



# Coaching and KAIN Method



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*We as a SME suffer permanently from time pressure. We do not like to give our employees for further training during working hours.*

- With KAIN there are two short learning phases with face-to-face training which can be carried out at weekends, and a longer phase of autonomous learning and processing with external support as required.
  - The employees invest time and the companies are expected to pay the training fees.
  - The operational benefit of implementing an innovative project is higher than the investment in training.
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- to explore company-specific needs with heterogeneous groups of participants to convey general and specific solution paths and to support the participants in working independently on the topic relevant to them.
  - Methodically, it's the task to build a bridge between imparting knowledge in the general topic area with individual and group work.
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# KAIN has three phases

1. classroom teaching 1,5 - 2 days
2. self-study with external support and realization SME specific development project 12 - 18 weeks
3. report and reflection 1,5 - 2 days



## Goals and tasks:

- knowledge transfer about the KAIN-method, embedded in the contents of the *current subject area*
- creation of a common basis among the participants by teaching essential knowledge for the management of change processes and employee participation
- exchange of experience about successful projects and exploration of beneficial as well as hindering influencing factors
- first/preliminary orientation on topics for a change process in the own company → *to do in the second phase*





- What knowledge about the topic should be conveyed, if possible enriched with business examples: How could it look like? What knowledge is needed to conceive operational change measures in this field?
- What does a sequence look like in which the participating companies (can) find out where they stand on this topic and what they need to be able to act? And how should the companies be accompanied and evaluated in the subsequent workshops?
- Information for the first steps to get an idea  
→ analyse the initial situation of the company →



<b>Key figures of the company</b>	<b>Experiences and results of earlier support measures (last 3 years)</b>
Structural characteristics (work/job design, age-groups, gender) Forecast of the work ability	Personnel surveys Promotional measures / Implementation of actions What has worked well? What didn't work? - Why? What has been missing so far? Evaluation Problems with the implementation? Effectiveness and sustainability of the actions?
Health, sick leave, absenteeism, early retirement	
Competence, occupational training	
Fluctuation, length of employment, working careers, recruiting	
Productivity, performance	
Risk assessment	
... Further key figures	



- is combined with the realisation of a SME specific development project, so that innovations are (could be) realised and productivity increases.
- is realised at the workplace while doing daily work. At the same time, other employees are involved so that a broad-based qualification is achieved.

Thus the success can be directly experienced and increases economic success. This motivates SMEs to implement more advanced training.





## **Tasks of participants:**

- formulation of objectives, description of measures, conception of implementation
- regarding the necessity of further analysis
- examine whether technical or process consulting is necessary or demanded further on

## **Task of teachers/consultants:**

- Visiting support on application and transfer of knowledge into individual's practice of the participants on site
- accompaniment and support of the company's internal communication process (reflection) and supporting the decision on a specific topic in the area of interest where appropriate



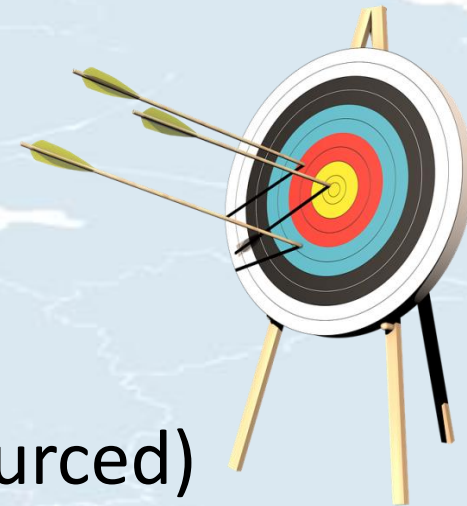
- Concrete and verifiable/measurable objectives of the measure: What is to be achieved? How (measurable) does this contribute to improving the work ability? What are the desired benefits for the company and what are the benefits for the employees/individual groups of employees? → Apply the **SMART principle**: specific, measurable, attractive, realistic, scheduled
- Tasks on the achievement of goals/contents of the implementation project: How/with what can the project achieve the goal? Which individual measures/partial steps must be implemented? What are the planned timeframes? Who will be responsible for managing the implementation process?



Consulters should support participants (companies) to formulate objectives and tasks. You may use the SMART-principle.

SMART is an acronym, giving criteria to guide in the setting of objectives

- Specific
- **M**easurable (and Motivating)
- **A**chievable (and Agreed)
- **R**elevant (and Realistic, Results-based, Resourced)
- **T**ime-bounded





If possible, the implementation can already be described in the approach:

- What are the time, personnel (internal and external) and overall financial resources required to implement the project?
  - How (with what) does an evaluation of the implementation/ results (summative and formative) take place?
  - Who carries out the project? / Which person is in charge (coordinating, project manager)?
  - Which other persons (groups) are directly/actively involved?
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- Concrete indications for the most necessary measures by analysis of the current state and the company's goals
- Identifying and prioritising of actions needed and/or wanted
- The actions should be concrete and understandable

Doing should be

- feasible beside the daily tasks and routines
- fun instead of stress
- sustainable
- effective





**What are the demands on the lecturers as coaches in the second phase?**

**What do they have to pay particular attention to?**

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Consulting has to be focused on the needs of the companies and people involved.

Each consulting process is unique.

The requested support from the consultants large (polarized)

- from a rather simple general consultation in the sense of passing on relevant information
- to an intensive accompaniment in the sense of coaching.

In individual cases, it is usually necessary to consider what kind of support is needed to enable the individual participant to pursue his or her individual and in general the company's project goals.



- Clarify (your own and company's) tasks: goals, tasks, roles
  - Role clarity: Process or technical consulting
  - Coaching or Mentoring
- Listen attentively – do not impose
- inquire critically
- push processes of thinking and doing forward
- be restrained (lazy) with your own knowledge, unless you are asked
- avoid co-management
- lead participants from „No, because ...“- to a „Yes, if ...“-culture



- The **employees** are the important **internal experts** - for themselves (their health, their interests and needs, their competence, their motivation, etc.) as well as for their perception of the company and the working conditions.
- The approach is as follows: *I encounter the people in the company with the consulting attitude that they and the company as a whole have more scope for action through the process than before.*
- The own (technical) expertise does not play a superficial role, i.e. the consultants **do not** give any guidelines for solutions, they do not ask suggestive questions, they do not advise on anything, **but** they support the participants by asking interested questions to support them for expressing their reality/perception and formulating proposals for solutions.





- A process oriented consultant accompanies, supports and promotes change processes.
- He or she can perceive conflicts and the unpredictable with intuition and attentive composure. The consultant can think out of the (future) potential and point out orientations.
- Consultants need a sure-footedness walk on unexplored terrain towards the future. They open up protected spaces in which teams with their topics can and should show themselves in all their complexity - both in terms of content and emotion. Knowledge, worries and visions that were hidden become visible, audible and perceptible.
- This creates sustainable clarity. The expanded view brought to light by facilitating the development enables the comprehensive design of future solution and service quality.





- Where do lecturers, participants and SMEs get help, e.g. on specific challenges and questions or on the realisation of the development project?
  - Involvement of experts from a university, advisors from the chamber, advice centres such as business development, health insurance, employers' liability insurance association or use of best practices from other SMEs.
- How can all learning, especially in the second phase, be supported electronically?
  - provision of learning material, literature, etc.
  - e-learning, creation of an information and cooperation platform with dialogues between teacher and participant and between participants themselves
  - online forum – individually or in group chat



## Goals and tasks:

- reflection (evaluation) about the success in the dimensions of individual, operational and structural changes and the change process
  - identifying supportive and obstructive conditions of change processes and
  - derivation of “lessons learned” for further change processes
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The methodological framework (training method) **KAIN**

- takes particular account of the **individual experience** of participants
- creates a common **knowledge** base for participants with different backgrounds in training and consulting processes
- shows **possibilities to change** and improve the situation of the participants on site for the pursuit of project goals and change measures
- sharpens the knowledge of possible **needs** for change
- **enables** those involved participants to design the right measures and implement them correctly.





~ 8 minutes **Reflection and personal work**

My three most important points to note for the design of my teaching & coaching processes with the KAIN-method are: ...

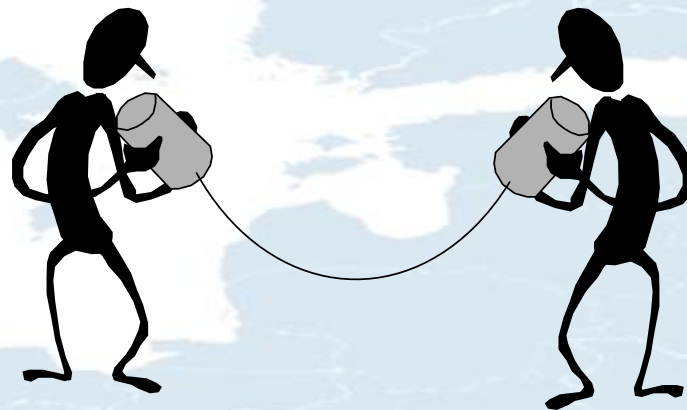
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Four participants present the results of their reflections  
*(3 minutes each)*

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The requested support from the consultants large (polarized)

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A consulter accompanies, supports and promotes change processes, here: in companies, organizations and/or administrations.

- Consultants can perceive conflicts and the unpredictable with intuition and attentive composure. They can think out of the (future) potential and point out orientations.
- They need a sure-footedness walk on unexplored terrain towards the future. Consultants open up protected spaces in which teams with their topics can and should show themselves in all their complexity - both in terms of content and emotion. Knowledge, worries and visions that were hidden become visible, audible and perceptible.
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„... means equal participation in a process of reflection and of becoming familiar with each other in respect to issues and functions to be addressed.“ (Aarnio und Enqvist, 2001)

## Dialogue (Bohm, Isaacs)

- Free flow of meaning → consolidation
- Permission of mistakes and considered as gain → win-win
- Perceiving other points of view
- Reflection on one's own presumptions

→ Learning (together)





- A dialogue is the open exchange of thoughts and ideas.
- It is important that everyone participates.
- All participants in the dialogue have equal rights; hierarchical authority has no priority.
- The dialogue lives from the free flow of opinions between the people involved (bringing them together).
- In the dialogue a "big picture" is created by an emerging question, to which everyone can contribute a part of the picture (even if it is incomplete or may seem insignificant). In a successful dialogue a common understanding develops.
- In dialogue, the conversation continues even in difficult situations.
- The goal is conscious agreement and joint action.



## Dialogue

- Free flow of meaning (Bohm)



**Consolidation**

- Win – Win
- Win if one has made a "mistake"
- Perceiving other points of view
- Reflection and suspension of one's own assumptions
- Learning (together)

## Discussion

- (Latin) Root: cut into pieces, dismember, break apart



**Disassembly**

- Win – Lose
- Who makes mistakes, has lost
- Defending one's point of view
- Representing one's own assumptions
- Win (alone)



# Dialogue - Rules

- Being curious = being open to exploring the interpretation/perception of others
- Allow "mistakes" and regard them as profit → win-win
- Listening = appreciate with head and heart the perceptions and statements of others with respect. Be ready to understand the understanding of others.
- Suspending = reflecting on one's own (pre-)assumptions and "consciences" / questioning one's own reaction, exploring one's own reaction, being modest, being "empty" for dialogue  
→ learning together.
- Articulate = say without fear what one really thinks



# Case Study – The Tasks

The company HELP is a commercial crafts enterprise. It has a critical age structure (see next chart) and wants

1) to develop measures to close the gap in young talents on the one hand (e.g. with a recruiting strategy)

2) and to design working conditions in such a way that those employees over 50 are supported in their work ability that they are able to work until retirement age on the other hand.

➤ **Group work** to develop verifiable goals and suitable measures

➤ Please agree on the roles:

a) consultant

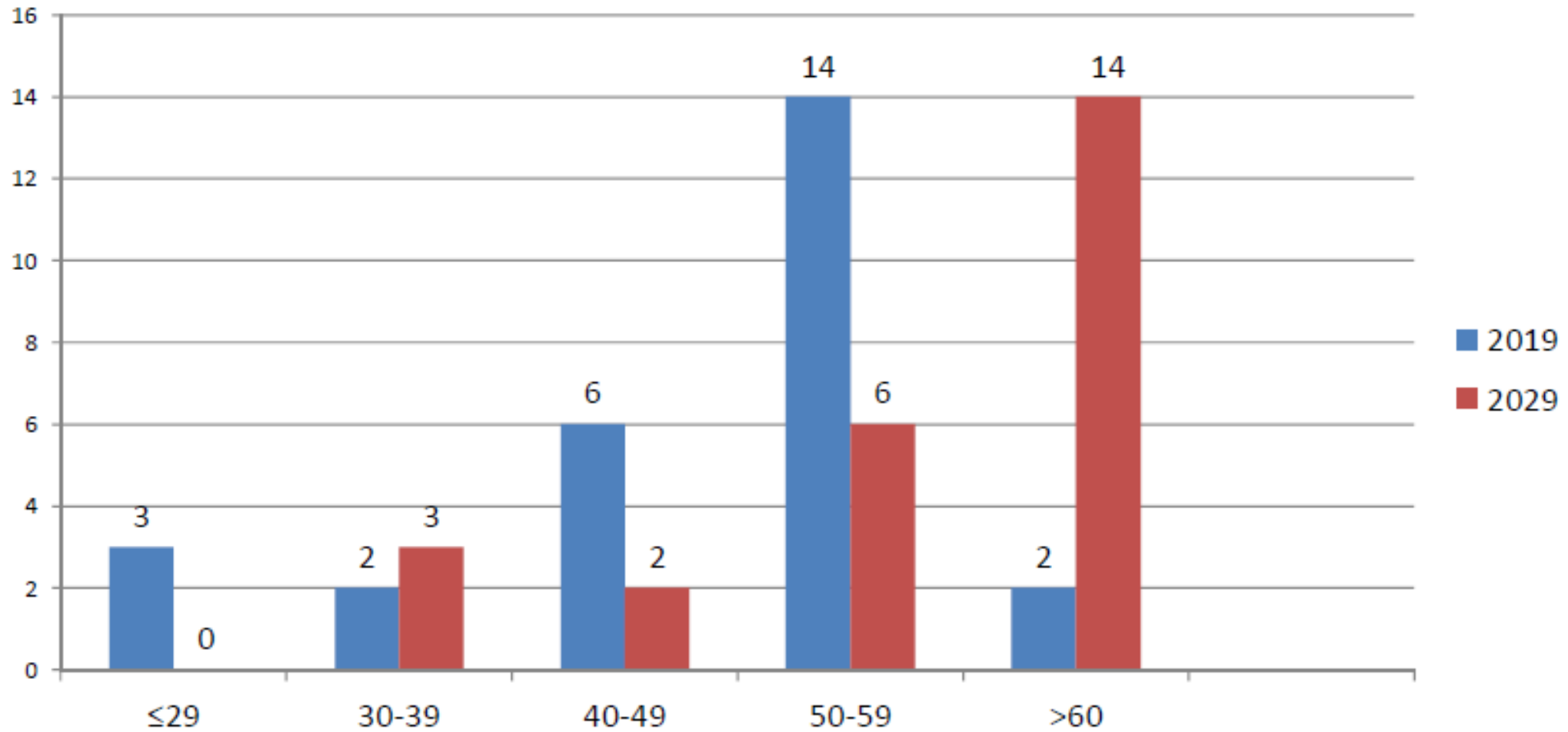
b) company owner

c) master craftsman

d) employee representatives

➤ Time: 30 minutes







Presentation of the results of the Group Work

➤ Each group 5 minutes





# Questions and discussion





Thank you very much

ICI  IN SMES

Thank you  
very much for  
your attention!

