



JUNIOR JOB COACH SKILLS TRAINING PROGRAMME





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Engagement

Suggested Training Time: 1.5 Hours

Course Outline

Motivating

- Encouraging ambition, motivation and dedication

Building trust/ Building an effective relationship

Differences

- Recognising individual, generational and cultural differences
- Value of cultural, generational or individual differences
- Promotes respect and appreciation for diversity and individual differences in the workplace.

Topic and Training Objectives	Training and Blended Learning Activities	Resources	Assessment Methods	Notes
<p>Session 1: Motivating / Building trust</p> <p>Objectives:</p> <p>By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - encourage the ambition, motivation and dedication of the coachee - build an effective the relationship with coachee and other relevant support persons at school 	<p>Introduction:</p> <p>Initiate a group discussion / educational conversation about engagement. Ask participants (or write and display the questions on a flipchart):</p> <ul style="list-style-type: none"> - Why is it important to build a strong and effective relationship with your coachee? - How do you build this relationship? - Do you think that differences (cultural/generational/individual) have an effect on this? - How do you deal with differences? - Why is it important to have an open attitude towards coachees? - How can people motivate you? - How do you motivate others? <p>Activity 1: Building a relationship – Motivate – Mindset Sharing personal story with the coachee</p> <ul style="list-style-type: none"> - Who am I? - Why am I a JJC? - What is my background? - What is my passion? - What is my expertise? - What challenges did I face? - How did I learn from my own successes and mistakes? - How did I manage to motivate myself? <p>Activity 2: Interactive Introduction Motivation Tool Hi5 (PPT sheets)</p> <p>The Hi5 Motivation tool[®]. This method is built around the precept that awareness of personal development is crucial and outlines five steps that are helpful on your way to success, which form the basis of Hi5.</p> <ul style="list-style-type: none"> • Thumbs up stands for be positive and know what your own passion is. - PASSION • With your index finger, you can follow your own direction and pick your own dream team. - FOCUS • With the middle finger, you can keep the overview. It's the finger that sticks 	<p>Flipchart paper, marker pens, PPT sheets,</p>	<p><i>To check the level to which JJsCs are meeting the learning objectives</i></p>	

	<p>above the rest. That's what is making you unique. - OVERVIEW</p> <ul style="list-style-type: none"> Your ring finger symbolizes loyalty and reliability. - RELIABILITY And just like the pink, be eager to learn because everything starts with baby steps. Use it to be smart. - KNOWLEDGE <p>Fill in the form with all the steps, based on your own situation.</p> <p>Activity 3: Interview each other about the Hi5 steps (in pairs)</p> <ul style="list-style-type: none"> What is your passion? How do you stay focused? Who do you need in you dream team? How do you keep the overview? What makes you unique? How do others describe you? How do you stay reliable? What do you want to learn? <p>Activity 4: Pretend that the rest of the group is an employer and introduce your partner (in front of the class) to the rest of the group by using the answers of the previous assignment (activity 3).</p>		<p>Reflective portfolio</p> <p>Reflective portfolio</p>	
<p>Session 2: Cultural differences</p> <p>Objectives:</p> <p>By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> Promote respect and appreciation for diversity and individual differences 	<p>Introduction:</p> <p>Recap previous topic(s) Discuss:</p> <ul style="list-style-type: none"> Building trust; Open attitude; How do you motivate your coachee; Motivation tool - Hi5-method; <p>Activity 1: Diversity (Individual/Generation/Cultural) differences A series of (<i>real life</i>) video scenarios (<i>about being biased, stereotyping, sexism/racism on the work floor/in the classroom etc.</i>) where coaches identify differences and the effect it has on some individuals.</p> <p>The following questions are discussed after every example.</p> <ul style="list-style-type: none"> What do you see? How does it make you feel? Any issues of concern? What can you do about it? What would you do if your coachee would come up with an example like this? 	<p>Videos</p>	<p>Reflective portfolio</p>	

Confidentiality and Reliability

Suggested Training Time: 1.5 Hours

Course Outline

- Definitions
- The importance of confidentiality
- Boundaries
- Disclosures
- What constitutes a disclosure?
- Managing disclosures
- Referrals
- Self-care
- Ethical issues
- Legislation, policies and procedures

Materials: Handouts, flipchart, markers, blue tack

Activities include: Group work, role plays, case studies, group discussions

Introduction:

This session focuses on raising awareness to the importance of maintaining confidentiality in a coaching relationship to build trust and reliability between the coach and the coachee. Confidentiality is about ensuring that the coachee's information is kept safe and not shared inappropriately and realising that there are situations when confidentiality is undesirable, impossible or illegal.

Topic and Training Objectives	Training and Blended Learning Activities	Resources	Assessment Methods	Notes
<p>Session 1: Confidentiality</p> <p>Objectives: By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - define confidentiality, its importance and limits; - recognise when and why confidentiality may have to be broken; 	<p>Introduction: Recap previous topic(s) by exploring roles, responsibilities and boundaries of a Junior Job Coach. Discuss:</p> <ul style="list-style-type: none"> - personal space; - appropriate and inappropriate relationships - what the coach can and cannot offer; - avoiding situations that may be misinterpreted. <p>Activity 1: Initiate a group discussion on the meaning of confidentiality. Ask participants (or write and display the questions on the flipchart):</p> <ul style="list-style-type: none"> - What does the word confidentiality mean? - What does confidentiality in coaching refer to? - How does confidentiality differ from keeping a secret? - How does confidentiality between friends differ from that between professionals? <p>Activity 2: Case studies/scenarios - In groups, participants discuss:</p> <ul style="list-style-type: none"> - Any issues of concern? - Does the scenario require breaking confidentiality/making a referral? - How would they feel about that situation? - How would they deal with that situation? <p>Activity 3: Participants can role play each scenario using the guidelines in the handout.</p>	<p>Flipchart, markers,</p> <p>Confidentiality videos</p> <p>Confidentiality videos https://www.youtube.com/watch?v=oKGtJE84wIQ</p> <p>https://www.youtube.com/watch?v=tqJ_yyKm12k</p>	<p><i>To check the level to which JJs are meeting the learning objectives</i></p> <p>Reflective journal</p>	<p>Timing:</p>

<p>Session 2: Boundaries</p> <p>Objectives: By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - describe boundaries and the importance of maintaining them; - explain respect and protection of individuals' privacy; - plan and prepare coaching sessions; 	<p>Activity 1: Ask participants to get into small groups and discuss:</p> <ul style="list-style-type: none"> - What are boundaries? - What personal boundaries should coaches set? <p>Activity 2: Bring the group back together for group discussion</p> <ul style="list-style-type: none"> - Each group shares the ideas that they developed and write these down on a flipchart. <p>Activity 3: Work through the handout with participants</p>	<p>Confidentiality and Boundaries Scenario's</p>		<p>Possible boundaries (HANDOUT) ideas may include: <i>Emotional detachment, a professional relationship, not a personal friendship.</i></p> <p><i>Knowing the limits of the relationship.</i></p> <p><i>Being clear about confidentiality and its limits.</i></p> <p><i>Choosing appropriate venues for meetings.</i></p> <p><i>Having a time limit for the duration of meetings.</i></p>
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<p>Session 3: Disclosures</p> <p>Objectives By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - define a disclosure. - identify and manage disclosures; - apply and follow referral procedures. 	<p>Activity 1: Discuss what constitutes a disclosure?</p> <ul style="list-style-type: none"> - A disclosure is when someone divulges personal and sensitive information which will require action to be taken or support to be sought <p>Activity 2:</p> <ul style="list-style-type: none"> - In groups participants will discuss what can be classed as a disclosure and how they would deal with it. <p>Activity 3: HANDOUT - Guidelines for handling Disclosures When a coachee disclosed to you:</p> <ul style="list-style-type: none"> - Use your active listening skills. - Offer support and encouragement - Be aware of your limits and negotiate getting help. - Inform the coachee that you need to seek advice from professionals/tutor/assessor or supervisor 	<p>Managing Coaching Meetings Handout</p> <p>Guidance on Reliability and Making Referrals</p>	<p>Reflective journal</p>	
<p>Session 4: Ethics, Legislation, Policies and Procedures</p> <p>Objectives By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - define ethics and demonstrate awareness of ethical issues in coaching; - recognise when to seek advice from senior staff and /or professionals; - use relevant policies and procedures to raise concerns. 	<p>Activity 1: Key Ethical Considerations</p> <ul style="list-style-type: none"> - Establish and maintain clear and culturally sensitive boundaries from the onset. Avoiding romantic or sexual intimacy with coachees. - Confidentiality - be clear on what may or may not be shared or passed on. - Coaches are in positions of trust. - Promoting independence ensuring that the coachee does not become dependent on you. - Regular reflective practice through supervision and feedback from coachees. <p>Activity 2: Looking after oneself</p> <ul style="list-style-type: none"> - Coaches to be mindful that they may come across personally upsetting and stressful situations hence should seek advice and support. <p>Activity 3: Legislation, policies and procedures</p> <ul style="list-style-type: none"> - Consider relevant legislation and organisational policies and procedures that coaches should be familiar with. Recognising their Duty of Care and the requirements of laws and professional bodies 		<p>Confidentiality and Boundaries Scenario's</p> <p>Quiz</p>	<p>Definition: <i>Ethics is a set of moral principles that govern a person or group's behaviour. Coaches are in positions of trust with coachees and should therefore be professional and act in a morally responsible manner at all times.</i></p> <p>Examples of legislation: <i>Safeguarding and Child Protection Lone working Safety at Work Health and Safety Equalities Act Data Protection</i></p>

Personal Development

Suggested Training Time: 1.5 Hours

Course Outline

Communication

- Different types
- Effective use

Confidence

Self-Analysis

- Strengths
- Weaknesses

Progression

- Career
- Personal

Introduction:

The coaching programme is designed to enable Coaches to develop themselves alongside offering effective support to their coachees. This session covers the essential need to evaluate and plan for personal development in people, but more specifically in the role of a Peer Coach. Personal Development is about taking personal responsibility for your own learning and development in order that you can reach your full potential and improve your contribution to the organisation's success. Good communication skills, being organised, time management, leadership and teamwork skills are crucial in helping you to build confidence in ways to improve the organisation's business

Topic and Training Objectives	Training and Blended Learning Activities	Resources	Assessment Methods	Notes
<p>Session 1:</p> <p>Communication</p> <p>Objectives:</p> <p>By the end of this session Junior Job Coaches should be able to:</p> <p>Define the different types of communication, the effectiveness of each type and appropriate application.</p> <p>Describe three types of communication:</p> <ul style="list-style-type: none"> - Verbal - Written - Non verbal 	<p>Introduction:</p> <p>Recap of previous topic on communication</p> <p>Activity: In pairs, discuss what the three types of communication are?</p> <p>Group discussion with ideas on response:</p> <ul style="list-style-type: none"> - Is there an understanding of outline of each? - What sub communications fit within these? - How much time do we think will be spent on each of these as % for the role as a coach? 	<p>Flipchart paper, marker pens,</p>	<p><i>To check the level to which JJsCs are meeting the learning objectives</i></p> <p>Reflective Learning Journal</p>	
<p>Session 2: Self Critical Analysis</p> <p>Objectives:</p> <p>By the end of this session Junior Job Coaches should be able to:</p> <p>Be self-critical, in order to be effective as a coach by using a range of techniques.</p> <p>Identify their own strengths and areas for development:</p> <ul style="list-style-type: none"> - What are the key strengths 	<p>Activity 1: It's all About you Activity</p> <p>How is being a Junior Job Coach helping you to develop personally as well as professionally?</p> <p>Activity 2: The Reflective Learning Journal</p> <ul style="list-style-type: none"> - The reflective learning journal will be a record of the trainee's learning experience. - The journal will be a means for the trainee to evidence their knowledge and skills development. - The journal will help coaches to reflect on the course content and to self-assess their understanding of the different competencies and identify areas for improvement. 	<p>PowerPoint</p>	<p>Reflective Learning Journal</p> <p>Online assessment</p>	

<p>- What are areas for development</p>	<p>Activity 3: Journal Outcomes</p> <p>Trainees will write reflective text that describes and summarises:</p> <ul style="list-style-type: none"> - their understanding of key concepts outlined in the objectives; - their understanding of their role and the expectations; - their learning experiences and personal development. <p>Activity 4: Areas for development exercise</p> <p>Using the reflective portfolio template in the PowerPoint, evaluating and being critical of areas for development for each competence.</p> <ul style="list-style-type: none"> - What are your main areas for development that could have a positive impact on the programme? - Why are these areas for development? - What experiences have made them to be development areas? - Set three targets for each area for development that could lead to improvements in these areas. - What are the personal career progressions that could be a result in improving these areas? 	<p>Reflective Learning Journal Template</p>	<p>Reflective Learning Journal</p>	
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Communication

Course Outline

Suggested Training Time: 3 Hours

- Definitions: The communication process and the elements of communication
- Types of communication based on the communication channels uses
- Types of communication based on purpose and style
- The personal space
- The four stages of an interaction
- Making a great first impression
- Communication in coaching
- Personality types and how to communicate with each one

Materials: Handouts, flipchart, markers, projector, presentations, tests, videos...

Activities include: Group work, role plays, case studies, personal questionnaires, group discussions.

Introduction

From the boardroom to the assembly line or sales floor, effective communication is vital for sharing ideas, passing on information and making decisions. Two primary reasons for communicating with others are to inform and persuade. While technology has multiplied the number of channels anyone can use, people still distil content to verbal and written. Content, audience and channel converge in a number of business contexts in which one must continually hone skills to accurately convey the information and ideas to accomplish tasks and advance a company within the market.

Communication is one of the key competences that have been developed for the Junior Job Coach training programme. This training pack contains materials and exercises on improving communication skills and developing an empowering coach/coachee relationship.

Topic and Training Objectives	Training and Blended Learning Activities	Resources	Assessment Methods	Notes
<p>Session 1: The communication process</p> <p>Objectives: By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - Define the elements of the communication process - Understand and Recognise the value of communication as a Junior Job Coach 	<p>Introduction: Generic approaches to communication and its elements Discuss:</p> <ul style="list-style-type: none"> - Who is who in the process of communication; - How can we avoid mistakes and get a feedback from our recipients to have a successful communication <p>Activity 1: Introduce 6 situations in which the student must identify the elements of the communication process:</p> <ul style="list-style-type: none"> - Who is the sender and the receiver? - Which are the medium and the code we are using? - Is there any noise? - Can the context modify the meaning of the message? - Do we get feedback (our final goal)? 	<p>Theory contents, slides, projector</p> <p>Analysis of the theory and practical application to real life situations</p>	<p><i>To check the level to which JJs are meeting the learning objectives</i></p> <p>Multiple choice questions</p> <p>Role-playing scenarios</p>	<p>Timing:</p> <p>Handout notes Communication as a Process: Human communication is interpersonal, it is purposive and it is a process.</p> <p>Question: What do we mean by process?</p> <p>Answer: By process we mean that steps have to be taken and in a set/particular order to achieve a desired result/goal. These are the important elements of the communication process: sender, medium, channel, receiver, feedback, context and noise</p> <p>http://cape-commstudies.blogspot.com.au/2011/10/communication-process.html</p>

<p>Session 2: Types of communication</p> <p>Objectives: By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - Know the difference between verbal and non-verbal communication and formal and informal communication - Recognise the signs of non-verbal communication - use his/her body language to improve the communication process - Use other verbal elements like the voice to empower the message he/she wants to transmit - Learn how to make a great first impression 	<p>Activity 1: Show a picture of different pictures of facial expressions and Recognise the following feelings</p> <ul style="list-style-type: none"> - amusement - contempt - contentment - embarrassment - excitement - guilt - pride - relief - satisfaction - pleasure - shame <p>Activity 2: Visualize the video: TED TALK “Your body language may shape who you are” by Amy Cuddy https://www.youtube.com/watch?v=RVmMeMcGc0Y</p> <p>Activity 3: Visualize the video “Body Language, the meaning of hand gestures” https://www.youtube.com/watch?v=fQPKyt5tjE</p> <p>Activity 4: Brainstorming about how to create a great first impression using verbal and nonverbal elements https://www.mindtools.com/CommSkill/FirstImpressions.htm</p>	<p>Teacher brief explanation of the differences between verbal and non-verbal (body language) communication</p> <p>Brainstorming Group discussion</p> <p>Online activities</p> <p>Online activities</p> <p>Notes from internet articles and brainstorming</p>	<p>Portfolio with the theory concepts that the trainer will discuss with participants in the classroom</p>	<p>Timing:</p> <p>Handout:</p> <p><i>Verbal Communication includes oral and written communication</i></p> <p><i>Non-verbal communication includes the appearance (clothing, hairstyle, neatness), the body language (facial expressions, gestures, postures) and the sounds (voice tone, volume, speech rate)</i></p> <p><i>Other classification is formal and informal communication (the one used in business and the one used with friends) We should also mention it.</i></p>
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<p>Session 3: The personal space and the four stages of an interaction</p> <p>Objectives By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - Define the four stages of an interaction, recognise them and react according to each stage - Recognise the different personal spaces in communication, and apply them to each situation and user; - Apply and follow referral procedures and strategies in the communication process 	<p>Activity 1: Read the text referring to personal space, discuss with participants and analyse personal space.</p> <p>https://en.wikipedia.org/wiki/Proxemics</p> <p>Activity 2: To check personal space, take two volunteers. One person stands in the middle of the room with a scarf or blindfold covering his/her eyes. The other person then approaches him/her slowly encroaching on their personal space. The blindfolded one has to say when this approach is enough or uncomfortable.</p> <p>Activity 3: Analysing the four stages of interaction</p> <p>Activity 4: Discovering if you are visual, auditory or kinaesthetic and how to communicate effectively with each type</p> <p>http://www.way-of-the-mind.com/auditory-visual.html</p> <p>VISUAL TEST: Visualize these elements for 1 minute, hide them and try to remember as many objects as possible after it</p> <p>http://faculty.washington.edu/chudler/puzmatch1.html</p> <p>AUDITORY TEST: Listen twice to this audio and try to remember as many words as possible (if the audio is not suitable select a list of 30 words and read them aloud twice)</p> <p>https://www.youtube.com/watch?v=dekRgsaXDQk&feature=youtu.be</p>	<p>Definitions Theory concepts</p> <p>Role playing</p> <p>Definitions Theory Concepts</p> <p>Personality test</p>	<p>Portfolio with all the theory concepts and definition</p> <p>Online assessment</p>	<p>Timing 1 hour per session</p> <p>Handout:</p> <p>THE FOUR STAGES OF AN INTERACTION</p> <p>Stage 1: Your outcome and starting a conversation</p> <p>Stage 2: Creating curiosity and interest</p> <p>Stage 3: Making a connection and being understood</p> <p>Stage 4: Getting them to take action</p>
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Reassurance / Affirmation

Suggested Training Time: 3 Hours

Course Outline

- 1. Empowerment**
- 2. Ability to value success**
- 3. Guidance**

Topic and Training Objectives	Training and Blended Learning Activities	Resources	Assessment Methods	Notes
<p>Session 1: Empowerment / Value Success</p> <p>90 minutes</p> <p>Objectives:</p> <p>By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - define empowerment, its importance for coaching; - assist coachee to reach his\her individual and learning targets and goals effectively - support coachee to evaluate and qualify own results in the workplace and what has been learned during the work 	<p>Introduction:</p> <p>Activity 1: Ask participants to get into small groups and discuss (<i>you may use the internet</i>):</p> <ul style="list-style-type: none"> - What is empowerment? - <i>describe this in your own word.</i> - What is the link between empowerment and coaching? - Why is empowerment important within coaching? - How would you empower your coachee? - <i>describe this in your own words.</i> <p>Activity 2: Bring the group back together for group discussion (<i>each group has a spokesperson with notes</i>)</p> <ul style="list-style-type: none"> - The spokesperson of each group shares the ideas that they developed and write these down on the flipchart. <p>Activity 3: Teach Theory about Empowerment (PPT)</p> <p>Activity 4: Feedback Game (develop self-awareness) Research shows that most people working in organisations today suffer from a lack of feedback; and they, in turn, fail to give feedback to the people around them. An increase in the amount and the quality of feedback that people receive leads to an improvement in their motivation, the quality of their work, and their ability and willingness to develop.</p> <p>Note; These cards contain positive human qualities such as: helpful, honest, enterprising, creative or responsible.</p> <p>Activity 5 Initiate a group discussion / educational conversation about how these cards (feedback game) could help you support the coachee to evaluate and qualify own results.</p>	<p>Flipchart paper, marker pens, PPT sheets,</p> <p>Feedback game cards</p>	<p><i>To check the level to which JJs are meeting the learning objectives</i></p> <p>Reflective portfolio</p>	

<p>Session 2: Guidance</p> <p>90 minutes</p> <p>Objectives:</p> <p>By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - recognise that an empathic, trusting relationship between JJC and coachee is the basis for good guidance; - make arrangements with the coachee about what it takes to be able to complete the course and practical training in the company successfully; - help coachee solve work- or study related problems or challenges; - support coachee to develop an overall resilience in order to navigate changes in their professional or working place environment. 	<p>Introduction: Recap previous topic(s) Discuss:</p> <ul style="list-style-type: none"> - Empowerment; - Setting targets; - Positive human qualities; <p>Activity 1: PPT presentation about Methodical Guidance & Professional conversations</p> <p>Activity 2: Videos about guidance Two videos about professional guidance</p> <ol style="list-style-type: none"> 1. Bad example 2. Good example <p>The following questions are discussed after every example.</p> <ul style="list-style-type: none"> - What do you see? - How does it make you feel? - Any issues of concern? - What can you do about it? <p>What type of communication is best used for reaction/result?</p> <p>Activity 3: Role play/scenarios - In groups, practice different cases (every group gets their own case to practice)</p>	<p>Videos</p>	<p>Reflective portfolio</p>	
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Analysis and Problem Solving

Suggested Training Time: 1.5 Hours

Course Outline

- Definitions
- The importance of problem solving
- Problem solving methods
- Problem solving tools

Materials: Handouts, flipchart, markers, blue tack

Activities include: Group work, role plays, case studies, group discussions

Introduction

An important goal of coaching is helping the coachee to learn how to think more productively while solving problems, by combining **creative thinking** (to **generate** ideas) and **critical thinking** (to **evaluate** ideas). The ability to define or identify the problem, generate alternatives or potential solutions, create links between a coach and coachee in order to work better and be more productive.

Through this course the coachee will be trained on different techniques to recognise and detect what a problem is, to identify the nature of the problem and to look for possible solutions and make decisions.

Both coach and coachee can benefit from having good problem solving skills; some of these problems are obviously more severe or complex than others. That is why to have the ability to understand the importance of problem solving, and being aware of the barriers that could appear in this process is a big step towards building a good coach/coachee relationship.

Topic and Training Objectives	Training and Blended Learning Activities	Resources	Assessment Methods	Notes
<p>Session 1: Analysis and Problem solving</p> <p>Objectives: By the end of this session Junior Job Coaches should be able to:</p> <ul style="list-style-type: none"> - define problem solving, its importance and limits; - understand and Recognise the value of problem solving in everyday life; - apply problem solving methods in JOJTC; - learn practical frameworks and tools that can be used by participants to help them structure successful innovation in various areas of the business. 	<p>Introduction: Generic approaches for Analysis and Problem Solving and define different problem-solving methods. Discuss:</p> <ul style="list-style-type: none"> - Why it is important to learn about analysis and problem solving; - How understanding the concept of problem solving helps both coach and coachee in the workplace; <p>Activity 1: Interactive sessions of question and answers. Initiate a group discussion on the meaning of problem solving. Ask participants (or write and display the questions on the flipchart):</p> <ul style="list-style-type: none"> - What does the words analysis and problem solving mean? - What does problem solving in coaching refer to? - Why creative thinking/critical thinking are important in problem solving? - What abilities must the coach have to solve problems? <p>Activity 2: In groups, participants discuss different methods regarding analysis and problem solving.</p> <ul style="list-style-type: none"> - Example of problem solving methods; - How to use creative and critical thinking skills to help you to evaluate the problem and to make decisions; - Acquire concrete techniques/methods of how to solve a problem; <p>Activity 3: Participants can role play each scenario using the guidelines in the handout. Key learning points- How can I apply this in my organisation using the different techniques.</p>	<p>Flipchart, markers,</p> <p>Analysis and Problem solving handout</p> <p>Brainstorming</p> <p>Analysis and problem solving Role play and scenario</p>	<p><i>To check the level to which JJC's are meeting the learning objectives</i></p> <p>Online quiz</p> <p>Reflective portfolio</p> <p>Multiple choice questions</p>	<p>Handout notes</p> <p>Problem solving requires two distinct types of mental skill, analytical and creative.</p> <p>Analytical or logical thinking includes: ordering, comparing, contrasting, evaluating and selecting. It provides a logical framework for problem solving and helps to select the best alternative from those available by narrowing down the range of possibilities. Analytical thinking often predominates in solving closed problems, where the many possible causes have to be identified and analysed to find the real cause. http://www.itseducation.asia/the-skills-of-problem-solving.htm</p>