Coaching For Performance

Program Objectives

- Understand the differences between Coaching/Counseling/Training/Traditional Supervision and Mentoring
- Discover the benefits of coaching.
- Identify your strengths and weaknesses to determine your coaching style.
- Utilize coaching steps to create a work climate in which excellence becomes the norm with your employees.
- Uncover your ***strengths*** as a coach.
- Demonstrate how to coach an employee.

Page 2

What coaching is not...

- Traditional Supervision

- Training

- Mentoring

- Counseling

Coaching is not Training

While training and coaching both promote learning, they do so in different ways:

Training is about teaching specific skills or knowledge - Coaching is about facilitating someone else's thinking and helping them learn by working on live work issues.

Coaching is not Mentoring

A Mentor is usually *a more senior person who shares experience and advises a junior person working in the same field* –

A Coach is not necessarily senior to the person being coached, and does not typically give advice or pass on experience; instead s/he uses questions and feedback to facilitate the other person's thinking and practical learning.

Coaching is not Counseling

Counseling focus on the past and the origins of problems

Coaching focuses on the future and developing a workable solution

What are your…. as a coach?

↗ **Strengths**   ↗ **Weaknesses**

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Definitions

Coaching:

↗ A guiding process by a manager to orient an employee to the realities of the workplace and to help the employee remove barriers to optimum work performance.
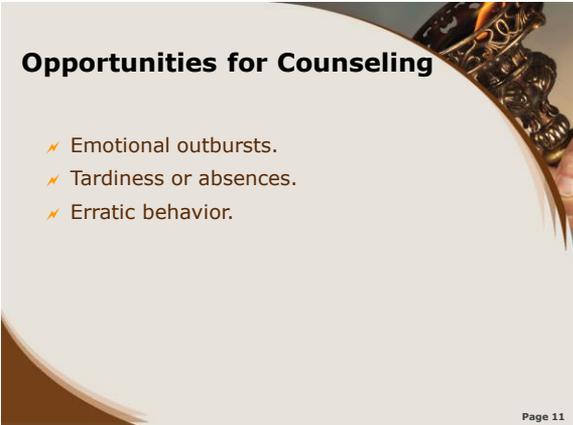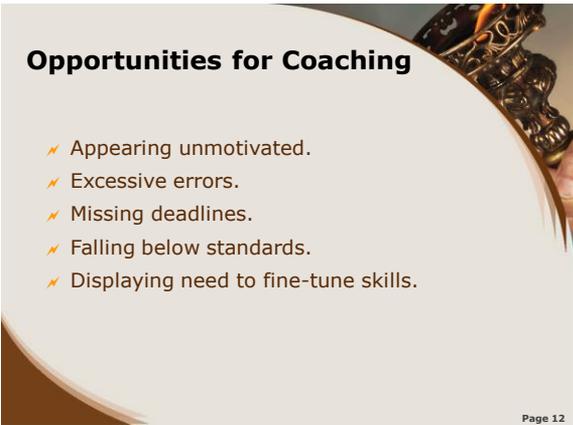
Counseling:

↗ A supportive/directive process by a manager to help an employee define and work through personal problems.
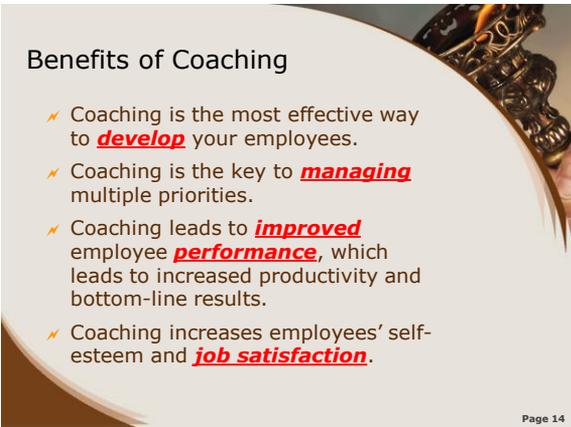
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Opportunities for Training

↗ Procedural changes.
↗ Responsibilities have shifted.
↗ Reallocation of employees.
↗ New tools and equipment.

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OPPORTUNTIES...

Opportunities for Counseling

- Emotional outbursts.
- Tardiness or absences.
- Erratic behavior.

Opportunities for Coaching

- Appearing unmotivated.
- Excessive errors.
- Missing deadlines.
- Falling below standards.
- Displaying need to fine-tune skills.

Benefits of Coaching

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Benefits of Coaching

↗ Coaching is the most effective way to **_develop_** your employees.

↗ Coaching is the key to **_managing_** multiple priorities.

↗ Coaching leads to **_improved_** employee **_performance_**, which leads to increased productivity and bottom-line results.

↗ Coaching increases employees' self-esteem and **_job satisfaction_**.

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Coaching: Misconceptions

↗ Coaching is not in the new manager's tool box.

↗ Coaching is too time consuming.

↗ Coaching is taxing as it requires patience.

↗ Coaching is left up to each employee.

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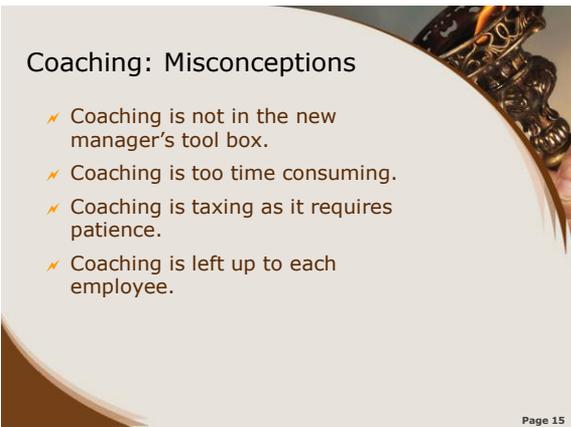## Response to Coaching

- Some employees may respond enthusiastically to coaching, when problems are pointed out.
- Some employees may have a defensive response to coaching, when problems are pointed out.

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Three Defensive Behaviors

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Three Defensive Behaviors

- The employee may ***question authority*** of the coach.
- The employee will ***pretend*** to agree with the coach although have no intention of changing the behavior.
- The employee may **agree with the coach**, even offering suggestions for other areas of self-improvement, as a way of minimizing the coach's comments.

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Characteristics of a Coach
(1 of 3)

- ↗ *Enthusiasm* -- Let your employees see that you are enthusiastic.
- ↗ *Empathy* -- Be able to walk in your employees' shoes.
- ↗ *Consistency* -- Be consistent in expectations and in behavior.
- ↗ *Patience* -- Be understanding and willing to listen.

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Characteristics of a Coach
(2 of 3)

- ↗ *Honesty* and Integrity -- Be a leader by doing the right thing.
- ↗ *Self-Confidence* -- Be confident in yourself; others will too.
- ↗ *Flexibility* -- Be able to adapt to new situations.

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Characteristics of a Coach
(3 of 3)

- ↗ *Genuine* concern for others -- Be caring and concerned in all that you do.
- ↗ *Fairness* -- Being fair commands respect and loyalty.
- ↗ *Resourcefulness* -- Be able to get the job done or know who to ask.

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Skills of an Effective Coach

- Effective communication.
- Listens.
- Asks questions.
- Sets objectives and goals.
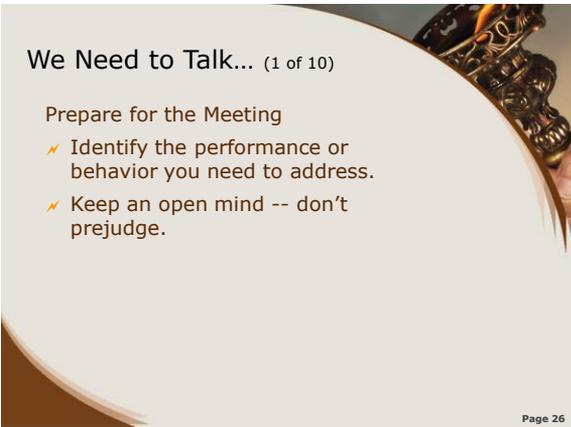- Establishes priorities.
- Analyzes.
- Plans.
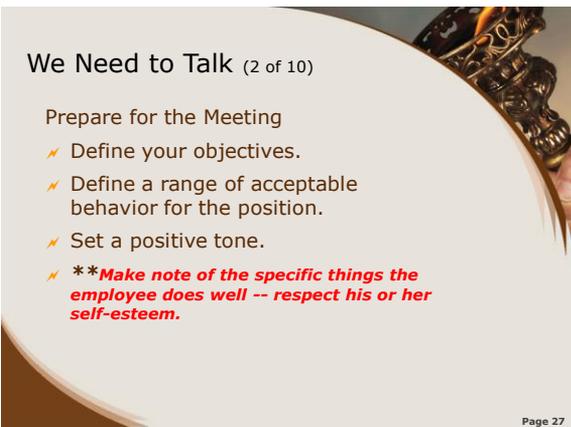- Organizes.

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Causes of Poor Performance
(1 of 2)

- The employee may not have sufficient training.
- The employee may have an behavioral problem.
- The employee may have conflicting priorities.
- The employee may not see performance as a priority.

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Causes of Poor Performance
(2 of 2)

- The company's infrastructure may prevent the employee from meeting the standard.
- The employee may not have the incentive to improve his or her performance.
- The employee may not understand the consequences of not improving his or her performance.

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We Need to Talk!

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We Need to Talk… (1 of 10)

Prepare for the Meeting
- Identify the performance or behavior you need to address.
- Keep an open mind -- don't prejudge.

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We Need to Talk (2 of 10)

Prepare for the Meeting
- Define your objectives.
- Define a range of acceptable behavior for the position.
- Set a positive tone.
- ****Make note of the specific things the employee does well -- respect his or her self-esteem.**

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We Need to Talk (3 of 10)

Prepare for the Meeting
- ↗ Allow the employee time to prepare for the meeting.
- ↗ Create a positive, private atmosphere for both you and the employee.
- ↗ Set time aside -- let the employee know his or her performance is important to you.

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We Need to Talk (4 of 10)

Focus on the Issues
- ↗ Focus on the facts.
- ↗ Focus on the employee's behavior, not his or her personality.
- ↗ Don't get distracted by arguments not related to the issue.

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We Need to Talk (5 of 10)

Explore Causes
- ↗ Assume the best.
- ↗ Ask open-ended questions aimed at uncovering the reasons for poor performance.

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We Need to Talk (6 of 10)

Focus on the Issues

- Encourage self-analysis by the employee to identify the problem.
- Ask the employee to restate the problem in his or her own words.

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We Need to Talk (7 of 10)

Explore Options

- Involve the employee in identifying Options.

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We Need to Talk (8 of 10)

Agree on a Plan

- The employee who assists in developing his or her own action plan will be more committed to following through with improved performance.

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We Need to Talk (9 of 10)

Review the Meeting (1 of 2)

- Review your own performance -- how was your attitude?
- Did you follow the structure?
- Did you achieve your objectives?
- Did you uncover the real causes behind the behavior/issue?

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We Need to Talk (10 of 10)

Review the Meeting (2 of 2)

- What could you improve on next time?
- Document and record the action plan and give a copy to the employee.
- Make suggestions, if you have any.

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Open vs. Closed Questions

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Open vs. Closed Questions

Example:

- **Open-Ended** Question: What data do you need to produce these reports?

- **Closed Question**: Do you have all the data you need to produce these reports?

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Closed Made Open (1 of 4)

- **Closed:** Are you receiving the data in time to produce the reports?

- **Open:** Do you need help prioritizing?

- **Closed:** Are you experiencing problems with other employees or departments?

- **Open:** Do you feel adequately trained in these procedures?

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Closed Made Open (2 of 4)

- **Closed:** Are you receiving the data in time to produce the reports?

- **Open:** What changes can we think of to help you produce these reports on time?

- **Closed:** Do you need help prioritizing?

- **Open:** What actions can I take to help you better prioritize your workload?

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Closed Made Open (3 of 4)

- **Closed:** Are you experiencing problems with other employees or departments?
- **Open:** What problems with other employees or departments are you having that I need to be aware of?
- **Closed:** Do you feel adequately trained in these procedures?

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Closed Made Open (4 of 4)

- **Open:** What further training do you feel might help you better understand these procedures?
- **Closed:** Are you aware of the deadlines established for this project?
- **Open:** What problems have you experienced that have prevented you from meeting the deadlines established for this project?

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Coaching Guidelines
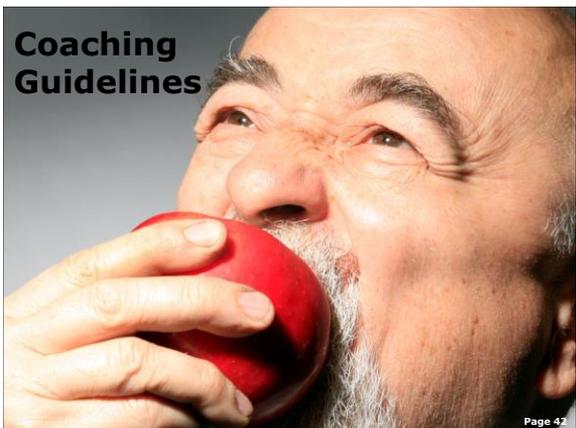
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Coaching Guidelines (1 of 3)

- ↗ Put employees at ease.
- ↗ Define reason for the session.
- ↗ Describe the exact behavior and its impact.
- ↗ Listen to employees' feelings and ideas.
- ↗ Ask open-ended questions.

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Coaching Guidelines (2 of 3)

- ↗ Paraphrase without making **judgments**.
- ↗ Summarize to ensure you **understand**.
- ↗ Encourage employees to identify **alternatives** and **consequences**.
- ↗ Demonstrate **respect** and **confidence**.

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Coaching Guidelines (3 of 3)

- ↗ Demonstrate **empathy** and support.
- ↗ Make **referrals**, as appropriate.
- ↗ **Agree** upon appropriate action.
- ↗ Follow-up with **feedback**.

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Avoid Coaching Pitfalls (1 of 3)

- ↗ Being unable to determine the "real" problem.
- ↗ Not being prepared.
- ↗ Exhibiting bias.
- ↗ Losing control, becoming defensive.

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Avoid Coaching Pitfalls (2 of 3)

- ↗ Not listening.
- ↗ Taking ownership of the problem/solution.
- ↗ Not documenting.
- ↗ Not reinforcing and following-up.

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Avoid Coaching Pitfalls (3 of 3)

- ↗ Making **assumptions** about the "real problem".
- ↗ Being **judgmental**.
- ↗ **Problem solving** instead of listening.
- ↗ Playing **psychiatrist**.
- ↗ **Minimizing** the problem ("Cheer up").

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Who Needs Praising?

- Be specific as it maintains people's self-esteem.
- Describe the impact on the team or organization.
- Express appreciation.
- Get the person to recognize their performance.
- Express confidence.

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QUOTE

" The key to developing people is to catch them doing something right, Approximately right, not exactly right"

Ken Blanchard, Situational Leadership II

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Coaching Model

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Six-Step Coaching Model

Step 1:
Set the Stage.

- Clarify, be specific.
- Scope the related problem.
- Be future-oriented.

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Six-Step Coaching Model

Step 2:
Formulate and Focus on the Issues.

- Promote self-discovery.
- Pay attention.
- Acknowledge.
- Gather information.

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Six-Step Coaching Model

Step 3:
Get Agreement.

- Confirm.
- Indicate respect.
- Affirm.

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Six-Step Coaching Model

Step 4:
Generate Possible Alternatives.

- ↗ Brainstorm.
- ↗ Draw out the consequences.
- ↗ Decide.

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Six-Step Coaching Model

Step 5:
Set Goals and Develop an Action Plan.

- ↗ Plan.
- ↗ Strategize.
- ↗ Recap.

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Six-Step Coaching Model

Step 6:
Monitor.

- ↗ Follow through.

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Coaching Scenarios

Instructions:
Read the scenarios and respond
as the coach would.

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Modeling Coaching Behavior

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Modeling Coaching Behavior

- **C**ollaborate
- **O**wn
- **A**cknowledge
- **C**ommunicate
- **H**elp

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Modeling Coaching Behavior

Collaborate

↗ Meet with employee; identify performance problem, set standards, objectives and develop performance-improvement plan.

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Modeling Coaching Behavior

Acknowledge

↗ Employee's achievements as well as problems, feelings, and concerns.

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Modeling Coaching Behavior

Communicate

↗ Listening, questioning, and giving and receiving feedback are critical for success

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Modeling Coaching Behavior

Help

✗ Be an advisor, serve as a resource person and guide to other resources, that help with the problem and or issue.

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Coaching Feedback

✗ Specific.
✗ Descriptive.
✗ Needs of Receiver.
✗ Timing.
✗ Communication Check.

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Coaching Environment

✗ Non-threatening.
✗ Climate of Confidence.
✗ Mutual Trust. (Safe)
✗ Appropriate Location.
✗ Timely.

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Coaching

- Tell the person what you want them to do.
- Show the person what you want them to do.
- Let them try.
- Observe performance.
- Manage the consequences.

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Managing The Consequences

- Positive: Praise or Promote.

- Negative: Reprimand or Demote.

- Neutral: No Response.

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Exercise: How do you coach this person?

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ACTION STEPS
"Planning"

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Thanks for your time and attention!