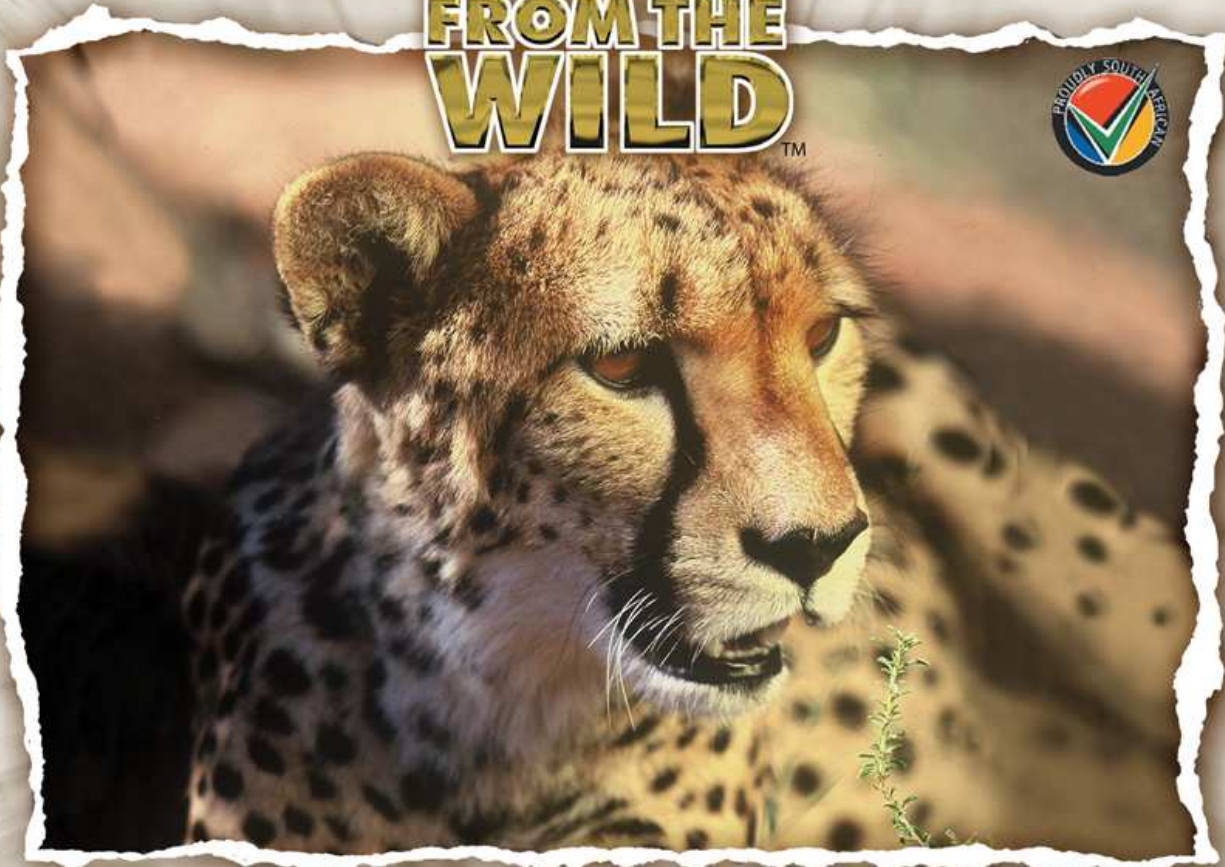


FACILITATOR'S WORKBOOK

| *coaching* |

LESSONS
FROM THE
WILD™



the **CHEETAH**
in your
business

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

LONDOLZI
Productions

ACKNOWLEDGEMENTS

This Series has been developed as a Joint Venture comprising Londolozzi Productions, Stuart Pennington, and Learning Resources. Londolozzi Productions have supplied the Wildlife footage; Stuart Pennington has been responsible for the Management Themes, Workbooks and Scripts and Learning Resources for distribution.

The final product has been a combination of the efforts of Wilson Main (Production manager and Script Writer), Ricky Robinson (Distribution), Stuart Pennington (Series Concept) and the team at Obsessively Creative (Production).

Produced by
Learning Resources, Londolozzi Productions and Stuart Pennington

Distributed by Learning Resources (Pty) Ltd
Head Office Contact Details:
Tel: (021) 448 6660
Fax: (021) 448 6377
E-mail: info@learning-resources.co.za
Website: www.lrg.co.za

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LEARNING OUTCOMES

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.

NOTE TO THE FACILITATOR

This lesson in the “**Lessons from the Wild™**” series is intended to teach the importance of “**Action Coaching**” in a business environment.

Use this Facilitator’s Guide together with the video and Delegate’s Workbook to assist the delegate in learning the maximum from the lesson.

The Facilitator’s Guide and Delegate’s Workbook have been designed to compliment the video, by providing both the facilitator and the delegate with a sound learning experience, which incorporates the learning principles of Theory, Application, Practice and Evaluation.

Enjoy the experience and have fun!

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.

WORKSHOP CHECKLIST

Use this Checklist to ensure you have all that is required to conduct the Workshop.

Item	Yes
Video: The Cheetah in your business: Action coaching	
Flipchart	
Koki pens - Chisel Point	
Prestik	
Delegate Pads & Pens	
Water	
Peppermints	
Coffee/Tea	
Biscuits	

THE LEARNING EXPERIENCE

**Video
Chapter 1**

Workshop:
What is Action Coaching?

**Video
Chapter 2**

Workshop:
Assess yourself and your team in terms of Action Coaching

Workshop:
Team Effectiveness

Workshop:
Effectiveness Individuals

Workshop:
World-class assessment

Workshop:
Improving Action Coaching in your business

Workshop:
Comparison to world-class standards

Workshop:
Action plan: improving Action Coaching in your business

Workplace:
Implement action plan

INTRODUCTION, OVERVIEW, PURPOSE & EXPECTATIONS

Activity 1: Introduction

- *Introduce yourself*
- *Introduce the series “Lessons from the Wild™”*
- *Welcome delegates to this lesson on “Action Coaching”
“The Cheetah in your business”*
- *Remind delegates to sit back relax and enjoy the show!*

Duration
15 minutes

Medium and/or Resource:
Facilitator
Workbook Pg 1

Activity 2: Start

- Start the lesson by immediately playing Part 1 of the video
“The Cheetah in your Business”- Part 1

Duration
16 minutes

Medium and/or Resource:
Video Part 1

Activity 3: Ice breaker

- Team Quiz on Facts about the Cheetah (see description of Cheetah, make up your own “quiz”)

Duration
20 minutes

Medium and/or Resource:
Facilitator
Workbook Pg 78

INTRODUCTION, OVERVIEW, PURPOSE & EXPECTATIONS *(continued)*

Activity 4: Purpose of *this lesson* in the series

So many management videos comprise “talking heads” often referring to companies or industries that have no bearing on your own. We, through a fresh look at Action Coaching using the Cheetah as the metaphor, will do 3 things:

- i. Tell a Story.
- ii. Develop 6 attributes of Action Coaching
- iii. Use a theme “from nature” that will provide you with a memorable experience.

Duration
2 minutes

Medium and/or Resource:
Facilitator

Activity 5: Specific lesson outcomes and objectives

Provide information
By the end of this lesson you will be able to:

- Define what makes for Action Coaching successful
- Assess yourself and your own team in terms of Action Coaching
- Identify opportunities for improving Action Coaching
- Assess your companies values in the context of Action Coaching
- Identify the characteristics of world-class Action Coaching
- Compare the Action Coaching in your team to world-class practice
- Compile a workplace action plan to become a world-class Action Coaching Organisation.

Duration
10 minutes

Medium and/or Resource:
Facilitator
PowerPoint Slide 1

INTRODUCTION, OVERVIEW, PURPOSE & EXPECTATIONS

continued

Activity 6: Get acquainted

Complete Individual Exercise as an ice-breaker. Ask for group feedback. Record on the flipchart/white board.

Duration
20 minutes

Medium and/or Resource:
Facilitator
Individual Exercise (i)
Workbook Pg 9
Flip chart

Activity 7: Which team are you a member of?

Assess your own workplace

- Request delegates to complete the exercise in the workbook to determine:
 - If they are part of a team
 - If their team experiences Action Coaching
 - If so, what are the teams' Vision/ Purpose/Goals/Values

Duration
30 minutes

Medium and/or Resource:
Facilitator
Individual Exercise (ii)
Workbook Pg 10
Flip chart

This sets the scene for the delegate's expectations of the workshop.

- Summarise delegates' expectations and write up on a flip chart for reference at the end of the session

DEFINE WHAT MAKES FOR GOOD ACTION COACHING

Activity 8: What is Action Coaching

**Individual Exercise to define the concept of:
'Action Coaching'**

Duration
30 minutes

Ask delegate to complete exercise in workbook

Medium and/or Resource:
Individual Exercise (iii)
Workbook page 11
PowerPoint Slide 2

Questions:

- Do you understand your company's strategy?
- Do you understand how you can contribute?
- Do you feel your coach understands you as an individual, your strengths & weaknesses?
- Do you feel your coach uses self-awareness as a means to change behaviour?
- Does your coach listen, observe, clarify and give you feedback?
- My coach allows for practice and making mistakes.
- Does your coach care about you as a person?

Show overhead slide of definition and characteristics

Discuss:

"Good coaches enable people to reach a level of performance they could not have achieved on their own."

DEFINE WHAT MAKES FOR GOOD ACTION COACHING

Activity 9: Coaching Issues

Individual Exercise to define the attributes
 Ask delegates to add up their score and then complete the Exercise on page 9. Ask delegates to feedback their total scores out of 35 write these up on a flipchart as per the table below.

Duration
 20 minutes

Medium and/or Resource:
 Group exercise (iv)
 Workbook pg 12
 Flipchart

No. 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!

IDENTIFY OPPORTUNITIES FOR IMPROVING YOUR OWN TEAM'S PERFORMANCE – *MANAGING ACTION COACHING*

Activity 10: Team Assessment

Having recorded the scores conduct the following exercise

Duration

Group exercise

Identify the behaviours required which will answer the question, "When we are doing this well how will it show in our team"?

Medium and/or Resource:
"Team Assessment":
Group Exercise (v)
Workbook Pgs 13
Flipchart

Activity 11: What opportunities exist to improve?

Group exercise

Divide into groups of 3 or 4.
Exercise in workbook"?

Duration

20 minutes

Medium and/or Resource:
Group Exercise (vi)
Workbook Pg 15

Activity 12: Prioritising improvement opportunities

Individual exercise

Ask delegates to complete the exercise requiring them to prioritise improvement opportunities. They should then transfer their top 3 priorities to the individual action plan on pg 17 in the workbook

Duration

15 minutes

Medium and/or Resource:
Individual Exercise (vii)
Workbook Pg 16
Action Plan - Pg 24

IDENTIFY OPPORTUNITIES FOR IMPROVING YOUR OWN TEAM'S PERFORMANCE – *MANAGING ACTION COACHING*

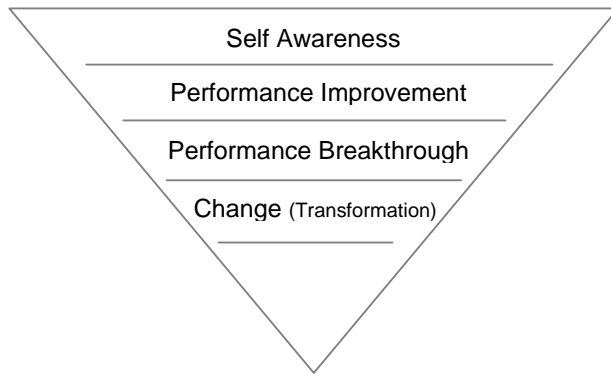
(Continued)

Activity 13:

Now that you have discussed with the delegates where the organisation is at in respect of Action Coaching, revisit the learning points of the video

Duration
20 minutes

Medium and/or Resource:
Workbook pg 17
PowerPoint slide 3



Then discuss the following table:

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

IDENTIFY OPPORTUNITIES FOR IMPROVING YOUR OWN TEAM'S PERFORMANCE – *MANAGING ACTION COACHING*

(Continued)

Activity 14:

Now examine each of the four learning points and explain that Action Coaching has four clearly focussed change goals as follows:

- **Self awareness:**
A client gains a better understanding of his attitudes and behaviours, strengths and weaknesses.
- **Performance Improvement:**
A client improves his performance in a way that contributes to his effectiveness in growing a business e.g. by improving profitability, increasing revenues, expanding market share, increase employee productivity, or exceeding customer expectations.
- **Performance Breakthrough:**
A client raises his personal or job performance to an entirely new level, one that constitutes a significant change in his own and others' perceptions of his capabilities and potential.
- **Change/Transformation:**
A client makes a fundamental change in behaviour, attitude, values, and basic emotional intelligence that opens up new possibilities for him and his organisation in the future.

Duration
5 minutes

Medium and/or Resource:
Workbook pg 18
PowerPoint slide 5

IDENTIFY OPPORTUNITIES FOR IMPROVING YOUR OWN TEAM'S PERFORMANCE – *MANAGING ACTION COACHING* (Continued)

Activity 15:

Finally, what are the interpersonal skills of an effective Action Coach

Duration
3 minutes

Genuineness:

- Projecting yourself as open and honest with others
- Belief in the coaching process and others' ability to steadily improve their performance

Medium and/or Resource:
 Workbook pg 19
 PowerPoint slide 6

Non-Possessive Support:

- Having positive expectations about people's ability to do their work independently
- You are interested in offering support, but do not do the work yourself

Accurate Empathy

- Being able to understand and restate others' concerns accurately
- You are able to put yourself in the other's position

Activity 16: In summary - What is coaching?

Group exercise

- 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

Duration
3 minutes

Medium and/or Resource:
 Workbook pg 20
 PowerPoint slide 7

IDENTIFY OPPORTUNITIES FOR IMPROVING YOUR OWN TEAM'S PERFORMANCE – *MANAGING ACTION COACHING*

(Continued)

Activity 17: Coaching principles

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

Duration

3 minutes

Medium and/or Resource:

Workbook pg 20

PowerPoint slide 8

IDENTIFY THE CHARACTERISTICS OF WORLD-CLASS PRACTICE

Activity 18: Introduce the 'world-class' concept

Most companies adopt the “if you can’t measure it you can’t manage it” slogan.

Duration
10 minutes

To do that they write up the important measures using 5 levels. Level 1 being ordinary to Level 5 being World Class (Read “The 12 Ladders to World Class Performance” by Drennan and Pennington, available through Amazon.com. Published by Kogan Page, 1999).

Medium and/or Resource:
PowerPoint slide 9

Activity 19: Discuss 'world-class' characteristics

Most companies adopt the “if you can’t measure it you can’t manage it” slogan.

Duration
20 minutes

To do that they write up the important measures using 5 levels. Level 1 being ordinary to Level 5 being World Class (Read “The 12 Ladders to World Class Performance” by Drennan and Pennington, available through Amazon.com. Published by Kogan Page, 1999).

Medium and/or Resource:
World Class Teams (viii)
Workbook Pg 21
PowerPoint Slide 9

THE LEVELS (Climbing the Ladder)

LADDER	MEASURES
Level 1	<ul style="list-style-type: none"> • Staff don't know what the organisations strategy is, they think they get paid to come to work • Staff don't know what their contribution is, or how it is measured. • Supervisors don't listen much, and are very "hands-on" themselves • Staff development and training is turned down because of cost • Staff are not recognised for a job well done, anyway recognition events 'cost' too much
Level 2	<ul style="list-style-type: none"> • Staff know of the Vision, Mission and Goals, but they are a "management thing" • Staff have a job description, which they are appraised against but they don't like the process • Supervisors don't know how to coach and occasionally respond to a "suggestions box" • Staff development and training exists, at 1% of payroll • There is an annual Christmas Party at which staff are recognised
Level 3	<ul style="list-style-type: none"> • The Vision, Mission and Goals have been cascaded into each department with departmental objectives being set • Staff have KPI's (Key Performance Indicators) which they are appraised against, but the process is still seen as punitive • Supervisors as coaches know how to "Action Coach" and take time out to listen to staff suggestions • Supervisors agree training and development objectives with their staff and agree for the year support objectives • Training budget is between 2% and 3% of payroll • Recognition events occur quarterly and staff are nominated for going the extra mile

**THE LEVELS (Climbing the Ladder)
 (continued)**

<p>Level 4</p>	<ul style="list-style-type: none"> • Staff understand the Vision, Mission and goals and exactly how their job contributes to overall strategy at every level • Performance appraisals are positively regarded and focus on specific improvement objectives and not the whole job • Action Coaches are appraised on their ability to listen, and on how they agree training needs and coach their subordinates • Training budget between 4% and 6% of payroll • Recognition events occur quarterly and spontaneously (sometimes)
<p>Level 5</p>	<ul style="list-style-type: none"> • Staff are able to measure their contributions to strategy and improve on it • 80% of staff meet their improvement objectives • 80% of Action Coaches achieve an “excellent” rating from their subordinate on their coaching ability • Training budget above 6% of payroll • Recognition events are held monthly and spontaneously (regularly)

IDENTIFY THE CHARACTERISTICS OF WORLD-CLASS PRACTICE (continued)

Activity 20: Discuss 'world-class' practice

Write the box below on flipchart

1	2	3	4	5
---	---	---	---	---

- Ask for delegate feedback in terms of their organization.
- Indicate their responses by ticking the appropriate boxes.
- Discuss combined response of the group.

Duration
20 minutes

Medium and/or Resource:
Facilitator
Workbook Pg 21
(viii)

Activity 21: Determine 'Action Coaching' level

Determine "Action coaching" level for their organisation

- Ask delegates to write up the rating in the workbook in the section "action plan" for later reference.

Duration
10 minutes

Medium and/or Resource:
Workbook Pg 25
Action Plan - (ix) Inputs

COMPARE THE ACTION COACHING IN YOUR TEAM TO WORLD-CLASS PRACTICE

Activity 22: Determine 'Action Coaching' level

Reinforcement of attributes of "Action Coaching"
Discuss and review the learning points from the video and begin to pull together the learning points and material covered in the exercises up to this point.

- Self Awareness
- Performance Improvement
- Performance Breakthrough
- Change/Transformation

Remember:

Good coaches enable people to reach a level of performance they could not have achieved on their own.

Duration
5 minutes

Medium and/or Resource:
Flipchart/whiteboard
PowerPoint Slide 3

PowerPoint Slide 10

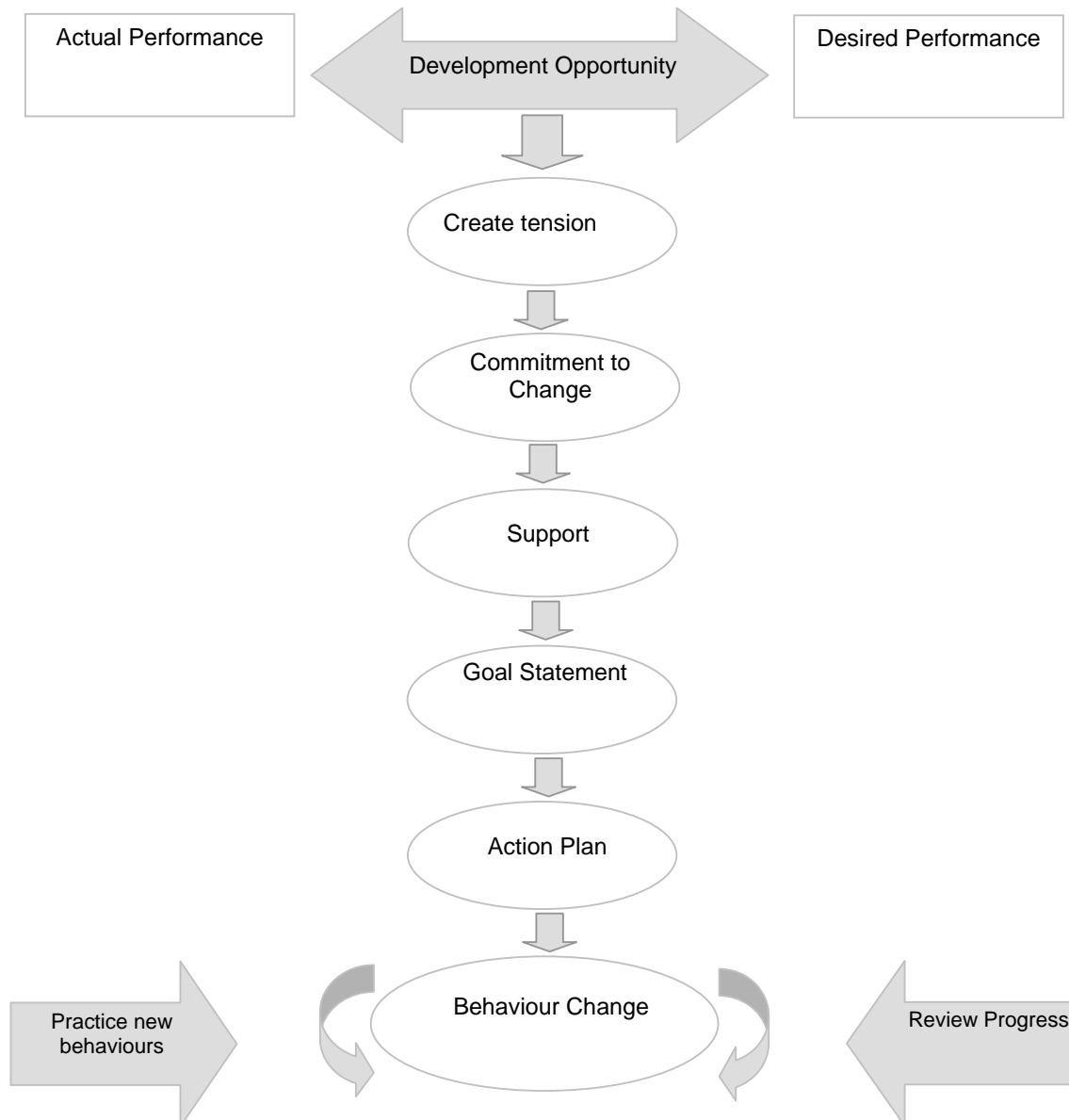
COMPARE THE ACTION COACHING IN YOUR TEAM TO WORLD-CLASS PRACTICE *(continued)*

Activity 23: Discuss Coaching Process Model

- Discuss Coaching Process Model with delegates

Duration
10 minutes

Medium and/or Resource:
PowerPoint Slide 11



COMPARE THE ACTION COACHING IN YOUR TEAM TO WORLD-CLASS PRACTICE *(continued)*

Activity 24: Action plan

Now we are sure how to improve “Action Coaching”

In the context of World Class Practice - Ask delegates to put words into actions for their own work environment by completing a detailed action plan which should also tie together all the material covered.

Duration
1 minute

Medium and/or Resource:
Facilitator

COMPILE A “WORKPLACE” ACTION PLAN TO BECOME WORLD-CLASS AT ACTION COACHING

Activity 25: Compile action plan

Compile individual action plan - My personal commitment to improving Action Coaching

Duration
15 minutes

Exercise in workbook - explain the concept of SMART objectives and then allow each individual time to complete his/her action plan.

Medium and/or Resource:
Action Plan (ix)
Workbook Pg 24

Activity 26: Obstacle assessment

- Ask delegates to predict any obstacles they will have to overcome to implement the action plan. Have them think about circumstances that could lead to their first moment of faltering, encourage delegates to visualise in detail.
- Guide delegates in developing positive images of obstacles and express confidence in their ability to implement their action plan.

Duration
15 minutes

Medium and/or Resource:
Facilitator
Workbook Pg 24

Activity 27: Group Exercise

What can we do to improve “Action Coaching”
Once each person has completed his/her Action Plan, allow natural work teams time to share their action plans and ideas for improvement. (Team Request).

Duration
15 minutes

Medium and/or Resource:
Action Plan - Sign
Workbook Pg 24

Activity 28: Group Exercise

Finally agree the “Team Request” (something beyond this level of authority) to senior management which will result in improved “Action Coaching”

Duration

Medium and/or Resource:
Action Plan (x)
Workbook Pg 26

CONCLUDE THE SESSION

Activity 29: Group discussion

Group discussion integrating the learning points

Duration
5 minutes

Medium and/or Resource:
Facilitator

Activity 30: Expectations

Re-visit delegates expectations of workshop

Duration
5 minutes

Medium and/or Resource:
Flipchart/whiteboard

Activity 31: Learning points

Finally reinforce learning points

- Handout copy of learning points

Duration
5 minutes

Medium and/or Resource:
PowerPoint Slide 3

CONCLUDE THE SESSION *(continued)*

Activity 32: Action plan

Remind delegates about their action plan and team charter plan

Duration
2 minutes

Medium and/or Resource:
Workbook Pg 24 (ix)

Activity 33: Lessons from the Wild™ Series

Talk about the rest of the series and the link in to them. Ask the delegates to prioritise the top 3 videos in the series that they think they would most benefit from. Hand these to the MD/Head HR.

Duration
5 minutes

Medium and/or Resource:
Workbook Pg 27 (xi)

Activity 34: Conclude and greet delegates

Conclude and greet delegates
Suggested parting quote

Duration
3 minutes

“Perfect Practice makes Perfect”

Medium and/or Resource:
Quote
PowerPoint Slide 12

+ - 388 minutes 6.5 hours

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 Cogan and Page 1999