



# IMPROVEMENT THROUGH POSITIVE COACHING

LEVEL 4 PROJECT



# TABLE OF CONTENTS

2	Introduction
3	Your Assignment
4	Assess Your Skills
5	Competencies
5	Coaching vs. Mentoring
6	Why Coaching is Vital
6	How to Coach
10	Review and Apply
10	Complete Your Assignment
11	Resources

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Rev. 11/2016 Item 8403

# INTRODUCTION



Leadership comes in many forms. An individual with expertise and a willingness to contribute can make a difference through coaching and mentoring. Coaching and mentoring, though both focused on helping another person, are not the same. Coaching is task-oriented advising. A coach's goal is to help individuals work on specific skills during a designated period of time. A mentor's goal is to build a long-term relationship to support an individual as she grows and works toward larger life goals over a long period of time.

Coaches typically focus on sharing specialized skills and experience with others. For example, an experienced Toastmaster would be able to coach another in the effective use of vocal variety.

In this project, you will learn how you can positively affect others through coaching and the value of nurturing relationships with the individuals you coach. You will focus on strategies to assist an individual with accomplishing a goal or learning a skill, and how to deliver effective feedback to help her in the process.

# YOUR ASSIGNMENT

**Purpose:** The purpose of this project is to develop and apply skills for coaching a fellow member or a person outside of Toastmasters who can benefit from your expertise.

**Overview:** Outside of club meetings, coach an individual through a project. Speak with your vice president education to develop a plan for coaching a club member versus an individual outside of Toastmasters. After your coaching commitment, present a 5- to 7-minute speech at a club meeting about your experience as a coach. Your speech may be humorous, informational, or any style that appeals to you and is appropriate for your content.

**For all assignment details and requirements, review the Project Checklist on page 11.**

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Throughout this project you will see icons in the margins next to the text. These icons indicate additional resources available online.



**Video:** Sign in to Base Camp to watch a video that supports this project.



**Interactive Activity:** Sign in to Base Camp to complete an interactive activity.



**Resource:** Sign in to Base Camp to view this resource online.

# ASSESS YOUR SKILLS

Evaluate your current skill level by rating each statement.



Select the appropriate number based on your skills today:

**5**  
EXEMPLARY

**4**  
EXCEL

**3**  
ACCOMPLISHED

**2**  
EMERGING

**1**  
DEVELOPING

Pre-Project					Statement	Post-Project				
5	4	3	2	1	I am able to positively influence others.	5	4	3	2	1
5	4	3	2	1	I understand the value of nurturing my relationships.	5	4	3	2	1
5	4	3	2	1	I am comfortable helping an individual achieve a goal.	5	4	3	2	1
5	4	3	2	1	I can deliver effective feedback.	5	4	3	2	1
5	4	3	2	1	I recognize how this project applies to my life outside of Toastmasters.	5	4	3	2	1

# COMPETENCIES

The following is a list of competencies that you will learn and practice in this project.

- Recognize the positive impact your actions can have on others.
- Nurture relationships with the people you coach.
- Identify ways you can positively influence other individuals.
- Demonstrate ways to assist an individual in accomplishing a goal or learning a skill.
- Deliver effective feedback.

## COACHING VS. MENTORING



### COACHING

Coaching is task-based advising that helps individuals improve, hone, and master skills. There are coaches for athletics, business, public speaking, life, and other areas. Coaches generally have short-term connections with learners based on the skill being taught.

### MENTORING

Mentoring takes place over longer periods of time, often years. Mentors provide guidance and advice to help protégés accomplish long-term goals. The relationship between mentor and protégé is based on steady, sustained growth.

## WHY COACHING IS VITAL

Coaches help individuals and organizations. Organizations may have internal coaches, or hire external coaches, to help employees or volunteers learn specific skills needed to effectively participate in the organization.

An important goal in coaching is to positively influence others to view themselves and their environment in a favorable way. By building skills in a single area, individuals who are coached well build more confidence in other areas of their lives.

## HOW TO COACH

Many people have experienced successful coaching. Effective coaching starts with a positive and enthusiastic attitude. Good coaches create a feeling of possibility for their learners by being excited and hopeful. When you initiate contact with the person you are coaching, show your enjoyment for the coaching process.

The first step in working one-on-one with an individual is to talk to him about the skills he wants to improve. If you are working within an organization, also consider the organization's goals for the person you are coaching.

### **Establish Competencies**

Once you have identified the skills in need of development, generate a list of competencies. Depending on the situation, this list can come from your own experience with the skill, an organization's requirements, the individual's preferences, or be generated by combining several different types of input.

### **Build Rapport**

After you have developed a clear view of the skills you will be helping to develop, take the time to build a higher level of rapport with the person you are coaching. If you don't know the person well, commit yourself to learning about her. The stronger your rapport, the more you and the person you are coaching will gain.

### **Identify Proficiencies**

Divide your list of skills and competencies by identifying proficiencies the person has already developed and those that need developing. If possible, set a time to observe her in action.

## Observe Strengths

In Toastmasters, attend a meeting in which the member you are coaching presents a speech. Her behaviors or actions may help you determine in which competencies she shows clear strength and others that need development.

## Reinforce Strengths

Once you have met with the person you are coaching and have a clear view of his goals, begin developing activities to focus on key skills. For example, you may suggest to a member who speaks too quickly to practice breathing exercises before a speech to help control pacing and reduce nervousness.

## Build Confidence

Build the confidence of the member you are coaching by complimenting her on the competencies in which she already excels. Highlight that her current strengths may help her improve other skills.

## Find Resources

Find useful resources and reading material for the person you are coaching. If you are working with a new Toastmaster, you might direct him to supplemental materials on the Toastmasters website to assist him in crafting speeches.

## Observe Behaviors

Be sure to focus on the behaviors that you are helping the individual improve. Watch and listen for the specific skills on your list of objectives. If you generate feedback on skills that are not included in your current coaching goals, reserve your comments for a later date. Too much feedback can overwhelm and cause her to disengage from the process.

## Create Manageable Steps

For a large coaching project, break up sequences of learned behaviors into smaller, manageable steps. Concentrate on teaching each step individually. Ensure the person you are coaching has a thorough understanding of each step before moving on to the next. To accomplish this goal:

- Begin by heavily monitoring his behavior after you teach him a new skill.
- Give feedback often and make sure it is specific.
- Gradually reduce monitoring the behavior as he progresses.
- As he nears mastery of the skill, offer coaching at points of need only, making minor corrections to help him master a behavior.



## MEASURE RESULTS

Depending on what is being coached, you may be able to compare the member's performance before and after coaching to determine results.

For example, if you coached a fellow club member to incorporate more expressive body language in her speeches, you can observe her progress over the course of a few presentations. Perhaps she progressed from standing stiffly behind the lectern to using natural, effective gestures at the proper times during her speech to reinforce her message.

If it is possible and comfortable for the person you are coaching, you may make video recordings of presentations. These recordings can serve as a method for reviewing successes and identifying areas in need of development.

Recognize the individual's efforts and achievements. Any improvement is progress and shows dedication and determination. Help the person you are coaching remember where he started so he can recognize the progress he has made.



For the following questions, select the best answer for each question.

**1. A member wants to strengthen her ability to connect to an audience in order to inspire them. Which competency is directly related to this skill?**

- Establish a rapport with an audience to gain their trust.
- Better understand your behaviors when interacting with others.
- Reframe interactions with others in a positive light.
- Apply the basic skills of leadership.

**2. A member wants to effectively communicate the benefits of change to his organization. Which competency is directly related to his ability to do so?**

- Apply storytelling and descriptive skills to make the presentation relatable and interesting.
- Focus on the possible positive outcomes of the change.
- Encourage a culture of contribution and voicing opinions.
- Find and build common ground to minimize differences that exist between parties.

**3. A member wants to give more effective feedback to teammates in his office. Which competency is directly related to this skill?**

- Recognize the kind of feedback an individual requires and expects.
- Apply the basic skills of leadership.
- Recognize the difference between hearing and listening.
- Employ time management strategies in speeches.

**4. A member wants to strengthen her ability to negotiate a mutually beneficial solution with another party. Which competency is directly related to this skill?**

- Organize the proposed vision into several achievable tasks.
- Find and build common ground to minimize differences that exist between parties.
- Develop a plan for communicating change.
- Create a plan for future improvements based upon resolutions proposed in the meeting.

**5. A member wants your help improving her use of body language during her presentation. Which competency is directly related to her controlling unwanted gestures during her speech?**

- Demonstrate awareness of unintentional movement.
- Use gestures to enhance speech content.
- Understand how body language expresses emotion and attitude.
- Identify gestures that show confidence when speaking in public.

Answers: 1. Establish a rapport...; 2. Focus on the possible positive...; 3. Recognize the kind...; 4. Find and build common ground...; 5. Demonstrate awareness...

## REVIEW AND APPLY



Before you complete the assignment, take a moment to read through the questions you see here. If you are not able to answer them comfortably, review the project.

- Describe how coaches differ from mentors.
- How can a coach help an organization?
- List several ways a coach can positively influence an individual.
- Why is the ability to give effective feedback a critical skill for a coach?
- How can comparing results over time help individuals improve their skills?

## COMPLETE YOUR ASSIGNMENT

Now that you have read through the project, plan and prepare your speech or report.

**Review:** Return to page 3 to review your assignment.



**Organize:** Use the Project Checklist on page 11 to review the steps and add your own. This will help you organize and prepare your assignment.

**Schedule:** Work with the vice president education to schedule your speech.



**Prepare:** Prepare for your evaluation. Review the evaluation resources on pages 13–15 and share all resources with your evaluator before your speech. You may choose to share your evaluation resources online.

# PROJECT CHECKLIST

## Improvement Through Positive Coaching

**Purpose:** The purpose of this project is to develop and apply skills for coaching a fellow member or a person outside of Toastmasters who can benefit from your expertise.

**Overview:** Outside of club meetings, coach an individual through a project. Speak with your vice president education to develop a plan for coaching a club member versus an individual outside of Toastmasters. After your coaching commitment, present a 5- to 7-minute speech at a club meeting about your experience as a coach. Your speech may be humorous, informational, or any style that appeals to you and is appropriate for your content.

**This project includes:**

- Coaching an individual through a project
- A 5- to 7-minute speech

Below are tasks you will need to complete for this project. Please remember, your project is unique to you. You may alter the following list to incorporate any other tasks necessary for your project.

Meet with the vice president education to identify who in your club you can coach.

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Meet with the member you will be coaching to identify the skills he or she would like to improve. (You must meet a minimum of three times during the course of this project.)

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Schedule your speech with the vice president education.

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Write your speech. Include information about your experience as a coach.

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Rehearse your speech.

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After you have completed all components of the assignment, including your speech, return to page 4 to rate your skills in the post-project section.

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**Additional Notes**

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# EVALUATION FORM

Improvement Through Positive Coaching

Member Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Speech Length: 5 – 7 minutes

**Speech Title** \_\_\_\_\_

## Purpose Statements

- The purpose of this project is for the member to develop and apply skills for coaching a fellow member or a person outside of Toastmasters who can benefit from his or her expertise.
- The purpose of this speech is for the member to share some aspect of his or her experience coaching.

## Notes for the Evaluator

The member completing this project has spent time coaching a Toastmaster or other person who benefitted from his or her expertise.

**Listen for:** A well-organized speech about the member's experience as a coach. The speech may be humorous, informational, or any style of the member's choosing. The style of the speech should support the content of the speech. This speech is NOT a report on the content of the "Improvement Through Positive Coaching" project, but a reflection on the impact of the experience.

## General Comments

You excelled at:

You may want to work on:

To challenge yourself:

# EVALUATION FORM – Improvement Through Positive Coaching

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING
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<p><b>Clarity:</b> Spoken language is clear and is easily understood</p> <p>5            4            3            2            1</p>	Comment:
<p><b>Vocal Variety:</b> Uses tone, speed, and volume as tools</p> <p>5            4            3            2            1</p>	Comment:
<p><b>Eye Contact:</b> Effectively uses eye contact to engage audience</p> <p>5            4            3            2            1</p>	Comment:
<p><b>Gestures:</b> Uses physical gestures effectively</p> <p>5            4            3            2            1</p>	Comment:
<p><b>Audience Awareness:</b> Demonstrates awareness of audience engagement and needs</p> <p>5            4            3            2            1</p>	Comment:
<p><b>Comfort Level:</b> Appears comfortable with the audience</p> <p>5            4            3            2            1</p>	Comment:
<p><b>Interest:</b> Engages audience with interesting, well-constructed content</p> <p>5            4            3            2            1</p>	Comment:
<p><b>Topic:</b> Shares some aspect of personal experience as a coach</p> <p>5            4            3            2            1</p>	Comment:

# EVALUATION CRITERIA

## Improvement Through Positive Coaching

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

### Clarity

- 5 – Is an exemplary public speaker who is always understood
  - 4 – Excels at communicating using the spoken word
  - 3 – Spoken language is clear and is easily understood
  - 2 – Spoken language is somewhat unclear or challenging to understand
  - 1 – Spoken language is unclear or not easily understood
- 4 – Is fully aware of audience engagement/needs and responds effectively
  - 3 – Demonstrates awareness of audience engagement and needs
  - 2 – Audience engagement or awareness of audience requires further practice
  - 1 – Makes little or no attempt to engage audience or meet audience needs

### Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

### Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

### Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

### Audience Awareness

- 5 – Engages audience completely and anticipates audience needs

### Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

### Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

### Topic

- 5 – Delivers an exemplary speech about experience coaching another member
- 4 – Delivers a compelling speech about experience as a coach
- 3 – Shares some aspect of personal experience as a coach
- 2 – Mentions coaching experience but does not fully address
- 1 – Does not speak about his or her personal experience coaching





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