another participant, they should:

Tell the person their sentence about their most important lesson.
Answer any questions the other person might have about that lesson.

Afterwards, conduct quick feedback. Elicit some of the most important lessons learned during the course.
</td>
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</table>

ACTIVITY 02

Group Presentations

Time	2 hours
Aim	By the end of this activity participants will have studied and discussed case studies of possible new clients, analysed and evaluated the clients and drawn up action plans for their coaching journeys, presented their action plans and received feedback on them.
Activity Type	Reading, group discussion, analysis, completing forms, making proposals, preparing and giving presentations, pair feedback
Interaction Pattern	Individual work, pair work, group work
Resources	M15-2a-1, M15-2a-2, M15-2a-3, M15-2b-1, M15-2c-1, M15-2d, M15-2e-1, M15-T-1
Procedure	Introduce this activity: 'Group Presentations'. Tell the participants what the aims of this 2 hour session are. (see above.) Before commencing this activity, read the additional instructions on how to deal with odd-numbered groups. Refer to **Handout M15-T-1.** **Activity 2a: Case Studies (15 minutes)** Divide participants into groups with (ideally) four members. Give one half of the groups **Handout M15-2a-1** and the other half of the groups **Handout M15-2a-2**. Make sure every participant has received a copy of the first or second handout. Explain that each handout contains a case study. Tell them to read their case study and think about it individually. Then they should discuss their first impressions of the client and business described in the case study with the rest of their group-members. While this happens, one trainer should observe each group and have four copies of **Handout M15-2a-3**, one handout for each participant. Write each participant's name at the top of each handout and tick any competencies listed below that they see the participant displaying. Also, if necessary, make notes about the participants on the backs of the corresponding handouts. **Activity 2b: An Initial Evaluation and Analysis (20 minutes)** Give each group one A3-sized copy of **Handout M15-2b-1** to complete about their case-study client and business. Explain that the handout is an initial evaluation / analysis form. It covers both business-related factors:

Procedure	• Possible SMART objectives • Possible ways to measure performance (KPIs, OPIs, BEIs) • Possible data collection and data analysis methods Also, it covers personality-related factors regarding the client: • Possible ethical considerations • Appropriate leadership styles • Possible challenges • Growth mindset considerations The trainer who observed each group in Activity 2a should continue to monitor the same group here. Make sure the group is on task and answer any questions. Warn them that there is a strict 20-minute time limit for this. Also, on the copies of **Handout M15-2a-3**, continue to tick any competencies that they see participants displaying and make notes about the participants on the handouts' backs. **Activity 2c: An Action Plan (20 minutes)** Then give each group one A3-sized copy of **Handout M15-2c-1** to complete about their case-study client and business. Explain that the handout is an action plan where they come up with initial proposals for what to do, by when, and skills, investment and other resources that might be needed. Point out that this action-plan form is a simplified and shortened version of the Action and Skills Development Plan that they looked at in Module 9. Again, the trainer who observed each group in Activities 2a and 2b should continue to monitor the same group here. Again, make sure the group is on task, answer any questions and warn them about the activity's strict 20-minute time limit. And again, on the copies of **Handout M15-2a-3**, continue to tick any competencies that they see participants displaying and make notes about the participants on the handouts' backs. **Activity 2d: Prepare Your Presentation (15 minutes)** Tell the groups to prepare a short presentation using the case studies, the initial analysis / evaluation forms and the action-plan forms. In the presentation, each group should introduce the client, give an evaluation of their current situation and say what they plan to do with this client during the coaching journey and why. Give each group a sheet of flipchart paper, a marker pen and some Blu-tack to prepare their presentation with.

Procedure	Again, the trainer who observed each group in Activities 2a, 2b and 2c should continue to monitor the same group here, making sure the group is on task, answering questions and reminding them of the activity's strict 15-minute time limit. And again, continue to use the copies of **Handout M15-2a-3** to assess the performance of each participant. **Activity 2e: Deliver Your Presentation (25 minutes)** Pair the groups together, so that each group who prepared one case study is with a group who prepared the **other** case study. Get each group to deliver its presentation to the group it has been paired with and then listen to the presentation from that other group. After each presentation, encourage them to hold a short question-and-answer session. The trainer assigned to each group can continue to use **Handout M15-2a-3** to assess individual participants' performances during this stage. **Activity 2f: Prepare Feedback for Another Group (10 minutes)** Separate the groups again. Then get each group to swap its completed initial evaluation / analysis form and action-plan form with a group that prepared for the **same** case study. Tell each group to assess the other group's materials and make some notes about them in the table in Activity 2f in the Participant Workbook. Where would they offer praise – especially for good observations the other group made about the client and good ideas the group had for action to take, which their own group didn't think of? What suggestions would they make – for good observations and ideas their own group made and had, but other group didn't? Again, the trainer assigned to each group should monitor while this happens and assess individual participants' performances with **Handout M15-2a-3**. **Activity 2g: Give Feedback to the Other Group (15 minutes)** Pair off members of the groups who have assessed each other's materials. For five minutes, one participant should give their partner feedback on their group's observations and ideas. Then reverse role and have the other participant give feedback for another five minutes. At the end, gather in all the groups' initial analysis / evaluation forms, initial action-plan forms and presentation materials, for assessment afterwards.

ACTIVITY 03

Role-plays

<table>
<tr><td>Time</td><td>1 hour 30 minutes</td></tr>
<tr><td>Aim</td><td>By the end of this activity participants will have played a coach in a roleplay, been assessed and given feedback on their performance.</td></tr>
<tr><td>Activity Type</td><td>Reading, role-plays, giving feedback</td></tr>
<tr><td>Interaction Pattern</td><td>Individual work, pair work</td></tr>
<tr><td>Resources</td><td>M15-3a-1, M15-3a-2, M15-3a-3, M15-3a-4, M15-3a-5, M15-3a-6, M15-3a-7, M15-3a-8, M15-3b-1, M15-2a-3, M15-T-1</td></tr>
<tr><td>Procedure</td><td>
Introduce this activity: ‘Role-plays’. Tell the participants what the aims of this 1 hour 30 minutes session are. (see above.)
Before commencing this activity, read the additional instructions on how to deal with odd-numbered groups. Refer to Handout M15-T-1.
Activity 3a: Prepare for a Role-Play (20 minutes)
Participants remain in the same groups that they were in during Activity 2. Each group has four members and, for this task, each member receives a handout. The members of the group are A, B, C & D. On each handout are two role-play descriptions, one for a coach and one for a client.
This means that for this task, there are eight handouts in total. Follow these tables when distributing the handouts.
<table>
<tr><td colspan="2">Group 1 – received Case Study 1 on Handout M15-2a-1 in Activity 2a</td></tr>
<tr><td>Group-member A</td><td>Handout M15-3a-1</td></tr>
<tr><td>Group-member B</td><td>Handout M15-3a-2</td></tr>
<tr><td>Group-member C</td><td>Handout M15-3a-3</td></tr>
<tr><td>Group-member D</td><td>Handout M15-3a-4</td></tr>
</table>
<table>
<tr><td colspan="2">Group 2 – received Case Study 2 on Handout M15-2a-2 in Activity 2a</td></tr>
<tr><td>Group-member A</td><td>Handout M15-3a-5</td></tr>
<tr><td>Group-member B</td><td>Handout M15-3a-6</td></tr>
<tr><td>Group-member C</td><td>Handout M15-3a-7</td></tr>
<tr><td>Group-member D</td><td>Handout M15-3a-8</td></tr>
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</td></tr>
</table>

Procedure	Set up the role-play scenario. The coach and client, whom they discussed, analysed and made plans for in Activity 2, have now begun their professional relationship. However, things are **not** going according to plan. In their roleplay description for the **coach**, they will see that the client's business has, so far, not reached the standards expected of it. The coach is back for the third or fourth visit, and the role card addresses one of the principle issues of the business. In their roleplay description for the **client**, they will see reasons why the expected standards have not been reached. These are reasons that the coach is not aware of. Tell the participants that the two situations described on their handouts, one as coach and one as client, concern two entirely different situations. Therefore, they will role-play the coach's situation and the client's situation with different participants from their group. From these cards, they should prepare what they will say to each other at their next coaching meeting – as the coach in one meeting and as the client in another meeting. Advise them to make some notes about what they will say as the coach. **Activity 3b: Take Part in Two Role-plays (45 minutes)** Set up four role-plays in each group. Therefore, every group-member gets to be the coach once and gets to be the client once. • Group-member A (with **Handouts M15-3a-1 or 5**) speaks with Group-member B (with **Handouts M15-3a-2 or 6**). • Group-member C (with **Handouts M15-3a-3 or 7**) speaks with Group-member D (with **Handouts M15-3a-4 or 8**). • Group-member B (with **Handouts M15-3a-2 or 6**) speaks with Group-member C (with **Handouts M15-3a-3 or 7**). • Group-member D (with **Handouts M15-3a-4 or 8**) speaks with Group-member A (with **Handouts M15-3a-1 or 5**). Each role-play should last for about 10 minutes. Before the role-plays start, make sure each participant receives two copies of **Handout M15-3b-1**. Give them a minute to read it. This is an observation form. During each role-play in their group that the participants do not take part in, they should observe the role-play and fill out the form about the person in the role of the coach. In addition, the trainer assigned to each group in the previous activity should continue to use **Handout M15-2a-3** to assess each participants' performance as a coach during the role-plays.

Procedure	**Activity 3c: Feedback on the Role-plays (25 minutes)** Following the roleplays, arrange for each member of each group to receive feedback from the two people who observed them while they were in the role of the coach. The people giving feedback should refer to what they wrote in their observation forms. In other words: 1. Group-member A gets feedback from Group-members C and D. 2. Group-member C gets feedback from Group-members A and B. 3. Group-member B gets feedback from Group-members A and D. 4. Group-member D gets feedback from Group-members B and C. Also, each time, encourage the person who was in the role of the client to offer some feedback too. How did they feel when the coach was speaking to them? Again, the trainer assigned to each group in the previous activity should continue to use **Handout M15-2a-3** to assess each participants' performance during the feedback sessions. Each feedback session should last for about five minutes

ACTIVITY 04

End-of-Course Test

Time	35 minutes
Aim	By the end of this activity participants will have completed a multiple-choice test about input delivered during the course.
Activity Type	Multiple-choice test
Interaction Pattern	Individual work
Resources	M15-4-1
Procedure	Ensure all participants are sitting apart from one another, make sure everyone has a pen and knows the 25-minute time limit. Then give them **Handout M15-4** with questions and multiple-choice answers and get the participants to start the test. Monitor and invigilate while they do the test. At the end gather in the completed test papers for assessment.

ACTIVITY 05

Reflection

Time	20 minutes
Aim	By the end of this activity participants will have reflected on their learning journey during the course in speech and writing.
Activity Type	Ladder chat activity, writing answers to a questionnaire
Interaction Pattern	Individual work, pair work (with changing partners)
Resources	M15-5b-1
Procedure	Introduce this activity: 'Reflection'. Tell the participants what the aims of this 20-minute session are (see above). Divide the participants in half and organise a ladder chat activity. In other words, organise the two halves so that they are standing in two parallel lines. Each person in one line should be facing one person standing in the other line. Read out the first of the following questions. Each participant should spend three minutes discussing their answer or reaction to the question with the person they are facing in the other line. After three minutes tell everybody to stop speaking. Then get the participants in one line to move along so that they are facing the next person in the opposite line. The person at the far end of the moving line should come to the other end of it, so that they are facing someone at the end of the non-moving line. Read out the next question and get the participants to discuss it for three minutes in pairs again, this time with the new person they are facing. Repeat this procedure until the participants have discussed each of the following five questions, each time with a different person in the other line. The questions: 1. Which parts of the course did you find most useful? Why? 2. Which parts of the course did you find the biggest challenges? How did you address those challenges? 3. How do you think you have developed as a coach during the course? Why? How do you know you have developed?

Procedure	4. Think of something you learned during this course that you can apply to your life. What is it? How can you apply it? 5. What questions has this course raised for you? What things are you still wondering about?

ACTIVITY 06

Feedback on the Course

Time	30 minutes
Aim	By the end of this activity participants will have provided written feedback on the course they have just completed.
Activity Type	Individual writing
Interaction Pattern	Individual work
Resources	M15-6-1
Procedure	Introduce this activity: 'Feedback on the Course'. Tell the participants what the aims of this 30-minute session are (see above.) Get the participants to, individually, fill out **Handout M15-6-1**, which is a feedback questionnaire. This questionnaire asks them to say how much they agree or disagree with statements about the course and to write some comments of their own about it. Monitor while they write. At the end gather in the completed feedback questionnaires.

ACTIVITY 07

Looking Forward

Time	20 minutes
Aim	Discussion, question and answer
Activity Type	Multiple-choice test
Interaction Pattern	Group work, plenary
Procedure	Divide the participants into groups of three or four and get them to discuss the questions in Activity 7 of the Participant Workbook. They jot down ideas below the questions. Monitor, encourage them and build their enthusiasm. After ten minutes, hold feedback. See Feedback / Answers below.
Feedback/ Answers	1. 100 2. No. You need 100 hours with a client. A telephone call or online meeting will count as an hour as long as it is at least 50 minutes. Shorter does not count. 3. You shouldn't have to pay anyone! Hopefully, you will have contacts who will be glad to have some coaching. At this stage you may need to offer it for free, or for a minimal charge at least to cover costs, but you may be able to charge more. What is important is to finish the practical and get certified, because then you will be able to market yourself much better. 4. Print off the log sheet, keep it in your portfolio and record your sessions with clients. 5. In the portfolio, include: a. Hours log b. Competency list, for ticking off once met. c. Self-reflection sheets done after each client visit. NB: It is a different sheet from the face-to-face course one. d. Five pieces of work, such as forms or reports, from your coaching. 6. Hand in the completed portfolio and wait for certification.

Trainer Manual

References

Topic	Reference
Module 1: What is Business Coaching?	
Case study from Skills for Inclusive Growth	https://inclusivegrowth.com.lk/wp-content/uploads/2020/02/One-Step-At-a-Time-Report.pdf p10
Case study from Skills for Inclusive Growth	https://inclusivegrowth.com.lk/wp-content/uploads/2020/04/Skills-that-matters-lifechanging-Life-changing-experiences-.pdf p9
Module 2: Basics of Business Coaching	
IAC ethical principles	https://certifiedcoach.org/about/ethics
Module 4: Managing Change	
Change model - Scott & Jaffe	https://expertprogrammanagement.com/2018/05/scott-and-jaffe-change-model/
Change Management	https://expertprogrammanagement.com/change-management/
Resistance - Kotter & Schlesinger : 4 types, and 6 change approaches	https://expertprogrammanagement.com/2018/05/six-change-approaches/
Module 5: Diversity and Inclusion	
Unconscious Bias	https://www.unep.org/news-and-stories/story/workshop-gender-unconscious-bias-and-inclusive-management
Statistics	World Bank https://www.worldbank.org/en/topic/disability
Barriers	https://www.un.org/en/chronicle/article/breaking-barriers-persons-disabilities-and-realizing-global-citizenship
Identifying social inclusion and exclusion	https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf

Statistics	World Report on Disability, WHO, 2011 https://www.who.int/disabilities/world_report/2011/report.pdf
Statistics	Disability in Sri Lanka, Department of Census and Statistics (2012) https://unstats.un.org/unsd/demographic-social/meetings/2016/bangkok--disability-measurement-and-statistics/Session-6/Sri%20Lanka.pdf
Statistics	Ministry of Social Welfare, National Policy on Disability for Sri Lanka, 2003 http://67.199.83.28/doc/-NatPolicyDisabilitySep2003srilanka1.pdf
Statistics	Sri Lanka Labour Force Survey, Annual Report 2019, http://www.statistics.gov.lk/Resource/en/LabourForce/Annual_Reports/LFS2019.pdf
Statistics	Employment Opportunities for Vulnerable Groups https://www.nhrep.gov.lk/index.php?option=com_content&view=article&id=108&Itemid=59&lang=en
Barriers	Ministry Of Social Welfare, National Policy On Disability For Sri Lanka, http://67.199.83.28/doc/-NatPolicyDisabilitySep2003srilanka1.pdf
Barriers	Women and PWD Economic Empowerment Study, Skills for Inclusive Growth, https://inclusivegrowth.com.lk/wp-content/uploads/2020/04/Women-and-PWD-Economic-Empowerment-Study-Final-Report.pdf
Models of disability	How We Talk About Disability Matters, DARU, http://www.daru.org.au/wp/wp-content/uploads/2019/03/Human-rights-info-sheet-for-website.pdf
The business case	Working With Diversity in Coaching, Sunny Stout-Rostron https://www.researchgate.net/publication/316595159_Working_with_Diversity_in_Coaching
The business case	Gender factsheet By Yara van Heugten, https://prezi.com/view/9x3lnnT1KBhqV7x4vjyl/
The business case	Accenture, Getting to Equal: The Disability Inclusion Advantage, https://www.accenture.com/t20181029T185446Z__w__/us-en/_acnmedia/PDF-89/Accenture-Disability-Inclusion-Research-Report.pdf
Resistance	VicHealth (En)countering resistance https://www.vichealth.vic.gov.au/-/media/ResourceCentre/PublicationsandResources/PVAW/Encountering-Resistance-Gender-Equality.pdf

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Module 6: Communication Skills	
Dr Brené Brown's four stages of empathy	https://twentyonetoys.com/blogs/teaching-empathy/brene-brown-empathy-vs-sympathy
Communication Skills	https://www.impactfactory.com/library/communication-skills-seven-barriers-great-communications
Pie-chart - time spent communicating	*Based on the research of: Adler, R., Rosenfeld, L. and Proctor, R. (2001) Interplay: the process of interpersonal communication (8th edn), Fort Worth, TX: Harcourt.*
Body language	https://coachingandthejourney.wordpress.com/
Module 7: Building Successful Relationships	
Building Successful Relationships	https://twentyonetoys.com/blogs/teaching-empathy/brene-brown-empathy-vs-sympathy
Module 8: Key Performance Indicators	
Key Performance Indicators	https://www.klipfolio.com/resources/articles/what-is-a-key-performance-indicator
Key Performance Indicators	https://www.clearpointstrategy.com/18-key-performance-indicators/
Module 12: Growth Mindset	
Learning how to Learn	https://www.coursera.org/learn/learning-how-to-learn
Fixed vs. Growth: The Two Basic Mindsets That Shape Our Lives	https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/
The strongest predictor for success | Angela Lee Duckworth	https://www.youtube.com/watch?v=GfF2e0vyGM4

International Coaching Associations

International Coaching Federation (ICF)
https://coachingfederation.org

Association for Coaching (AFC)
https://www.associationforcoaching.com

European Mentoring & Coaching Council (EMCC)
https://www.emccglobal.org

Worldwide Association of Business Coaches (WABC)
https://wabccoaches.com

International Association of Coaching (IAC)
https://certifiedcoach.org/

Skills for Inclusive Growth (S4IG) reports

One Step at a Time, Creating Systemic Change	https://inclusivegrowth.com.lk/wp-content/uploads/2020/02/One-Step-At-a-Time-Report.pdf
Skills that Matter! Life Changing Experiences	https://inclusivegrowth.com.lk/wp-content/uploads/2020/04/Skills-that-matters-lifechanging-Life-changing-experiences-.pdf
Women and Persons With Disabilities Economic Empowerment Study, January 2020	https://inclusivegrowth.com.lk/wp-content/uploads/2020/04/Women-and-PWD-Economic-Empowerment-Study-Final-Report.pdf
Leading The Way In Skills Development	https://inclusivegrowth.com.lk/wp-content/uploads/2020/06/Leading-the-way-in-Skills-Development.pdf
Business Coaching Manual for Beauty Salons	https://inclusivegrowth.com.lk/wp-content/uploads/2020/04/Business-Coaching-Manual-for-Beauty-Salons-.pdf
Disability Toolkit: Reasonable Adjustments In NVQ Assessment for Candidates with Disabilities	https://inclusivegrowth.com.lk/wp-content/uploads/2021/01/ToolKit_English-Full-Book.pdf
Outcome Harvest of Business Coaching Model	https://inclusivegrowth.com.lk/wp-content/uploads/2020/08/Business-Coaching-Model.pdf

Extra reading

Business models and education
https://expertprogrammanagement.com/

Business Model Canvas
https://www.strategyzer.com/canvas/business-model-canvas

Question Types
https://www.thecoachingtoolscompany.com/products/wrap-up-session-questions/

Basics of a Career as a Business Coach
https://www.universalclass.com/articles/business/basics-of-a-career-as-a-business-coach.htm