



# Cooperative Coaching

Cooperative Coaching is a training procedure in all our Goal Driven courses and training programs. It is a challenging but rewarding part of our training.

The idea is simple:

1. We provide each student with relevant and useful information.
2. Then, each student is assigned a training partner. Each student now has two roles:
  - a. Student
  - b. Coach for their training partner. As the coach, each student helps the other learn the training information so that both can apply it in their respective offices.

This procedure can also be used outside of Goal Drive programs, and this checklist can guide you in coaching other teammates.

## COOPERATIVE COACHING PROCEDURES

**Coaching Goal.** The goal of Cooperative Coaching is to help your training partner better understand the training material and improve their ability to apply it.

**Training Partner.** Two students are paired as training partners. Both should study the article on *Goal Driven Training*.

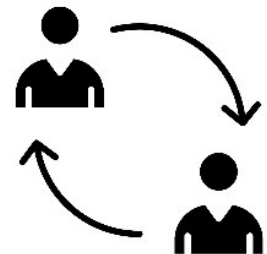
**Agree to be Challenged.** Before you begin the coaching, review what you will be doing and let your training partner know you will be challenging them. Let them know that training can be difficult, but it is worth it once you improve. So, assure them that you are on their side and get their agreement that it's ok that you challenge their understanding and ability to use the information.

**Types of Coaching: Quizzing or Practicing.** In most cases, you will quiz your training partner. However, you will also have occasion to practice with them applying their study materials in a pretend situation (role-playing.)

## HOW TO QUIZ

Read through the information your student has studied. Ask your training partner questions about the material they studied. For example:

- Pick out a procedure and ask them how they would do it.
- When they would do it.
- Why would they do it.
- What is this the outcome they should achieve.
- How they might help other team mates to do the procedure.
- Have them diagram it on paper, as in a flow chart.
- Ask them for their definition of key terms.



There is no set system. If your training partner understands the material, go on to another subject. If you are unsure if they understand what you are quizzing them on, ask them more questions. If it appears that they don't understand the material well, stop the quizzing and help them through it.

They may need to leave the session to review and study the information. Be nice. Your job is to get them through it and get them to improve, understand, and apply the material.

## HOW TO PRACTICE

Practicing procedures can result in fast improvement and learning. Practicing helps musicians, athletes, and trial lawyers. It gives a coach observable information from which they can point out areas of improvement.

### **Select a procedure to practice.**

**Select the Type of Practice: Administrative or With a Person.** Determine if the practice is a strictly administrative procedure or with a person. For example, is it data entry or creating a job checklist, or is it one that involves another person, such as giving a Coaching Review?

- **Practicing an admin task.** If it is administrative only, have them perform the task and watch them. If they do well, give them ever-increasing levels of difficulty—just a couple. Compliment them when they do a good job, but stop them if they struggle. Don't let them "wing it." If they can't do the procedure easily and quickly, help them. Then, run through it a few more times with higher levels of difficulty. Get them through it to a WIN! *You are the coach.*

- **Practicing an interaction with another person.** If it involves an interaction with another team member, as the coach, you take on the role of employee. This takes a bit of acting. Try to portray how the other person might act. Create a realistic scenario for your training partner. For example, if your training partner is practicing giving a Coaching Review to another employee, you would take on the role of the employee and have them give you the review.

### **Coaching tips.**

1. Pick a procedure and imagine a situation that your training partner may run into. Start off easy!
2. Create a realistic and common encounter.
3. Don't set your standard of performance too high at first. Don't be too critical. Let your training partner improve a bit and experience a sense of accomplishment. You can always come back again and improve upon it later.
4. Take up only one procedure at a time.
5. Notice what could be improved.
6. Go over it until the performance improves in some aspect of the procedure.
7. Compliment your training partner for their improvement. They should feel like they have improved.

**Sample levels of difficulty.** As the coach, you create 2-3 scenarios, each presenting increasing difficulty levels. Here is an example of different roles, from easy to more challenging:

1. Friendly and cooperative team member or patient.
2. Bored team member (or patient) but cooperative
3. Concerned (fearful) team member (or patient), with many questions.
4. Slightly antagonistic or sarcastic team member. They voice mild but somewhat apparently reasonable criticisms about your office or you!
5. Patient in pain. Staff member confused.

A good coaching session can be difficult. You are learning and becoming more adept at something than you were before. Be patient, set your pride aside, and work with your training partner to improve.

That's all we are going for here -- improvement. Not perfection.

And an improvement is a WIN! Celebrate your wins, don't get too serious, and keep it fun.

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