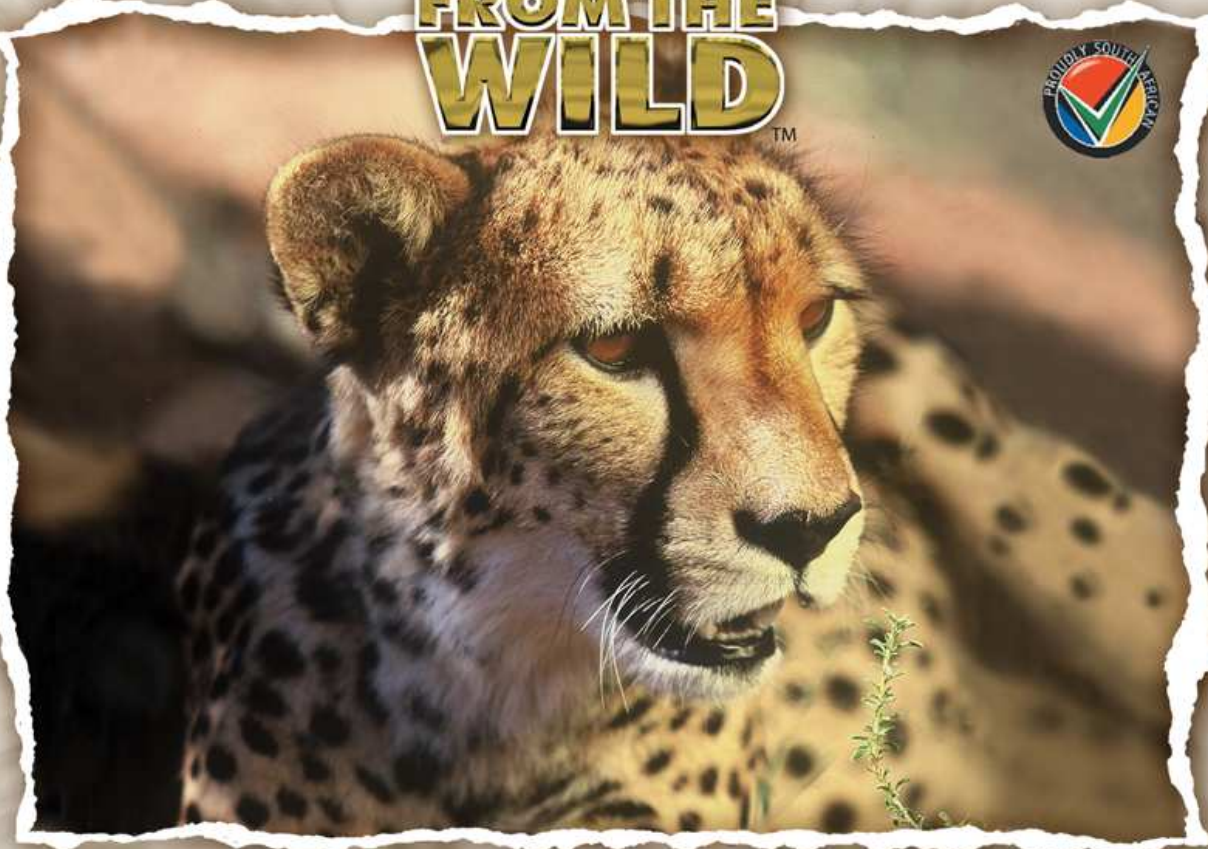


DELEGATE'S WORKBOOK

*coaching*

LESSONS  
FROM THE  
WILD™



the **CHEETAH**  
in . your  
business



**The LR Group**  
people • passion • performance

LONDOLOZI  
Productions

## ACKNOWLEDGEMENTS

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## INTRODUCTION

Welcome to this lesson on “Action Coaching” of the “**Lessons from the Wild™**” series.

The overall purpose of this lesson is to tell you an interesting story and build a set of memories around “Action Coaching” that will be unforgettable.

This Lesson on “Action Coaching” is designed to help you achieve six outcomes

1. Define what is meant by Action Coaching.
2. Assess yourself and your team in terms of Action Coaching.
3. Identify opportunities for improving Action Coaching in your business.
4. Identify the characteristics of world-class practice in Action Coaching.
5. Compare the Action Coaching in your team to world-class practice.
6. Compile a workplace action plan to become world-class in respect of Action Coaching.

This Workbook is not a test, it is designed to ensure that you have fun while learning something new.



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## LEARNING OUTCOMES

Learning Outcomes from this programme are:

1. Define what is meant by Action Coaching.
2. Assess yourself and your team in terms of Action Coaching.
3. Identify opportunities for improving Action Coaching in your business.
4. Identify the characteristics of world-class practice in Action Coaching.
5. Compare the Action Coaching in your team to world-class practice.
6. Compile a workplace action plan to become world-class in respect of Action Coaching.





# THE CHEETAH

## *Circumstances, Behaviours and Characteristics*



The cheetah is built for speed. Its long legs, deep chest, small, streamlined head and long tail, which acts as a counter-balance when twisting and turning, combine to make it the fastest mammalian sprinter on Earth, capable of reaching a speed of almost 100 kilometres an hour over a short distance. However, the investment in speed has its drawbacks. Not only does the energy-consuming chase leave the cheetah exhausted, so that for several minutes after the kill it can do little but lie and pant heavily before regaining enough strength to start eating, it is also less robust than any of its competitors. For these reasons it is easily robbed of its prey by lions, spotted hyaenas, leopards, wild dogs and even the unassertive brown hyaena.

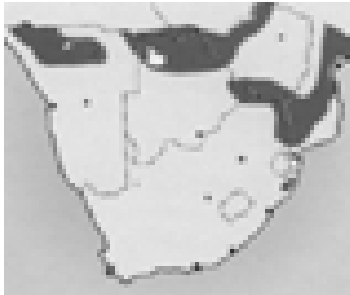
Just after dark one evening in the Kalahari I was watching a female cheetah and her three small cubs feeding on a springbok she had killed. A brown hyaena appeared out of the darkness and ran up to the carcass. The cubs retreated, but the mother cheetah came out to face the intruder. After only a moment's hesitation the hyaena pressed home the attack. The cat swatted and growled, but to little effect. She returned to her cubs, leaving an easy meal for the hyaena. Cheetahs, though, lessen the chances of being robbed of their food by hunting during the day, when the other large carnivores are generally inactive. By contrast, jackals obviously respect the speed of the big cats and take no chances with them, whereas jackals may snatch a morsel from under the nose of feeding hyaenas or even lions, they rarely approach closer than within 30 meters of feeding cheetahs.

Most cats lead a solitary existence, the major exception to this rule being the lion. However, male cheetahs also deviate from the solitary pattern, often forming long-lasting and closely bonded coalitions of two or three members, usually brothers.

Female cheetahs are not territorial. They live on their own with their latest litter of cubs, in overlapping home ranges, but the occupants avoid contact with each other - again an unusual social system for a cat. Once a female is ready to breed she will break away from her sibling group and, after mating, raise her new family single-handed. At about 18 months the cubs leave their mother in what appears to be a snap decision - she is with them one day and gone the next - and the young roam together as a mixed-sex group.

# THE CHEETAH

## *Distribution and Status*



From its historical range extinct over most parts of southwest Asia and North, West and southern Africa, where it is only found in the Kalahari Gemsbok National Park, the northern border areas and the lowveld, as well as in reserves KwaZulu-Natal and the North-West. Occurs widely in Zimbabwe except in the northeast. The largest populations are found in Kenya, Botswana and Namibia.

### **HABITAT**

Open plains and savanna woodland as well as arid regions extending to desert fringes. Avoids woodlands with a thick understorey and forests. Common on game and livestock ranches in Zimbabwe and Namibia where lions and spotted hyaena have been eliminated, but often in conflict with farmers there.

### **FIELD CHARACTERISTICS**

Tall and slender, standing 0,8 m at the shoulder and weighing 40-60kg; has a small head and small, rounded ears. Body colour buffy-white with numerous black spots extending along the tail which is ringed at the tip. The face has characteristic 'tear-marks' curving down from the inner corners of the eyes to each corner of the mouth. An aberrant form, known as the 'king cheetah', in which the spots on the upperparts of the body and flanks coalesce into bars, is caused by a recessive gene.

### **SOUNDS**

Unlike other cats. A bird-like chirp contact call and a staccato, high-pitched growl; also occasionally growls, snarls, hisses and coughs. When content purrs loudly.

### **FOOD AND FEEDING METHODS**

Mainly feeds on small to medium sized antelope such as impala, springbok, steenbok and duiker. Male groups sometimes kill larger species such as wildebeest yearlings, kudu and waterbuck; single females kill hares.

### **BREEDING BIOLOGY**

Non-seasonal; 1-6 young born after a gestation period of 90-95 days. Females raise their young alone. For the first 8 weeks the cubs are left at a lair and from 8 weeks they eat meat and accompany their mother. Cubs leave the mother at approximately 18 months. Cub mortality through predation is high.

### **SOCIAL SYSTEM**

Female is solitary or accompanied by her latest litter of cubs; not territorial. Sub-adults form mixed-sex sibling groups; adult males are either solitary or in a coalition of up to 3. Most coalitions are territorial.

# ACTION COACHING

(i)

## INDIVIDUAL EXERCISE

1. If you think back on someone who coached you well, who was he/she?

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List THREE attributes of this person. What made him/her a good coach?

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2. Describe a circumstance when, under supervision, your performance excelled

---

Why did this happen?

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Did your supervisor make a difference - Why?

---

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---

## ***Group Feedback***

# ACTION COACHING

(ii)

## INDIVIDUAL EXERCISE

1. Which team are you a member of in your organisation?

---

2. Would you say your team is well coached with clear performance management targets?

Never	Rarely	Fairly Often	Most of the time	Always
-------	--------	--------------	------------------	--------

3. If you answered Fairly Often, Often or Most Of the Time list the reasons why

---

4. What are your team's Vision, Purpose, Goals and Values?

VISION \_\_\_\_\_

PURPOSE \_\_\_\_\_

GOALS (no more than 5) \_\_\_\_\_

---



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VALUES (no more than 5) \_\_\_\_\_

---



---



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**Group Feedback**

I DON'T KNOW: \_\_\_\_\_

**Group Feedback**

# WHAT IS ACTION COACHING?

(iii)

## INDIVIDUAL EXERCISE

Action Coaching is essential for both individual and team success. Score your organisation on a scale of 1 - 5 (1 poor - 5 excellent) on the following:

1. I understand my company's strategy

1. Poor	2. Below Average	3. Good, but needs improvement	4. Good	5. Excellent
---------	------------------	--------------------------------	---------	--------------

2. I understand how I can contribute to my company's strategy

1. Poor	2. Below Average	3. Good, but needs improvement	4. Good	5. Excellent
---------	------------------	--------------------------------	---------	--------------

3. My coach understands me as an individual, my strengths and weaknesses

1. Poor	2. Below Average	3. Good, but needs improvement	4. Good	5. Excellent
---------	------------------	--------------------------------	---------	--------------

4. My coach uses self-awareness as a means to change behaviour

1. Poor	2. Below Average	3. Good, but needs improvement	4. Good	5. Excellent
---------	------------------	--------------------------------	---------	--------------

5. My coach listens, observes, clarifies and gives me feedback

1. Poor	2. Below Average	3. Good, but needs improvement	4. Good	5. Excellent
---------	------------------	--------------------------------	---------	--------------

6. My coach allows for practice and making mistakes

1. Poor	2. Below Average	3. Good, but needs improvement	4. Good	5. Excellent
---------	------------------	--------------------------------	---------	--------------

7. My coach cares about me as a person

1. Poor	2. Below Average	3. Good, but needs improvement	4. Good	5. Excellent
---------	------------------	--------------------------------	---------	--------------

My score	Possible score
<input type="text"/>	35

Then add up all the scores, you should have a total out of 35. Transfer your score to the worksheet on the next page into the appropriate "Score Range".

# WHAT IS ACTION COACHING? (iv)

## GROUP EXERCISE (in groups of 3-4 people)

Action Coaching is all about managing and encouraging performance improvement.

### Action Coaching Defined:

A good coach enables people to reach a level of performance they could not have achieved on their own.

### A measure of how well Action Coaching happens in your business?

Record the scores received from each individual in the group

Number of scores in each category	Score range	Description of current competence in-house
	+ 30	Managers are seen as excellent coaches, staff regularly achieve all improvement objectives set
	26 - 30	Managers do a good job of action coaching, but some staff are excluded from the process
	21 -25	Some managers do a good job, but it is instinctive rather than part of company culture
	16 - 20	The companies action coaching and management practices are below generally accepted practice
	11 - 15	Action coaching is not spoken about as a management practice
	6 - 10	Crisis - staff/supervisor relationships could not be worse
	0 - 5	Rock bottom!

# TEAM ASSESSMENT

**(v)**

## GROUP EXERCISE

In a group of 3 to 4 people, take each one of the learning points and answer the following question:

***“When we are doing this well, how will it show?”***

List no more than 3 points.

- a. I understand my company's strategy.

**We will be doing this well when**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- b. I understand how I can contribute.

**We will be doing this well when**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- c. My coach understands me as an individual, my strengths and weaknesses.

**We will be doing this well when**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## TEAM ASSESSMENT *(continued)*

### GROUP EXERCISE *(continued)*

d. My coach uses self-awareness as a means to change behaviour.

**We will be doing this well when**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

e. My coach listens, observes, clarifies and gives me feedback.

**We will be doing this well when**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

f. My coach allows for practice and making mistakes.

**We will be doing this well when**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

g. My coach cares about me as a person.

**We will be doing this well when**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# **ACTION COACHING - OPPORTUNITIES FOR IMPROVEMENT (vi)**

## **GROUP EXERCISE A**

1. Agree in a group of 3 to 4 people what would make the biggest difference to “Action Coaching” in your organization?

---

2. Complete the following sentence:

When we have good “Action Coaching” in this organisation we will know because...

---

# INDIVIDUAL EXERCISE

## (3 – 4 People)

(vii)

1. Considering the characteristics of “Action Coaching” identify where you think the biggest improvement is required in your team? (Prioritise the characteristics from: Most Important = 1, to Least Important = 6.)

Characteristic	Priority
Understanding my company's strategy	
Understanding how I can contribute	
My coach understands me as an individual, my strengths and weaknesses	
My coach uses self-awareness as a means to change behaviour	
My coach listens, observes, clarifies and gives me feedback.	
My coach allows for practice and making mistakes	
My coach caring about me	

Transfer your top three priorities to your Individual Action Plan on Pg 14.

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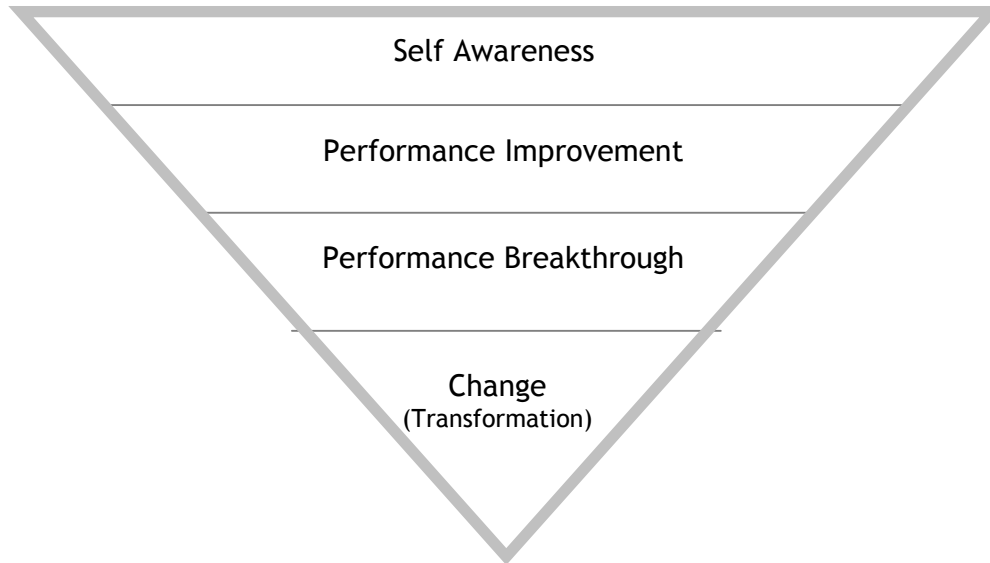
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## INDIVIDUAL EXERCISE *(continued)*

2. Now that you understand where your organisation is at in respect of “Action Coaching”, now discuss what good Action Coaching delivers



Then review the following table with your facilitator

From Traditional Coaching	To Action Coaching
• Therapist-patient relationship	• Business relationship
• One-size-fits-all approach to development	• Individualised approach, tailored to the person's needs
• Self awareness as an end	• Uses self awareness as a means to change behaviour
• Focused primarily on personal insights, not action	• Focused on translation insights into action toward organisational results
• Unstructured approach and interactions	• Specific strategy and action planning leads to performance breakthroughs
• Focus on individual only; little link to organisational realities and obstacles in changing behaviour	• Links individual and organisation issues; sets coaching in context of environmental goals and obstacles to change

## INDIVIDUAL EXERCISE (*continued*)

3. Action Coaching has four clearly focussed change goals:

### **Self-awareness**

Your Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Performance Improvement**

Your Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Performance Breakthrough**

Your Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Change (Transformation)**

Your Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## INDIVIDUAL EXERCISE (*continued*)

4. The interpersonal skills of an effective coach:

### **Self-awareness**

Your Notes: \_\_\_\_\_

---

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### **Genuineness**

What does this mean to you?: \_\_\_\_\_

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---

### **Non-possessive Support**

What does this mean to you?: \_\_\_\_\_

---

---

### **Accurate Empathy**

What does this mean to you?: \_\_\_\_\_

---

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## INDIVIDUAL EXERCISE (*continued*)

5. In summary - What is coaching?
  - Providing effective feedback
  - Using communication skills: listening, observing, clarifying, reflecting back
  - Allowing for practice and making mistakes
  - Focussing on improving performance, not blaming
  - Addressing job-related behaviour, not character
  - Working with individuals (employees, colleagues, clients) to support their success
  
6. Coaching Principles are:
  - Be continuous
  - Be timely
  - Be motivating
  - Clarify and reinforce expectations
  - Include at least as much listening as talking
  - Be participatory, a two-way conversation
  - Be customised to the individual

# WORLD-CLASS TEAMS

(viii)

## GROUP EXERCISE

In a group of 3 to 4 people, read the five Levels listed below and agree with your group what Level represents the extent of “Action Coaching” in your organization.

Remember, choose the level that mostly reflects the level of “Action Coaching” in your organisation.

## THE LEVELS (Climbing the Ladder)

LADDER	MEASURES
Level 1	<ul style="list-style-type: none"> <li>• Staff don't know what the organisations strategy is, they think they get paid to come to work</li> <li>• Staff don't know what their contribution is, or how it is measured.</li> <li>• Supervisors don't listen much, and are very “hands-on” themselves</li> <li>• Staff development and training is turned down because of cost</li> <li>• Staff are not recognised for a job well done, anyway recognition events ‘cost’ too much</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Staff know of the Vision, Mission and Goals, but they are a “management thing”</li> <li>• Staff have a job description, which they are appraised against but they don't like the process</li> <li>• Supervisors don't know how to coach and occasionally respond to a “suggestions box”</li> <li>• Staff development and training exists, at 1% of payroll</li> <li>• There is an annual Christmas Party at which staff are recognised</li> </ul>

Level 3	<ul style="list-style-type: none"> <li>• The Vision, Mission and Goals have been cascaded into each department with departmental objectives being set</li> <li>• Staff have KPI's (Key Performance Indicators) which they are appraised against, but the process is still seen as punitive</li> <li>• Supervisors as coaches know how to "Action Coach" and take time out to listen to staff suggestions</li> <li>• Supervisors agree training and development objectives with their staff and agree for the year support objectives</li> <li>• Training budget is between 2% and 3% of payroll</li> <li>• Recognition events occur quarterly and staff are nominated for going the extra mile</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Staff understand the Vision, Mission and goals and exactly how their job contributes to overall strategy at every level</li> <li>• Performance appraisals are positively regarded and focus on specific improvement objectives and not the whole job</li> <li>• Action Coaches are appraised on their ability to listen, and on how they agree training needs and coach their subordinates</li> <li>• Training budget between 4% and 6% of payroll</li> <li>• Recognition events occur quarterly and spontaneously (sometimes)</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• Staff are able to measure their contributions to strategy and improve on it</li> <li>• 80% of staff meet their improvement objectives</li> <li>• 80% of Action Coaches achieve an "excellent" rating from their subordinate on their coaching ability</li> <li>• Training budget above 6% of payroll</li> <li>• Recognition events are held monthly and spontaneously (regularly)</li> </ul>

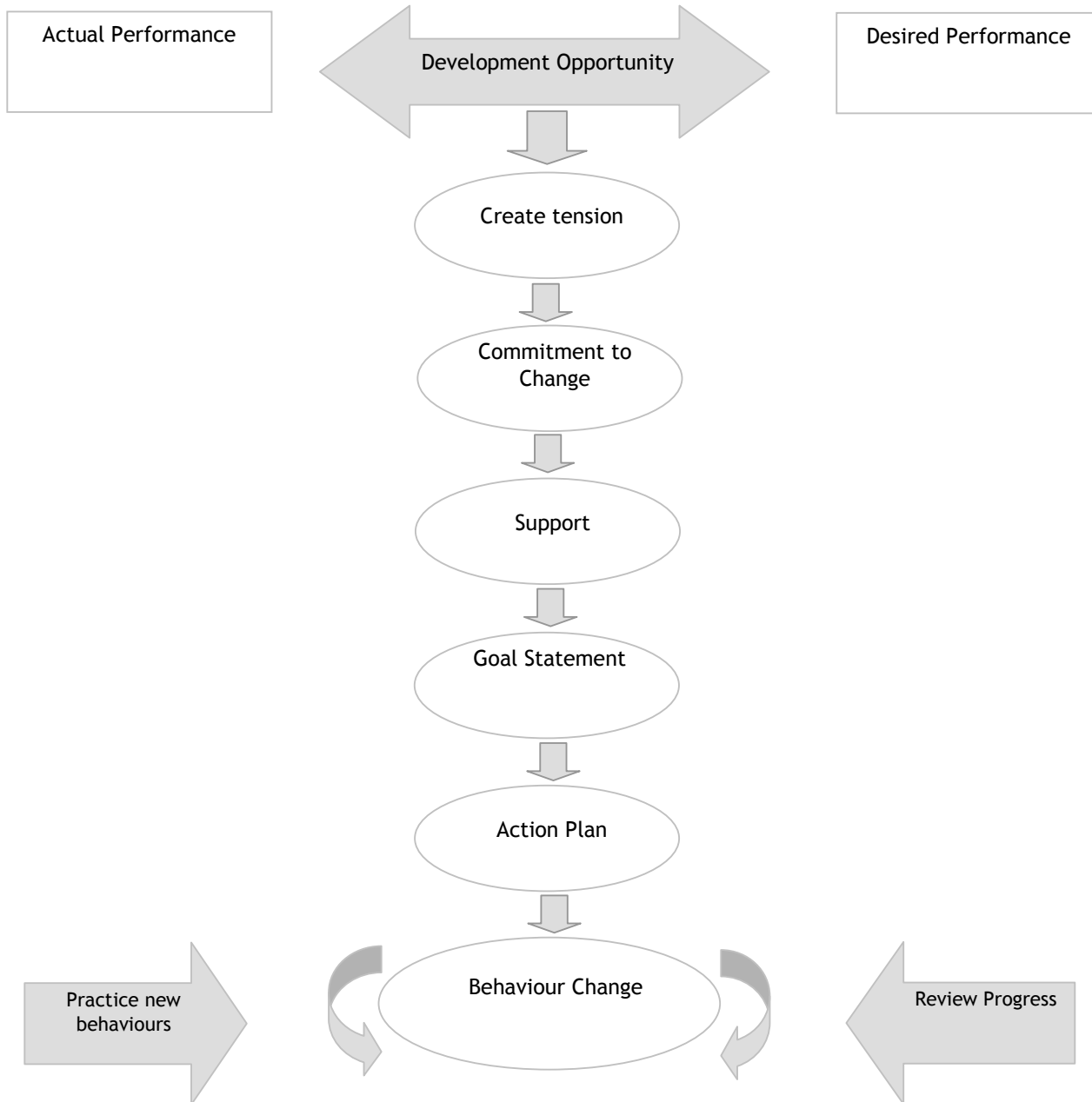
**Rating your organisation**

Which Level most appropriately describes your organisation in terms of "Performance Management and Coaching?"

Level 1	Level 2	Level 3	Level 4	Level 5
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# COACHING PROCESS MODEL



# YOUR ACTION PLAN

(ix)

**Make your Action Plan S.M.A.R.T.**  
Specific, Measurable, Agreed, Realistic, Time-framed

## Individual Action Plan

My personal commitment to my team to improve “Action Coaching” is:

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---

---

## Team Action Plan

Your top three priority characteristics as defined on Page 12.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Considering these priorities, what are we going to do as a team (gather in your natural work teams) to improve “Action Coaching?”

Actions (S.M.A.R.T. - Specific, Measurable, Agreed, Realistic and Time based)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## YOUR ACTION PLAN (*continued*)

### Obstacles

Considering these priorities, what are the major obstacles to be overcome to enable us to “Action Coaching”?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### World Class Benchmark

As a team we are currently now at:

LEVEL  in terms of the exercise on page 13

Our commitment is to reach:

LEVEL  by \_\_\_\_\_ (date)

## TEAM REQUEST

(x)

### GROUP EXERCISE

In a group of 3 or 4 people, please identify the “Team Request” you have of your organization which you believe would definitely result in improved “Action Coaching”.

What does this mean to you? \_\_\_\_\_

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### QUOTE

***“Perfect Practice makes Perfect”***

## THE LESSONS FROM THE WILD™ SERIES (xi)

### TRAINING VIDEO (12-15 Mins.) WITH WORKBOOKS

- THE WILD DOG IN YOUR BUSINESS  
TEAMWORK
- THE BABOON IN YOUR BUSINESS  
JOY IN YOUR WORK
- THE LEOPARD IN YOUR BUSINESS  
PLANNING
- THE CHEETAH IN YOUR BUSINESS  
ACTION COACHING
- THE TIGER IN YOUR BUSINESS  
SURVIVING WITH CHANGE
- FANGS OR TUSKS IN YOUR BUSINESS  
LEADERSHIP STYLES
- THE ECO-SYSTEM IN YOUR BUSINESS  
MANAGING DIVERSITY
- SHINGALANA  
WORKING WITH NEW IDEAS
- WALK ON THE WILD SIDE  
LIFE'S VALUES AND BELIEFS THAT  
ENABLE SUCCESS

### SESSION STARTERS (2-4 mins.)

- TUSKS  
LEADERSHIP
- BAD FUR DAY  
TEAMWORK
- THE ODD SQUAD  
DIVERSITY

#### REFERENCES:

- The complete book of Southern African Mammals compiled by Gus Mills and Lex Hes  
Published in 1997 by Struik Winchester
- 12 Ladders to World Class Performance by Drennan and Pennington  
Published by Cogam and Page 1999

*Please give this feedback to your training facilitator.  
We hope you have found this workbook helpful  
and we wish you luck in working like a dog.*