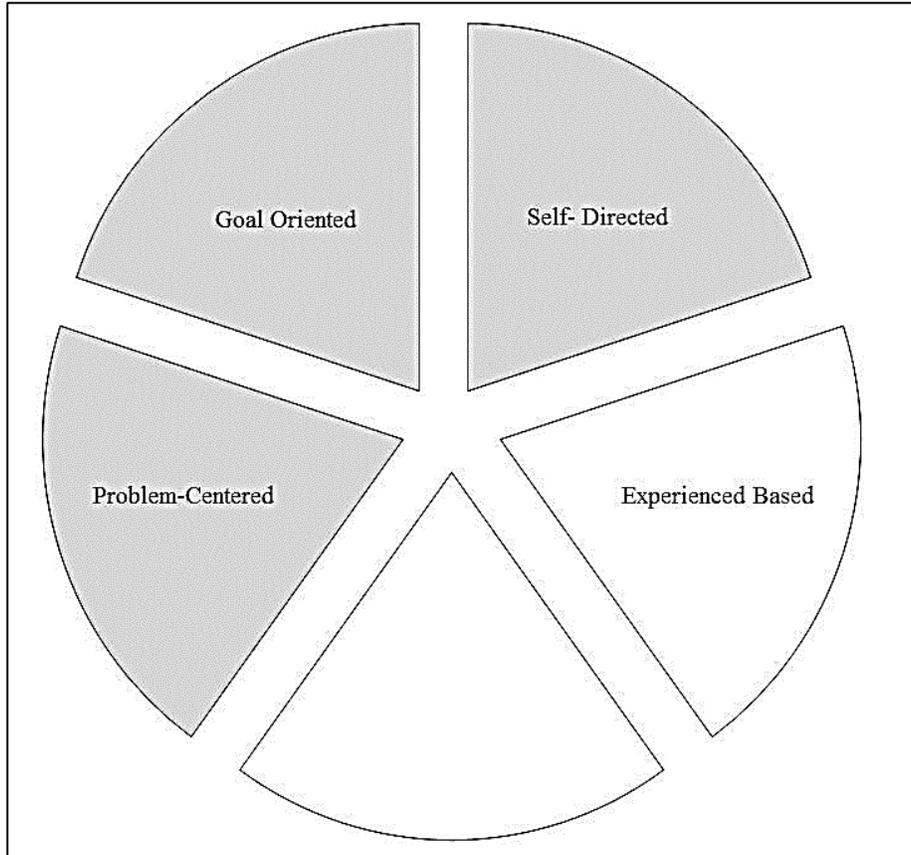


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Co-Characteristics of Adult Learners

Adults learn differently than children. Some characteristics of adult learning that research has taught us are shown on the pie chart below. Coaching strategies based on adult learner characteristics are given in the table.



Citation: Centers for Disease Control. (2005). Workplace Safety and Health Information Circular. (IC 9479).

Specialty: All

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Practical

Characteristics of Adult Learners	Coaching Strategies
Self-Directed:	Adults tend to take the initiative in learning. As a coach, you serve as a facilitator and allow the new surveyor to help set the pace based on how comfortable he or she is with the new skills.
Experience-Based:	Adults have accumulated a foundation of knowledge over their lifetime. Help the new surveyor connect learning to this knowledge and experience base by drawing out experience that is relevant to what is being taught.
Practical:	Adults learn something in order to apply it. There must be a job-related application for what is being learned. Explain how the lesson content will be useful on the job.
Problem-Centered:	Adults learn from real life examples. Show the new surveyor how new knowledge and skills can be applied to solving work problems.
Goal-Oriented:	Adults appreciate a program that is organized and has clearly defined objectives. Show the new surveyor how the training will help him or her achieve goals.

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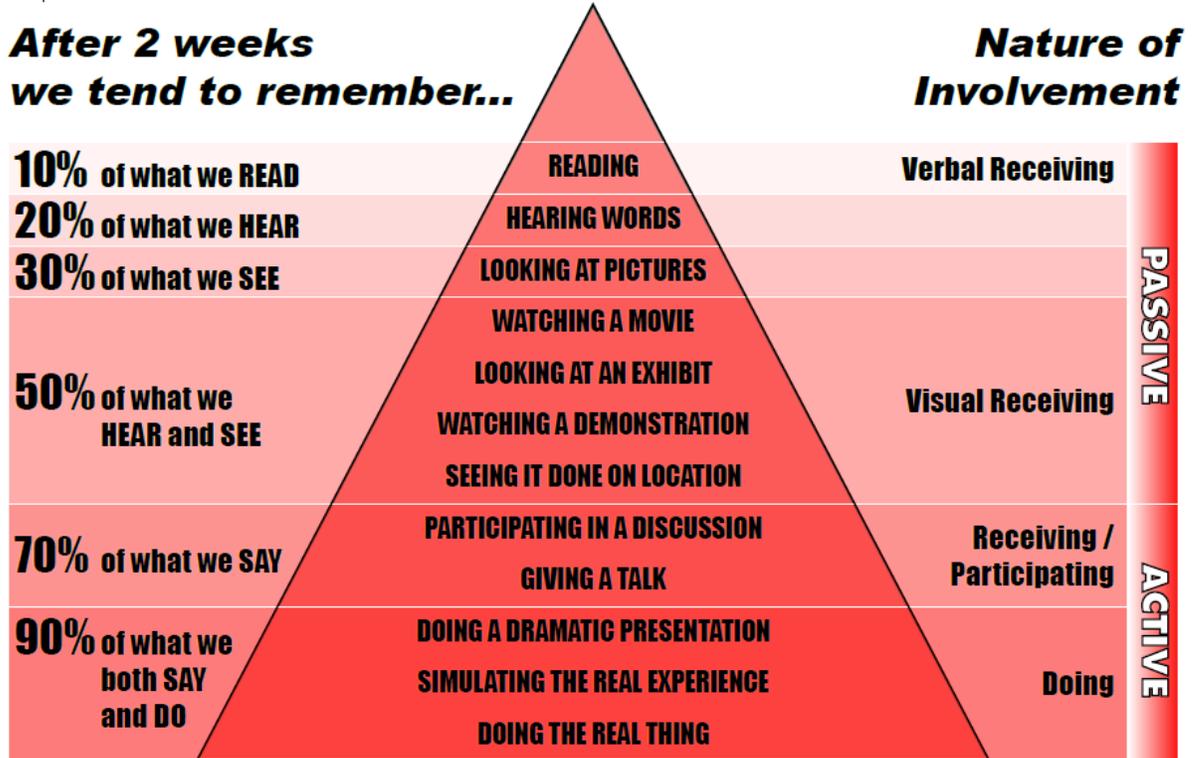
Adult Learners Activity

Based on the class discussion, write notes about how you would incorporate these characteristics into your coaching.

Characteristics of Adult Learners	Coaching Strategies
Self-Directed:	
Experience-Based:	
Practical:	
Problem-Centered:	
Goal-Oriented:	

Experience and Learning

Cone of Learning (Edgar Dale)



Edgar Dale, *Audio-Visual Methods in Technology*, Holt, Rinehart and Winston.

Developed and revised by Bruce Myland from materials by Edgar Dale.

Effective Coaching

1. Clear goals
2. Valid content
3. Appropriate delivery methods
4. Authentic assessment
5. Remediation



Components	Coaching Tips
Clear Goals:	Your presentation should be organized and have clearly defined capabilities for the new surveyor to demonstrate.
Valid Content:	Training content is dictated by the training goals. For instance, if one goal or capability is to have the new surveyor be able to interview a staff member, part of the training content would be Interviewing Skills. Always tie coaching back to the training content.
Appropriate Delivery Method:	“Delivery method” refers to how the message is delivered. Using the example above, Interviewing Skills should be taught by first demonstrating the task and then allowing hands-on practice.
Assessment:	Some manner of evaluating whether or not the new surveyor is performing adequately must be incorporated. This may be as simple as watching the new surveyor interview a staff member and responding with feedback.
Remediation:	Remediation provides an opportunity for the new surveyor to correct his or her mistakes and practice doing the task(s) correctly.

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Effective Coaching Activity

Write notes about how each step would be covered for a specific topic.

Components

Clear goals:

Valid content:

Appropriate delivery method:

Assessment:

Remediation:

Citation: Centers for Disease Control. (2005). Workplace Safety and Health
Information Circular. (IC 9479).

Specialty: All

Effective Assessment



Assessment is key to the learning process and should be built into your coaching plan. Simply put, assessment seeks to answer the questions of:

- “How will you know if your new surveyors have learned the task?”
- “How will you know if the learning goal has been reached?”

The effective assessment wheel will aid this process. The wheel has five components that reflect assessment questions.

1. Do the new surveyor’s questions show they are engaged in learning?
2. Is the new surveyor able to answer your questions?
3. Is the new surveyor able to describe how to perform the tasks?
4. Can the new surveyor demonstrate the job tasks?
5. Can the new surveyor perform the job independently?

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Coaching Checklist

The checklist on the following pages is a training aid to use:

1. As you are preparing to coach
2. While you are coaching
3. For self-evaluation after coaching

The checklist summarizes the coaching steps and gives you tips for completing each one successfully.

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Coaching Checklist: Use this form as a guide when preparing to coach, while coaching, and/or for self-evaluation.

Observers can also use the form when evaluating a coach.

Coach's Name:	Observer's Name:
Job Skill Taught:	Evaluation Date:

Step 1—Focus: Establish rapport, communicate your expectations, and find out what the new surveyor can do.

<input checked="" type="checkbox"/>	Things to do:	Guidelines	Comments
	Greet the new surveyor.	Shake hands, maintain eye contact, and put the new surveyor at ease.	
	Determine what the new surveyor knows.	Ask questions to establish level of knowledge or experience.	
	Encourage questions.	Let the new surveyor know it is OK to repeat steps since training is paced to a new surveyor's prior experience and ability to learn the job.	
	Share an overview of the job to be taught.	Provide a copy of the module you and new surveyor will be using to guide training.	
	Discuss training safety considerations.	Ensure that new surveyor will be able to observe safely during demonstrations. Discuss any other safety considerations.	

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Step 2—Explain and Demonstrate: Explain the steps of the job, explain why these steps are important, and demonstrate them.

<input checked="" type="checkbox"/>	Things to do:	Guidelines	Comments
	Explain the step(s) of job skill.	Give only the amount of information the new surveyor can learn in one pass. Do not overwhelm.	
	Explain why, when, and how each step is important.	Be sure job steps make sense to new surveyor. Ask questions to check for understanding.	
	Demonstrate how to do the job step(s).	Show the new surveyor a safe observation location. Ask questions to determine knowledge and understanding before moving to the next job step.	
	Encourage questions.	Emphasize new surveyor should ask questions when unclear or uncertain.	

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Step 3—Observe: Have a new surveyor explain and demonstrate what coach presented in Step 2.

<input checked="" type="checkbox"/>	Things to do:	Guidelines	Comments
	Have new surveyor walk through step(s).	New surveyor explains the job (why, where, when, how, and any safety considerations) before demonstrating any part of it. They know it.	
	Select a safe observation location.	Be sure you can safely observe the entire demonstration.	
	Have new surveyor explain each step and <i>then</i> demonstrate.	New surveyor tells what will be done just before performing each job step. They know and can do it.	
	Observe new surveyor demonstrating job.		

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Step 4—Feedback: Coach and new surveyor discuss performance in Step 3.

<input checked="" type="checkbox"/>	Things to do:	Guidelines	Comments
	Ask new surveyor to do a self-assessment.	Ask new surveyor to communicate perceptions of performance. This encourages new surveyors to discuss task and helps resolve issues.	
	Give feedback on performance.	Point out strengths and areas that need improvement or practice.	
	Assess your coaching progress.	Did I periodically check to establish new surveyor's level of understanding? How was my pace? Am I giving the new surveyor sufficient time to perform? Am I asking the right questions? How is the new surveyor doing overall? Should I go back and restate or emphasize something?	

Cycle through Steps 2, 3, and 4 as needed to develop the expected performance and to ensure understanding before moving on.

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Step 5—Assessment: Higher level of management or a predetermined evaluation team conduct formal evaluation rules for this evaluation.

☑	Things to do:	Guidelines	Comments
	Establish new surveyor's readiness for evaluation.	Prepare new surveyor by checking on level of comfort and readiness. Observe and ask questions. Create a win-win situation.	
	Make arrangements for evaluation.	Schedule with appropriate people. Make sure evaluator has evaluation checklist (often made from the training outline).	
	Based on outcome of evaluation, consider the next steps.	Celebrate. Congratulate and thank the new surveyor for participating in the training activity. Discuss follow-up plans. Retrain if needed. Plan with evaluator's input. Communicate results and retraining plan.	

If the process is not over, then move back to the appropriate level and resume with the proper step. If the training is over, do a self-assessment to determine what you will do differently the next time.

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Steps to Successful Coaching

1. Focus
 - Establish rapport.
 - Communicate your expectations.
 - Find out what the new surveyor can do.

THEN

2. Explain and Demonstrate 
 - Explain the steps of the job.
 - Explain why they are important.
 - Demonstrate them.
3. Observe
 - New surveyor explains and demonstrates what the coach presented in Step 2.
4. Feedback
 - Coach and new surveyor discuss the performance in Step 3 

Cycle through Steps 2, 3, and 4 to:

- Develop the expected performance.
- Ensure understanding.
- Move on toward independence.