

# 1

## Coaching for Commitment



1 hour, 30 minutes



Welcome to  
Coaching for  
Commitment

Facilitator(s)  
Name








(Optional)  
Charity  
Starts  
Here

M  
A  
P  
T  
T

Your Ground  
Rules

Parking Lot

## Welcome

-  **Welcome to Coaching for Commitment!**
-  (OPTIONAL) **Charity Starts Here** (Leave space in the middle to fill in Charity)—(Hang on wall).
-  **MAPTT OUT** (Write MAPTT vertically so you can complete the corresponding word for each letter during the activity).
-  **Your Ground Rules** (Hang on wall).
-  **Parking Lot** (Hang on wall).
-  PPT Slide: Coaching for Commitment.
-  Time: 20 minutes



Display PPT Slide: Coaching for Commitment.



*Welcome to Coaching for Commitment!*



**Facilitator:** Introduce yourself, your company (if applicable), and your position. Tell how many years you have been coaching and why you are passionate about it.

Co-facilitator (if applicable) introduces self following similar guidelines.

Provide logistical details:

- Where are the restrooms?
- Announce that scheduled breaks will be given in addition to a one-hour lunch on day one and forty-five minutes on day two.
- Let participants know that the Participant Workbook is an enhancement to the classroom course, but the true learning is in interaction and practice. Thus, you may not cover every page of the workbook while in class (the linear thinkers need to hear this); and when you do cover a page or a particular section you will reference it for them. The workbook is meant to be a resource for future learning and reference as well as a tool for in class. Its user-friendly design allows frequent refreshers as needed.
- Acknowledge the participants' dedication in being there and thank them for taking time away from their busy schedules. Recognize the difficulty they face in doing so and ask that, in order to make the best use of time together, they make an effort to be both mentally and physically present during your time together.

(Optional) Have one participant choose a favorite charity. Announce the charity to the class and let the others know that at any time during the next two days, if you

No corresponding visual aids.

<http://www.pbookshop.com>

hear any jingling, ringing, or vibrating from any cell phone, pager, BlackBerry®, etc., that the participant owes the charity \$1. For this activity, they will be on the honor system! Be sure to ask the volunteer if he or she is willing to make the donation on behalf of the class should he or she receive any funds. (If not, try another volunteer and charity.)

Write the chosen name of the charity on the “Charity Starts Here” easel pad.



This activity can be a fun way to encourage respect in turning off phones and other electronics during class. In our experience, it is not seen by participants as punitive. Most people don’t mind giving to a charity and, if they do, they simply don’t pay. In most cases the participants self-manage all aspects of this after it is introduced and it can even add humor to the day. If this activity is not appropriate for your audience, skip it.



Let participants know that over the next two days you will be working toward helping them to become effective (or more effective) coaches.

Your goal is for them to walk away with at least one tool, or takeaway from the workshop.

Share with participants that coaching is hard work because it requires a major shift in thinking for most people. Because of this, there are a few requests you have of them during the next two days. Say that these requests are “MAPTT’d” out for them. Use the MAPTT acronym on the easel pad by filling in the corresponding word for each letter. Briefly discuss each ground rule.



**MOVE.** *Because your brain will only absorb what your butt will allow, please feel free to get up and move around the room or take unscheduled bathroom breaks as needed.*

**ASK.** *There is no such thing as a stupid question. When you have a question, jump in and ask it! Also, because coaching is about asking and listening, for the next two days you will want to practice asking more than telling every chance you get.*

**PLAY**—*The toys on the tables are there to play with and enjoy, because it has been proven that adults, like children, learn better when they can play and be fully engaged—toys especially help the fidgety folks.*

**TALK**—*Talk to each other. Share stories and experiences. Network.*

**TRUST**—*Trust is the foundation of all effective coaching interactions. This should be a safe environment for you to work in, practice in, and share in and to trust the process. What happens here, stays here. Please respect confidentially. Everyone agree?*

*So now that we have things all MAPTT out, are there ground rules you would like to add?*



Capture responses on the “Your Ground Rules” easel pad.

Mention the Parking Lot page and point out that it can be used for side items, concerns, or topics that require more discussion. Participants can write their Parking Lot items on sticky notes and place them on the easel pad. Let them know you will check the Parking Lot periodically and try to address things as they come up.

- Coaching for Commitment (Third Edition) Coe, Zehnder  
Copyright © 2008 by John Wiley & Sons, Inc.  
Reproduced by permission of Pfeiffer, an Imprint of Wiley.

2

## 2

Coaching for Commitment Workshop

Name \_\_\_\_\_

A cartoon character that represents me is:

### My Definition of Coaching

Be brief and succinct!

Coaching is. . .

Coaching is . . .

Copy your definition onto a sticky note and place it on the "My Coaching Definition" easel page.



How many years have you been coaching based on your definition?