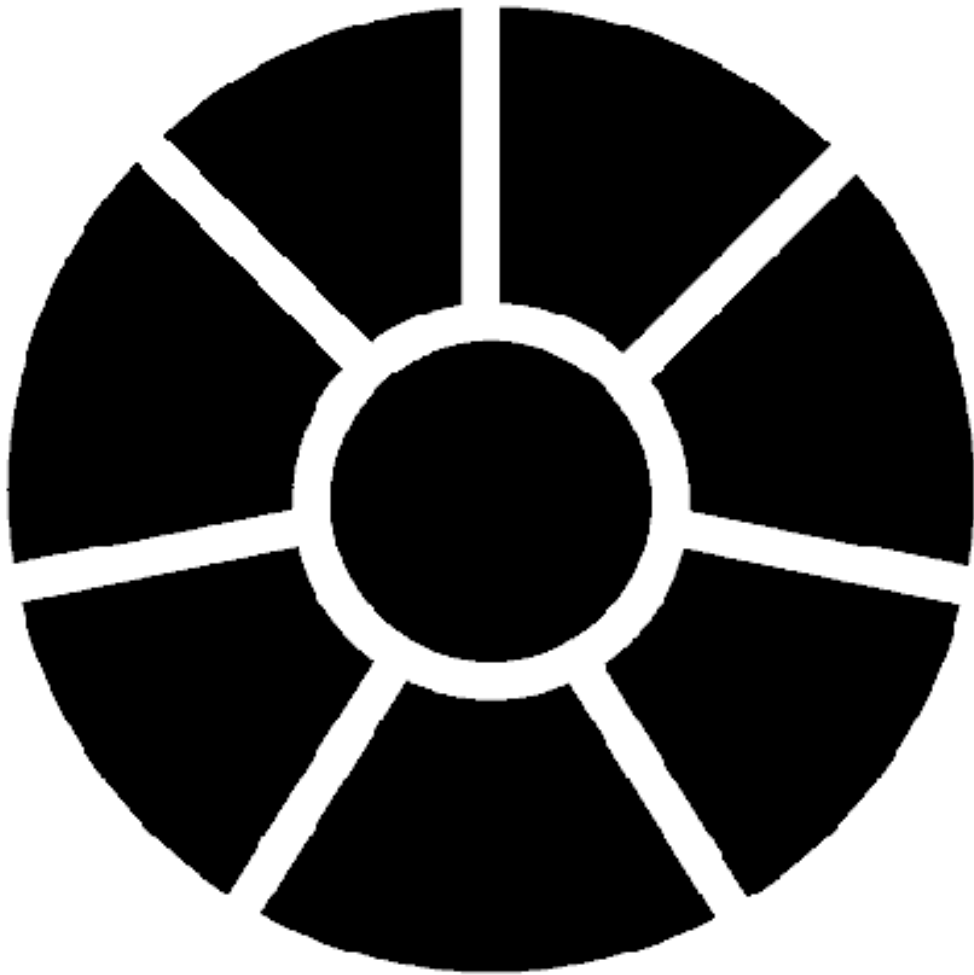


COACHING SKILLS

For Continuous Improvement



NAME: _____

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<http://www.coachingandmentoring.com>

Welcome and Introductions

Begin the workshop by welcoming participants to “Coaching Skills”. We recommend that you tell the group that in getting started you will talk a little about yourself, then provide some background on the Center for Coaching and Mentoring, Inc., and finally ask each of them to introduce themselves.

If they haven’t already done so, ask participants to fill out their name tags. There are magic markers on the table, so ask them to fold the cards in half and write their names on both sides of the card. (This allows the instructor to know their names and those sitting next to one another to get acquainted.)

- 1. INSTRUCTOR:** Talk briefly about who you are and your experience or training in the concepts presented. Establish credibility but don’t overdo it—no more than 5 minutes on this topic.
- 2. THE CENTER FOR COACHING AND MENTORING COURSE HISTORY:** The Center has been in operation since 1979 providing practical management training, organization consulting and applied behavioral research. The organization focuses on improving performance and effectiveness of individual managers, work teams and total organizations. You can use the prepared flip chart diagram to elaborate on the notion of the three levels within an organization. While all three are critical if an organization is to be successful, the Coaching Workshop concentrates on the very core, improving one-on-one relationships.

The next two days will be spent learning some skills which can improve the effectiveness of communication between the supervisor and his/her subordinates. We recommend that you carry that concept one step further by talking for just a minute about vertical and lateral communication lines within an organization. The point to make is that the focus of Coaching is on one-on-one communication. A flip chart diagram which illustrates the directions and flow of communication in a coaching downward, upward and peer to peer discussion highlights the point that the skills presented can be used in all of these situations. Stress the idea that our goal is not to capitalize on power and authority as a method of initiating change or improving effectiveness. Rather, we will be focusing on problem solving, collaboration, and joint participation as a way of influencing others.

- 3. PARTICIPANTS:** We suggest that you write these cues on a flip chart. Go around the conference table and ask each participant to respond.
 - Name, a little about yourself, and where you work.
 - Some information about your current job assignment and the number of people you supervise.
 - Expectations for this seminar? (Specifically, what would you like to be doing better when you leave here tomorrow?) or
 - What do you want to get from this seminar?

Write their expectations on a piece of newsprint and post it for a “reality check” before the workshop ends. Be cautious of unrealistic expectations. If someone brings up the kind of topic that the workshop is not intended to address (a severe discipline problem or a complex political situation) simply redirect the discussion to the concept of coaching and ask him/her for a more directly related expected outcome.

WELCOME TO COACHING SKILLS

The Center for Coaching & Mentoring, Inc. welcomes you as a participant to this workshop. Our goal is to help you develop some practical and effective skills which you can apply in influencing others and creating partnerships. An urgent need exists in business today to involve all employees in contributing to the business. In order to improve our competitiveness all employees should be invited to participate as partners. To do this we have to start doing things differently, we have to communicate differently with each other.

The change to “partnership communication” is critical, but also creates difficulty for some who may lack the skills for leading without controlling. One of our goals is to strengthen skills in maintaining accountability for results without creating defensiveness. Past participants state that after completing our workshop they have a practical “road map” for communicating to solve problems, motivate and lead. They feel confident about being able to maintain control as they “let go.”

The Coaching Skills Workshop initiates visible change towards greater employee involvement, empowerment and quality improvement, while it strengthens the skills of partnership communication. This workshop sets the stage for additional improvements in the way people work together. The information you are about to receive should be extremely practical and useful in your world of work. We hope you will find this seminar to be a significant and valuable learning opportunity.

This seminar was designed and developed by the Center for Coaching & Mentoring, Inc. whose mission is:

1. To provide training for managers and employees.
2. To solve difficult organization problems.
3. To design and implement quality human resource systems.
4. To conduct practical and useful organization research.

Our goal is to help build healthy and productive organizations. Our staff consists of highly trained and experienced professionals who research, design, teach and implement our products and services. We strive to provide original and creative services and to constantly improve on quality.



Objectives

We suggest going through the Seminar Objectives with participants. Highlight these points:

- The emphasis is on “how-to-skills” in a one-on-one meeting situation.
- Practice will be a large part of how we learn the skills. It is a “mouths on” (as compared to a “hands on”) seminar using generic cases and your own situations.
- Numerous opportunities are provided to hold up the mirror, get feedback on your approach, learn how effective this approach is and practice changing what you see as ineffective.
- Feedback will come from peers, instructors and questionnaires.
- From the introductions it is evident that all participants coach and interact with employees. We want to build on this experience and improve on those areas which need improvement. We want to build on what you already know, not substitute a totally new or foreign approach. You will find that you already do some things intuitively well and some that could be sharpened.
- We’re here to sharpen, refine, and improve your batting average.

OBJECTIVES

- **To take a careful look at your own coaching style/approach and provide some feedback on your strengths and weaknesses.**
- **To learn about, and assess, the impact of your coaching and communication skills.**
- **To become familiar with a set of practical and effective steps/guidelines to use in coaching, influencing and problem solving with others, as a way to improve performance, productivity and growth.**
- **To practice applying the steps/guidelines on different types of situations and cases.**
- **To build on your own experience and sharpen your skills when influencing others.**
- **To renew or establish interest and energy in your role and responsibility as a team member with contributions to make to the organization.**



Expectations

We believe it is also important to talk about what the seminar is and is not, as well as what the instructional approach will be and will not be.

Is not: a general course in management. Forty percent (40%) of the time will be spent in small groups practicing the concepts discussed in class.

Also point out that:

- We don't pretend to be experts in applying the concepts. We learn something every time we try to apply the process. Point out that as the instructor, some demonstrations may fall short of the ideal. That's the real world. But, contract with participants that you will be giving every situation your best shot, then will be stepping back and (with their help) examining and evaluating what happened. Voice your expectation of learning from each new experience.
- We don't expect to be perfect. False expectations tend to keep anyone from trying new things. Only by being "willing to risk" can we learn. Sometimes we learn from success and sometimes we learn from our own mistakes.
- We do want to help the managers gain, assimilate, and refine a new tool (management skill) to add to their repertoire of already good skills. The central theme is to help them maximize productivity, responsibility, and cooperation among their employees.

We have found that a good way to set a positive tone for the workshop is to clarify your own expectations. You might adopt one instructor's approach to your own style: "From our research and work with organizations and managers, we have found the key to successful relationships at home, at work, etc., is being clear on expectations. We not only believe this concept, but we also try to put into practice the very concepts that we are asking you to try. You have shared some of your expectations for this seminar. I would also like to be clear on some of my expectations." You can use the pre-drawn flip chart to briefly discuss your goals for the seminar.

GROUND RULES:

In addition to participant expectations and instructor goals, there are some basic ground rules that need to be followed in order to make the seminar a successful experience for each individual and for the group. Spend a minute spelling them out.

- Adhere to time schedules or cases.
- Take care of phone calls/personal business on breaks.
- After breaks, reconvene quickly. Keep on schedule.
- Keep the facilitator advised of how things are going.
- Need to stretch
- Room temperature
- Volume of voice, equipment
- Ask the participant's if their surveys have been completed for their self and at least three others. Explain to them that if they are in doubt, you will be glad to let them know their survey response status during break so that they may complete the survey (or ask others to complete the survey) online during lunch if needed.
- Be prepared to spend a full two days. There is a full agenda packed into the sixteen hours.

EXPECTATIONS

THE SEMINAR IS:

- A practical seminar on leadership aimed at fostering a climate for continuous improvement.
- Designed to encourage involvement and active participation.
- Designed to challenge you, and to have you look at your own style/ approach.

WE WILL:

- Use straightforward language and present the material using meaningful examples.
- Use cases and working teams so you can practice and discuss the concepts and ideas presented.
- Use video tapes or short demonstrations so you can see the skills being applied.

THE SEMINAR IS NOT:

- Designed as a general course on management theory with no potential job application.
- Designed to be a passive, entertaining lecture or show.
- Designed as a fast pace course that gives superficial treatment to the material nor is it designed to be a threatening learning experience.

WE WON'T:

- Use a lot of “jargon” or try to complicate things.
- Lecture and keep you sitting for hours without the opportunity to try the ideas or discuss them.
- Claim to be perfectionists and successful every time or have all the answers to all employee problems.



Workshop Overview

This sheet may be used as an agenda. You can mention to the participants that Unit 1 through Unit 5 is the first day of training and, Unit 6 through 9 is the second day of training. Don't spend a lot of time on this, simply pass along the information.

WORKSHOP OVERVIEW

- _____ Unit 1: Coaching and Leadership
- _____ Unit 2: The Coaching Process
- _____ Unit 3: The Coaching Process In Action
- _____ Unit 4: Collaborative Coaching
- _____ Unit 5: Questionnaire Feedback
- _____ Unit 6: The Coaching Process Close Up
- _____ Unit 7: Focused Practice
- _____ Unit 8: Putting It All Together
- _____ Unit 9: Now What?



Table Of Contents

No teaching is required for pages xi through xx. This is simply an outline of the complete contents of the binder, for information and future reference only. Each Unit has an individualized Table of Contents as well. You may want to explain the organization of the manual to the participants so that it becomes a useful tool for them.

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UNIT

1

COACHING AND LEADERSHIP

Introduction

I. Purpose

- A. To help participants understand what coaching is, why it is important, when coaching should occur and to have a greater motivation to learn and apply the coaching skills.
- B. To develop an understanding of how the role play process will be used throughout the seminar. To build relevance for the use of case studies as a valuable learning experience.
- C. To build an awareness of the value of the role play as a learning experience and to establish effective small group work procedures.
- D. To give participants an opportunity to confront a problem situation using their own natural style. To enable managers to gain constructive feedback about their natural coaching and problem solving style.

II. Suggestions/Cautions

- A. Be careful about spending too much time talking before getting participants active in the role play process.
- B. If participants are not familiar with the role play process, you will need to go over procedural issues very carefully.
- C. If participants are hesitant to participate, you will need to be supportive and encourage them to try. Use Step #3, Establish Impact.
- D. Be sure to keep things rather tightly scheduled. Participants should be aware that the role play process is an integral part of the workshop, not free time.
- E. Encourage relaxed, productive sharing of ideas, things to try, new approaches, and personal “risks.” The time spent in the groups can, and will, influence the workshop outcomes.

UNIT 1: COACHING AND LEADERSHIP **PAGE**

ACTIVITIES

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What is Coaching

Help the participants get started on thinking about what coaching is by completing this exercise. Participants could have divergent views about the meaning of coaching. This will give you an opportunity to begin focusing the group's views. Discuss the specific responses when defining coaching on page 9.

EXERCISE

WHAT IS COACHING?

A reporter from the local newspaper has asked to interview you about the role coaching plays in business organizations. Their first question is: How would you define “coaching”? After a few seconds to gather your thoughts you respond:



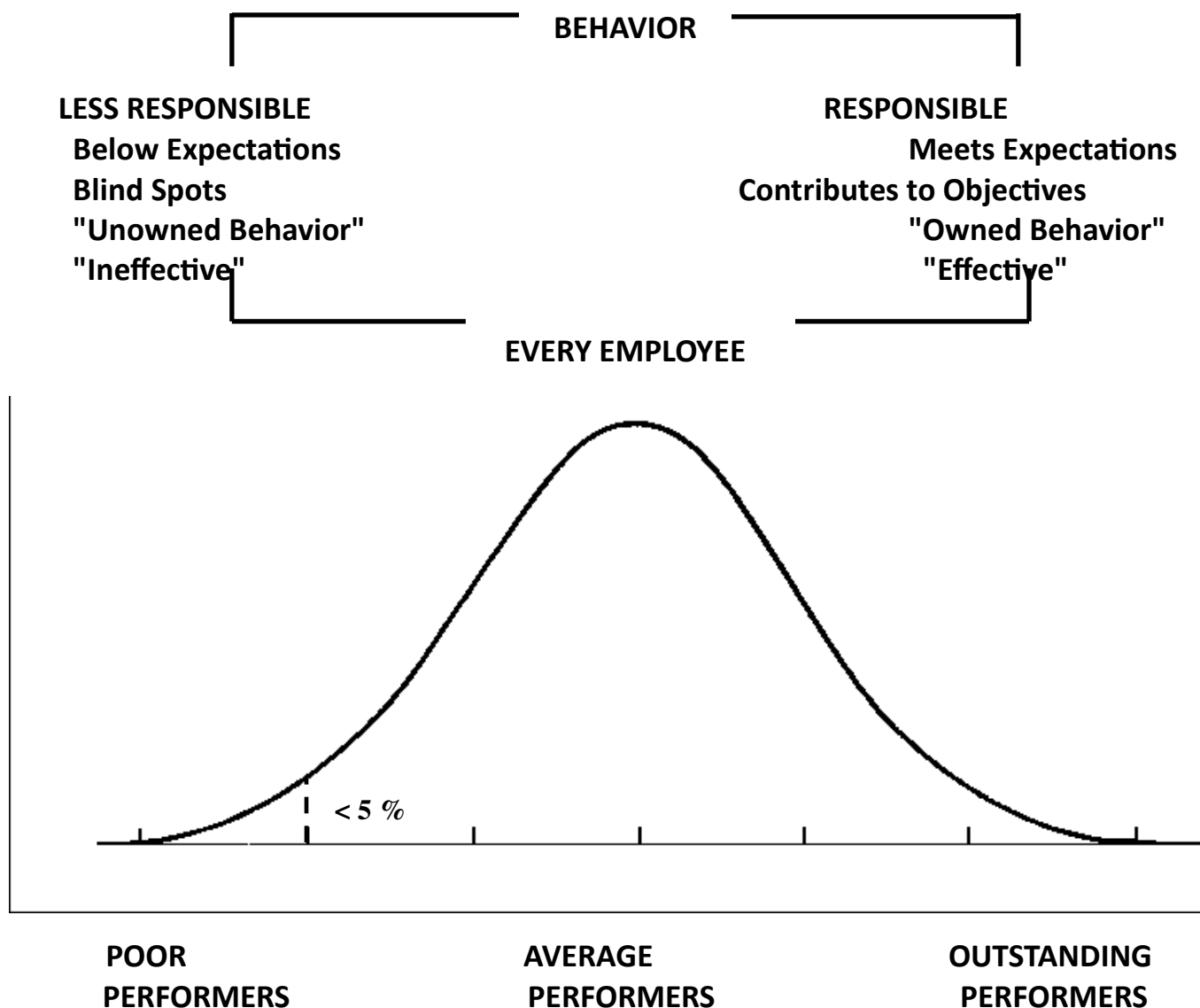
Performance Curve

Describe to the group that there are aspects of everyone's behavior that are both responsible and irresponsible. The purpose of coaching is to deal with behavior or opportunities that fall along the continuum. So, you could be dealing with people in your labor force who could be poor performers and need serious, heavy coaching; average or competent people who can enhance your team effectiveness; and outstanding people who can share their success and strengths with the rest of the organization. Try to simply point out that most organizations want to continually improve and coaching is the key to unlock this process.

This workshop will focus on the 95% not the 5% (poor performers) who are chronic performance or behavioral problems regardless of the manager or organization they work for. For the 5% often disciplinary or employee assistance actions are appropriate.

DISCUSSION

PERFORMANCE CURVE



OUR GOAL IS TO HELP OTHERS BECOME BETTER BY CHANGING LESS RESPONSIBLE BEHAVIORS AND REINFORCING RESPONSIBLE BEHAVIORS. WE DO NOT INTEND TO DEAL WITH THE SMALL PERCENTAGE OF CHRONIC PROBLEM PERFORMERS IN THE WORK FORCE.



Coaching: A Definition

Refer back to the flip chart responses from the previous exercise on page 5.

Use their responses to make the following points:

- Most comments are positive, e.g., helper, developer, etc. These are the characteristics of a good coaching session and what we will be striving to create through out our practice sessions.
- Coaching is more than a one shot effort.

Draw attention to the definition on page 9. Ask participants to list five or six key words which capture the essence of this definition.

- A process
- Positive influence
- Improvement and development
- Help
- Partnership

Suggest that coaching activities can be peer to peer and employee to manager, focused on many topics.

DISCUSSION

COACHING

A DEFINITION:

A discussion process between members of the organization (managers to employees, peers to peers, employees to managers) aimed at exerting a positive influence in the motivation, performance, awareness of areas for improvement and development, or career of another person to help them be as effective as possible. The regular process of building a partnership for continuous improvements.



When Do You Coach Others?

Have the group quickly list three (3) areas/topics that they feel are appropriate coaching discussion. Flip chart a sample of their responses and use this to develop the following points:

- Ask, are any of these areas/topics that we have listed more difficult for you than others? Answer, yes. Our role plays will be the more difficult types of discussions because this is when our skills get tested the most. However, the danger we run is that you will only view coaching as being for those more difficult discussions. Just because we do not give you an example of some of these areas you have listed, don't limit your thinking to just these cases, rather ask yourself how do the skills and concepts apply to all the areas we would call coaching.
- We will treat coaching as 'meetings' because we can control this for the role play. Please ask yourself, "How can I coach in the informal setting when I meet or observe another person in need of my help."
- The cases are manager to employee coaching situations. Ask yourself how these skills and concepts could be applied to other discussions where you are trying to exert positive influence with another person outside of the manager employee relationship.

EXERCISE

WHEN DO YOU COACH OTHERS?

Coaching occurs during many times and in many places. Quickly list three times, or events, when you think it is appropriate to coach others you work with:

1.

2.

3.



Situations That Require Coaching

Cues provide an actor/actress valuable information about when to say their lines and enact the script they have prepared.

Point out that good coaches pay attention to the ‘cues’ for coaching opportunities. Some of these cues are listed on the following page. As participants review this list, encourage them to identify when such situations might occur for them.

SITUATIONS THAT REQUIRE COACHING

COACHING DISCUSSIONS MAY BE INITIATED AS A RESULT OF AN ADMINISTRATIVE SITUATION OR BECAUSE OF AN EVENT, OPPORTUNITY OR INCIDENT OF CONCERN IN RELATION TO A TASK OR PROJECT.

ADMINISTRATIVE SITUATIONS

- Setting Objectives
- Performance Reviews
- Salary Discussions
- Career Planning/Developmental Discussions
- Job Posting and Bidding Discussions

PROJECT OR TASK SITUATIONS

- A Specific Project or Assignment Problem:
 - delays
 - quality problems
 - quantity opportunities
 - lack of follow-through on commitments
- To Help A Good Employee Become Better
- A Continuous Improvement Discussion
- Absenteeism/Tardiness
- Deficiency in Effort or Motivation
- Behavior Which Causes Problems, i.e., Abrasiveness
- Training: Opportunity or Assignment
- When Someone Joins Your Group or Team
- Conflicts Between Employees or Groups
- Communication Problems or Breakdowns
- Coaching Another Leader on How to be a "Coach"
- Coaching a High Performing Individual



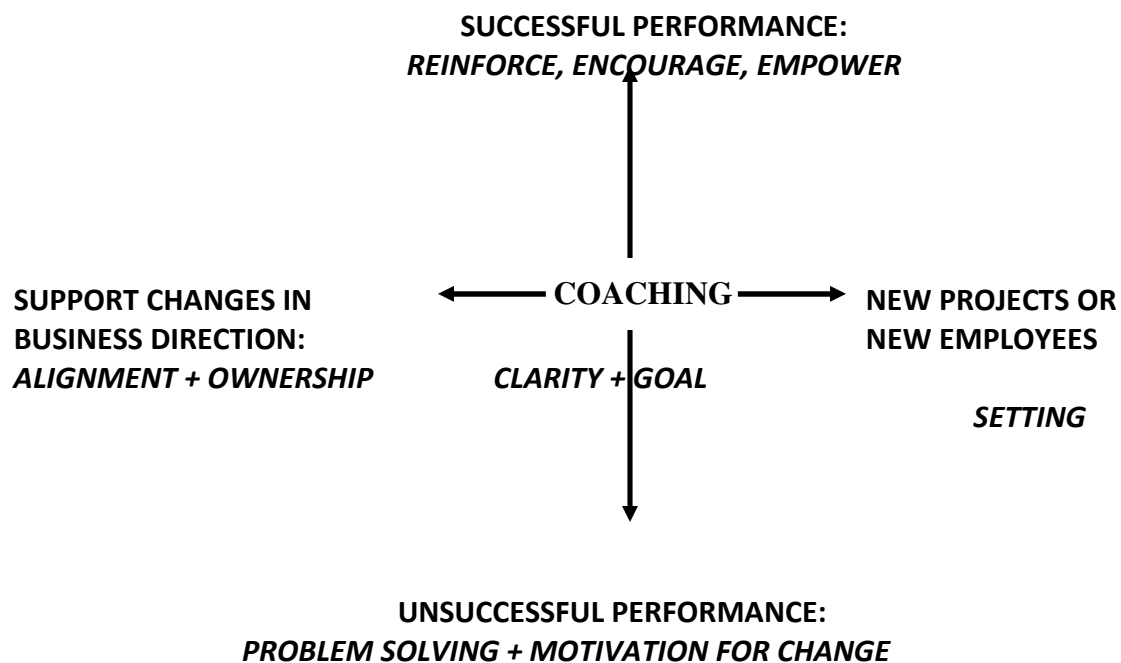
Expanded View Of Coaching Application

After highlighting the situations that might put a person in a coaching situation, briefly discuss the diagram on the following page. This is a good time to make the following points if they did not come out in your discussion of Situations That Require Coaching:

- Every coach will need to reinforce, encourage and empower others for successful performance. The Coaching Skills can help these positive discussions.
- The Coaching Skills that we will be working on can be used to guide a discussion about unsuccessful performance. Anyone who works in a performance management system will need to help people continually improve and meet their individual goals and objectives, to increase their ratings and rankings.
- Every organization or team is striving to adjust to changing demands and direction. Often, employees will need a coach's help in staying aware and making personal adjustments in their skills, mind set or actions to maintain alignment with business trends and competitive pressures.
- Frequently, new employees will need guidance on new projects, providing the opportunity for coaching discussions. The key is to help employees become responsible, act with effective independence, exercise good judgment and think clearly, creatively and logically.

Don't view the concept and skills of coaching others as only useful for the more difficult unsuccessful performance discussion.

EXPANDED VIEW OF COACHING APPLICATIONS



Is Coaching Avoided?

Have participants discuss their answers to the exercise on page 17. Direct attention to the obstacles which cause people to avoid coaching. List their answers on the flip chart. Typical answers are:

- It's uncomfortable
- No one likes to criticize
- Many topics are fuzzy or ill defined
- The sessions can get emotional
- We don't know how to control the sessions
- It is easier to ignore problems
- The performance rating/ranking system used

Help participant 'personalize' their responses, if necessary, by asking:

- Do you do it?
- Is it something you look forward to and enjoy?
- Why is it difficult?

Summarize by suggesting that the purpose of this workshop is to provide ammunition and skills for overcoming these obstacles. Overriding is the purpose, through practice in the role plays, to build the participant's comfort so they feel they can influence a conversation and are more likely to engage in coaching discussions with others.

EXERCISE

IS COACHING AVOIDED?

“Coaching and counseling is the most uncomfortable, avoided and mishandled of all managerial responsibilities.”

Harry Levinson, Professor, Harvard University and Director of the Levinson Institute

Do you:

Agree _____ **Disagree** _____

Why:



Goals of Coaching

Use page 19 as a summary of what coaching is, why it is valuable, and when coaching is appropriate:

- Effective coaching is not an easy task. Yet the payoffs are real.
- Our job here is to sharpen your skills and build your confidence through practice so that you will be more willing and comfortable in fulfilling this important role.
- Being an effective coach depends heavily on your skills and abilities to deal with sensitive, interpersonal issues, on a one-on-one basis.
- The goal is to improve without creating defensiveness or hostility within your relationship.

DISCUSSION

GOALS OF A COACH

1. To help others see the need for change.
2. To continue to enable and facilitate the success of others.
3. To sustain improvement, performance and success.
4. To build on strengths and neutralize weaknesses.
5. To encourage others to stretch and take calculated risks.
6. To facilitate growth and develop competency.
7. When under pressure/stress, to more closely match intent with impact.

KEY WORDS:

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |



Elements of Successful Coaching Discussions

Ask participants to complete the exercise on page 21, then draw out some of their responses.

List their responses on a flip chart and use the list to make the following point.

We will be talking about some research on how effective and ineffective coaches differ in their approach while influencing others. One piece of the research was to interview these people and ask them this same question in a little different way: Think of a time when you had a successful (unsuccessful) coaching discussion, what contributed to this output? Much to our surprise, both the effective and ineffective coaches said the same things, things like you have given me on this list. However, after observing these two groups of managers, the effective coaches could do the things listed, while the ineffective couldn't or wouldn't.

This workshop is not an intellectual exercise. We need to try to use these skills and do the things that we believe everyone knows intellectually needs to be done. You have given me a fine list. Our challenge is to help you get out of your way and actually do more of the things that you know need to be done. This is why we will be spending so much of our time in practice sessions sharpening and trying new things.

All of these activities and discussions up to this point should have consumed about one hour of the workshop. Now is a good time for a 10 minute break before asking the participants to work on the first case.

EXERCISE

ELEMENTS OF SUCCESSFUL COACHING DISCUSSION

For the first time I will be supervising others, people I used to work with and who were my friends. Now I understand that a significant portion of my time will be spent coaching these people. That sounds scary to me, but I have the good fortune of being able to talk to a group of people who have coached people on a regular basis - you. List those things you would tell me are critical during these coaching discussions to improve my chance of being more productive.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Mutual Communications

When participants reconvene after the break, move quickly into the first role play. Be very careful as you introduce both the idea and the specific case. Very often, participants are a little afraid of the idea. They see these practice situations as a risk or a threat. Others may feel the idea is “children’s play.” Some may have been “burned by past experience.” You will need to deal with any resistance because the cases provide the opportunity to practice. They are the “teeth” of the workshop.

We suggest that you begin by indicating to participants that the next portion of the workshop will give them an opportunity to see how they naturally coach employees. They will be confronted with a problem situation which they will discuss with an employee. The purpose is to establish a base line or beginning point. It is an attempt to “capture” the participants’ natural style, so that during the rest of the workshop they can capitalize on their strengths and build new skills in those areas that are not so strong.

The MUTUAL COMMUNICATIONS CASE is the first practice session for participants. It is important to set the case up carefully since it establishes the format that will be used throughout the rest of the seminar. Participants need to feel comfortable with all three roles; the manager, the employee, and the observer. They need to see the necessity for really getting into the roles and trying to use their skills. Also, they need to feel free to risk a little and to try some new and different approaches.

You may find it helpful to emphasize the following points in introducing the first case.

- There are many phases of the coaching process that each manager just naturally does well.
- We want to reinforce those strengths and to suggest some new things to try.
- One way to begin is to get an indication of how each manager actually handles a problem situation.
- It will be helpful if they all will be as natural as possible. They should use their own words, style, approach, etc.

Ask participants to read the case.

MUTUAL COMMUNICATIONS

PURPOSE: To capture your natural style or approach in coaching others.
To understand and capitalize on your strengths and build new skills where needed.



CASE

MUTUAL COMMUNICATIONS CORPORATION

Jeri McNeal - Manager

You are the manager of the Computing and Information Processing Division of Mutual. You have been with the company for about two years. Prior to joining Mutual Communications Corporation, you spent six years at IBM where you worked on a number of very large projects.

Although you really enjoyed your new managerial and leadership responsibility, you have found that getting people to cooperate and adapt to changes in the organization are the most frustrating parts of your job. Over the years, the computer group has picked up a nasty reputation of being stubborn and insensitive to the computer needs of different line and staff departments. Take for example, Gene Jackson, one of the senior lead programmers in your Division. A few weeks ago, you assigned Gene to work with Jack Parsons, Director of Engineering, to develop a workable "cost control" computer program. At first, you felt that Gene would be able to handle the job since he/she has 15 years of experience with the company. After all, Gene just finished work on a cost control program for the Production Department and you felt confident that Gene would be well prepared to work with the Engineering people. For the past three weeks, Gene and his/her technical team had been noticeably quiet about any developments on the Engineering project. In fact, late last week you intended to have a conference with Gene about any progress, or problems, on the project but at the last minute, you got busy. This morning you received an email from Jack confirming your suspicion that a major problem is developing. Jack is hopping mad because the program Gene put together doesn't provide the information needed (namely, sufficient cost breakdowns, charge codes and original budget estimates). Gene has apparently moved ahead on his/her own without sufficient consultation with Jack and the other engineers. Gene is seen as a very dramatic character, fast talking and emotional who ignores suggestions from the Engineering Department. Gene gets impatient when Jack or other engineers try to explain what they need. It is apparent that Engineering's support for the project and their working relationship with Gene are in jeopardy.

You hate to be too tough with Gene but the problem needs to be confronted. This client relationship and communication problem with Gene surfaced during a previous project with the Production Department. Eventually you had to intervene quite heavily to mediate a major conflict. Gene has the technical expertise to do the work and knows as much as anyone in the Company about computer programming. However, you know Gene consistently comes on strong, dominates any discussion and feels extremely self-confident.

You are painfully aware of the need to improve client satisfaction and the overall image of the department. There is no question, if complaints continue, your credibility, as well as everyone's in the department, will be affected. You have asked Gene to stop by your office so that you can discuss the situation.

CASE

MUTUAL COMMUNICATIONS CORPORATION Gene Jackson - Employee

For the past 15 years, you have been moving up the "technical ranks" of the Computing and Information Processing Division of Mutual Communications Corporation. Since you have been doing the same basic thing for most of those years, you have gained a very high level of technical expertise. You are very proud of your training and the hard work you have put in to earn your "stripes."

For the past three years, you have served as a Senior Project Leader. You really like the authority of this position. The only frustrating thing is trying to get users to cooperate as well as the computers do. Jack Parsons, Director of Engineering, is a good example. Several weeks ago, you were assigned to work with Jack to come up with a new cost control program. This presented a great opportunity for you to get some real recognition and visibility if you could just create a good program. Your biggest stumbling block right now is working with Jack. Jack doesn't know a thing about computers. He keeps changing his mind and he isn't sensitive about your heavy workload. If Jack would just listen to your ideas, you could complete this job and get on to your next assignment. Jack just doesn't seem to trust you enough.

Actually, he is very typical of the clients you work with in the company. They just don't appreciate the fact that your workload is up 5 % from last year. On top of that, Jeri, your boss, keeps "harping" about more involvement and better communications between the computing staff and the computer users. As far as you're concerned, it's no big deal. If the company wants good programs produced fast, you need to get in and get the job done. After all, that's what they pay you for.

At any rate, you are glad Jeri has asked you to meet with him/her today to go over the Engineering Cost Control Program. You are eager to get this program wrapped up. Maybe you can get Jeri to talk some computer sense into those "blockhead" engineers. You may also have a chance to talk about a possible promotion. With all the experience and technical training you have, it is hard to understand why you have not been made an area manager in the department.



Work Group Procedures

When everyone has finished, set up the case by having them verbally review the content of the situation for you. One way to do this is with a simple T-Diagram to outline the details/facts of the situation from both the coach's and employee's views.

A follow-up question which further focuses the case and reinforces what we are teaching is:

- What are the specific concerns that need to be addressed?

Reinforce the idea that Gene is not a bad employee, but his/her actions/performance just are not contributing to the department's goals and objectives. Next, you might take some time to look at impact and outcomes. You could ask questions like these:

- How important is it that we address the issue?
- What are some possible outcomes or consequences that may result if we choose not to address the issue?

When the group has an understanding of the basic issues, they are ready to break into small groups. Refer them to page 29 and briefly explain each role.

Demonstrate how to use the tape recorder. Specify a time to reconvene (approximately 35-45 minutes).

WORK GROUP PROCEDURES

CASE NUMBER ONE

ROLES: ___ Everyone will play the role of coach, other person and observer once.

ASSIGNMENTS:

COACH:

- Do what you would do naturally if this were your situation.
- Tape record on your tape (do not take time to listen to the tape now, we will later).

OTHER PERSON:

- Be a challenge for this coach during the conversation.
- Be realistic.

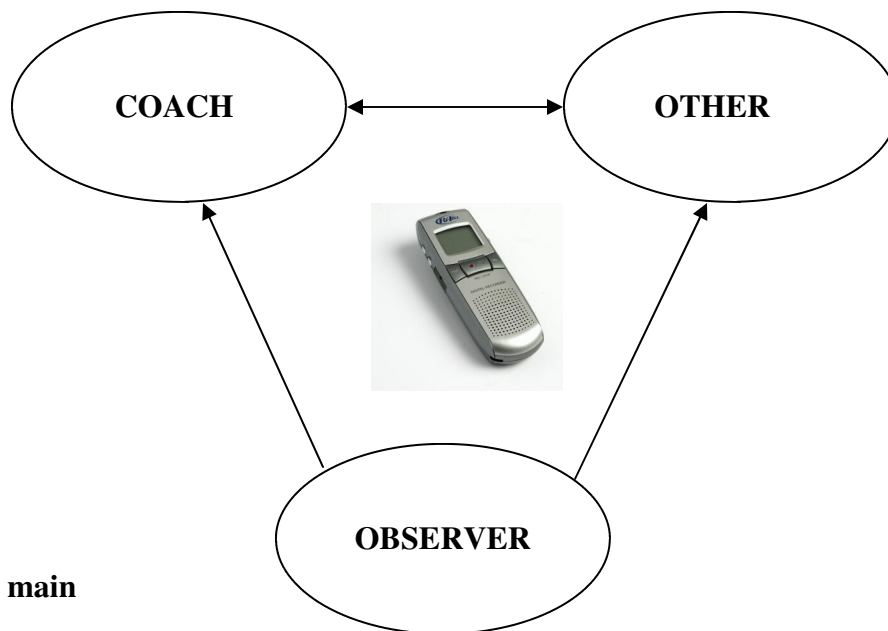
OBSERVERS:

- Watch the time and let the coach know when 1 (one) minute is remaining.
- Record a few observations about the coach (what went well and what one thing should the manager consider doing differently the next time).

PROCEDURE:

- Up to 10 (ten) minutes per discussion. A brief review, then move on to the next coaching pair.

RECORD ALL DISCUSSION ON THE RECORDER



Reconvene in the main
classroom at: _____



UNIT

2

THE COACHING PROCESS

The Coaching Process

I. Purpose

- A. To establish a template for managerial behavior.
- B. To provide a clear definition of each of the eight steps.
- C. To build an understanding of how the steps fit together as an integrated process which coaches can use to improve employee performance.
- D. To provide an illustration of the process.

II. Suggestions/Cautions

- A. This segment sets the tone for the rest of the workshop, so it is important to create a felt need for the use of the model.
- B. Be careful not to be too didactic and to lecture too much. The intent here is to get the group keyed into the Coaching Model, not to really teach it in depth.
- C. If you use every bit of information contained in the Instructor's Notes for this module, you will have done too much. We have provided more depth than you need to teach the segment, so use discretion in what you present. Key into the learning level of your audience.
- D. Remember that you will go into detail on each step tomorrow. Save your "Aces" till then.

UNIT 2: THE COACHING PROCESS **PAGE**

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Research On Coaching

Don't spend a lot of time explaining the mechanics and methods that went into the search for the coaching model. Simply indicate that detecting the key coaching skills required careful analysis of real coaching sessions, between real coaches and employees, about real issues we evaluated. The net result was a model of eight major skills, or behaviors, that were derived from 47 specific behaviors.

RESEARCH ON COACHING

WHAT DO EFFECTIVE LEADERS DO DURING COACHING DISCUSSIONS?

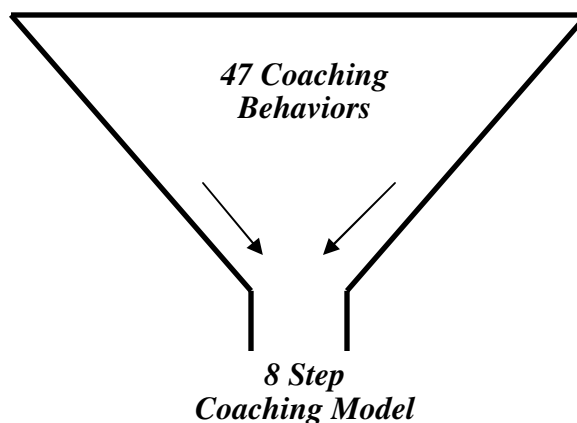
OUR STUDY*

EFFECTIVE COACHES
(TOP 1/3 RD OF A
CROSS SECTION OF
MANAGERS)

VS.

INEFFECTIVE COACHES
(BOTTOM 1/3RD OF A
CROSS SECTION OF
MANAGERS)

1. Based on interviews with both the manager and a sample of their employees both the effective and ineffective coaches could describe the elements of an effective coaching discussion. There was no difference.
2. However, when actual coaching discussions were observed the effective managers did the things they told us constituted an effective coaching discussion, the ineffective didn't or couldn't. They exhibited 47 unique behaviors.



About The Eight Step Coaching Model

The items on the following page are background points or helpful reminders as you think about the Eight Step coaching process as a whole or from a distance. Use these points as a framework, you shouldn't have to spend more than a couple of minutes on this to properly frame your discussion, move along briskly.

DISCUSSION

ABOUT THE EIGHT STEP COACHING MODEL

1. It is deceptively simple.
2. The emphasis is on the process side of the conversation not the content side.
3. It is your road map and will vary in use each time a trip is made.
4. The steps are numbered and presented in order only for sake of discussion. In practice, a conversation is not this ordered or neat.



Coaching - A Process Skill

Frequently coaches get pre-occupied with the subject matter of the coaching discussion or caught up in the solution.

The Coaching Model enables us to visualize a discussion guide or template to insure that we hit on the right “keys and notes” in order to orchestrate the message with the right sound or tone. Draw attention to the four points on this page and see if there is general agreement.

Help participants see that coaching can be used in traditional manager/employee relationships; with peers, supervisors (coaching up), personal or family situations, etc. It is critical that participants do not get “hung up” with details and specifics on any single case or exercise; that they focus instead on truly learning the process skills of coaching.

DISCUSSION

COACHING - A PROCESS SKILL

PROCESS = The method or approach. *“How we are talking”*

Non-communication examples of process differences:

- CD's vs. iPods
- Fast Food Service vs. Restaurant Service
- Windows vs. Apple
- Email vs. U.S. Postal System

CONTENT = The subject or topic. *“What we are talking about”*

Implications for coaching:

1. Many different processes (methods or approaches) can be used to accomplish communication.
2. The same basic process (method or approach) can be used successfully in varied situations.
3. The process (method or approach) you choose to use will affect the quality of the relationship, regardless of the content being discussed.
4. If you are having trouble communicating, the problem is usually found in the process (method or approach) you are using.



Step One - Be Supportive

Use the overhead to show the multi-colored wheel and explain that this is a visual representation of the model

Indicate that we have tried to identify each basic principle or concept by one or two key words. For Step #1, the words are simply “Be Supportive.” The words alone probably sound pretty hollow. Tell participants that you want to add some depth to that concept based on the findings of the original research. It is positioned at the center of the wheel for a very important reason. This step is a simple, but vital, key to successful coaching efforts, and therefore it is in the center of the diagram.

Have participants complete page 11 and report on a few responses. Then select from the following material to get the basic points across.

The manager’s level of support, and concern for the employee’s success and development, forms the basis of the relationship. That support continues to permeate the relationship. Point out that solid relationships are built on trust, honesty, support, and concern for the interests and needs of the employees. They are based on openness, interest, and caring. Data from the original research showed that any effort on the part of a coach to influence and change the actions or behaviors of employees was successful only if there was a positive and solid foundation.

You might stress the need for a balance between the leader’s concern for tasks or results and relationships with employees. Stress that the effective managers spent half the time during the discussion expressing support or doing supportive things. Ask the class for examples of being supportive or doing supportive things. Record these on a flip chart. Don’t go into a lot of detail, you will later. Just make sure they have the idea. Examples include: collaboration, helping, empathy, listening, recognition of employee value, etc.

If the manager’s involvement is low and if that is perceived by the employee, the manager can expect resistance to any effort to change or improve the performance or the actions of the employee. Employees must have a sense of equity and fairness in the relationship before they will attempt any change. Unlike machines or hardware, people have interests and needs and sensitivities. Managers need to demonstrate an understanding of those needs.

You might point out to the participants that support and trust is a long-term effort. In any individual coaching session you contribute to the employee’s overall perception of your willingness to Be Supportive.

You might also caution the managers that doing too much of Step #1 at any one time begins to look phony and artificial.

Another consideration is the possibility of becoming too friendly, and too close to employees. Doing so can obstruct the manager’s objectivity. If that happens, the ability to offer constructive help and assistance, to point out and to work on difficulties, and to confront difficult issues is lost.

The task, or challenge in Step #1, is to strike a balance, to show enough interest and concern, to convey your intentions, and yet not to over-indulge, over socialize or develop a friendship that will interfere with their responsibilities. The goal is to clarify their intentions to have a supportive relationship. The intent of any coaching discussion and especially the purpose of Step #1, is to somehow contribute to a partnership relationship between the manager and his/her employees.

Finally, point out that when it comes to influencing and getting others to act and cooperate, people are willing to do so only to the extent that they trust and have confidence in the person doing the asking. People simply do not respond in a genuine, good faith, and sincere way to people they don’t trust, have no confidence in, or see as adversaries. Therefore, the challenge in Step #1 is to have employees see the manager not as an adversary or barrier but as a partner in the effort to produce success and payoffs for the manager, the organization, and the employee.

NOTE: In this first discussion be cautious that you don’t over teach and consume an excess amount of time on introducing the steps.

DISCUSSION

STEP ONE - BE SUPPORTIVE (THE FOUNDATION STEP)

How can you demonstrate your support or supportiveness of another person?

Think about the best manager you have ever worked for. What words would you use to describe him/her?

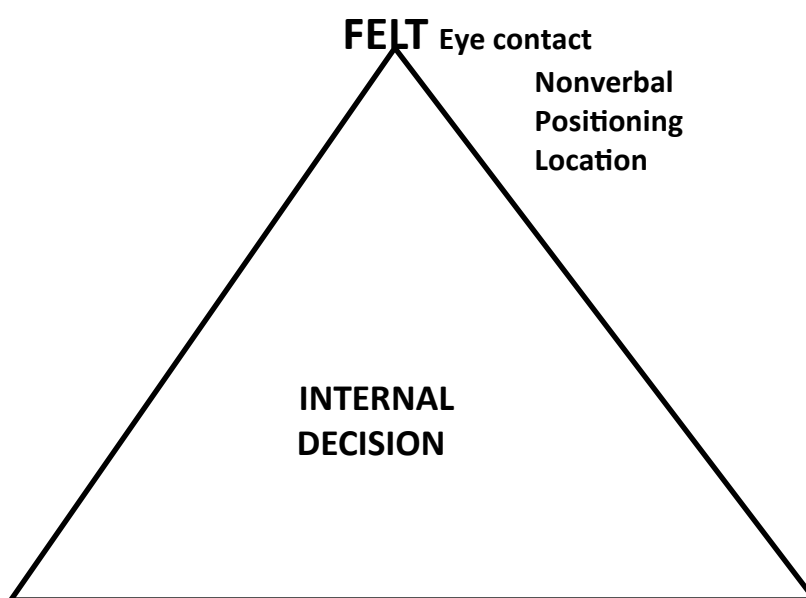
Additional notes on being supportive:



Support Triangle

If, in your judgment, participants need some clarification of Step #1, explain that there are three central parts to support as indicated in the diagram. Make sure you point out that support is an internal decision we make about how we want to relate to others. After making this decision, our words and actions follow, not vice a versa. Support cannot be faked and has nothing to do with being liked or liking others. Without this genuine decision, our attempts to act and be supportive will be inconsistent and phony.

SUPPORT TRIANGLE



TANGIBLE

Help
Time
Training
Resources

EXPRESSED

Appreciation
Recognition of
Strengths
Recognition of
Contributions
Acceptance

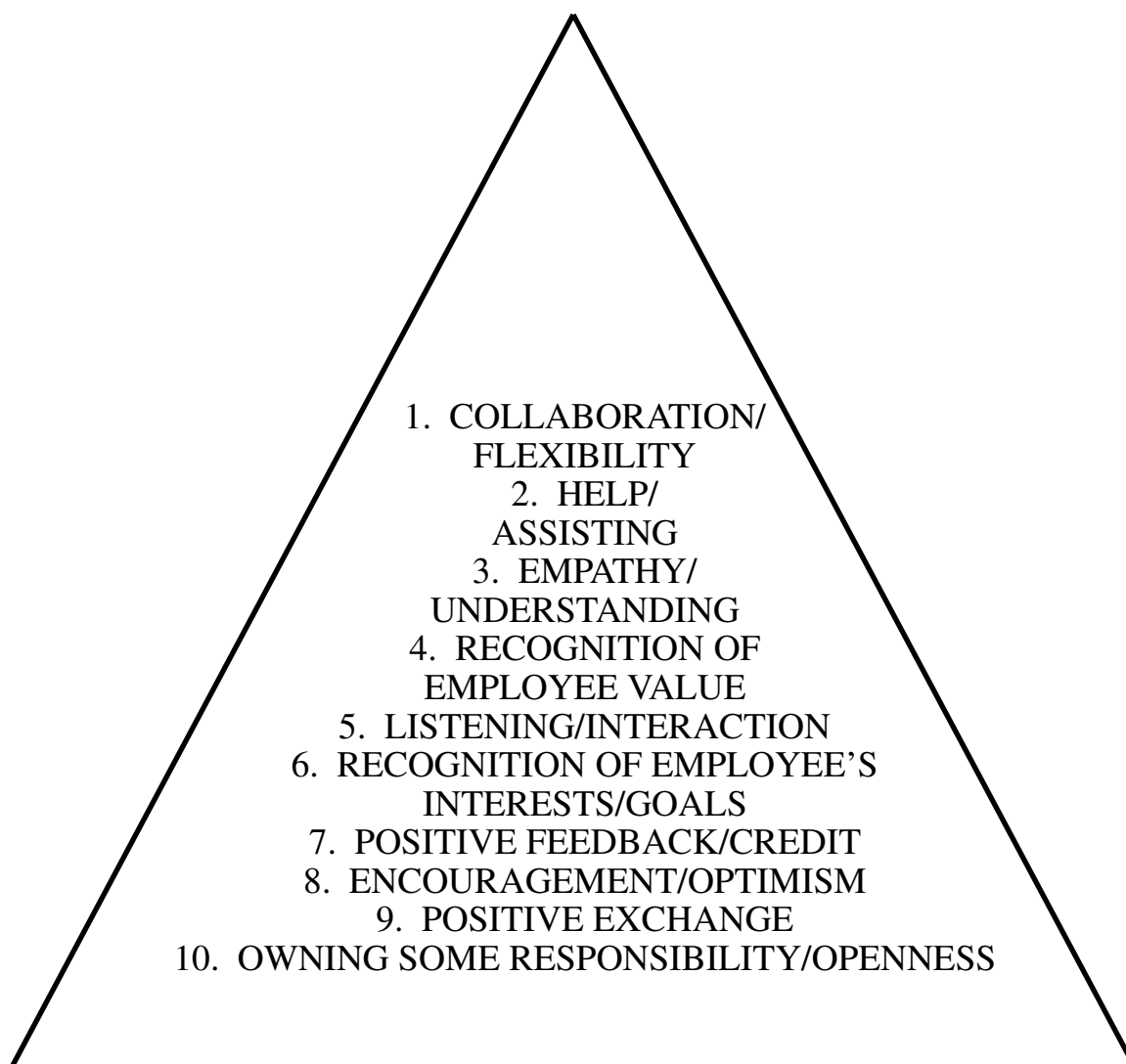
Support is: A way of being, and specific actions or expressions.



Supportive Leader Behaviors

You can indicate to your group that support elements had varying levels of importance in the coaching sessions of highly effective leaders. This chart indicates, for example, that getting people's input and being helpful were more constructive than simply giving positive feedback. Take enough time to point out that having a leader own up, or take some portion of the concern or situation, was critical to the success of the coaching process.

SUPPORTIVE LEADER BEHAVIORS



Step Two - Define The Topic And Need

Use the overhead to show Step #2.

Another familiar term for this step is “feedback.” Step #2 is designed to insure that the manager and the employee have a clear understanding of the specific concerns, problems, or opportunities that need attention. Often managers make the error of assuming that both parties see behavior or actions being discussed in the same way. You may want to mention to participants that they will have an opportunity to gain some insight into Step #2 when the questionnaire feedback is shared with them. They will be able to see if their perception is the same or different than their employees. People often do see things differently, and the objective of this step is to achieve mutual understanding and to express viewpoints. The main purpose of Step #2 is to achieve a clear, non-evaluative description of the concerns or problems at hand. This step should not deal with historical or distant past events, but should focus on relevant here-and-now issues and concerns.

Another danger managers face in applying this step is to move too quickly to solutions before a clear description and perception has been offered about what is, or is not, being done. Point out to participants that it is critical that they be specific, assertive, and fair to themselves and to their employees in this step. It is also vital that the employee has the opportunity to offer and share his/her perceptions. Often the employee will respond with excuses or justifications. Doing so is normal and is to be expected at this point. It is important for the manager not to get alarmed or to deviate into long debates about excuses, justifications, or rational. Again, the aim is to gain a clear understanding and description. By really being certain of the facts and clear about the situation, they will be in a better position to look ahead to change. The idea here is that when a problem is well-defined it usually is half-solved.

Some managers indicate that this is one of the easiest steps for them to do. In fact, some even seem to take delight in giving critical, harsh feedback. We question the intentions of those managers and offer some alternatives. Other managers find this step extremely difficult and awkward. During the workshop, you will need to try to support and guide those managers in learning to make clear assertive observations to their employees. In fact, a key role for any coach is to act as a sounding board. Employees need to be able to count on managers to offer a clear view of what’s going on.

A critical point to make in presenting this step is the importance of limiting the number and size of issues that are taken on during one coaching session. Suggest that managers deal with only one issue at a time. We find that it is wise to get the employee to simply recount specific events, situations, or instances related to the manager’s main concern. The goal here is to limit the scope and to take on manageable problems and issues. Since the Coaching Model is designed to facilitate the change process, it is important not to take on overwhelming issues. Rather, work the employee up to larger issues through being successful with smaller concerns.

The manager may not get full agreement on this step. Tell participants not to be overly concerned. Remind them that the process we advocate is to indicate what they see, clarify their expectations, define the problem and listen well to the employee’s view. Then they should clearly express any differences in views. Again, the goal in Step #2 is to be calmly assertive and put into words what they see and feel about the employee’s performance, actions, and behavior with regard to current relevant situations.

In summary, point out that the manager’s task in Step #2 is to share his/her perception of how things are going, to solicit the employee’s view, to demonstrate the ability to listen and to learn from the employee’s comments. Then they should confront the employee with their own concerns or the reality of the situation. If necessary, they will need to define and discuss any differences between the two points of view. As quickly as you feel the group has grasped the basic concepts, move to Step #3.

DISCUSSION

STEP TWO - DEFINE THE TOPIC AND NEEDS (EASIEST TO MINIMIZE)

KEY POINTS:

- Focus
- Go slow to go fast later
- Don't make assumptions

ALTERNATIVE WORDS:



Self-Serving Bias

In discussing Step #2, the reading “Self-Serving Bias” is useful for highlighting the dynamics which are taking place.

It is a natural human tendency to attribute success to our own efforts and failure to causes outside of ourselves. This, self-serving bias, will become very evident during Step #2. It leads to differences of opinion, conflict, and excuses. The good coach recognizes and expects it, but works at beginning the “truth” process by supportive confrontation.

READING

SELF-SERVING BIAS*

DEFINITION: The tendency for individuals to take personal responsibility for their successes but to attribute failures to external or situational causes.

ATTRIBUTE SUCCESS TO

- Personal ability
- My typical effort
- My efforts on the task
- My mood/motivation

ATTRIBUTE FAILURE TO

- Task difficulty
- Luck
- Supervision
- Co-workers/competition

(EXCUSES)

WHY?

- To protect and enhance their own self-esteem.
- Self preservation (winning approval and avoiding disapproval).

CONSEQUENCES:

Interpersonal conflict (The manager and employee view the same set of events but perceive them differently—each believes that his or her viewpoint is correct and that the other misunderstands).

WHAT TO DO:

1. Recognize and expect self-serving bias.

2. A.) Verbally support owning up (seize the moment).

“I am pleased to see you recognize the problem. It makes it easier for us to deal with whatever needs to be done and to prevent it from happening again.”

B.) Confront covering up.

“You and I perceive the reasons behind this problem differently. Can you consider the possibility that you might be responsible, in part, for the problem?”

3. Focus on learning from the past by jointly developing true causes, using critical incidents.

“To help us determine where we go from here, let’s concentrate on understanding both our perceptions of the events surrounding the last contract that resulted in the competition getting the deal. Why don’t you start?”

* Adapted from “Performance Failure: Executive Response to Self-Serving Bias.” Henry P. Sims, Jr., and Dennis A Gioia. *Business Horizons*. January/February, 1984 pp. 64-71.



Step Three - Establish The Impact

Use the overhead to highlight Step #3.

The tendency of many managers is to overlook this step entirely. It is the most avoided and most neglected of any of the Eight Steps. It is also the most important step in terms of getting people to truly make a change. The intent of this step is to have the employee make a good self-assessment or value judgment about the impact of their present actions. The impact may affect them and their own goals, the organization, or others involved in the organization.

Going back again to the original study, we found that unless employees have made an assessment in their own minds about the costs or benefits that their actions are producing, real change will not occur. There may be a superficial effort but not a significant and lasting change. Once employees begin to see the ramifications of their actions and their performance, then they are ready for constructive problem solving and action planning.

Be very clear about this step. Sometimes it is a difficult concept for participants to grasp. The aim is to create some tensions and stress in the employee's mind. Doing so serves to unfreeze and to get the employees to reconsider and reassess what is being done. You may choose to use the flip chart to illustrate the change process. If you do, briefly explain that change involves unfreezing or breaking patterns of behavior. That's the purpose of this step. The actual change process comes later in making and implementing a plan. Then, Step #8 solidifies or refreezes the new and better behavior.

Another way you might describe the intent of Step #3 is as a way to disrupt or disturb complacency. The hope is that employees will begin to look at their own behavior and question what it means. They will begin to examine the situation in light of the things they value as outcomes. Once a little tension or stress or pain has been created, employees become interested in considering a change. The need to search for an alternative becomes apparent. In examining their actions in comparison to their motives, interest, aims, objectives, or intentions, employees can usually determine in their own mind the level and amount of change that is required to better meet the real objectives and intentions.

The hope here is that the manager will serve as the stimulus to make this self-assessment and self-evaluation occur. The idea is not for the manager to put pressure on the employee. Rather, the employee should generate a little internal pressure. Hopefully, this will get the employee to internalize and contemplate the impact of his/her behavior. Because of some new insight, the manager can get the employee to shed new light on the situation and to understand it more fully.

A nice way to illustrate this step is to use some accounting terminology and an illustration. One idea you might use is the problem of late reports. You can show the relationship between Steps #2 and #3 by indicating that the late report is Step #2 (the feedback). Step #3 is to help the employee do an accounting of that action in broader terms, or "Establish Impact." We recommend that you make a "T" account on a flip chart. Ask participants if they see any benefits in turning in late reports. After a minute, most participants will say..."Well perhaps it gives the employee more time to prepare reports and that's a benefit." Others may point out that reports can be more accurate, there is less pressure and bottlenecks in typing, and reproduction can be avoided. Write the participant's ideas on the chart. You may want to suggest that often in strange, subtle ways the employee also sees benefits in turning in late reports because it gets the attention of the manager. If the employee sees mainly the benefits of turning in late reports, the manager is going to continue to get late reports.

The task of the manager is to help shed light on the costs of turning in late reports. Sometimes the employee just is not aware of the costs of turning in late reports. Perhaps all the manager would need to do is increase that understanding. Ask the participants to identify some costs of turning in late reports. They will easily generate a number of points. Some examples are: reputations will be hurt, the employee's performance rating will drop, management can't make decisions with the information, customer services will be affected, etc. Write these ideas on the flip chart.

Point out to the group that very often, if the manager can help employees step back and re-examine the relationship between costs and benefits, they quickly understand the full impact and value that their actions are producing or not producing.

Indicate to participants that, as managers, they can spend a lot of time on this step or very little time. The manager can ask and draw out the impact from the employee. Or, the manager can spell things out and paint the picture for the employee. The purpose here is to get the employee to look at the Step #2 from a different angle, or in a different light, in order to understand it more fully.

This step generates a motivation and the interest to change. Point out to participants that Step #3 acts like a lubricant or grease in moving the employee from Step #2 to the critical area of Step #4. It is a vital transition step in terms of getting the full support, commitment, and cooperation of the employee.

DISCUSSION

STEP THREE - ESTABLISH THE IMPACT (THE MOST IGNORED)

KEY POINTS:

- Look at the situation from all perspectives.
- Create an internal motivation or felt need.
- Don't assume the other person knows, accepts, or has considered all the impacts of the present situation.

ALTERNATIVE WORDS:



Step Four - Initiate A Plan

RECAP

Now is a good time to recap the first three steps. We recommend using something like this. By the time the manager has reached this point, the employee has a clear sense of the manager's concern and support. The employee has also had the opportunity to express his/her views and feels that they have been carefully considered. Then, in Step # 3 the employee has had an opportunity to step back from the situation and to re-examine the value and impact more fully. Now, both the manager and the employee are prepared to move into Step #4.

Use the overhead to point out Step #4

Make the point to the participants that this step is critical. It is the "action and payoff" step. It is the end zone, the goal, the pay dirt that we are all shooting for. Steps 1, 2, and 3 are the building blocks, the necessary preliminary steps, but this is the place where the actual change is worked out.

In this step the manager has a choice of developing a plan and giving it to the employee or developing and negotiating the plan with the employee. Obviously, the choice depends on the employee's ability and willingness to respond, to really understand the impact of what's being done. Indicate that, if at all possible, the employee should be involved in making the plan. After all, he/she is closest to the situation and probably is in the best position to know what's going on, to identify viable alternatives, and to know what will, or will not, work. Using the employee's knowledge of the situation as well as his/her creativity and talent to develop a workable plan will help insure success.

Point out to participants that some employees are more capable and/or willing than others when it's time to actually set targets and work out the details.

Regardless of who constructs a plan, it needs to be specific. It needs to be simple; it needs to be clear; it needs to be feasible; and it needs to have clear timetables.

Goals need to be set and clearly understood. We have found that clear, hard, specific goals work better than vague, easy to achieve goals. Tell participants it is important for the manager to take the lead in making sure clear goals are established. Then, as much as possible, the manager should get the employee to provide ideas on how to reach the goals. The more input from the employee on the plan, the more likely it is that the plan will be accomplished. The employee will feel part of the plan and will have ownership for results. As a result of working together, the employee's personal credibility and judgment is on the line as well as the manager's.

Caution participants that one of the problems with this step is that a lot of managers assume that if they have given the employee clear feedback in Step #2, and if they have helped the employee assess the impact from all the different angles, then the employee can construct a specific action plan on their own. This is a dangerous assumption. Regardless of who comes up with the plan, the manager has the responsibility to insure that clear plans are in place. Specific actions must have been laid out, and clear timetables established.

DISCUSSION

STEP FOUR - INITIATE A PLAN (WATCH THE AUTHORITY TRAP)

KEY POINTS:

- Be realistic.
- Make it clear.
- Build ownership through involvement.

ALTERNATIVE WORDS:



Step Five - Get A Commitment

Use the overhead to introduce Step #5

Once a plan has been defined, a lot of managers make the mistake of not following through and soliciting clear intentions from the employee. Point out that what we mean here is that many times managers fail to clearly articulate and literally ask for a commitment. By using clear and pointed words, the manager is looking for a clear response from the employee, which indicates a willingness and obligation to perform; that there is ownership and responsibility; and that the employee does truly believe that the plan can be accomplished as constructed. Therefore, this step is designed to “lock up” a commitment to try the plan. Tell the group that the goal is to get a promise and to create a sense of obligation.

Caution them that the employee may feel that the manager is encroaching on his/her freedom. They may need to clarify to the employee that the intent is not to encroach, but it is an attempt to clearly and definitely understand intentions. It is important to be persistent, to get a clear answer, and to hear the employee actually verbalize commitment. The manager simply cannot assume or hope that things will change and that plans will be implemented.

This step, then, is designed to tie it all together. It's a way to close the deal. Step #5 doesn't take a lot of time. It does take some courage on the manager's part to ask for commitment and to be clear in letting the employee know you are serious.

Some people ask why Steps #4 and #5 are not combined. The main point is that in our research we found that many managers fail to actually ask for commitment. Failure to gain commitment often makes the difference in success or failure. We have kept this step separate in order to give it appropriate emphasis.

DISCUSSION

STEP FIVE - GET A COMMITMENT (DON'T ASSUME ANYTHING)

KEY POINTS:

- A verbal signature.
- Ask, listen and watch.

ALTERNATIVE WORDS:



Step Six - Confront Excuses/Resistance

Again, use the overhead to introduce Step #6

The title for this step sounds harsh. The main thrust is for the manager to convey a real determination to act on the plan. Inactivity simply is not acceptable. In designing the model this step was difficult to place in the wheel because excuses can develop at any point in the interaction process. However, as we did more investigating, we found that there are really two kinds of excuses that managers need to take into account. The first usually occurs as a result of discussion on Step #2, "Define The Topic and Need." Those excuses are usually designed to justify why things are happening the way they are. Although these can be distracting or annoying, they really don't do a lot of harm.

The other kind of excuses are those which surface when future plans and actions are being discussed. These are the ones that create real problems for managers. For that reason, "Confront Excuses/Resistance" was placed as Step #6 on the wheel.

Some people have a little trouble understanding why such a step should be necessary once a commitment has been made. We have found that when there is hesitation, resistance, or a weak commitment to the plan, managers usually begin to see excuses develop at this point.

Because these kinds of excuses develop as a result of planning and commitment seeking, they pose serious potential threats to the action plan. Tell participants that their challenge here is to get the discussion back on track and moving forward. The job of the manager is to not focus on the excuse; but rather to get the employee to focus on positive actions.

Point out that in some instances excuses can be helpful. They can provide an opportunity for the manager and the employee to do better contingency planning. The hope is that the manager can redirect the employee's thoughts and energy into more realistic, better plans that aren't prone to excuses.

Express your hope that the managers won't get bogged down in debates and arguments with their employees. The key is to get some constructive change started. If there are excessive excuses, one approach might be to simplify the plan. The manager should convey the expectation for change to occur and for support from the employee.

Sometimes excuses serve to insulate the employee from dealing with a harsh reality that requires a change in their behavior. Point out that a useful way to handle such a situation is to give the employee some support and indicate that you know it's difficult. You also know they are talented, that you have faith, that you are willing to support them, and that you do expect some change to happen.

The task of the manager in this step is to get the employee to focus less on excuses and reasons why things won't work and more on what can be done. The manager can talk about what is within the influence and control of the employee, what bits and pieces are controllable. The manager can ask the employee what he/she can contribute in a constructive vein, what he/she is willing to do. The employee needs to understand that the manager is willing to confront resistance and excuses and is not willing to accept inactivity.

In addition to helping employees deal with avoidance the leader also must be sensitive to employee withdrawal. The manager does this by recognizing "clues" from the employee which indicate withdrawal/resistance. Ask the class for examples of these "clues." Listen and emphasize that they can range from silence to anger to over-compliance. Having recognized these "clues" the leader then needs to make these the topic of the conversation, delaying discussion on the problem, until these issues have been surfaced and discussed. Try to keep this discussion short because you will come back to it later and develop the points in greater depth.

Some participants have indicated that if Steps #1 through #5 are done well, it's not likely that a lot of excuses or resistance will emerge. We basically believe this to be true. Regardless of whether there are few or many excuses, it may be appropriate to move to Step #7.

DISCUSSION

STEP SIX - CONFRONT EXCUSES AND RESISTANCE (WITH CHANGE THESE ARE NORMAL)

KEY POINTS:

- Excuses and resistance can occur at any time in the discussion.
- Legitimate reasons, excuses and resistance are different.
- Excuses: re-focus on what can be controlled.
- Resistance: make it the topic of conversation.

ALTERNATIVE WORDS:



KEY PRINCIPLES FOR MANAGING EXCUSES

1. Recognize the difference between legitimate reasons, excuses and resistance.
2. Every excuse warrants a responsive action.
3. One step back, two steps forward: name it, be supportive, redirect attention.
4. The plan can be modified, as a result of excuses, as long as there is still some constructive action to be taken.
5. There is no escape; managing excuses is a valuable and constructive process.



Step Seven - Clarify Consequences, Don't Punish

Use the overhead to introduce this step

Explain that Step #7 is more discretionary than the other steps. The title of the step, "Clarify Consequences," has an important meaning. The intent is to discuss outcomes, to put into words the positive and/or negative things that will occur as a result of the plan being implemented successfully or unsuccessfully. Thinking of consequences in this way can be a powerful tool for the manager. It does not necessarily imply "moving toward punishment."

Emphasize to participants that this course focuses on coaching, not on discipline or the administration of consequences. We are not suggesting that discipline and punishment are inappropriate. We are simply saying that the coaching process needs to focus on the clarification of consequences rather than the administration of consequences. We believe it is important and legitimate to discuss positive and negative consequences with employees. Employees have a right to a clear understanding regarding the outcomes or consequences of their behavior. Actions may produce rewards and/or punishments. Employees need to know where they stand in relationship to the boundaries and expectations of managers and of the organization.

This step requires the manager to be selective and to emphasize consequences only to the extent that it is appropriate. Not every coaching session requires emphasis on this step.

One of the main problems in motivation and action planning of any type is that employees sometimes fail to see the link between their actions, their behaviors, and their efforts. They may not know what their actions will lead to, what the tangible and intangible outcomes will be. Point out to participants that employees don't like to be surprised or ambushed. Surprises feel like punishment. Try to show the tie between the Consequences, Step #7, and the Plan, Step #4. Make it clear that you are trying to create a linkage to help managers convey to employees what can be expected as a result of their actions and plans.

Our hope is that Step #7 will add clarity and will be an incentive for change. Mention that there are many kinds of consequences. Some are positive, but not obvious, outcomes of successful change. You might point out a couple of examples such as opportunity to meet new people, more inclusion in decision making, or the possibility of new and challenging tasks. Indicate that the idea of clear positive and negative consequences or outcomes will be explained in more depth later.

DISCUSSION

STEP SEVEN - CLARIFY CONSEQUENCES, DON'T PUNISH

(DRIVEN BY THE COMMITMENT)

KEY POINTS:

- They can be positive, negative, or not discussed.
- Clarify, don't administer or apply, consequences.
- Focus on natural outcomes.
- Describe the future.

ALTERNATIVE WORDS:



Step Eight - Don't Give Up

Use the overhead to introduce the final step

When participants see this step they chuckle. They seem to think that we are being somewhat facetious or humorous in including this step. That's O.K. But, in addition to the basic idea of tenacity or stick-to-itiveness, there is a serious message here. Point out to participants that behavioral change is evolutionary, not revolutionary. That is, important and fundamental changes and action plans don't happen overnight. Emphasize to them that change requires a lot of follow up. The manager must be prepared to hang in there and to keep the coaching effort going longer than he/she ever anticipated.

When the plan is initiated, the employee may take the manager through a testing period to see if, in fact, the manager is serious. Applying the ideas of this step gives the manager a chance to begin showing some resolve and to indicate that inactivity is unacceptable.

Another goal is for the manager to give the employee some encouragement and confidence before the coaching discussion ends.

A good way to summarize Step #8 is to restate to participants that the manager needs to follow-up. He/she needs to be prepared to stay with the coaching process even longer than expected and that the employee will have an on-going need for some support. Fundamentally, it means that before the discussion ends, the manager must set a concrete, specific follow-up date and location. Doing so will give the employee a strong signal that the coaching efforts are genuine and serious. This indicates the manager's commitment, or resolve, to see things succeed.

DISCUSSION

STEP EIGHT - DON'T GIVE UP (THIS IS JUST THE START)

KEY POINTS:

- During and after the conversation(s).
- Your commitment to helping.
- Follow up and follow through.

ALTERNATIVE WORDS:



UNIT

3

**THE COACHING PROCESS
IN ACTION**

Introduction

I. Purpose

- A. To provide a video example of the Coaching Skills, illustrating the use of all Eight Steps.
- B. To allow participants to compare their natural coaching approach with the Eight Step Coaching Model and identify areas for further focus.
- C. To continue developing participants awareness of each of the Eight Steps by practicing new behaviors during the second case.

II. Suggestions/Cautions

- A. Help participants use the video to focus on the discussion process, not get hung up on the specific solution.
- B. Work carefully to help participant apply their insights from the video to their own coaching. Suggest that they look for comparisons/contrasts.
- C. It is important to establish a good learning environment for the small group experiences. Here are some considerations to keep in mind:
 - 1. Be sure that procedures are crystal clear. We have found that participants are willing to really get into the processes as long as they know what is expected and how to go about the feedback process. You may need to go over the case observation sheet, as well as the roles and procedures, two or three times. Be sure to ask for questions at strategic points.
 - 2. For some participants, giving feedback may be a new experience. In your introductory presentation of the process, make certain that each participant understands the difference between being descriptive and specific, as opposed to general and evaluative.

**UNIT 3: THE COACHING PROCESS
IN ACTION**

PAGE

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Summary of Mutual Communications

Now that participants have been introduced to the Coaching Model, show them a video demonstration—The Gene and Jeri case. Before playing the video, have participants review the summary on page 5.

READING

SUMMARY OF MUTUAL COMMUNICATIONS: VIDEO CASE EXAMPLE

YOU'RE—JERI McNEAL
(Middle Level Manager)

EMPLOYEE—GENE JACKSON
(Senior Project Engineer)

REPOSITION THE WHOLE
COMPUTER SERVICE GROUP
TO A CUSTOMER/USER
ORIENTATION (NOW SEEN AS
INSENSITIVE TO CUSTOMERS
NEEDS).

BRIGHT.

TECHNICALLY COMPETENT.

OUTSPOKEN/IMPATIENT/DOGMATIC.

IN THE CURRENT POSITION FOR
TWO YEARS, PAST EXPERIENCE
WITH ANOTHER FIRM.

15 YEARS TENURE.

LOYAL/DEDICATED/HARDWORKING.

URGENT - YOU HAVE RECEIVED
A EMAIL FROM JACK, WHO IS UPSET.

POOR PEOPLE SKILLS.

FEELS OVERWORKED
(5% INCREASE OVER LAST YEAR)
AND UNDER APPRECIATED.

YOUR MAJOR PROBLEM IN
CHANGING THE DEPARTMENT'S
IMAGE AND APPROACH TO
CLIENTS IS PEOPLE LIKE GENE.

IMMEDIATE ISSUES:

GENE IS WORKING ON DEVELOPING THE SOFTWARE (A COST CONTROL SYSTEM) FOR A MAJOR
ENGINEERING PROJECT.

THE CLIENT, JACK PARSONS, DIRECTOR, IS NOT HAPPY WITH GENE'S WORK (LITTLE TO NO CONTACT AND
SOFTWARE DOESN'T DELIVER).

GENE IS MEETING WITH YOU AND HAS HAD LITTLE COACHING FROM YOU OR PAST MANAGERS.

LONG TERM ISSUES:

TO IMPLEMENT CHANGES IN THE WAY THE ENTIRE DEPARTMENT VIEWS AND WORKS WITH CLIENTS.

GENE'S FORMAL PERFORMANCE REVIEW IS TWO MONTHS FROM NOW.

GENE IS AN INFORMAL LEADER IN THE DEPARTMENT AND OTHERS WILL VIEW HIS BEHAVIOR AS A STRONG
MESSAGE ON HOW SERIOUS YOU ARE IN BECOMING MORE CUSTOMER ORIENTED.



Key Points

We recommend that, in introducing the tape, you emphasize its value as a teaching aid. Point out that the video is designed to cue participants into the Eight Step process, so they should concentrate on the process, not the solution. They should pay close attention to the steps and the communication techniques the manager uses.

Following the video tape.

Now that the managers have seen an overview of the Coaching Model and you have had a chance to briefly explain the logic, content and sequence of each step, point out that the model is a common sense, rational approach. It is, in fact, deceptively simple. It seems easy to understand on paper. What we notice, though, is that managers sometimes do have some difficulty in orchestrating or navigating their way through all of the Eight Steps during a discussion.

Point out that we will be building on their natural skills in really developing the use of each of the steps throughout the remainder of the workshop. Tell them that this is the core, or key, concept in the workshop. It is our hope that managers will truly get comfortable using the Eight Steps in a quick, easy, straightforward fashion.

VIDEO

KEY POINTS

1. This videotape is a “teaching aid.” Consequently, we have compressed the situation/reality.
2. The players in the tape will be deliberate in speech and emphasis so that the steps can be clearly observed.
3. The steps are frequently “superimposed” on the screen so you can easily follow the discussion.
4. Watch and focus on the way the steps are expressed and the “pattern” of the interaction. Don’t get distracted or caught up in the problem itself or the particular solution presented on the tape. There are many solutions that might work. The most important thing to look for is how the discussion is organized and managed.
5. Listen with an open mind, this approach may appear “different” in some ways than the typical approach. This is to be expected; otherwise, there will be little to discover and learn.



Charting Case Number One

Introduce the next exercise

Explain to the group that the purpose for recording their approach to the Mutual Communications case was to capture “a sample” of their coaching and management style. One of our objectives in this seminar is to give them some specific feedback on their coaching style. By recording how they, as managers, would handle a specific employee performance situation, we have tried to:

1. Take a picture of their approach/style/methods of interacting with an employee about a sensitive job-related issue on a one-on-one basis.
2. Establish a common starting point for teaching them a new strategy/approach for working/interacting with employees on a one-on-one basis.

Now that we have this interaction on tape, we would like to have them listen to each manager’s tape and analyze its content/effectiveness. We would like them to:

- Play each manager’s tape.
- Chart the flow/pattern of the Eight Steps using the Coaching Model.
- Give each manager some specific feedback on how he/she used the process.

We recommend that you carefully explain how to use the Case Observation Sheets found on pages 13 and 15. An overhead may be a helpful way to demonstrate how to move across and vertically through the matrix as the manager makes statements or asks questions related to each of the Eight Steps. Discuss the importance of quality feedback. Explain to the group that the feedback process is critical to the success of the case studies. Point out the importance of quality feedback by discussing page 11.

NOTE: When explaining how to use the observation sheets to track the conversation, make sure the participants know they only need to focus/track the manager. Sometimes they try to track what the employee is saying/doing. We do not need this information.

Get them started. Be sure that you are very clear in outlining how the small groups should proceed.

Re-divide the large group into different small groups of three, different from the group that they recorded the first role play. We find it best to switch group compositions for this exercise. The observations seem to be more objective. The group’s energy seems to be better when they are in new groups.

Time requirements are: 10 minutes to review each tape
 5 minutes for feedback to the manager
 15 minutes total per person in the group

EXERCISE

CHARTING CASE NUMBER ONE

OBJECTIVE: To listen and chart, on an observation sheet, each of the managers coaching behaviors during the first case study.

ASSIGNMENTS:

MANAGER:

- As you listen to your tape, chart yourself on an observation sheet.

SECOND PERSON:

- Listen to the manager and chart them on a separate observation sheet.

THIRD PERSON:

- Using a 2 column account, keep a log on the amount of time the manager and employee talked during the discussion. At the end, total each column and calculate a rough percentage of time each talked during the discussion.

PROCEDURE:

- The manager should always make their observations first, telling the others in the work group how they charted themselves, the steps they thought were covered well and those steps which need more attention in future discussions.
- The second person then reviews their observation sheet with the manager, noting similar and different perceptions of how the steps were covered during the discussion.
- The third person relates the percentage of time the manager and employee talked during the discussion.
- The work group listens to the second and third manager's tape, following these same procedures.
- Reconvene in the main class room at: _____



Giving Feedback

Whether you are coaching employees about real job situations or observing and helping others here in the workshop, it is appropriate to keep the following ideas and tips in mind when helping others to learn from your feedback.

Do a quick review of this page and see if there are questions about the “art” of giving and receiving feedback.

DISCUSSION

GIVING FEEDBACK

Productive

- Specific behaviors
- Recent examples
- Descriptive, non-evaluative
- Things others can change

Non-productive

- General, vague
- Old examples
- Evaluate, attribute negative motives, pass judgment
- Bring up areas others can't change

RECEIVING FEEDBACK

Encouraging

- Paraphrasing
- Request clarification
- Summarize
- Perception check
- Speculates as to examples, behavior

Turn off

- Justifying, arguing
- Building a case
- Promise not to do it again
- Apologizing
- Accepting too quickly without understanding



Case Observation Sheet

This is the observation sheet that observers will be using in the work groups. At first, it can be a little tricky for some people who are not accustomed to observing their communication strategies and processes. Be prepared to visit as many small work groups as possible to lend assistance or clarify how to use this tool.

CASE

CASE OBSERVATION SHEET

Case _____ Coach _____

STEPS

ORDER/FREQUENCY

1. BE SUPPORTIVE																				
2. DEFINE THE TOPIC AND NEEDS																				
3. ESTABLISH IMPACT																				
4. INITIATE A PLAN																				
5. GET A COMMITMENT																				
6. CONFRONT EXCUSES/ RESISTANCE																				
7. CLARIFY CONSEQUENCES, DON'T PUNISH																				
8. DON'T GIVE UP																				
Notes:																				



CASE

CASE OBSERVATION SHEET

Case _____ Coach _____

STEPS

ORDER/FREQUENCY

1. BE SUPPORTIVE																				
2. DEFINE THE TOPIC AND NEEDS																				
3. ESTABLISH IMPACT																				
4. INITIATE A PLAN																				
5. GET A COMMITMENT																				
6. CONFRONT EXCUSES/ RESISTANCE																				
7. CLARIFY CONSEQUENCES, DON'T PUNISH																				
8. DON'T GIVE UP																				
Notes:																				



Case Number One

After everyone has played his/her tape and received feedback from the group, reconvene as a large group and process the experience. Typical questions may include:

- How did it go?
- What worked well for you?
- What things did members of your group try that you thought were effective?
- Was it more difficult being the manager or the employee?
- What obstacles did you encounter?
- What would you do differently if you had a chance to do it again?
- Which of the Eight Steps were used most?
- Which of the Eight Steps were used least?
- Which steps(s) seemed most difficult?
- Did you observe any trends in the way members of your group handled the situation?
- What percentage of the time did the manager talk? and listen?
- Do you think the employee really recognized the problem?
- How specific and clear was the plan? What was the plan? What, where, when and extent?

Following this discussion move on to summarize this unit by having participants read page 19.

Assassins of Coaching

After participants have had an opportunity to read page 19, pool the group to see how many observed some of these “assassins of coaching.”

SUMMARY

By now, participants have some basic ideas of their strengths and weaknesses. They also should be developing a good working relationship with other members of the group.

We suggest that you bring this segment to closure by briefly mentioning that other case studies, as well as video and class demonstrations, will be used to help them incorporate the learning points into their management style.

You can suggest that: “During each work session try to...”

- Become increasingly familiar with the basic concepts of the Coaching Model.
- Experiment using the concepts in ways that are both familiar and unfamiliar to you.
- Adapt the general concept to your own personal style.

Please emphasize that we are not intending to create a script for managers to follow. Rather, we want to provide them with some guidelines or basic ideas to use as they construct their discussions or their interviews. The Eight Steps are cues and a path to follow. The Coaching Model is much like a road map that indicates the major intersections or mile posts in the conversation. It is a way to give a little more structure and clarity to the discussion. It is a way to insure that they accomplish as much as possible in the investment of their coaching time.

Make the point that this does not mean that coaching discussions need to take hours. It is our expectation that the manager can become proficient at using the process in a matter of just a few short minutes. You might simply conclude by saying that the model is not designed to be abstract. It is designed to be practical and useful. It has been put together as a result of what successful managers and coaches actually do. What we have tried to do here is clarify, simplify, and illustrate what seems to be happening in successful coaching situations.

READINGS

ASSASSINS OF COACHING

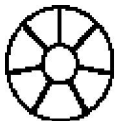
1. **TIME** - A priority and leverage issue.
2. **FEAR** - A courage issue....will I hurt, will I do more damage.
3. **EMOTION/ANGER** - A punishment/retaliation issue.
4. **NARROW VIEW** - Reactive, problem only perspective, “good crew,” non-attentive.
5. **LOVE AFFAIR WITH CONTROL** - The authority trap.
6. **OVER CONFIDENCE** - It is easy to be brave/efficient in theory....this is easy.
7. **KNOW IT ALL ATTITUDE** - Impatient with those less knowledgeable.



UNIT

4

COLLABORATIVE COACHING



Introduction

I. Purpose

- A. To present four different approaches, or styles, for the manager to consider when using the EIGHT STEP Coaching Model during a conversation.
- B. To develop an appreciation of the impact that a manager's style has upon the level of employee understanding, ownership, and commitment for change developed during the conversation.
- C. To emphasize the practical need for using a COLLABORATIVE APPROACH during practice sessions in preference to the Persuade, Direct or Educate approach.
- D. To provide managers with a framework for an analysis of feedback so he/she can determine which of the 4 approaches was used during a practice.
- E. To allow participants an opportunity to practice the Coaching Model and to develop a conscious awareness of their strengths and weaknesses.

II. Suggestions/Cautions

For the Collaborative Coaching unit, keep these ideas in mind.

- A. You will need to watch the time carefully during this module. It is easy to get into too much depth in some of the areas.
- B. The main point in using the diagram is to raise participant's awareness of different managerial styles and the ways those styles directly affect efforts to change behavior. Since our goal is to concentrate on change through collaboration, that concept needs to be the main thrust of your presentation.
- C. The old saying "A picture is worth a thousand words" applies here. The mental picture created by personal examples or illustrations will be a very effective tool for you to use.
- D. Be careful not to get bogged down in theory and concept, and as a consequence, spend too much time on the unit.
- E. The case in this unit is more complicated than the last one, so it may require more pre-work with the group.

UNIT 4: COLLABORATIVE COACHING **PAGE**

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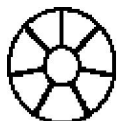
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Positively Influencing Others

In bridging from the Mutual Communication case to the Collaborative Coaching unit, we suggest that you ask participants if they noticed any differences in the way members of the group approached the situation.

Try to get some indication of the various styles that your participants used. Then, make the point that there are a range of styles that could be used in applying coaching techniques.

As you discuss the concept of POSITIVE INFLUENCE, use a flip chart to illustrate your points. When you finish the short presentation, your flip chart should look like this:

Points to make include:

- Our objective in holding a coaching discussion is to be a POSITIVE INFLUENCE with others.
- Our conversation toward this end can be thought of as WHAT we do and HOW we do it
- Under the WHAT side of the conversation we have discussed a successful process to help employees understand their current behavior and work on a specific plan for improvement - The EIGHT-STEP COACHING MODEL
- In addition to WHAT the manager needs to do we also need to consider HOW the manager does it and how the approach used affects the results of a meeting. For example, it is simple to say “You need to develop a plan or to define the topic and needs.” But, HOW you go about this ultimately determines the effectiveness of this phase of the COACHING MODEL.
- We want to explore the choices available to you during a conversation; i.e., HOW you do it. During the remainder of the practice sessions we want you to strive toward using more of a COLLABORATIVE approach. We want the Observer and the Employee to tell you which style or approach they felt you were using during the conversation (under HOW list COLLABORATIVE).

Tell the participants that you will now spend the next few minutes talking a little bit more in depth about Coaching Styles.

DISCUSSION

POSITIVELY INFLUENCING OTHERS

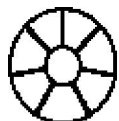
WHAT

+

STRATEGIES (HOW)

EIGHT STEP COACHING
MODEL

PROBLEM SOLVING
COLLABORATION



PURPOSE OF COACHING

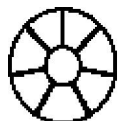
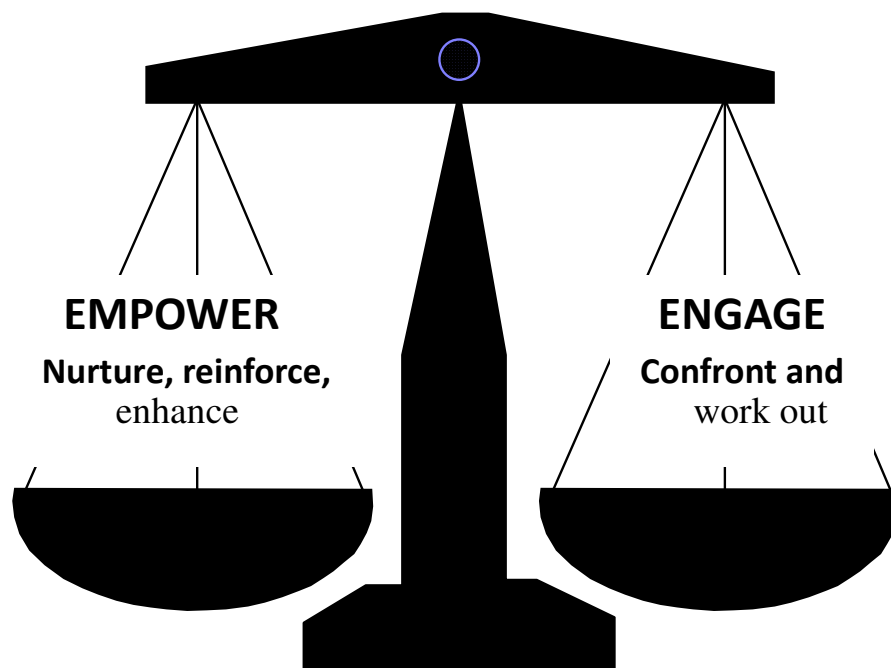
This picture is useful in exploring the leader's role when coaching others. They have two choices:

1. Empower: to develop, grow, nurture, and recognize accomplishments and strengths.
2. Engage: to confront performance problems with the goal of implementing specific actions to improve or change the current behavior.

The picture places these two purposes on a scale and in balance. Ask the group "if this balance occurs in their organization?" Unfortunately, coaching in many organizations is defined as only engaging others around problems. When a manager asks to schedule a coaching discussion, for many this means trouble--it will be to discuss a deficiency. The challenge is to balance these two purposes in the face of ever increasing demands for increased performance, quality, and customer service.

The focus of the Coaching Skills Workshop is on these two purposes. If helpful, you may refer back to earlier discussions about "Situations Which Require Coaching" and, "The Performance Curve" to suggest that coaching is a method for dealing with situations which require change/growth and situations where a "problem" exists.

PURPOSE OF COACHING



Coaching Styles Grid

The purpose of this diagram is to help participants understand that various styles of influence could be used to Empower and Engage. Each style or interaction method is founded in different assumptions about who is responsible for influence and the preferred interaction method. Another key point to make is that the Eight Step Coaching Model can be used as a method of influence in each style, but with dramatically different results.

Although this graph is a simplification, express that there are two basic approaches for interaction with and influencing another person. One Way (High Control and a reliance on Authority), and Two Way (Low Control and High Influence).

SELL is based on the assumption that the other person must decide to accept the influencing and employs one way interaction, they need to be sold. This frequently is manipulation.

TELL assumes that the other person is unable or unwilling and employs power, authority and commands as the method of interaction. This style can be adversarial in nature.

EDUCATE is also based on assumptions that the other person is unable or lacking in knowledge and skills. The interaction method involves providing instruction, training and other learning-based approaches. Often this style can be paternalistic.

COLLABORATE, the goal of the coaching seminar is founded on the assumptions that the other person will choose to be influenced and when he/she considers different perspectives, is open to alternative views and is approached in a low control way.

Ask: How would collaborate be different from the other three styles? What would you see happening differently in a collaborative discussion?

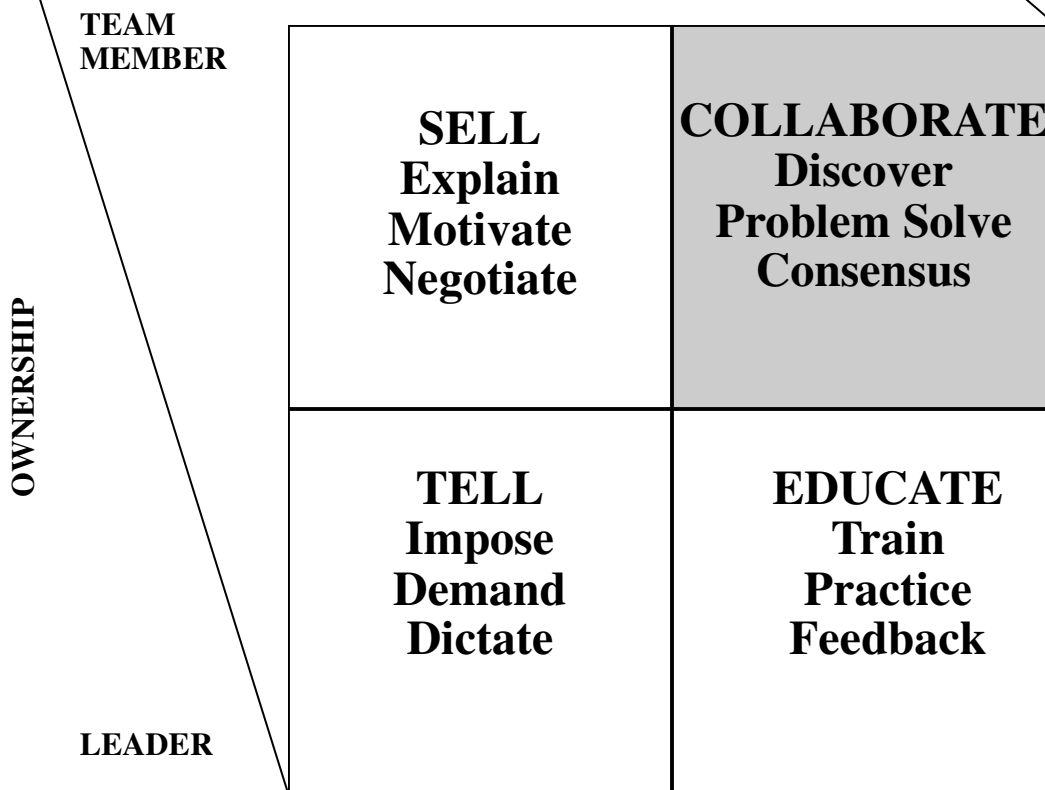
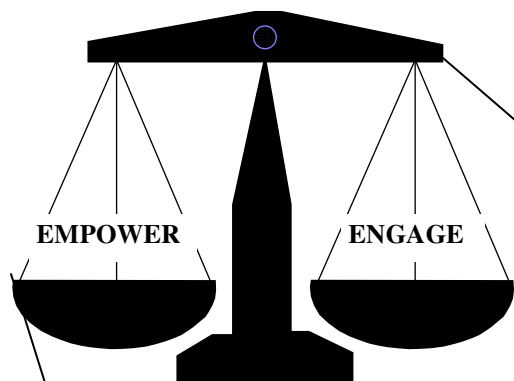
Note: Most groups find it hard to define specific collaborative behaviors, reinforcing that it is also hard to "let go" of our authority, to collaborate or treat the other person as a partner.

Conclude with two points:

1. Use the overhead to show the results on commitment, resistance, and compliance of the styles of influence.
2. Ask them to give each other feedback after each case on "What" (the Eight Steps in the Coaching Model) and "How" (the predominant style used by the leader/coach).

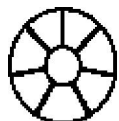
DISCUSSION

COACHING STYLES GRID



**ONE WAY
(HIGHT CONTROL,
AUTHORITY)**

**TWO WAY
(LOW CONTROL
HIGH INFLUENCE)**



INTERACTON METHOD

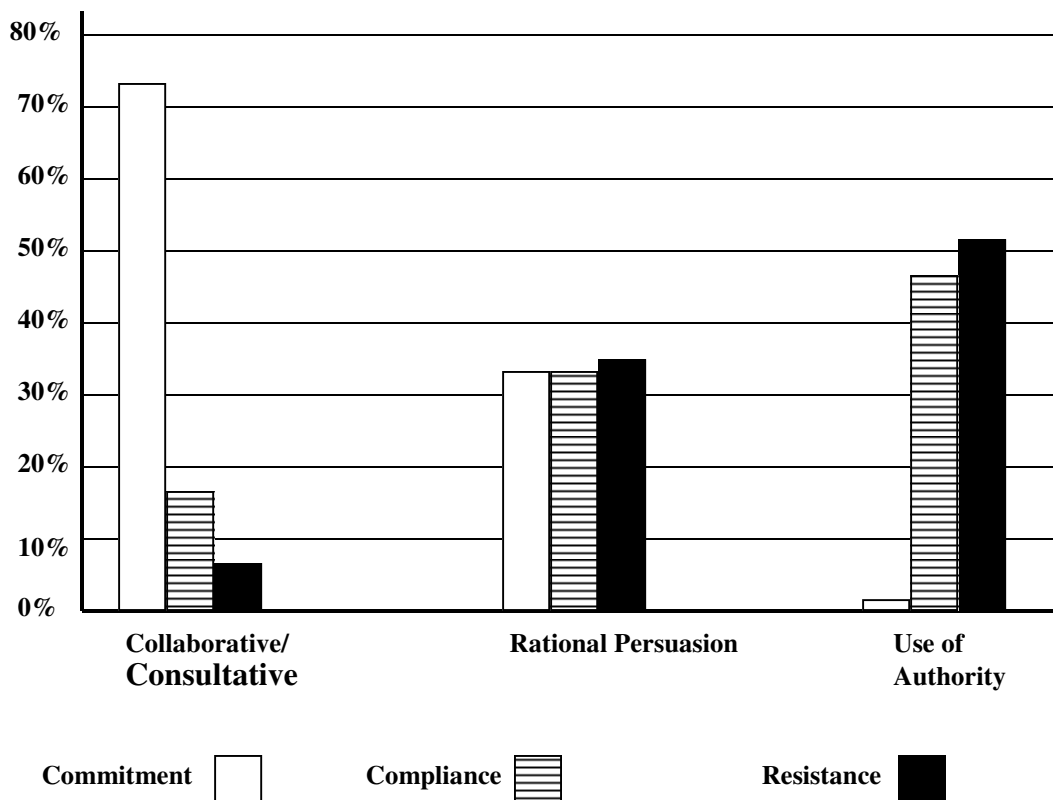
Collaborative Coaching — 4 — 9

Influence Tactics

This page, based on an independent research project, can be used to reinforce the fact that "Collaboration" is the way to go if one is concerned with the level of commitment from the other person.

DISCUSSION

INFLUENCE TACTICS



	Collaborative/Consultative	Rational Persuasion	Use of Authority
Commitment	73%	33%	2%
Compliance	18%	33%	47%
Resistance	9%	34%	51%

Commitment:

The other person agrees internally with an action or decision, is enthusiastic about it, and is likely to exercise initiative and demonstrate unusual effort and persistence in order to carry out the request successfully.

Compliance:

The other person carries out the requested action but is apathetic about it rather than enthusiastic, makes only a minimal or average effort, and does not show any initiative.

Resistance:

The other person is opposed to the requested action and tries to avoid doing it by refusing, arguing, delaying, or seeking to have the request nullified.

* For a more detailed discussion of the study and results see: Fable, Cecilia M., and Yukl, Gary. *Consequences for Managers of Using Single Influence Tactics and Combinations of Tactics*: *Academy of Management Journal*, 1992, Vol. 35, No. 3, pp. 638-652



Coaching Questions for Leader-Employee Coaching Conversations

Using effective questions is a skill that is often not practiced. The time you spend on this reading will depend upon your assessment of the participants need to practice this skill. This reading is a good “how to” for you discussion of collaborative coaching.

Two choices:

1. Ask the participants to read: **Coaching Questions for Leader-Employee Coaching Conversations** (4-13 through 4-19) OR
2. Follow along with your presentation of the content of this reading using the PowerPoint slides

READING

Coaching Questions for Leader-Employee Coaching Conversations

Transformational Leaders

Leadership research has concluded that Transformational Leaders make a great difference in organization and individual performance: a higher commitment from followers, more creative innovation, stronger loyalty and greater productivity.¹

Transformational Leaders exhibited these transformational characteristics:

- Share the vision
- Build a learning environment
- Be a positive role model
- Recognize individual abilities/values
- Reinforce self-confidence/independence
- Support their employees
- Drive out fear
- Encourage participation/self-expression
- Foster continuous improvement
- Foster initiative and responsibility
- Encourage persistence
- Emphasize intrinsic outcomes
- Advocate shared leadership

Our Study: Do High Transformational Leaders and Low Transformational Leaders Coach Differently?

We observed and videotaped leaders conducting a coaching discussion using the same two coaching case situations and interacting with the same two employees. The only difference was the coaching approach used by different leaders. Using a fifteen-item Transformational Leadership Questionnaire (TLQ)² we were able to document the difference in coaching for two groups of leaders, those whose peers and employees rated as High Transformational Leaders and those whose peers and employees rated as Low Transformational Leaders.³

The following differences in behaviors were observed during the coaching discussions:

Percent of Questions Versus Statements Made by Leaders During the Coaching Discussions:		
	High Transformational Leaders	Low Transformational Leaders
Questions	40%	7%
Statements	60%	93%

Percent of Time the Employee Versus the Leader was Speaking During the Coaching Discussions:		
	High Transformational Leaders	Low Transformational Leaders
Employee speaking	40%	15%
Leader speaking	60%	85%



READING

The High Transformational Leaders (HTL) described their role as helper, facilitator, partner and ally. The Low Transformational Leaders (LTL) saw their role as boss. The employees said the conversations with the HTLs were enjoyable and productive while they saw the LTLs as jerks (the employee's words), who really didn't care.

The High Transformational Leaders **talked less** and **asked more questions** during their coaching discussions.

Why Talk Less?

Coaching is more effective as a dialogue than as a monologue. You already know that.

However, once you assume the responsibility for coaching others, the tendency can be to take on all the responsibility for a productive discussion.

What does that mean for you as the coach? If there is silence, you think you need to fill it. If we are going nowhere, you need to provide direction. And the result can be excessive talking by the coach, often way more than the suggested 60% of the time in the conversation. You may even come across as lecturing!

And the outcome for the employee:

- No responsibility for success or failure of the conversation
- No commitment to the resulting actions
- No development of critical thinking skills
- A move towards being more dependent and less self-sufficient
- No discovery of the real cause and effect of the situation
- Employee's insight or perspective is left out of the conversation

No coach wants any of that. So talk less. Ask more questions. And really listen.

Why Ask More Questions?

Although statements made by the coach are an important part of the discussion, questions cause the other person to think and foster a dialogue. They create actions that the employee can believe in and increase their commitment.

By asking questions, the coach moves from the expert telling mode to a partnership relationship where two people are collectively discussing the situation and seeking a common solution. In our study and consulting experience, we have found that 90% of the time employees already have a clue that a problem or challenge exists.⁴ Tapping into this knowledge sends a powerful message: "I support you. You have good ideas. You can do this."

READING

Ineffective Questions

Asking effective questions is a skill that often is taken for granted. Some of the ineffective questions we often hear during a coaching session are:

1. Yes or No

Questions that can be answered with a simple “yes” or “no” allow the employee to stay out of the conversation. Although there may be a place for these questions, when asking for a commitment, monitor your question to get a meaningful response. If not, try another question. **Guideline:** Instead of asking: “Is that how you see the situation?” begin with “what” or “how.” “How do you see the situation?” or “What is your description of the current situation?”

2. Leading

Leading statements sound like giving advice or solutions in the form of a question. “Shouldn’t you check with the client before starting the project?” Words like should, shouldn’t, can’t, could, will or won’t are keys to know you are offering a solution, especially if the second word is “you.” **Guideline:** Explore the situation: “I’m curious, talk me through your process for starting a project with a new client.”

3. Interrogating

“Why” questions usually challenge the employee’s actions and cause them to become defensive or withdrawn. “Why did you take that course of action?” **Guideline:** Substitute “what” for “why”: “What were the elements you considered in deciding on that course of action?”

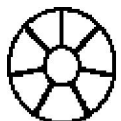
4. Wordy

Our desire to help and be understood may lead to asking the same question a number of ways and interjecting a different angle or possible answer along the way. The employee is confused and doesn’t know what to answer and potentially remains silent. “What are your ideas on how we can proceed? I can think of at least three productive approaches. What ideas have you come up with? After you have studied our budget limitations, are any ideas more attractive than others? I know another employee who has successfully dealt with this same challenge; would you care to meet with him/her? What do you think?” WOW! **Guideline:** Ask one question, stop, and let silence work: “What are your ideas on how you can proceed?”

Effective Questions for a Coaching Model

A coaching model helps structure the process of understanding, evaluating, planning, reinforcing and doing something productive. Instead of just talking, a model provides a framework for an effective and productive conversation.

There are many different models available. The one we recommend is based on our observational research of what effective versus ineffective coaching accomplished during employee coaching discussions.⁵ The objective of these discussions was to either change unproductive employee behavior or reinforce the employee’s good performance.



READING

Step One - Be Supportive

Tell me your impressions of the support I provide for you.
What type of support do you expect from me?
What resources do you need from me to do your job?
How can I best support you in achieving your goals?
How would you describe our relationship?

My Questions for Step One - Be Supportive:

Step Two - Define the Topic and Needs

Can you share your specific views of what's going on?
What has been your approach to handling this situation?
How would others describe your approach?
How would you describe what you think the ideal behavior would be in this situation?
How would the client (peer, team member or direct report) describe your approach?

My Questions for Step Two - Define the Topic and Needs:

Step Three - Establish Impact

What odds would you place on your behavior producing a positive result?
If you were the client (peer, team member or direct report), what would you think about your approach?
What are the pros and cons of your approach?
What assumptions about your behavior are you making about your impact on others?
What if I told you that your client (peer, team member or direct report) and I see the effect of what you are doing differently?

My Questions for Step Three - Establish Impact

READING

Step Four - Initiate a Plan

What's another solution or approach that you haven't tried yet?
If you were to change your approach, what would the conversation sound like when you talk with....?
How can you get started in making a change?
Given what needs to be accomplished, what do you see as the best alternatives?
If I wasn't here, what would you do to achieve or resolve this?

My Questions for Step Four - Initiate a Plan

Step Five - Get a Commitment

How would you describe your level of commitment to our plan?
My sense is that you are not fully committed to our plan. What can you say or do to feel more comfortable?
What specifically can or can't you commit to in our plan?
How hard are you going to try to make our plan work?
On a scale of 1 to 10, rate your commitment to our plan. Can you tell the reasons for your rating?

My Questions for Step Five - Get a Commitment

Step Six - Confront Excuses and Resistance

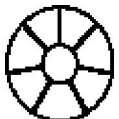
Excuses

I know that time is tight for this. What can you do within the time available?
What can we both do so that _____ (name the excuse) doesn't contribute to the present situation?
What can we both do so that _____ (name the excuse) will not keep us from moving forward to resolve the situation?
If limited resources are an issue, what can we do within the limits we face?
Others might be contributing to the current situation. What can you do about how you are acting or interacting with them?

Resistance

I sense your not entirely with me on this; what am I doing to cause your withdrawal?
It's OK to vent your anger about this situation. What is causing you to have these feelings?
I get the feeling that you don't want to talk about this. What can I do so we can have a productive conversation?
It's OK to cry. I can see you are upset. What can I do to allow us to talk about this today?
Your silence is apparent. What can I do to make it OK for you to want to talk about this?

My Questions for Step Six - Confront Excuses and Resistance



READING

Step Seven - Clarify Consequences, Don't Punish

Clarify Positive

Why is this change important?

What positive outcomes will your planned approach produce?

How well does your planned approach fit with the goals you want to achieve?

What's important to you about implementing your planned approach to the situation?

How do the outcomes of the new approach outweigh the outcomes of continuing on your present course of action?

Clarify Negative

What are the potential consequences of not changing?

What unintended consequences could you face by continuing the current action(s)?

What are all the reasons why you would not want to continue on your present course of action?

What could I say to you to convince you that not changing your present course of action is not good for you?

I understand you do not want to change. How would you describe the situation next year if you continue with this approach?

My Questions for Step Seven - Clarify Consequences, Don't Punish

Step Eight - Don't Give Up

As we move forward, what can I do to support your planned approach?

When should we reconnect to ensure that things are going the way you want?

If things are not working out as we had hoped, what would be a good way to bring this up so that we can openly discuss the new situation?

How often do you want to meet to check on the progress of implementing your plan?

What is the best way of keeping me in the loop?

My Questions for Step Eight - Don't Give Up

READING

Bonus thoughts:

Don't:

1. **Lead the witness** (“Don’t you think....?” “Doesn’t it seem....?”)
2. **Interrogate** (Question - Answer, Question - Answer, Question - Answer, Question - Answer)

Do:

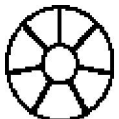
1. **Make it conversational** (Question - Answer - Comment) Comments = Paraphrase, Reactions, Reflect feelings, Pause, Redirect. Comment once after every 4-5 questions.

Share Your Feedback and Help Others

Only five example questions for each step or subsets of a step in our Eight-Step Coaching Model is provided. We encourage you to creatively think about how you would pose your questions. If we receive a significant number of alternatives, we will post them on our website as a resource to others. Please send your ideas or alternative questions that have been useful during your coaching discussions to: info@coachingandmentoring.com.

Endnotes

1. Bass, B. M. (1999) *Two Decades of Research and Development in Transformational Leadership*. European Journal of Work and Organizational Psychology, 8 (1), 9-32.
2. Otto, Carol, A. *The Relationship Between Transformational Leadership and Employee Loyalty, Employee Commitment, and Employee Perceptions of Organizational Justice*. A dissertation submitted to Michigan State University in practical fulfillment of the requirements for the degree of Doctor of Philosophy, Program in Higher, Adult, and Lifelong Education Department of Educational Administration. 1993.
3. For a detailed presentation of the study see: <http://coachingandmentoring.com/CoachingBehaviorsOfTransformationalLeaders.htm>
4. Starcevich, Matt. (1987) *The Coach: Creating Partnerships for a Competitive Edge*, CCM press.
5. *Ibid.*



Exercise: Coaching Questions

Using effective questions is a skill that is often not practiced. The time you spend on this exercise will depend upon your assessment of the participants need to practice this skill. This exercise is a good “how to” for you discussion of collaborative coaching.

If you are pressed for time or the participants are adept at using their questioning skills you can just get a sample of the individual questions for each of the Eight Steps.

If the participants could use some additional time to develop their questioning you can elect to use Option One by itself or continue on to Option Two.

EXERCISE

COACHING QUESTIONS

Individual Work:

Read Case number two, just pages 4-23 through 4-25. Use page 4-27 to take notes and write out two questions for each of the 8-Steps that you think needs to be answered by the employee. **Time 20 minutes**

Step One - Be Supportive

Step Two- Define The Topic and Needs

Step Three - Establish Impact

Step Four - Initiate a Plan

Step Five - Get a Commitment

Step Six - Confront Excuses and Resistance

Step Seven - Clarify Consequences, Don't Punish

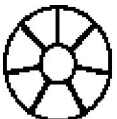
Step Eight - Don't Give Up

Small Group Work (Optional):

Your facilitator will indicate when and how you are to form in-class small groups. The group's task is to listen to each group member questions and then determine the "best" question your group has for each step. Be prepared to report your conclusions to the entire class. **Time 15 minutes**

Small Group Reports (Optional):

Depending on the size of the class ask each group to only report their "best" question for two steps each and then ask the entire class for their feedback on that group's "best" question. **Time 15 minutes**



Publix Research

WITHOUT EXERCISE: COACHING QUESTIONS (4-21)

Have participants read the PUBLIX RESEARCH case study. Ask them to become familiar with both the manager's and the employee's view of the situation.

MAKE NOTES FOR EACH STEP

Encourage them to make notes about how they want to cover each of the steps in the COACHING MODEL. They may need additional time to prepare for this session.

CHART FACTS OF THE CASE

When they have finished reading, use a flip chart to review the facts of the case. This gives you an opportunity to make sure everyone is clear on the facts of the case. Focus on the importance of helping this employee proactively adapt to change. The case is ripe for collaboration. Caution the managers not to dictate a course of action but be open to working with the employee to define the need for change and some possible alternatives.

WITH EXERCISE: COACHING QUESTIONS (4-21)

COMPLETE THE EXERCISE DESCRIBED ON 4-21

DECIDE ON EITHER OPTION TO REVIEW THE INDIVIDUAL QUESTIONS

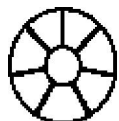
CHART FACTS OF THE CASE

When they have finished reading, use a flip chart to review the facts of the case. This gives you an opportunity to make sure everyone is clear on the facts of the case. Focus on the importance of helping this employee proactively adapt to change. The case is ripe for collaboration. Caution the managers not to dictate a course of action but be open to working with the employee to define the need for change and some possible alternatives.

PUBLIX RESEARCH

PURPOSE: To practice the Eight Step Coaching Model.

To use the Eight Step Coaching Model in a problem solving, collaborative discussion.



CASE

PUBLIX RESEARCH **Stacy King, Program Department Coach**

Your 10 years with Publix Research have been both personally and professionally very challenging and rewarding. The move to do more with less, you feel, is the right direction, even though it has increased your work load and responsibilities. With fewer managers, you now have to rely more than ever before on developing and motivating your employees. What concerns you the most is employees who have apparently stagnated or plateaued short of their potential. Many of these people take a pessimistic view that with fewer openings, expansion, or opportunities for advancement, at Publix Research, the best goal is to keep their present job. They have yet to grasp that their present jobs will be in a constant state of change and evolution. You like to view things more optimistically and feel there are always opportunities to grow and develop other than advancement. Recently, you have worked with two of your employees to trade jobs and, as a result, both are happier, excited about work again and productive. You need more of your staff to pay attention to their future.

Publix's need for systems have changed. All the basic systems have been built. They'll continue to run for years to come, however, major new developments to them are unlikely. There has been a shift to electronic networks, information systems, and PC based access. New skill sets and attitudes are needed in the developers of these new systems.

A personal challenge to you is one of your employees, Troy Stewart. You feel your relationship with Troy is positive and open enough to be of real help. Troy seems to have stagnated way short of his potential. Additionally, Troy seems to be very cynical toward his job and Publix. You know things have not always been rosy, but Troy seems to always look on the dark side in discussions about Publix. At times, you wonder if he is aware of how he sounds and the impression this is making on others. This cynicism seems to be wearing off on the other people that Troy contacts during work hours and you feel this is not a healthy situation for your work group. As you think about it, Troy needs a change to restart his engine and get excited about work again. What frustrates you is that he just hasn't thought through or established any goals, other than business as usual. You are convinced that the best help you can provide Troy is to help in this thought process and recognize the need to change: defining what the right goal is and developing the stepping stones towards achieving this goal, even if this entails leaving Publix or your department. As it exists now, you feel that with Troy's intelligence, he is wasting a real opportunity and will continue to be unhappy with life and, ultimately, Publix Research. You need for Troy to be productive and content. He has valuable systems knowledge that Publix should not lose.

As you think about Troy, some real obstacles come to mind in trying to provide this help. He seems to be in a comfortable rut and your past experience tells you that change and risk are, if not a foreign concept for Troy, a fearful proposition. Troy seems to lack the confidence to push toward the needed changes. You can empathize with Troy's lack of goals because, quite frankly, upon reflection, you have felt that way in the past but, you now have a target of what you are trying to accomplish and where you would like to be headed. If you think about it objectively, you feel that things have been changing and Troy has not. You feel strongly that Troy could benefit from an objective look and some understanding.

You have thought about a lot of options open to Troy if he would just be creative in working with you. Some things that you have thought about are: cross training for a few months in an entirely different department like telecommunications or expanding his job to include more personal contact with the client in developing the initial design as well as evaluating the project once it has been implemented. You are willing to help Troy, but you realize that the success of these efforts are predicated on Troy recognizing the need to define his goal, finding the right fit in terms of what he likes, then developing the skills and commitment to take a risk, however small this may be.

You have asked Troy to stop by this afternoon for a career discussion. As you think about the meeting, you recognize that this discussion will not be easy but you hope it will be productive.

CASE

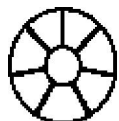
PUBLIX RESEARCH **Troy Stewart, System Analyst**

You have spent your entire 15 year career with Publix Research in some capacity of computer related work. As you think back, it is funny how some things change and others stay the same. You can remember your initial interview on campus with the Publix Research recruiter, how proud you were of graduating in the upper 15% of the class and your aspirations of setting the world on fire and advancing to a high level management position. Now, at 40, realism has set in and you recognize that your strengths are in the technical end of the business, not in managing other people. In fact, having relieved a manager during their vacation, you just didn't seem to have the patience it took to deal with such a diverse work force and the changes that seem to be constantly happening. Some people may find the predictability, logic, and dependability of computers boring, however you enjoy the complex challenges they offer. They are predictable, logical, and dependable because you helped make them that way.

Over the past fifteen years, you have designed and written programs for several of the Publix's key systems. You enjoyed contributing to Publix's success and have built good systems to support its research and product efforts. Few of your programs have ever failed in production. Working around the clock to meet deadlines and 2:00 a.m. phone calls to fix problems are part of the job. Frankly, the solitude of midnight is preferable to the politics of office hours. Life outside of work has been good though there seems to be a lot of demands on your time. Your spouse's consulting business requires her to travel out of town frequently, you may have to cancel the trip to the east coast that the two of you have been planning. Given the way things have been going, you're glad that you have a job that gives you the flexibility and time to take up the slack. Your home PC has become your passion. You have just upgraded it and are pleased at what you have accomplished. The local soccer league has 4,500 members and you have been busy developing a database and statistical program for them. Over the last several months, this has eaten into the better part of 150 hours of your free time, but you believe it will really be something when you're finished. Already, you have cut their registration time in half!

During the last performance evaluation, Stacy, your coach, asked you to think about looking to the future and establishing some new goals or directions for your career. You have thought about this a lot and come up blank. It is hard for you to see how next year will be any different than last year, life just seems to go on. The most exciting thing has been the data base you're building for the soccer league and the adult education classes you have taken in statistics and relational database design. You have often thought that getting more actively involved in consumer research and statistical analysis would be something to pursue as a second career. Your family and financial obligations however, have kept these thoughts and dreams to a minimum, you would not want to do anything to jeopardize the salary and benefits offered by Publix Research. Your salary grade would be hard to duplicate in any other organization. Maybe in five years, after your youngest has finished college, the risks will be less and you can think about some changes. Publix Research, like many other organizations, has gone through a period of downsizing and you feel your goal should be to keep your job by doing a good job and not worrying about the future.

Stacy has asked to talk to you about your job and career. Although you personally like Stacy and he is a good coach, you believe that you have been changing with the time and should be able to roll on until retirement.



Work Group Procedures

Review the Work Group Procedures.

Note that all three Special Instructions are on pages 19, 21 and 23. Try to have some serious fun with the group. Ask them not to read these but to wait until they are in their work groups and decide, without reading, which person will take Special Instructions #1, which will select #2, and which will select #3. The Special Instructions are designed to give each interaction a little different twist. They aren't any more difficult, they just provide a little "spice." This is why you are asking them to be on the honor system and read only their Special Instruction. Each participant is to incorporate the additional information when it is their turn to be the employee.

TIME:

- 10 minutes for the discussion
- 5 minutes for feedback to the manager
- 15 minutes total for each person in the group

Total time, 45 minutes for a 3 person group.

Keep the participants in the same work group that they listened to their Mutual Communications taped Coaching conversation in (page 3-9). This will allow them to give each other comparative and contrasting feedback; e.g. in the first case you talked too much, during this practice, the conversation was more balanced.

WORK GROUP PROCEDURES

CASE NUMBER TWO

ROLES: Everyone will play the role of manager, employee and observer once.

ASSIGNMENTS:

MANAGERS:

- Try all Eight Steps when, and if, you think they are appropriate.
- Use the pages from Unit 2, which describe each step during the coaching session, as guides for help.
- Practice a problem solving, collaborative discussion.

EMPLOYEES:

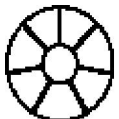
- Be a challenge for this manager - see special instructions.
- Be realistic.

OBSERVERS:

- Chart the manager using the following observation sheet. After discussing your observations with the manager, give them this observation sheet for their records.
- Provide the manager feedback on the problem solving, collaborative behaviors you observed during the conversation.
- Watch the time and let the manager know when 1 (one) minute is remaining.

PROCEDURE:

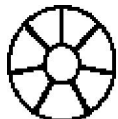
- The manager reviews their thoughts on how the eight step coaching process was applied during the discussion. Next, the employee provides the manager with their reactions as if they were still the employee. Finally, the observer shares their record of the conversation on the observation sheet.
- Time: 10 minutes per conversation
5 minutes feedback
- Reconvene in the main class room at _____



CASE

PUBLIX RESEARCH Special Instructions #1

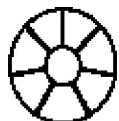
Your knowledge of the existing systems is extensive. You are acknowledged as an expert by your peers. It worries you that you won't be an expert in whatever new project you try and you enjoy being needed right where you are. A change could also mean giving up money. Good performance ratings and the raises that go with them are easier to get where you are, so resist any changes that disrupt the status quo unless your coach can really convince you that a change would be beneficial for you.



CASE

PUBLIX RESEARCH Special Instructions #2

You don't understand what is changing and how it affects you. You have read the magazine articles and a few books and agree the world is changing. Then you hear the manager's speeches about how different things are and will be. It doesn't compute. You are doing the same work you always have and no one has asked you to do anything differently. So what's all this talk about change? Really push the coach to help you see how things will be different. So much of this talk sounds like the new "flavor of the month" and nothing that is substantially different than before.

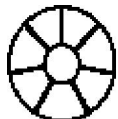


CASE

PUBLIX RESEARCH

Special Instruction #3

All you read and hear about the changes is that you will be required to meet and work with people at the expense of what you really like to do, work with the computer. This sounds scary and you feel unprepared for these changes. It's kind of like asking a tiger to change their stripes. Without your coach's full support for training and time to test out these ideas and changes, you don't feel you can really commit to, or get excited about, them. Your philosophy is to go slow and be willing to back out any time you feel threatened.



In Class Demonstration

Using a live demonstration is effective and can build your credibility as a trainer. Doing an effective demonstration will take at least a half hour by the time you answer questions.

Recruit a volunteer from the group to help demonstrate the case. In getting started, emphasize your intent to apply the steps and to model practical and effective guidelines. Also note that it will be a learning experience for you as well as for the group. You will be giving the case your best effort and you will expect suggestions and ideas (i.e., feedback) from them when you finish.

Ask for a volunteer to play the employee, Troy (System Analyst for Publix Research).

The instructor will demonstrate the Eight Step process by playing the part of Stacy, the Department Coach.

Ask the group to listen carefully to how you set up and use the Eight Steps. Ask them to focus on the process, not the problem. Caution them not to get hung up on whether the solution is wrong or right.

Ask them to make a note of any questions they may have. Take about ten minutes, then process this case the same way you did the earlier one.

- Any questions?
- What went well?
- What could be improved?
- What steps are still unclear for you?

SUMMARY

When the group has had an opportunity to give you feedback and to ask any questions they may have, we suggest that you summarize the learning process we use in the workshop. That is, each case builds upon skills introduced earlier. The feedback process is intended to provide new insight about themselves as coaches.

This is a good time to mention that the next major content portion of the workshop will give them a different kind of feedback. You will be looking at the questionnaire data completed before the workshop. They will be able to compare how they perceive themselves with how their employees feel they actually coach.

CASE

CASE OBSERVATION SHEET

Case _____ Coach _____

STEPS

ORDER/FREQUENCY

1. BE SUPPORTIVE																				
2. DEFINE THE TOPIC AND NEEDS																				
3. ESTABLISH IMPACT																				
4. INITIATE A PLAN																				
5. GET A COMMITMENT																				
6. CONFRONT EXCUSES/ RESISTANCE																				
7. CLARIFY CONSEQUENCES, DON'T PUNISH																				
8. DON'T GIVE UP																				

Notes:

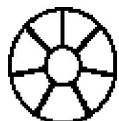
FEEDBACK ORDER/INSTRUCTIONS

FIRST, the coach should discuss his/her intent with the Eight Steps (“What I was trying to do....”).

NEXT, the employee discusses the impact of the conversation (how you felt and what you would do because of it).

LAST, the observer will describe how the Eight Steps were used (the frequency, pattern, what went well and opportunities that may have been missed).

CONCENTRATE ON THE PROCESS NOT ON THE CONTENT OF THE CASE



Perceptions of My Coaching Strengths And Weaknesses

Participants have now had the opportunity to receive feedback in several different ways. Use the exercise on page 27 as a means of getting participants to begin assessing, more personally, their strengths and weaknesses. This will serve as an important point of reference during the questionnaire feedback which follows in Unit 5.

Instructions for pages 28-37

Pages 28-37 are provided as optional resource materials for you to use in instructing participants about nuances of coaching. It is not necessary that you use all of this material. You should use these pages as specific answers to the specific learning needs of your group.

Pages 28-31 Some groups interpret supportiveness to mean the use of questions. They feel awkward with using questions. Discussing the different types of questions and completing the exercise, using the facts from Publix Research, may help clarify how and when questions can be used effectively in coaching.

Page 33 This page is helpful for individuals who may be struggling with how best to increase their supportiveness during a coaching a discussion.

Page 35 This page provides fundamental instruction regarding communication behaviors which are more effective in coaching. You may want to use this page to provide feedback to individuals who are not being effective in their coaching practices thus far.

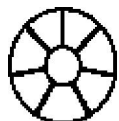
Page 37 This page can be useful for groups who over-exaggerate either the confrontive or supportive aspects of a coaching session and may not sense that both are necessary.

EXERCISE

PERCEPTIONS OF MY COACHING STRENGTHS AND WEAKNESSES

After listening to your natural approach to coaching and having tried the Eight Step Coaching Model put a plus (+) by those two (2) steps you feel are your relative strengths and a minus (-) by those two (2) steps you feel are your relative weaknesses.

- _____ Step 1: Be Supportive
- _____ Step 2: Define The Topic And Needs
- _____ Step 3: Establish Impact
- _____ Step 4: Initiate A Plan
- _____ Step 5: Get A Commitment
- _____ Step 6: Confront Excuses/Resistance
- _____ Step 7: Clarify Consequences, Don't Punish
- _____ Step 8: Don't Give Up
- _____



READING

CREATING A DEFENSIVE OR SUPPORTIVE CLIMATE IN CONVERSATIONS WITH OTHERS*

INCREASES SUPPORTIVENESS

Descriptive

Collaborative problem solving

Spontaneous/straightforward

Empathy/caring

Equality

Provisional/searching

Being personal

Available, opened up

Giving clear messages

Physical and psychological
closeness

Allowing self and others to
be comfortable with diversity and
unpredictability

INCREASES DEFENSIVENESS

Evaluative/judging

Control/persuade

Hidden agenda/deceptive

Neutrality/detached

Superiority

Certainty/dogmatic

Being in role

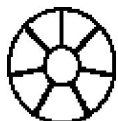
Closed, tuned out, analytical

Giving cluttered messages

Withdrawal, aloofness, separateness

Controlling self and others

* Adapted from J.R. Gibb, "The Search for Witness," pp 30-39 in W. G. Dyer, (ed.) Modern Theory and Method in Group Training. Van Nostrand Reinhold Company, New York, 1972



READING

BASIC CONSIDERATIONS IN MANAGING PERFORMANCE

IF YOU EXPECT TO CHANGE ANOTHER PERSONS BEHAVIOR, YOU MUST EXHIBIT OR DEMONSTRATE RESPONSIBLE LEADERSHIP BEHAVIOR.

LESS HELPFUL	MORE HELPFUL
<ul style="list-style-type: none">• USE OF FUZZY GENERALIZATION Always/Never Too many, Too few.	<ul style="list-style-type: none">• START FROM A NEUTRAL POINT Productivity Safety Customer Relations
<ul style="list-style-type: none">• STEREOTYPING AND INFERRING Insinuating or categorizing based on race, religion, gender, physical features, etc.	<ul style="list-style-type: none">• FOCUS ON INDIVIDUAL PERFORMANCE Specific actions/events Critical incidents Observable behaviors
<ul style="list-style-type: none">• USE OF JUDGEMENTAL LABELS Aggressive/Passive Sloppy, Lazy, Insensitive	<ul style="list-style-type: none">• SHARE SPECIFIC INFORMATION Records/Data Observations and feelings
<ul style="list-style-type: none">• WITHHOLDING OR IGNORING GOALS Failing to clearly state outcomes, priorities, needs.	<ul style="list-style-type: none">• EXPRESS EXPECTATIONS Goals/Standards Importance and value of outcomes
<ul style="list-style-type: none">• LACK OF ACCURATE FEEDBACK Avoiding or skirting real issues. Glossing over or playing down crucial events.	<ul style="list-style-type: none">• COMMUNICATION Honestly and openly Timely and regular feedback



READING

COACHING IS A BALANCING ACT

Support

Care

Compassion

Limit Issues

Short Range

Small Steps

Confront

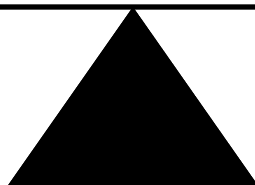
Drive

Action

Unload on all issues

Long Range

Big Steps



UNIT

5

QUESTIONNAIRE FEEDBACK

Questionnaire Feedback

I. Purpose

- A. To provide the participants with feedback on how they and others perceive behaviors associated with each of the eight steps of the Coaching Model as well as other factors that contribute to effective coaching discussions.
- B. To interpret the feedback sheets for the participants so that they know the basis for their scores, the meaning or significance of the results and their own areas of strengths and weaknesses.
- C. To provide the participants a narrower focus for the remainder of the workshop. i.e., which of the eight steps and associated behaviors would benefit most from concentrated study and practice.

II. Suggestions/Cautions

- A. This unit can be covered in about FORTY MINTUES. Your preparation will help to alleviate any confusion in understanding and interpreting each participant's survey results.
- B. Don't let participants get overly dependent on you for a precise interpretation of the data. Encourage their personal introspection, thought and personal conclusions about the data.
- C. The survey is an indicator, not a conclusive, final, or purely scientific tool. It is a guide and stimulus of introspection and thought about one's coaching effectiveness. Don't get caught up in lengthy discussion on statistical details or issues of validity and reliability. Take it as a snap shot from only four individuals, and go from there. The results can be affected by:
 - Who they asked to complete the survey.
 - Events that are going on within the organization that might influence responses.
 - The respondents state of mind—don't discount the relevance of the data. Use it a learning and growing experience.
 - Other factors

UNIT 5: QUESTIONNAIRE FEEDBACK PAGE

ACTIVITIES

DISCUSSION: THE COMPETENT PERSON.....5-5
THE PRINTOUT FORMAT.....5-7

EXERCISE: CHARTING THE COACH
AND OTHER SCORES.....5-9

DISCUSSION: BOTTOM FOUR SCORES.....5-11

EXERCISE: WHAT SHOULD BE YOUR FOCUS?.....5-13

READING: OTHER’S QUESTIONNAIRE.....5-15

READING: COACHING VALUES AND BELIEFS.....5-19
DEVELOPMENTAL COACHING.....5-21
A COMPARISON OF THE EIGHT STEP
MODEL IN DOWNWARD AND
UPWARD/PEER TO PEER
COACHING SITUATIONS.....5-22



Intentions and Impact

This is a good framework for thinking about the questionnaire and feedback in general. The competent person is one where this simple condition exists: their intentions in working with others are equal to the impact it has on others. We evaluate the extent of equality by the feedback we receive from others.

Illustrate an unequal situation, e.g., as a coach, I want to be seen as fair and consistent with all the people I interact with (my intention) and behave in a way I believe accomplishes this goal. I know the extent that I am achieving this goal by the type of feedback I get from the people I coach. Let us assume that those I coach see me as playing favorites and discriminating in my treatment of others. If for whatever reason I am unaware of this feedback and I see signs of dissatisfaction in the people I coach, who do I have a tendency to blame? Answer—they because I believe that I am doing everything I should to be fair and consistent, they are the problem not me and my approach or behavior. This is a “blind spot for me.” Once I become aware of the feedback that what I am doing is not having the results I desire, the blame shifts back to me—what do I need to do differently?

The purpose of the questionnaire data is to provide participants feedback to either reinforce that their behavior is having the impact they desire or illuminate any potential “blind spots” that the coach may need to work on to change their approach. Look at the data from two conditions:

1. The extent of equality or inequality in the data—are we on the same page or if not, what do I need to do differently.
2. The level of the responses. Both myself and the people I have asked to complete the questionnaire can agree that I do nothing, we have met condition one, but am I happy with the level or amount of activity we both agree I am exhibiting? E.g., we both could agree that I do nothing in the area of planning for performance growth and development—there is no “blind spot” but am I happy with this conclusion and do I need to address some changes in this area even though mine and their scores show no disparity?

Reinforce the idea that the questionnaire will also indicate those areas that are strengths. These should not be ignored, but rather reinforced.

DISCUSSION

THE COMPETENT PERSON

Intention = Impact



(Coach's Survey)

(Other's Survey)



The Printout Format

Hand out each participant's results and provide them a detailed orientation in how to read this information. Hand out to those who did not have others provide them feedback a generic example report so that they can understand how to interpret the results should they want to complete the survey after the workshop and then receive their own report.

Use either an overhead of the entire printout page and blow up of Step One of the report or the PowerPoint presentation to illustrate the following points:

1. At the top of the page is the participant's name, at the bottom left is the number of "others" responding.
2. Draw a line below Step Eight as an indication that this is where you want to concentrate and that the bottom part of the report will be covered later.
3. We started with an original set of 85 questions and through time statistically reduced them to the 29 that assess the behaviors in one of the eight steps of the Coaching Model plus other factors that contribute to a successful coaching session.
4. The 29 questions were randomized on the actual questionnaire, on the printout they are re-grouped in relation to a specific step. Move to the blow up of Step One for an explanation of the data, which will apply for data for each of the eight steps in this report.
 - A. Questions 1, 3, 11, 12, 18, 21, and 28 all relate to **Step One: Be Supportive**. These question numbers are provided because of space limitation on the report only key words are used for each question. If you are evaluating one specific question the questions in their entirety are provided on page 5-15. Please read the entire question not just these key words to fully appreciate how the question was asked and the richness of each question.
 - B. The participant's responses for each question is shown in the **Coach** column, with an average of all of these questions shown after **Average**. The average for the others responding to a question is shown in the **Others** column, with an average of all of these questions shown after **Average**.
 - C. The asterisk (*) after a score indicates that the scores that have been averaged have a standard deviation greater than or equal to one. i.e. There is a wide variation in the responses to this question. In this case, the average should not be viewed as a good indicator of the score—the answer varies widely from this average. As an indicator of this variation in responses: the **Min.** column shows the minimum score from a respondent to this question while the **Max.** column shows the maximum score.

DISCUSSION

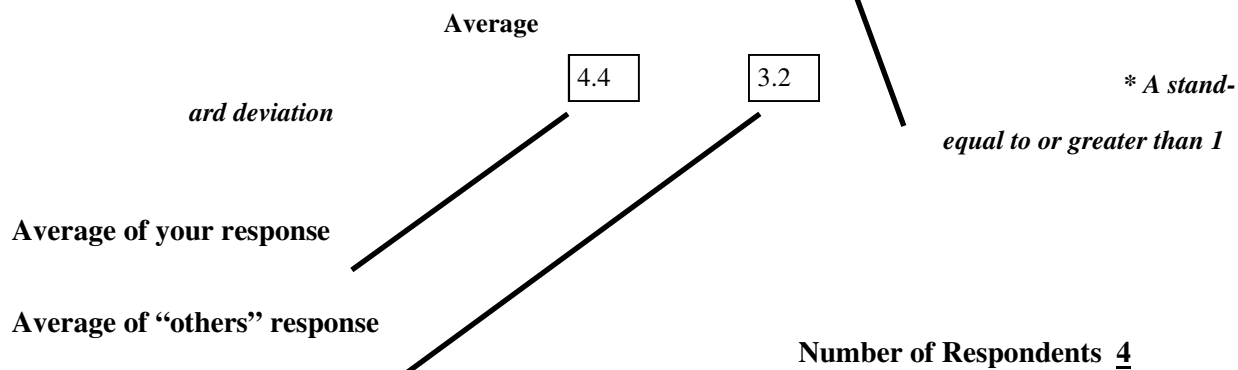
Understanding the Coaching Skills Survey

My Company

Coaching Skills Workshop—Questionnaire Feedback for: Joe Example

Step 1: Be Supportive

	<u>Coach</u>	<u>Other</u>	<u>Min.</u>	<u>Max.</u>
1. Listen and allow others to talk	5	3.0 *	2	5
3. Understand others point of view	4	3.5 *	2	5
11. Balance improvement/growth discussions	4	3.8 *	2	5
12. Accept some responsibility	4	3.3 *	1	5
18. Give others credit for contributions	5	2.8 *	2	4
21. Treat others as partners	5	3.3 *	1	5
28. Offer support for needed changes	4	2.8 *	1	1



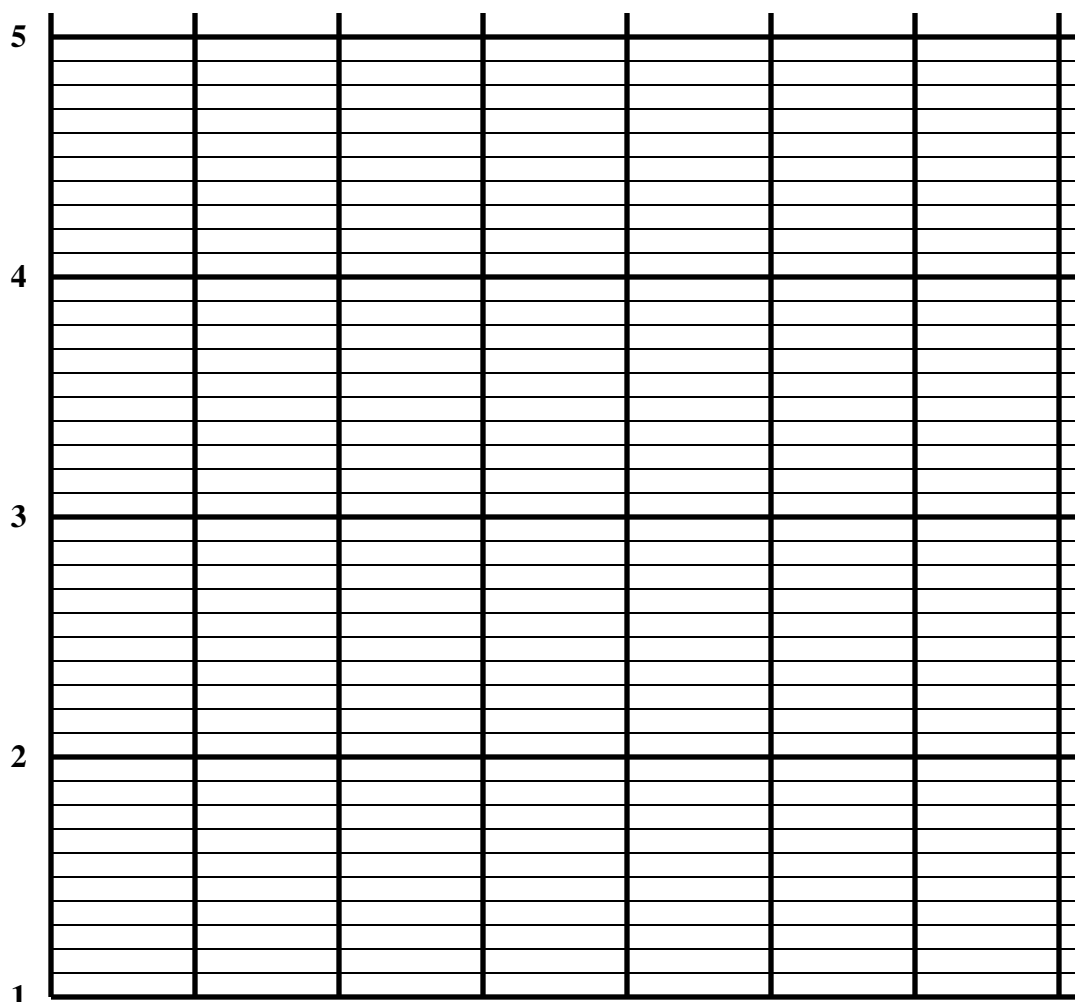
Charting the Coach and Others Scores

Ask the participants to **Chart** their **Average** score for the **Coach** and **Other** for each of the eight steps on page 5-9. Use a overhead graph or the one in the PowerPoint presentation to facilitate a discussion on how to interpret these graphs. E.g., which steps should they feel good about, which should they work on, what does this say about the two conditions of equality and level of response, why would the Coach's score be higher than the Other's score and vice versa.

EXERCISE

CHARTING THE COACH AND OTHERS SCORES

AVERAGE
SCORE



1. BE SUPPORTIVE

2. DEFINE THE TOPIC
AND NEEDS

3. ESTABLISH IMPACT

4. INITIATE A PLAN

5. GET A COMMITMENT

6. CONFRONT EXCUSE
AND RESISTANCE

7. CLARIFY CONSEQUENCES
DON'T PUNISH

8. DON'T GIVE UP



Bottom Four Scores

Discuss the bottom four scores referring to either page 5-11 or the PowerPoint presentation.

- A. Administrative Effectiveness.** Our research has shown that four additional areas contributed to effective coaching discussions. Four questions with the operative words highlighted on the illustrations were added to the questionnaire and do not appear in any of the data about the individual steps in the Coaching Model.
- B. Coach's Overall Effectiveness.** A single question asking for an evaluation of the overall, all things considered, effectiveness of this coach.
- C. Aggregate Support Score and Aggregate Initiate Score.** Before our research, we assumed that the majority of time during a coaching discussion would be spent on "problem solving" or "initiating behaviors." Much to our surprise the time was equally divided between supportive and problem solving behaviors. We grouped all the questions that had to deal with Support into one aggregate score and all those questions that dealt with problem solving behaviors into the Initiate aggregate score. Study these two aggregate scores together and explore whether they indicate this 50-50 balance or if one area is more dominant than the other. If they are both high, and relatively equal, a positive balance exists. If they are unequal, or low, the participant needs to be concerned about which of these is being ignored or over-emphasized during their coaching discussion with others. E.g., high support and low initiate might indicate that you are open and honest in your discussion but nothing gets done other than to talk about things, conversely a low support and high initiate might indicate your discussions are very task driven possibly at the expense of the relationship.

A Summary Exercise

As a **summary exercise** before you re-vote on which of the two steps they would like to see some improvement in and to assure that they are focusing on the meaning of all this data ask the participants to pair up and each person is to spend 5 minutes describing their interpretation of their numbers and graphs. The other person's role is to be an impartial observer and to ask questions or make observations where they would agree or disagree with this interpretation. After 5 minutes, ask the pair to reverse the role and the other person will describe their interpretation of their numbers and graphs. During this time, the instructor might walk around the room and provide any additional insight if requested by a participant.

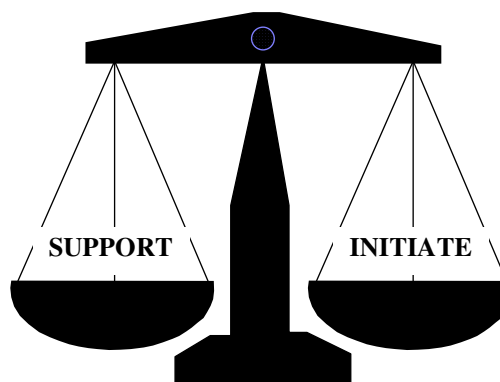
This is a useful exercise in that it facilitates moving beyond just numbers to an internalization of what the results mean for the individual, or their "take aways" from the questionnaire data. Asking them to verbalize their conclusions helps make this a personal conclusion versus an intellectual exercise of just looking at numbers.

DISCUSSION

Bottom Four Scores

	<u>Coach</u>	<u>Other</u>	<u>Min.</u>	<u>Max.</u>
Administrative Effectiveness (10,14,24,26)	4.8	3.1		
10. Are you satisfied with the number of opportunities you create for coaching discussions?				
14. When you have a coaching discussion, do you allocate sufficient time to adequately discuss the issues and concerns?				
24. Are you willing to discuss on a one-on-one basis, issues or concerns that you have with employees?				
28. Do you usually plan and prepare for a coaching discussion by having specific information, examples, ideas, etc. ready for discussion?				
Coach's Overall Effectiveness (29)	5	3.5	1	5
29. How would you rate your overall effectiveness as a coach? (1=Very Ineffective, 3=Passable, 5= Very Effective)				
Aggregate Support Score (01,03,05,10,11,12,14,16,18,21,24,28)	4.5	3.1		
Aggregate Initiate Score (02,04,06,07,08,09,13,15,17,19,20,22,23,25,26,27)	4.6	3.2		

Support and Initiate (50-50 balance)



What Should Be Your Focus?

Some participants may be confused at this time. They may not be sure whether they should focus on scores with the largest differences between the participants and others, low scores which occur in both participant and other responses, or only their own low scores. The choice is theirs. It is the prerogative of each participant to decide what is more interesting, more puzzling, more surprising, or valid. They should be prepared to share with the group which two steps of the Coaching Model they want to emphasize during the remaining time.

We recommend that you move around the room as quickly as possible and get a feeling for the overall needs of the group. Once each participant has decided which two steps he/she wants to work on, ask each person to share those two areas with the group. You might use a flip chart and mark down the number of votes each of the Eight Steps received. We suggest that you indicate that it is your intention to be sure that adequate time is devoted during the second day of the workshop to those steps that receive the most votes. Having each participant report their chosen areas will help guide you in preparation for the material you want to present in day two.

Wrap Up

We recommend that you conclude by expressing your hope that this information is helpful and will be useful. You can reinforce the point that many participants often do not get systematic, quantitative data and feedback on their coaching and leadership style from subordinates. This mechanism has been successful over the years and has been an easy, low risk way of getting some data from others. Point out that they might also consider the quantitative results of the computer printout, in relationship to their observations and feedback from the very first audio tape or from observer reports. Often, if the participant had a low score on planning, he/she will have observed during the playback of the tape that they did not emphasize a lot of planning. This may serve as an additional validation of the survey data. You can say that this is a way of fulfilling one of the objectives for the workshop. That is, to give participants concrete, helpful feedback on their own coaching style and approach.

If some participants did not receive a computer printout, you may make special arrangements to get additional questionnaires and have them processed after the workshop. That way, those participants will get complete information at a later time.

We recommend that you ask the participants to give the data some thought and consideration during the rest of the workshop and even afterward. Indicate that you are willing to spend time one-on-one (or in class) to help with any questions or problems. Invite participants to talk with you if they are unclear about anything you have presented.

Thank the participants for their efforts in seeing that the surveys were returned.

EXERCISE

WHAT SHOULD BE YOUR FOCUS?

After you have studied the questionnaire feedback, check two (2) steps that, if improved, would increase your overall effectiveness as a coach. These two (2) steps will be your area of concentration during the second day of the workshop.

- _____ Step 1: Be Supportive
- _____ Step 2: Define The Topic And Needs
- _____ Step 3: Establish Impact
- _____ Step 4: Initiate A Plan
- _____ Step 5: Get A Commitment
- _____ Step 6: Confront Excuses/Resistance
- _____ Step 7: Clarify Consequences, Don't Punish
- _____ Step 8: Don't Give Up

For each of the two (2) steps you have selected, take a minute and make yourself a personal note on what you would like to accomplish.



Others Questionnaire

This questionnaire is for the participants convenience in understanding the phrasing of questions in the other's survey.

READING

8. Does the coach help you envision the success, benefits, and pitfalls of pursuing or not pursuing a mutually developed plan for change in a way that is hopeful and empowering?
9. Does the coach help you think through new approaches if you encounter difficulties while implementing plans and changes?
10. Are you satisfied with the number of opportunities the coach creates for coaching discussions?
11. Does the coach balance the time spent on coaching discussions to change or improve performance and coaching discussions to foster personal growth and development?
12. When projects and assignments are not turning out as expected, how often does the coach accept some responsibility for the situation?
13. Are the coach's performance standards and job expectations made clear during coaching discussions?
14. When you have a coaching discussion, does the coach allocate sufficient time to adequately discuss issues and concerns?
15. How effective is the coach at providing feedback and an outside perspective on your strengths and weaknesses and helping you see how others might perceive your actions and attitudes so you can be more successful?
16. How effective is the coach at seeking out your ideas and making those ideas part of the action plan?
17. Before concluding a coaching discussion, does the coach insure that your goals are achievable and focused on the actions needed to be successful?
18. When coaching you, does the coach clearly and directly give you credit for your contribution to the team?
19. How effective is the coach at listening and detecting any reservations in your commitments to successfully carry out the plans that have been developed?

READING

20. If you feel the plans are blocked by a lack of cooperation, resources, time, etc., does the coach help you explore possible actions/solutions that you have more control over and see “possibilities” rather than “barriers” so you can move ahead?
21. To what extent does the coach treat you as a partner in the organization (by including you in major decisions, trusting you with important assignments, communicating fully with you, etc.)?
22. Does the coach fully explore the future outcomes associated with mutually developed plans in a way that is non-threatening and helps you understand your options and the outcomes of being successful/unsuccessful?
23. How effective is the coach at following up on coaching discussions so you feel they, too, have made a commitment to your success?
24. Is the coach willing to discuss, on a one-to-one basis, issues or concerns that they may have with you?
25. When establishing action plans and agreements during a coaching discussion, does the coach insure that the specific details (who does what, where, and when) are clear?
26. Does the coach usually plan and prepare for a coaching discussion by having specific information, examples, ideas, etc., ready for discussion?
27. How effective is the coach at recognizing and talking about barriers to open mutual communication, if they occur, (e.g., silence, argumentative, avoiding, blaming, hesitation, etc.) in a way that helps you feel comfortable and more open/participative?
28. Does the coach offer support and assistance to you in accomplishing necessary changes and desired goals?
29. How would you rate the coach's overall effectiveness as a coach?



Coaching Values and Beliefs

This page could be a useful assignment for people to read in class or at home. It is a good description of the deep values that stand behind the overall coaching process and give it meaning.

COACHING VALUES AND BELIEFS

The Coaching Model is built upon the following values and beliefs:

- Clarity and specificity about concerns, problems, opportunities, plans, commitments, etc. is highly valued.
- Employees' knowledge of their jobs, as well as their energy, brains and potential to solve problems, entitles them to contribute and to be involved in solving work problems.
- An exchange is critical. This involves two-way communication and appropriate action steps for the employee and manager, as well as support and reinforcement for commitments and progress.
- Responsibility for change lies with the employee. Consequently, emphasis should be placed on his/her roles and action plans. The employee needs to understand that the responsibility to change is on his/her shoulders.
- People need to feel supported when they are confronted directly about important issues. They don't want to be attacked, devalued or lose self-esteem; but rather want to feel optimistic and hopeful after a coaching discussion.
- Appropriate risk taking is important if the organization is to remain vibrant and pro-active. Occasional failure is OK. Encourage employees to search for innovations, let them challenge conventional wisdom.
- A manager achieves excellence through effective administration, control and coordination of natural resources. A leader achieves excellence through relationships and by communication with others.



Developmental Coaching

If you feel the group needs to focus more on developmental coaching or coaching for continuous improvement, page 21, is an excellent selection.

If you need to clarify the relationship or traditional, downward coaching to "Coaching-up" with your supervisor, or coaching with peers, have participants read and discuss their reactions to pages 22 and 23.

DEVELOPMENTAL COACHING

The Eight-Step Coaching Model is equally effective in developmental situations as well as in problem solving coaching. The primary focus of developmental coaching is helping the employee, as well as the leader, discover and build toward certain goals.

The main thing that changes in your coaching strategy is simply the content of each step, rather than its purpose or intent. The following illustrates the modifications in each step.

- Step 1:** Emphasize collaboration in finding a solution for the challenge. Acknowledge the employee's value and contribution to date. Stress your commitment to the employee's growth and satisfaction. Make necessary resources available as much as possible. Listen, be understanding, and offer support throughout the discussion.
- Step 2:** Present the issue as an opportunity rather than an acute problem. Encourage the employee to express what he/she wants, values, and hopes for. Indicate where things could be done differently and new areas the employee could branch out in.
- Step 3:** Go easy on this step. Simply indicate that while the current situation isn't creating any direct pain for you, or the organization, it may create some future unrest, boredom and stagnation for the employee if some changes and initiatives are not started now.
- Step 4:** Open up some discussion on ways of challenging the employee or making life at work more interesting and rewarding. Specifically explore some informal job design changes that would give the employee more variety, challenge and responsibility. Try to get the employee involved and participating more. Figure out ways for the employee's knowledge and skills to be shared with others. Help the employee define and articulate a personal mission, policies and values so he/she can perform and act so as to support them. Determine where the employee might be more creative and innovative and where some responsible risks could be taken.
- Step 5:** No change here. Ask for a commitment as always!
- Step 6:** Be on the lookout for excuses and resistance because change, and some unknowns, may be uncomfortable to deal with at first.
- Step 7:** Clarify the future advantages, benefits and positive consequences of the new direction and action plans.
- Step 8:** Be prepared to follow up. This change will be just as challenging and difficult as correcting a problem. The employee can easily lose sight of what the two of you are trying to achieve. By hanging in there, you are demonstrating your support and commitment. Plan to check on the progress of this experiment after a very short period of time. Close with a supportive statement.



READING

A COMPARISON OF THE EIGHT STEP MODEL IN DOWNWARD AND UPWARD/PEER TO PEER COACHING SITUATIONS

SIMILARITIES IN DOWNWARD COACHING	STEP
- An internal decision as well as specific actions. - Intended to maintain/establish a collaborative exchange. - Establishes the discussion climate.	1
- Identical purpose: mutually developed, specific description of the situation. - Requires extensive patience and empathy.	2
- Facilitates the other persons thinking. - Creates a felt need.	3
- Future oriented and definitive. - Realistic. - Empathy for others goals and objectives is critical.	4
- Ask, listen and watch. - Additional motivation.	5
- A similar pattern: recognize, support and redirect. - Resistance should be expected. - A way of keeping the conversation on track.	6
- Can be positive, negative or non existent.	7
- Follow-through on commitments is critical.	8

* The primary difference is that the person must manage the relationship more during the conversation by being attuned to the spoken and unspoken messages from the other person. He/she must decide how to balance pushing forward with waiting. Support is letting go of your agenda and letting the other person influence the speed of the conversation.

READING

DIFFERENCES IN STEP UPWARD/PEER TO PEER COACHING

- 1 - Requires more explicit agreement about the process for the conversation. How we will talk is a source of influence.
 - A peek at potential resistance, and the mood of others, as input to your decision if this is the right time for the discussion.
- 2 - Requires discipline and planning to describe versus unloading.
 - “Courage balanced with consideration”. Courage to explain and consideration for the other persons perspective.
- 3 - Describe the impact on you, avoid placing the blame.
 - Help the other person to become aware of your perspective, use “I” statements.
 - Requires accurate data, be prepared for inevitable resistance.
 - Cannot be imposed, only clarified.
- 4 - Clarify the end point or desired state.
 - A slower process.
 - Action plans must be negotiated, but don’t let the monkey jump on to your back for everything.
- 5 - Testing for commitment versus asking.
 - Without formal authority it is much softer.
- 6 - Others fear of loss of control is a prevalent form of resistance.
 - Surfacing resistance requires even more courage.
 - Requires greater flexibility and creativity.
 - Without power you may have to stop, instead of winning the battle but losing the war.
- 7 - Potential benefits are powerful to cement the agreement.
- 8 - The strongest way of building support for future positive interactions.



UNIT

6

**THE COACHING PROCESS
CLOSE UP**

INTRODUCTION

I. Purpose

- A. To heighten the participants' awareness of their own natural managerial approach, and to encourage them to try increasing their use of a problem-solving approach.
- B. To develop the idea of indirect/direct styles of coaching as a conscious choice the manager makes in handling a problem situation.
- C. To provide participants with a clear understanding of the meaning of each step of the sequence.
- D. To identify potential obstacles that are likely to be associated with each step, and of benefits that can be gained by using each step effectively.
- E. To help participants visualize what each step looks and sounds like when applied to a problem situation.
- F. To present guidelines for using each step which insure maximum success in the coaching process.
- G. To provide guided practice which builds understanding, confidence, and comfort in using each step.
- H. To serve as a resource in answering questions, providing illustrations, and modeling effective behaviors in relation to each step.

II. Suggestions/Cautions

Most participants find the first day of the workshop relatively exhausting. Therefore, we recommend that you start the day on a strong, upbeat, energetic note. You might begin by stating the main objective for the day. That is, managers will be able to practice with the Eight Steps and to increase their level of comfort and confidence in understanding and applying each of the eight steps. We will take a few of the steps, explain them in detail, and then give participants a chance to practice in small group cases and exercises.

For this module, keep these ideas in mind.

- A. This segment of the workshop can easily become too much like a college lecture if you slip into a "telling" approach. Be conscious of your presentation style in relation to the group's energy level.
- B. Remember that participants can provide a wealth of information and can serve as a stimulus to your presentation. Use key questions to draw information from them.
- C. Be conscious of the pace of your presentation and sensitive to the needs of your group. Be prepared to speed up, or slow down, in order to match the receptivity level.
- D. Use examples and illustrations. Visual images help make points "stick." We have tried to include some ideas, but your own experience and background makes better, more personally relevant illustrations. The participants can also be valuable sources of meaningful examples.

UNIT 6: THE COACHING PROCESS CLOSE UP

PAGE

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Indirect and Direct Coaching

In addition to the four approaches that can be used to change behavior presented in Unit 4, the coach can also vary his/her conversational style on an Indirect - Direct continuum. Either style, in the extreme is inappropriate, and both have their downsides, the skill is recognizing when each is more appropriate. The Indirect is more conversational, probing and listening; the Direct is more telling and demanding. The coach selects a point along the continuum and that point or emphasis can, and does, change depending upon the situation and/or the employee.

Since most coaches are usually clear when it is appropriate to be Direct, start with the Indirect and ask: "for Steps 2, 3, 4, and 6 when is it appropriate to be Indirect?" On a flip chart or overhead, develop the following chart with input from the class:

Step	Indirect	Direct
2.	<ul style="list-style-type: none">- Incomplete, conflicting or vague information.- Probe and listen then summarize so that you both are on the same page.	<ul style="list-style-type: none">- The issues and/or concerns are clear and irrefutable--if so:- Get to the point quickly (don't engage in a game of twenty questions).- Make clear and simple statement then STOP, use this pause to make your point even stronger, don't water down your comments by excessive conversation.
3.	<ul style="list-style-type: none">- It is important that the other person think deeper and internalize, what could be the impact (e.g., Mutual Communications after the analogy. "I never thought about it that way").	<ul style="list-style-type: none">- The impact is eminent.- You want to be sure that there is little doubt, it is important that the other person hears and understands.
4.	<ul style="list-style-type: none">- The other person has the ability, willingness, capability to develop a plan (i.e., you wouldn't expect a new employee to have a lot of input make to a plan).- The coach has flexibility or freedom to accept any plan the other person suggests, if not, don't ask.	<ul style="list-style-type: none">- There are constraints or realities the other person needs to know.- The choices open to us are limited to Possibly because of policy or directives from your manager.
6.	<ul style="list-style-type: none">- When helping the other person verbalize their concerns.	<ul style="list-style-type: none">- When naming the resistance you see in hopes of opening up the discussion.

Just because the coach starts toward one approach or the other doesn't mean they are stuck there, our hope is that they are flexible in their application of the Indirect or Direct style based on the conditions of the discussion. E.g., I could say "whatever plan we develop needs to meet these criteria, having said that, what alternative can you define?"--Direct to Indirect. Judgment and flexibility about appropriateness are the keys.

Caution: We have observed that once you go toward a more Direct style, the tendency is to continue in this direction without evaluating if it is appropriate to back off and engage the other person--to stop telling and get back to a listening/exploring style.

DISCUSSION

INDIRECT AND DIRECT COACHING

INDIRECT STYLE

- Use wide focus questions that avoid a yes or no answer
- Show empathy by taking a ‘waiting and understanding’ posture
- Listen to the employee’s responses, but move the discussion to specifics
- Probe for suggestions and build on the employee’s ideas
- Restate key points
- Bridge gaps and encourage more conversation (I see, uh-huh, yes, tell me more about that, etc.)
- Summarize and check for accuracy and understanding
- Verbalize your support and confidence in the employee

DIRECT STYLE

- Make **clear** and **simple** statements, stop and check for understanding
- Get to the point **quickly**
- Don’t soften the impact with **excessive** thoughts, explanations or justifications
- Own your statement - use “I” instead of we and they
- Use questions that narrow the focus on the discussion
- Be sensitive and aware of resistance and withdrawal
 - Confront resistance—put it into words
 - Plan to get more information if that’s a concern
- Support and reassure the employee and indicate your willingness to help



Difficult Feedback and Support

It is easy to see Step One: Be Supportive, as inconsistent with the direct approach, and only saying positive or nice things. Ask: can you be direct and supportive, or are these two in conflict?

While the participants may suggest that it is possible to be direct and supportive, actually doing so is much more difficult. Use this optional exercise if participants are struggling with the concepts of open, honest, direct and supportive confrontation.

EXERCISE

DIFFICULT FEEDBACK AND SUPPORT

Lee is constantly blaming other people or the situation for his/her below standard performance. “They are prejudiced against me.” “They are not being fair.” “I did everything I could but management changed their minds.” “Their expectations are out of line.” “It’s all because of politics.” “Someone had to take the heat and they decided I could handle it the best.” “I did all that I could, and they screwed me.” It has gotten to the point that Lee’s peers and manager know that Lee is the source of much of the problem yet are tired of listening to this rationalization. As a consequence, they have stopped trying to help Lee and his/her distorted view of the situation is hurting him/her. In fact they would rather not talk to Lee because they know he/she will always pass the responsibility for their actions off to others. Lee cannot do anything about a situation when he/she transfers the blame. During a conversation with you about Lee’s performance on the last project he/she has just gone off on another three minute speech blaming other people and the situation. You have had it and decide to level with Lee.

Write out what you want to say and how you will say it to accomplish the goals of being both direct, honest and supportive:

Practice delivering this message to your facilitator.

Evaluation areas:

- Did you say what you wanted to say?
- What did you like?
- What would you do differently?
- What was the other person’s reaction?

Describe a situation where you need to give someone difficult feedback and repeat the exercise with another person in the group. Where possible, audio tape the discussion and replay for evaluation.



Coaching Model: Time and Attention

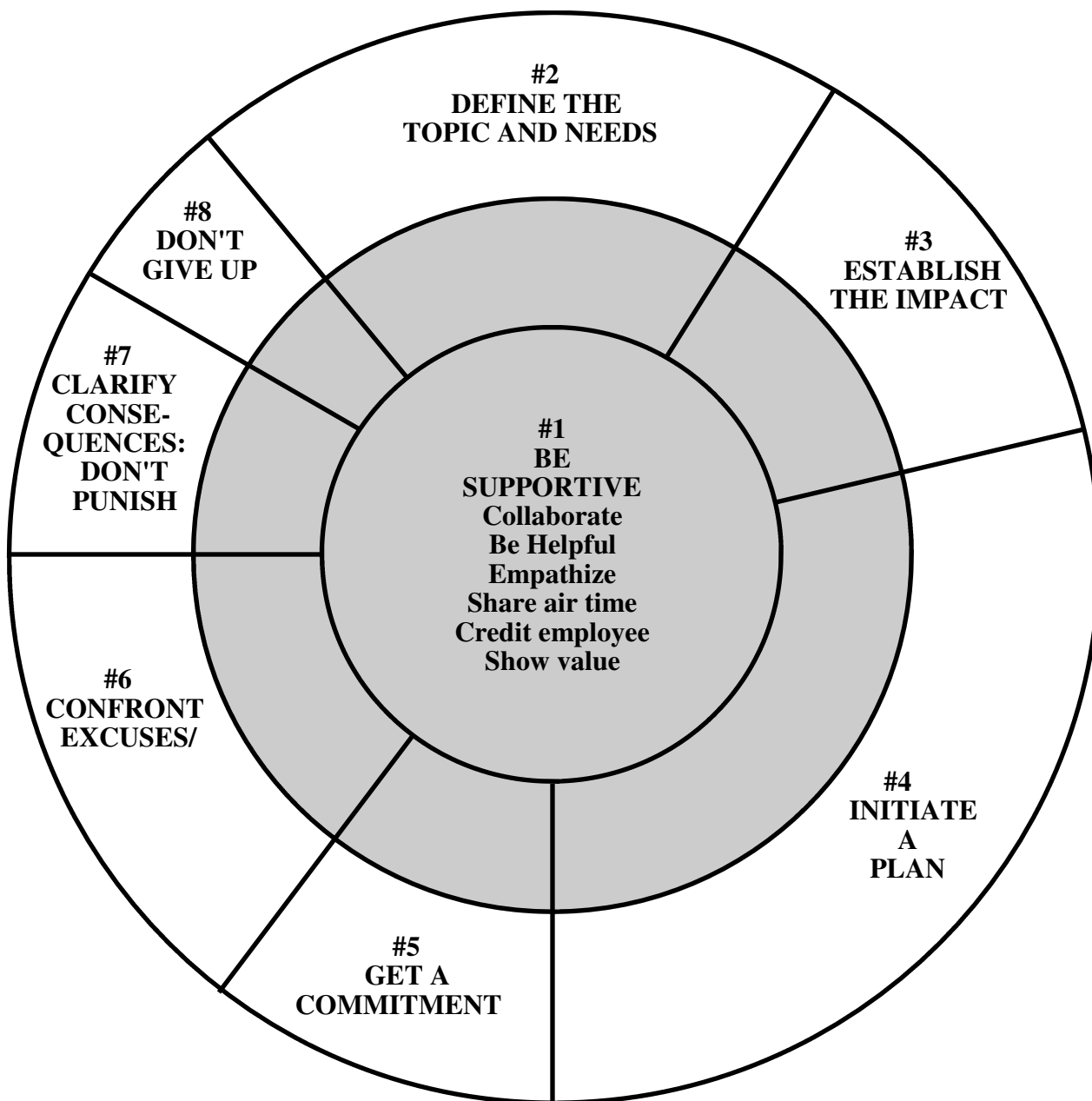
Use this page to illustrate a few additional points about good coaching discussions.

1. Supportiveness occupies the bulk of time and attention.
2. The key to success with Step 3 is time and attention addressed to Step 2.
3. Getting specific about changes is critical to success with steps that follow Step 4.

DISCUSSION

COACHING MODEL: Time and Attention

Based on our research this drawing of the 8 Step Coaching Model is a more accurate representation of the proportion of time and energy spent on each step in actual coaching discussions. This drawing does not suggest that one step is any more important than another.



Coaching Model: The Other Persons View

Frequently, we forget that coaching is a partnership process affected by both parties involved. This diagram can provide a reminder about the “other half” of the partnership and will help participants remember the “why” behind each coaching step.

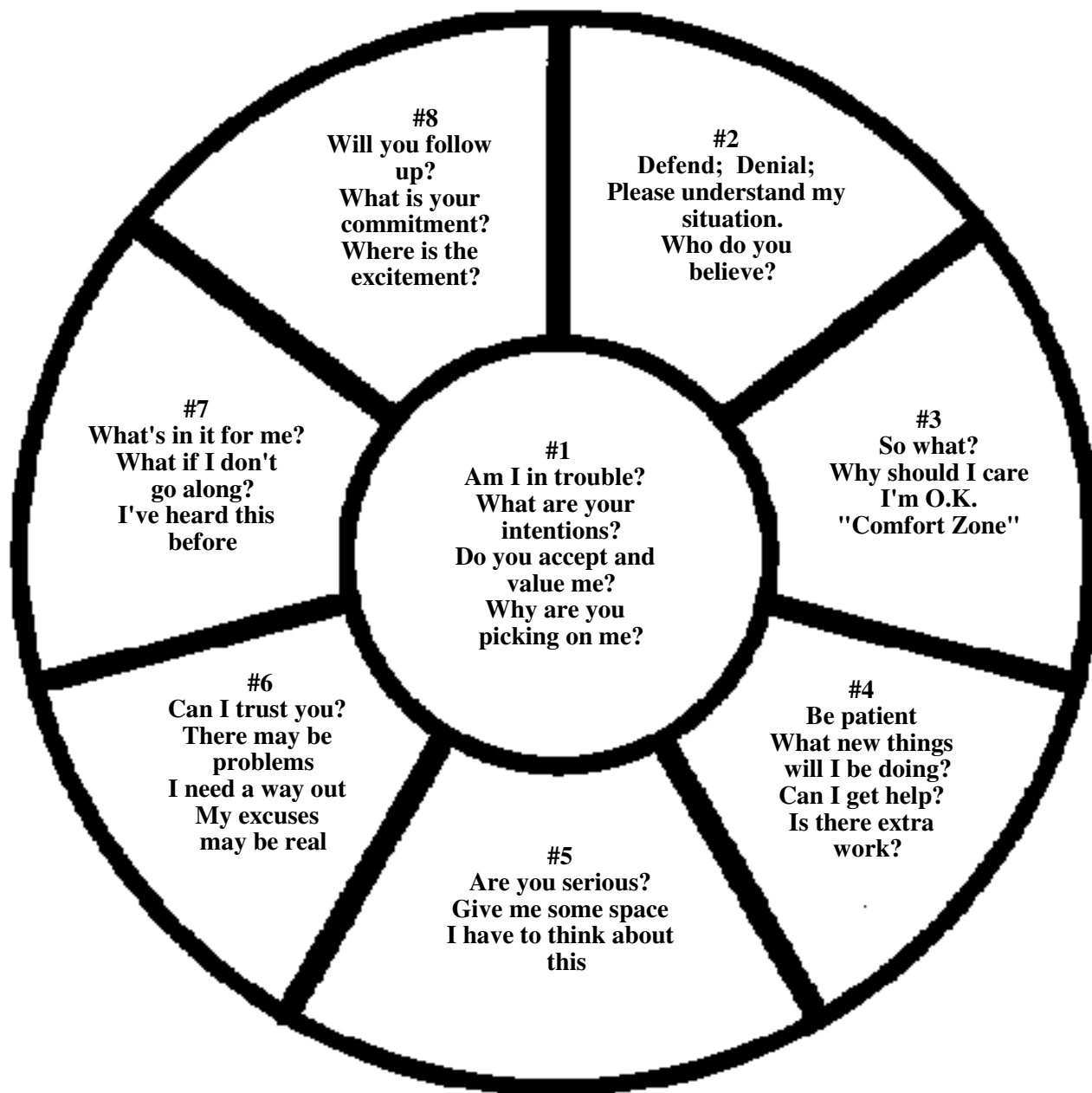
Instructions For The Remainder Of Unit 6

1. Indicate to participants that pages 12 - 31 of Unit 6 provide in-depth, “how to” information for each step of the Coaching Model. You may want to review and describe the structure of these pages with the group. They should direct their attention to each item under “Guidelines.”
2. Go now to page 33 and conduct the exercise.

DISCUSSION

COACHING MODEL: THE OTHER PERSONS VIEW

8 - Step Coaching Model



SYNOPSIS

STEP 1 - Be Supportive

WHAT IS IT:

Specific actions and statements from leaders which demonstrate their desire to create a positive, collaborative partnership and exchange.

GUIDELINES:

A. Create an interactive style of communication with employees and seek their input and comments. Share air time, be optimistic and clarify your intentions for this discussion.

“I want to discuss this and get your input ...”

“I see the challenge you have, and I can identify with your situation.”

“Let me hear your view of what happened.”

“I will bet that if we put our heads together we can get things moving.”

B. Convey empathy and understanding regarding the employee’s feelings, problems and aspirations.

“I realize that looking for new ways of doing things isn’t always easy.”

“I can see that you’re upset that I pointed out this problem area.”

“I can see that you feel strongly about this.”

“It sounds like you really want to move ahead with...”

C. Give credit to the employee’s recognition of the situation or willingness to cooperate and help resolve the issue. Acknowledge the employee’s past successes and value to the team.

“It sounds like you recognized the situation pretty early.”

“I can tell your career has been on your mind and that we needed to talk.”

“You’re really not surprised that I brought this up, are you?”

D. Accept some responsibility for conditions as they now exist. Offer help and assistance.

“I can see how my actions helped create this situation.”

“You’re right. I did drop the ball and didn’t make my instructions clear.”

“I want to give you every opportunity to succeed.”

SYNOPSIS

STEP 2 - Define The Topics and Needs

WHAT IS IT:

A mutually developed, specific description of the present situation.

A clarification of both the manager's and employee's needs and expectations.

GUIDELINES:

A. Take one concern at a time, stay focused and be straightforward with your thoughts as you introduce the topic.

"I'd like to talk about how we can implement your new ideas into other parts of the company."

"I'm concerned about the way you are handling the monthly reports. It appears to me that they are not being filed or being turned in on time."

"We need to discuss your career, specifically developmental activities for the next six months."

B. Gather data from the employee. Discuss and explore both viewpoints, and summarize both perceptions.

"What factors do you feel need to be addressed for helping other people to accept these new ideas?"

"I'd like to hear some specifics about how you are currently filling out the reports. For example, how do you record the entries on page one?"

"Let's go over the things you have considered doing developmentally during the next six months."

C. Clarify both the manager's and employee's needs and expectations.

"What resources or time would you need to be successful?"

"I would really like you to fill out the monthly report properly and have it on my desk by the second Wednesday of every month."

"What are your expectations in this area?"

"Part of my responsibility is to work with you on a positive approach to your development. I expect you to help me by being involved and taking the initiative for your career plans."

D. Be supportive: don't be in a hurry. Give employees credit for past successes, listen to and understand their situations, acknowledge their values and contributions to the team.

SYNOPSIS

STEP 2 - Define The Topics and Needs

OBSTACLES:

- A manager who:
 - does all the talking,
 - is too general or focuses on the past,
 - places blame rather than solves problems,
 - argues about excuses and justifications,
 - presses too hard or seeks an admission of guilt.
- An employee who:
 - blames others,
 - won't accept responsibility for the current situation,
 - resists feedback and self-discovery,
 - gets surprised or feels victimized,
 - won't accept a manager's expectations or performance standards.

BENEFITS:

- Encourages employees to verbalize how they see their own actions.
- Provides the opportunity to align expectations and needs with the facts and realities of the situation.
- Gives the employee a chance to vent thoughts and feelings and begins the process of moving leader and employee in the same direction.

Personal Notes:



SYNOPSIS

STEP 3 - Establish Impact

WHAT IS IT:

An assessment of how the employee's actions are affecting or impacting the employee's goals, interests and objectives.

An evaluation of the impact that the present action is having on the employee and the organization.

The creation of an initial sense of "felt need" or internal motivation for change in the employee.

GUIDELINES:

A. Restate or summarize the problem or situation.

"So we both feel the need to introduce improvement but you are concerned about how best to do that, right?"

"I really believe the reports have become a critical issue."

"Not actively paying attention to your career is an important matter."

B. Ask for the employee's opinion about the impact that the behavior is having, or state your perceptions.

"If we continue using the current methods, without looking for improvements, how might our customers react?"

"What are some of the effects or ramifications you see of having to wait so long to finalize the reports?"

"How are your current actions making you more marketable in the company?"

C. Let silence work for you. Silence can speak louder than words and serve to anchor your point. Give the employee time to think, then listen for an indication of understanding or realization.

D. Be supportive. Acknowledge or express your agreement, or state the impact as you see it. Let the employee know that your job is to help see all aspects of the situation.

"I know you don't feel as strongly about this as I do. Just give it some thought."

"You're right. It does affect your reputation as an employee. Just as importantly, it interferes with others' work by interrupting the computer center's time schedules."

"The best way I can help you is to be honest about how this is affecting your future."

READING

The following items are alternative areas of **value** or **impact** for others:

1. Promotions and advancement considerations
2. Preferential job assignments (i.e. interesting and challenging assignments)
3. Good salary/financial treatment
4. Job satisfaction and meaningful work
5. Opportunities to participate in decisions and contribute to the resolution of problems
6. Pride in work profession
7. Pride in performance and workmanship
8. Formal training opportunities
9. On-the-job, or cross function, training opportunities
10. Recognition and acknowledgment of good work
11. Formal and informal team membership
12. Favorable performance appraisals and reviews
13. Access to the manager for advice or consultation
14. Visibility of achievements and results
15. Favorable working conditions and equipment
16. Information about opportunities in the organization (jobs, assignments, benefits, policies)
17. Fair and consistent application of policies and procedures
18. Cooperative work climate and interpersonal relationships
19. Discretionary time off for personal business
20. Respect as an individual person
21. Fair and equitable treatment from managers
22. Support and cooperation from the manager in doing the job and in getting ahead
23. Opportunities for overtime
24. Information about how the organization and system operates
25. Avoidance of disciplinary actions
26. Job security
27. Protection from the system or other organization members
28. Commendations of good performance (written/verbal)
29. Reputation as a good performer



SYNOPSIS

STEP 4 - Initiate A Plan

WHAT IS IT:

A specific and achievable course of action that is jointly developed.

A definition of logical next steps for you and the employee.

An outline of “do-able” activities which lead to positive results.

GUIDELINES:

A. Define and discuss the most effective approach:

- **OUTLINE OBJECTIVES**

“John, I think it is critical that we get the support of everyone on the review committee.”

- **EXPLORE ALTERNATIVES**

“What is the best way to get the review committee’s support?”

- **GAIN AGREEMENT**

“Do we agree that we will concentrate on getting the data base updated?”

- **BE CREATIVE**

“Are there some other approaches that we haven’t thought of yet?”

B. Review the details of the chosen approach. Be as direct and insistent as the situation requires. Define who, what, where and when.

“When do you plan to have the visual aids finished?”

“How much time do you plan to take in the meeting?”

“What type of questions do you think we will be asked?”

C. Go through and rehearse the implementation steps as needed and make sure that there is a clear timetable for each step of the plan.

SYNOPSIS

STEP 5 - Get A Commitment

WHAT IS IT:

A verbal statement from the employee that he/she will implement the plan.

The creation of a sense of personal responsibility and obligation to achieve the plan.

GUIDELINES:

A. Ask for a commitment.

“Will you support this approach?”

“Will you be able to do it?”

“When can you get started?”

B. Listen to how the response is stated.

BE SURE TO ACKNOWLEDGE THE RESPONSE

“I’m glad to have your agreement on this plan.”

MAKE SURE YOUR QUESTION IS ANSWERED DIRECTLY

“You say you are willing to make the change, yet I sense some hesitancy.”

WATCH OUT FOR SIDE-STEPPING AND DIVERSIONS

“You bring up an interesting point, but there are a couple of details about the Williams account that still need to be settled.”

C. If necessary, go back to a simplified plan.

“I can tell you are not anxious to do this. What do you think is workable?”

“You seem a little reluctant. Do you think this is a better approach, or do you think we are taking on too much?”

D. Get the employee started on the first element of the plan.

“I know this isn’t easy. Would you start contacting people today?”

“Would you get me a preliminary analysis this afternoon?”

E. Be supportive

“I appreciate your ideas and willingness to give this a try.”

“I know that trying out new ideas isn’t always fun or easy.”

SYNOPSIS

STEP 6 - Confront Excuses/Resistance

WHAT IS IT:

- A methods of dealing with excuses in a non-emotional way.
- A way of keeping focused on actions rather than obstacles.
- A way of handling the normal hesitation and avoidance.
- A way of managing the employee's resistance and withdrawal.

GUIDELINES:

Help employees deal with avoidance:

- Recognize the source of excuses/resistance (time, habits, fear, the situation, tradition, the system, other people).**
- Redirect attention to areas the employee can control.**
- Be supportive. Show empathy by expressing your understanding of the situation.**

EMPLOYEE: *"There isn't time to do anything different."*

MANAGER: *"I can appreciate the situation." (empathy) "We're all pressed for time." "What we need to do is figure out how in our plan we can use the limited time that we have." (redirecting attention)*

Help employees deal with withdrawal:

- Recognize employee behavior "clues" (being quiet, passive or minimally compliant, seeming too agreeable, showing discomfort or anger, changing the subject).**
- Describe the specific behavior that is an obstacle. Stop and listen for a response.**
- Focus on your intentions and ways to eliminate or minimize the obstacle.**
- Be supportive. Let the employee know that you are aware of the frustrations, difficulty and challenges he/she is experiencing.**

EMPLOYEE: *"Why are you always picking on me....I can't do anything right for you." (anger)*

MANAGER: *"You're raising your voice." (describe the specific behavior)...(stop, and listen) "My intentions are not to get you upset. I know this is frustrating, let's try to work it out." (being supportive)*

SYNOPSIS

STEP 7 - Clarify Consequences, Don't Punish

WHAT IS IT:

A clear discussion of the outcomes which can be expected if the agreed-upon plan is or is not completed.

A statement of payoffs, or costs, that will result from success, or failure, of the plan.

A link between actions and future consequences.

GUIDELINES:

A. Ask the employee if he/she understands the importance of making a change.

“Do you understand why this needs to be finished by Tuesday?”

“Are you willing to see this through?”

B. Focus the discussion on the plan you have negotiated with the employee.

“I think we have come up with a really good plan. If we can make it work, I believe it will be beneficial for...”

C. Discuss the results or outcomes that will occur as a consequence of the agreed-upon actions (natural as well as those controlled by the leader). Check for understanding.

FOR OTHERS:

Positive: *“We will be able to get Engineering on our side.”*

Negative: *“Engineering won't be able to get their part finished.”*

FOR THE MANAGER:

Positive: *“I'll be pleased and we will look prepared at the Department Meeting.”*

Negative: *“I'll be disappointed and embarrassed.”*

FOR THE ORGANIZATION:

Positive: *“The bottom line is we will be on target.”*

Negative: *“We may lose the contract for next year.”*

FOR THE EMPLOYEE:

Positive: *“This will add to your credibility with Data Processing.”*

Negative: *“Your chances for promotion will be seriously hurt.”*

SYNOPSIS

STEP 7 - Clarify Consequences, Don't Punish

NATURAL OUTCOMES:

Positive: *"We will get the job finished faster."*

Negative: *"We won't meet quota."*

CHECK FOR UNDERSTANDING:

"Do you see what I mean?"

"Do you see how important/critical these plans are?"

"What benefits do you see if we make this plan work?"

D. Be supportive. Stress positive consequences and use negative consequences sparingly.

"The only reason I mention these is because I want you to be aware of this information and not be surprised."

"My intention is not to pressure you or to be negative, just truthful."

OBSTACLES:

- A manager who feels no control over consequences.
- A manager who overwhelms the employee with consequences.
- A tendency to be punitive or to emphasize only negative consequences.

BENEFITS:

- Clearly communicates the importance of implementing the plan and changing present behavior.
- Helps ensure that actions will occur.
- Protects the manager if consequences are eventually administered. The employee is not surprised when consequences have been explained.
- Provides employees with information so that he/she they can make appropriate choices.

Personal Notes:



READING

The following are a range of future **consequences, results or outcomes**:

1. Avenues to advancement and promotion
2. Type and quality of job assignments
3. Training opportunities (seminars, schools, etc.)
4. Recognition-visibility
5. Amount of participation in decision making and problem solving
6. Support and cooperation for job and personal objectives
7. Ratings on performance appraisals and evaluations
8. Fair and equitable treatment
9. Special adjustments in work hours
10. On-the-job training assignments
11. Raises and salary treatment
12. Quality of working conditions and equipment
13. Disciplinary action
14. Overtime allocations
15. References (in company or external)
16. Terminations
17. Termination recommendations
18. Close supervision vs. Self-discretion
19. Strict enforcement of company policies and procedures
20. Layoffs and cutbacks
21. Recall consideration
22. Transfer or reassignments
23. Discretionary time off (personal business, schools, etc.)
24. Assignment of extra or excessive duties
25. Mandatory sign in/out procedures
26. Compensatory time off
27. Imposed training requirements
28. Opportunities for travel
29. Miscellaneous personal privileges



SYNOPSIS

STEP 8 - Don't Give Up

WHAT IS IT:

The manager's commitment to work with the employee to create a change in his/her behavior.

A follow-up on plans and discussions.

Follow-through on a coaching project from start to finish.

GUIDELINES:

A. Tell the employee that you intend to see the plan/problem/opportunity through to completion/resolution.

"I want you to know that I am willing to work with you as often as you would like to make this plan succeed."

B. Verify the plan by highlighting key actions and timetables. Don't settle for inactivity.

"Let's review the plan one more time."

"If that's the most important part, how can we get started?"

C. Set specific times to review progress.

AGREE UPON CHECKPOINT

"The order should be in by Tuesday. Please call me to verify its arrival."

RE-PLAN WHEN NECESSARY

"It's obvious that we can't proceed as planned. Why don't we look at some of the other options we originally discussed?"

D. Be supportive. Verbalize your support, offer help and show optimism and confidence in the employee and the plan.

"I feel that we've covered many points. Is there anything you want to add?"

"Look, I know this is not easy to do, but I have a lot of confidence in you. I know you can make these ideas work."

"Thanks for your cooperation. Let me know if you need to talk more about this because I want to see you succeed."

"I feel really good about the things we have discussed and I know we can make this work."

Personalizing the Coaching Model

This exercise is one of the most critical activities of the seminar. Your role is to act as a facilitator, a guide. Be careful about being too directive or “expert” in your style of instruction. Encourage active involvement and discovery by participants.

Set up the exercise using the instructions on page 6-33.

Forming the work groups:

The number of work groups will depend on which of the Eight Steps received the highest votes either from a show of hands or tally of the results of “What Should Be Your Focus?” (page 5-13). Select only those steps that received the higher votes—these are the ones that the participants want more information/discussion. Each participant has two (2) votes. Assuming the vote for a class of 18 were as follows:

<u>Step #</u>	<u>Vote</u>
1	1
2	2
3	9
4	3
5	3
6	8
7	8
8	2

You would form three (3) work groups, one for Step 3, one for Step 6, and one for Step 7. Each work group would be composed of six participants. A democratic way of doing this is to put the work group numbers on a flip chart and six blank spaces under each work group number. Then allow the participants to initial a space (if the spaces in a particular work group are taken they have to select another work group).

Using this procedure increases the chances that the class will focus only on those steps which are the most important for them and each participant has a good chance of working on one of the steps that is most important to them.

The instructor will rotate between the group to answer questions and offer consultation. Indicate that the groups will have 45 minutes to complete the exercise. Specify a time to re-convene. At that time, each group needs to be prepared to present their answers to the total group. The groups should try to be as creative as possible in these presentations and can use any materials available in the classroom. Expect the groups to be confused, even if they ask no questions in the main classroom. After about five minutes, rotate between the groups and clarify the purpose and answer any questions.

When the groups return to the main classroom, the instructor should indicate that he/she would like to make this a working session. As the group presents their ideas, the rest of the class should feel free to ask questions, or make observations, from their own experiences. The instructor should cover critical points that the group may have left out of their presentations--this is the last opportunity to teach any concepts that are needed for the selected steps.

Following presentation of the selected Steps 1, 2, and/or 3 you should move the group into focused practice (Unit 7) and then have presentations for the selected Steps 4, 5, 6, 7 and/or 8. Following these presentations move to the final practice (Unit 8), “Coaching for Continuous Improvement” or their “own” case.

If time is a concern or participants are getting bored with the practice process, following focused practice of Steps 1-3, you should consider having presentations for the selected Steps 4-8 and practice using the fishbowl method described in Unit 8, page 15. Note, the participants will not have enough energy or interest to also do “Coaching for Continuous Improvement,” or their “own” case. You need to decide which practice session would be most valuable for the participants.

EXERCISE

Personalizing the Coaching Model

OBJECTIVES:

- To translate the concepts behind the Eight Step Coaching Model into your own words and actions.
- To explore how, when and where each of the eight steps in the model apply to your responsibilities and work environment.

APPROACH:

- You will divide into groups and be asked to select one (1) step out of the eight in the coaching process.
- In thinking about which two steps you would like to concentrate on, keep in mind your answers to the **WHAT SHOULD BE YOUR FOCUS?** exercise.
- By working in groups you will be challenged to expand your thinking, look for creative applications and increase the depth of your understanding about the step your group selects.

ASSIGNMENT:

Have some fun, be creative and feel free to use any of the materials in the classroom: overhead transparencies, easel paper, tape recorder, etc. For the step selected your group's task is to develop a consensus answer to these questions that you can share with the rest of the participants in the workshop:

1. What are the keys to success/remember about this step?
2. What problems do we anticipate in using this step?
3. What symbol, acronym or picture best capture the essence of this step?
4. Ask two (2) questions to another group about their step.

TIME:

You should be able to develop and prepare your discussion in forty-five (45) minutes. The workshop facilitator will check to see if you need more or less time. Aim to reconvene in the main class room at:



UNIT

7

FOCUSED PRACTICE

Introduction

Participants have trouble with or minimize the importance of Steps 1, 2, and 3. They also feel frustrated or want more practice with Step 3, Establish the Impact. This is why we have set up a practice sessions where they will concentrate on these steps. Take your time when setting up the case to give them as much help and insight from yourself and others in the class as possible so they will broaden their choices during the actual role play.

UNIT 7: FOCUSED PRACTICE

PAGE

<i>ACTIVITIES</i>	CASE:	CASE NUMBER THREE.....7-5
		PERSONAL NOTES:
		Case Number Three.....7-9
		WORK GROUP PROCEDURES:
		Case Number Three.....7-11
		SPECIAL EMPLOYEE INSTRUCTIONS:
		One, Two and Three.....7-13
		CASE OBSERVATION SHEET.....7-19



INSTRUCTIONS

Practice Steps 1, 2, and 3: Galactic Oil

Introduce the next case by reminding participants that one real benefit of the workshop is the opportunity to practice these steps as they are introduced. Encourage them to try some new approaches and to experiment using different expressions. Also emphasize that the role plays give them a chance to consciously set the tone of the discussion through their choice of being direct or indirect and through their intent to dictate, persuade, instruct, or problem solve.

The objective of the Galactic Oil case is to provide an opportunity for the participants to practice only Steps 1, 2, and 3 of the COACHING MODEL. The aim is to get participants comfortable and proficient with just a few of the steps before they are required to apply all Eight Steps.

- Have the participants read the case.
- After they have read the case, ask the participants - What is the main problem, or concern, that the manager faces?
- List the responses on a flip chart. Acknowledging these points may be helpful before they actually get into the role-play.
- Ask the participants what is going to make this case a challenge? (Answer: the employee is meeting their goals and they have been brought up under this style of management--unless the employee internalizes the impact, Step 3, there will be little change, just compliance).

Since Step 3, Establish the Impact, will be hard, brain storm with the group a laundry list of potential things that could be of "impact" for this employee. A good starting point is to ask, "What does this employee value, pride themselves on?" Answer: their technical competence, they can count on themselves and their ability to get things done and, meeting their production goals. This is a company person, that wants to do the "right thing." Help them think about how you could help this employee see that their current behavior will not, in the future, help them achieve these goals. E.g.,

- The cost of retraining new employees
- How they reacted when their manager didn't listen to or involve them
- What would they do differently if production goals doubled
- If they were to be assigned to another project, or got sick, who would take over their position
- How would they react if you treated them the way they treat their employees
- Share with them how you might feel/think if you were working for them etc.

The important thing is to "prime the pump" and get the participants thoughts started. Help them practice Step 3, Establish The Impact.

GALACTIC OIL

PURPOSE: Concentrated practice on Steps 1, 2 and 3 of the Coaching Model



CASE

GALACTIC OIL

Johnny Lane, Area Supervisor

The oil industry has certainly seen some significant changes over the last five years. The current emphasis on improving productivity, by increasing the level of employee involvement and participation, is a good example. For some supervisors and managers this will be a hard change to make - it didn't come easy for you. You remember feeling frustrated with some of your early attempts. If it hadn't been for your manager, it would have been easy to go back to the old ways of keeping the employees in the dark and doing the job yourself.

Your current challenge is Tom Anderson. To say that Tom has superior technical skills would not be an exaggeration. However, you would call his supervisory style one that borders on autocratic. Tom's area does meet its objectives. It is frustrating you that they could be even more efficient and effective if Tom would just involve his people in the problem solving and decision making. Instead, Tom makes most of the decisions and treats his people as just another pair of hands to do the work, not to think and be involved or work jointly with him to help improve the operation. You really aren't sure if he has established the type of relationship, with the employees, in which they feel comfortable bringing problems directly to him and have confidence that he will listen to them. In fact, more than one of his employees has confided in you that it does no good to try and talk with Tom because he won't listen and already has his mind made up.

During the last performance review, you asked Tom to concentrate on improving his human relations skills. His comment at the time was, "You're not going to make a lot of money for the company if you go soft with the employees." You disagreed with him at the time. He agreed to take a three day seminar on participative management but, from his comments, you think he has dismissed it as too "pie in the sky" for the type of people he supervises. Unfortunately, some of his direct reports have informally let you know that they feel they could make a bigger contribution to Galactic if Tom would just let them be more involved. To make matters worse, you've gotten wind that a few of his people are considering asking for transfers.

There are many instances when Tom doesn't use the opportunities to involve his employees. The most current one happened when he called his group in yesterday to inform them that his operation must improve the production cost "indices" - stretch goals, or else. He only had time for two, half-hour meetings in which he dominated the floor. He presented ideas on how they were going to meet his objectives.

Tom has set aside some time to meet with you this afternoon and discuss ways to improve the operations. You want to concentrate on helping him understand why he needs to involve his employees more and get started on some tangible ways to make this happen. This will not be an easy conversation since Tom believes so strongly that his technical skills will win out in the end. You know that this is only half of his responsibilities and hope he can start to develop a more participative style of management.

CASE

GALACTIC OIL

Tom Anderson, Area Production Foreman

You are pleased with your fifteen year career at Galactic. After you received your A.A. degree, you joined Galactic, spending all your time in the Western region. You have worked in various technical and maintenance positions. You enjoy the technical side of the business and have been repeatedly told, during performance reviews, that this is your strong suit.

Having worked for a number of supervisors has given you a good foundation on what supervision is all about. The one common denominator has been that most of the people you worked for were no-nonsense people - they had high standards, pushed people for exceptional results, and didn't waste a lot of time talking about things. You knew who was the boss, were expected to give the company a fair days work, and provide your own motivation and development. Although, at times, you were frustrated that some of your past supervisors were distant and unapproachable, it didn't seem to hurt production and couldn't have been that bad or you would have sought other employment. From what you can tell, this is the standard approach to supervision across the oil patch. This is a tough business to be in and one that doesn't lend itself to going overboard in talking and listening to your employees.

You have tried to carry this experience over into your current position where you supervise Production Foremen, Operation Assistants, and Operators. You were not surprised when the company offered you the supervisory position. Your area has met, or exceeded, their objectives for the two years you have been in supervision.

You and your people are well aware that Galactic is now taking a serious look at alternative uses for some of the current properties along with cutting costs and aggressively seeking to improve productivity. Although this creates some uncertainty among the employees, you like the idea that they have to take their jobs more seriously, since, for many, this is the only employment available at the current time. Since you always viewed yourself as a good employee, it is hard for you to understand how some of the employees can be so negative, as indicated on the recent S.O.O. survey. It's gotten to the point that you would rather not listen to their griping. Outside of the normal performance reviews, you don't spend a lot of time providing your employee feedback or soliciting their input. You believe your technical skills are superior and know you can rely on these to make and implement changes. In fact, involving the employees any more would only complicate and slow things down.

You are scheduled to meet with your supervisor to talk about ways to improve the operations. In preparation for this meeting, you have given quite a bit of thought and generated a number of ideas around scheduling and delegating some more work to one of your clerks. If you could relieve yourself of some of the paperwork burden, you could really concentrate on the technical side of the operation, where huge savings could be made. The thought of being able to do this is really exciting.



A Different Case Observation Sheet:

Review the use of the Case Observation Sheet on page 7-19. This Observation Sheet should accomplish the same outcomes as the standard Observation Sheet (see page 4-25 for example): feedback about the effectiveness of coaching while being very explicit about what was said/discussed in Steps 1, 2, and 3 and it's effect. It is set up as a game but don't let the game get in the way of specific feedback on Steps 1, 2, and 3.

WORK GROUP PROCEDURES

CASE NUMBER THREE

ROLES: Everyone will play the role of manager, employee and observer once.

ASSIGNMENTS:

MANAGERS:

- Concentrate on Steps 1, 2 and 3. Move on **only** if appropriate.

EMPLOYEES:

- Be a challenge for this manager - see special instructions.
- Be realistic.

OBSERVERS:

- Chart the manager using the following observation sheet. After discussing your observations with the manager, give them this observation sheet for their records.
- Provide the manager feedback on the problem solving, collaborative behaviors you observed during the conversation.
- Watch the time and let the manager know when 1 (one) minute is remaining.

PROCEDURE:

- The manager reviews their thoughts on how the coaching process was applied during the discussion, with special emphasis on Steps 1, 2 and 3. Next the employee provides the manager with their reactions as if they were still the employee. Finally, the observer shares their record of the conversation on the observations sheet and totals the dollar value the manager brought to the coaching “bottom line.”
- Time: 10 minutes per conversation
5 minutes feedback
- Reconvene in the main class room at: _____



CASE

GALACTIC OIL **Special Employee Instructions - 1**

After fifteen years, you feel that you have paid your dues and have, rightfully, been placed over this group. You are very productive and, frankly, if everyone took their job as seriously as you did, there wouldn't be any problems. This is a good job and you like being in charge.

This talk of employee involvement really makes you uneasy. If the employees get to make all the decisions, why do they need an Area Production Foreman? You only have an A.A. degree and doubt that you could go anywhere else and start over at this level. You just don't know if you can do what is being asked of you. The thought of losing your supervisory position that you have worked so hard for is really weighing heavy on your mind.



CASE

GALACTIC OIL **Special Employee Instructions - 2**

After fifteen years, you have seen managers come and go and special programs like this “employee involvement” stuff come and gone too. Frankly, the sooner the division gets over this program, the better. You have been around long enough, and are savvy enough, to know how to play the game.

You have got to placate Johnny with some ideas on how to improve productivity in your group so Johnny will be distracted long enough for this whole business to go away. Agree to almost anything and be eager to “go along” with whatever Johnny wants to see you do - then you can just let it ride.



CASE

GALACTIC OIL Special Employee Instructions - 3

After fifteen years, you have seen a lot of employees who just want to put in their time and they all think they know how to do it better and don't seem to have any respect for experience. Why does everyone want to keep changing things? The division is doing well, your area is doing well, and you always make sure you make your schedules.

Why can't they all just leave things alone? If we let these inexperienced people start putting in their two cents worth, nothing will ever be the same. You think it is just too risky to turn loose of the responsibility and just "hope" that things get done. How are you supposed to run things if you are not in control of what people do? You see this whole business as personally risky - because you know who will get blamed if it doesn't work.

After fifteen years, you have paid your dues and have a position to protect - if these other people want to go around like a chicken with their head cut off, let them - this is too risky for you.



CASE

CASE OBSERVATION SHEET

How much can you bring to the “**Coaching**” bottom line?

Coaching Step	What was said	What was the result (+ or -)
1. Be supportive		Helpful, Sincere, Honest, Understanding, Collaborative, Listen for understanding. Others:
2. Define topic		Clear to both parties, Focused, A dialogue and discovery. Others:
3. Establish Impact		Personal, Facilitate employee’s thinking of things differently, Created an internal need with the employee. Others:
TOTAL	_____	_____

Add (+) **five** dollars for each step that was covered and subtract (-) **ten** dollars for each step missed, to get the total you brought to the Coaching bottom line?



UNIT

8

PUTTING IT ALL TOGETHER

Coaching for Continuous Improvement

I. Purpose

- A. To help participants see that every employee and manager needs and deserves some coaching assistance.
- B. To help participants survey and pinpoint a specific, tangible topic for a coaching discussion when they return to the job.
- C. To help the participants realize that their coaching responsibility goes beyond asking that employees perform simple and basic job responsibilities or tasks.
- D. To provide some constructive help in getting the participants started in a positive direction.

II. Suggestions/Cautions

- A. Some participants may feel low energy at this point and may be ready to “check-out.” Put some energy and enthusiasm into this seminar so that you serve as a positive model.
- B. Some work groups will tend to spend an entire hour on one person in their team. Strongly caution the participants to watch the clock and allow some time for everyone.

UNIT 8: PUTTING IT ALL TOGETHER **PAGE**

<i>ACTIVITIES</i>	CASE:	COACHING FOR CONTINUOUS IMPROVEMENT.....8-5
		GUIDELINES: COACHING FOR CONTINUOUS IMPROVEMENT CASE.....8-6
		PERSONAL NOTES: Coaching For Continuous Improvement.....8-9
		WORK GROUP PROCEDURES: Case Number Four.....8-11
		CASE OBSERVATION SHEET.....8-13
	EXERCISE:	FISH BOWL.....8-15



Participants have choices in determining where and how they can best benefit from this last practice session:

1. To role play like the previous practice session or to be consultants to one another.
2. To practice in any one of the following three settings:
 - a. A manager to employee situation (downward coaching)
 - b. A peer to peer situation (2 party coaching) or,
 - c. An employee to manager situation (upward coaching).

As an instructor you have a choice in how best to use the last practice session: To ask the group to develop a case scenario they are faced with in their real jobs (transfer), or, to set up a two-party coaching situation, using the fishbowl optional exercise.

The group may be tired and anxious to leave. We suggest that you emphasize that the last practice session is the most important because it will deal with a real-life situation and explores how the coaching process can be transferred and applied to their back home situation.

We suggest that you begin by making the observations that all the cases up to this point in time have focused on the manager coaching the employee about a performance problem. Ask the group if employees ever coach managers (upward) or coach a peer (2 party)? Then ask, does coaching always focus just on problem situations? This allows you to open up the choices for the situation they will choose for their last practice session. Indicate that for the last session they can choose either a manager to employee, employee to manager, or peer to peer setting and the issue can either be developmental, a problem or motivational.

Set up the last practice session by stating that you are going to ask them to select a setting and issue, that for them has the most relevance to their job in the “real world.”

Ask the participants to turn to page 6 and select a setting and issue, then complete the questions. This should take 15 to 20 minutes. Mention to the participant that since they have completed this diagnostic analysis, they will have an opportunity to work on some approaches in dealing with this situation. When the participants have completed their written summary, explain the instructions and options available to them for the next exercise by reviewing pages 11 and 15.

COACHING FOR CONTINUOUS IMPROVEMENT



CASE

GUIDELINES: COACHING FOR CONTINUOUS IMPROVEMENT CASE

You will now have an opportunity to work on “back-home” situations in influencing others. The purpose of this exercise is to allow you to practice the skills of effective coaching in a seminar environment. In order to simulate the actual conditions that exist, please write up **one (1)** situation which you are currently facing, or have faced, in influencing others. Keep these criteria and thoughts in mind:

The situation: Not the toughest unsolvable problem (95% not the 5%).
The issues should be able to be resolved without third party intervention.
The focus of the discussion can be a performance problem, developmental opportunity, career discussion or empowerment.

The people: It can be a manager to team member, peer to peer or team member to manager discussion.

Please use the following questions and format as a way of fully describing the situation.

1. DESCRIBE THE BACKGROUND AND HISTORY OF THIS SITUATION:

(Include relevant information about the persons’ time or experience on the job, special circumstances or conditions, etc.)

2. WHAT, SPECIFICALLY, IS THE PERSON DOING OR WHAT OPPORTUNITY EXISTS THAT IS CREATING THE NEED FOR COACHING, AND WHAT INFORMATION DO YOU HAVE THAT TELLS YOU THIS?

(Include any specific actions, behavior, activities, organization circumstances, etc. that contribute to the situation).

-
-
3. **HOW DOES THE SITUATION AFFECT YOU AND OTHER TEAM MEMBERS IN YOUR ORGANIZATION?**

 4. **WHAT APPROACH(ES) HAVE YOU TRIED TO ADDRESS THIS SITUATION?**

 5. **WHAT IS YOUR OBJECTIVE, OR GOAL, IN WORKING WITH THIS PERSON TO SOLVE THIS SITUATION?**

 6. **WHAT WILL HAPPEN IF THE CURRENT SITUATION CONTINUES?**

 7. **HOW DOES THE OTHER PERSON DEFINE, OR SEE, THIS SITUATION?**

 8. **ANY OTHER COMMENTS:**



Role Play Option

One option is to treat this real back-home situation just like a role play. Strongly suggest that, if they choose to role play, that the participant who wrote the situation should take the position of the team member. Someone else should take the part of the manager. Doing so allows the participant who wrote the situation to watch someone else try to resolve the problem. They are in a good position to play a more true-to-life team member, since they work with the individual on a regular basis.

Consultation Option

Another choice is to have the small work teams serve as a consulting resource for the manager. Flip chart the following instructions:

- Each person in the work group describes the situation.
- Others can critique, question and offer suggestions for using the Eight Step Coaching Model.
- Time: 20 minutes per person for consultation.

WORK GROUP PROCEDURES

CASE NUMBER FOUR

ROLES: You will be the person you have described on the "Coaching For Continuous Improvement" form and someone else in your work group will be the coach, the third person will be the observer. Everyone will be a coach, observer and other person once.

ASSIGNMENTS:

COACH:

- Try all Eight Steps of the Coaching Model when, and if, appropriate.
- Take your time.
- Put the Eight Step Coaching Model in front of you and periodically refer to it.

YOU:

- You know this other person better than anyone else in your work group, behave as you think they would.
- Be realistic.

OBSERVERS:

- Chart the manager using the following observation sheet. After discussing your observations with the manager, give them this observation sheet for their records.
- Watch the time and let the manager know when 1 (one) minute is remaining.

PROCEDURE:

- Coach, read the description on the "Coaching For Continuous Improvement" form, ask questions to clarify the situation and without getting too analytical start the discussion.
- Time: Up to 15 minutes per conversation
5 minutes feedback
- Reconvene in the main class room at: _____



CASE

CASE OBSERVATION SHEET

Case _____ Coach _____

STEPS

ORDER/FREQUENCY

1. BE SUPPORTIVE																				
2. DEFINE THE TOPIC AND NEEDS																				
3. ESTABLISH IMPACT																				
4. INITIATE A PLAN																				
5. GET A COMMITMENT																				
6. CONFRONT EXCUSES/ RESISTANCE																				
7. CLARIFY CONSEQUENCES, DON'T PUNISH																				
8. DON'T GIVE UP																				
Notes:																				

FEEDBACK ORDER/INSTRUCTIONS

FIRST, the coach should discuss his/her intent with the Eight Steps ("What I was trying to do....").

NEXT, the employee discusses the impact of the conversation (how you felt and what you would do because of it).

LAST, the observer will describe how the Eight Steps were used (the frequency, pattern, what went well and opportunities that may have been missed).

CONCENTRATE ON THE PROCESS NOT ON THE CONTENT OF THE CASE



Fish Bowl (option)

This option is an excellent vehicle for exploring the concept that to be a good coach you must be coachable and when the group is concerned more with upward or peer to peer coaching. There will be two groups for this practice session. Divide the group in half and explain that one half will only see the manager's side of the case while the other half will only see the employee's side. Each group will meet separately and develop their strategy for the discussion using the Eight Step Coaching Model. You will give them as much time as they need, usually about 45 minutes. Then we will reconvene in the main classroom and hold the discussion. The differences are, that one member from each group will sit in one of the two chairs in front of the class and start the discussion. At any point in the discussion any member from the group can "tag" into and replace their representative, the person actually holding the discussion can "tag" out of the discussion, or the instructor can "tag" another group member into the discussion. Therefore, in addition to developing your strategy for the discussion, the group needs to determine who will be their first, second and third representative during the discussion. At any point during the discussion, either group can ask for a time-out to caucus with their group and discuss changes in strategy.

One variation is to select an observer from each group that does not see the case descriptions. During the discussion they only have the information that is discussed by the two parties. Hand out the appropriate roles to each group and rotate between each group answering questions, checking on their readiness to start the discussion and who are their first three representatives.

When the groups are ready, conduct the discussion. The instructor should feel free to stop the discussion and ask the observers for comments or ask pertinent questions of the group. Rotate group members into the discussion and allow it to continue until the outcome is positive for both sides. A good way of testing this is to ask: If this discussion were to end now, would both sides feel good about what happened? Also, keep your own personal notes for the debrief.

Debrief the entire exercise making the following points:

- Coaching is not something a manager does to an employee, it is a two-way process.
- To be a good coach you must be coachable.
- Flexibility and listening for understanding is critical for both parties during the discussion.

EXERCISE

FISH BOWL

ROLES: Half the group will play the role of the manager, the other half the role of the employee. Each half will only see their perspective side of the case.

ASSIGNMENTS:

MANAGERS:

- As a group, determine what your strategy will be for the discussion.
- Select three people and determine the order for holding the conversations. Who will start, be next in order and the third person.

EMPLOYEES:

- As a group, determine what your strategy will be for the discussion.
- Select three people and determine the order for holding the conversations. Who will start, be next in order and the third person.

GROUND RULES:

- The first person from the manager group and the first person from the employee group will start the conversation. At any time, person number two can “tag” into the conversation or the first person can “tag” person number two into the conversation. The same holds true for person number three.
- The facilitator can “tag” anyone from the manager, or employee group, into the conversation. Conceivably more than the first three people can be involved in the conversation.
- Anyone from either group can ask for a “time out” to re-caucus with their group. All you have to do is let the facilitator know when this “time out” is needed.
- Time: **Forty-five** minutes to develop your strategy for the discussion.
- Reconvene in the main class room at: _____



CASE

POWER SYSTEMS CORPORATION Harry Rochelle, Second Level Supervisor

You are relatively new to the company, however, you have experience in working with some large companies overseas and two years ago you wanted to return to the U. S. and pursue your career. You like the future of Power Systems and you feel the company will be successful. Currently the company is producing at near capacity volume and profits. The company has been through some lean times but all the hard work appears to be paying off, if you compare this operation to the general criteria of a successful organization. Even though everyone doesn't share this optimistic view you have of the future, you are determined to hold up your end of the deal and look for more ways to become efficient. It hasn't been easy winning the support of your first level supervisors and production employees. They have seen changes come and go in the past and previous managers have downsized the company to increase productivity. You can't blame them for being skeptical and cautious; after all, a lot of their long time peers are no longer in the company.

You are still trying to convince the supervisors to be more responsible and assertive with the production employees. They need to involve technicians, operators, maintenance, and professional staff in decision making and planning activities but they cannot afford to play "Mr. Nice Guy" when it comes to work rules and abuse of personnel policies. It really frustrates you when the employees spend half an hour getting ready for work in the morning, drinking coffee and reading the morning paper. Then they plan their work so it doesn't interfere with the 9:00 a.m. and 2:00 p.m. breaks and then may take 45 minutes to clean up for the next crew. It doesn't leave many productive hours in a day and your division director has shown how costs are again rising. You believe that there needs to be more accountability and control. Last week was a good example, you walked by the main entrance and noticed that four people from Sid and Lou's team were standing around 15 minutes before quitting time. The week before that a bunch of people were getting special clean up passes for some work that didn't seem to require special passes. Now this week you saw Blair, one of Sid's team members, hanging around the break area smoking at 9:30. That is later than the normal 9:00 break time. Sometimes you could just pull your hair out. You believe that in time you can coach Sid, and the other supervisors, on how they can be firm and fair, how to be supportive and yet not give in on company policies. You would feel a lot better if Sid and the others would clue you in on how they want to handle their employees and agree on an overall management strategy and philosophy.

Sid will be arriving to your office in 20 minutes to meet with you and talk about these issues. Sid is just returning from a two week vacation, this will give you an opportunity to go over some changes that management finally settled on after meeting twice with the supervisors on absenteeism and work schedules. You can also pass on the good news about Jackie Budowski, the head operator that was selected to fill a special assignment job for the Division Director this next year. This will be some surprising good news since people are anonymously nominated so as not to get people excited or upset.



CASE

POWER SYSTEMS CORPORATION **Sid Reformer, First Level Supervisor**

You are a first level supervisor. You have been with Power Systems for 17 years. You have seen many changes in technology and management philosophy. Some things have been good and some not so good. The way you see it, management is just like the weather around here...if you don't like it, wait a while and it will change.

For the most part you have been pleased with some of the changes in management philosophy and greater worker involvement. You believe that team problem solving and team planning for major projects have produced numerous ideas and suggestions that have saved the company a lot of money and improved morale and attitudes. You have received good training on the changing role of the supervisor and have learned how to run a decision-making meeting, listen to hourly employees and to be less controlling and autocratic.

You have one real concern, you have begun to feel that higher levels of management are not treating you and your peers (first level supervisors) the way they are asking you to treat the production team members. You get roughed up from both sides (management and employees), and you are beginning to feel like a "shock absorber". You have seen a number of situations occur recently that caused you to feel the way you do. For example, recently some new rules were established about absenteeism and filling the work schedule, reducing overtime costs, etc. You felt that several good suggestions were developed. Then you went on vacation for two weeks and came back to learn that management had their own meeting and agreed to some changes other than those discussed among the first level supervisors. The production people are likely to resist these new management changes. Management hasn't listened enough to the people they must depend on to succeed with a new absenteeism policy. The same thing has been done in the way they handle work schedules for supervisors...no input. Probably the most embarrassing thing is to have your crew members ask you questions they already know the answers to. Last week you learned from your team that Jackie Budowski (Head Operator) was going to the front office and work as an Engineering Assistant for 12 months. Normally you really lean on Jackie and you are not very well equipped to fill the void over the next 12 months unless your supervisor is willing to rotate a very good person into your area.

Finally, the higher levels of management seem to make a lot of snap judgments about your team member's actions. For example, two weeks ago you had one of your employees, Blair, perform a long difficult job. He started around 8:00 and finished at 9:30. You gave Blair permission to take a smoke break at 9:30. When Blair came back he said he/she got the "evil eye" from your boss for abusing the break schedule. Blair felt intimidated and mistreated after he had completed a successful job.

You have decided to meet with your boss and talk things over.



UNIT

9

NOW WHAT?

INTRODUCTION

I. Purpose

- A. To briefly review the content and process of the Coaching workshop.
- B. To encourage leaders to try the skills as a way to improve their effectiveness and increase their leverage as leaders.
- C. To close the workshop with a high-energy and commitment level.

II. Suggestions/Cautions

The main problem encountered, at this point, is a lack of time. It is important to spend a few minutes wrapping up and bringing things to closure. It is also important to program enough time to allow you and the participants to reflect and to feel good about what has been accomplished.

The reason for making the summary a separate module is to allow you an opportunity to wrap things up and to bring closure to the workshop. Plus, build the transition bridge back to the workplace where they will apply the skills and introduce these to their teams. We recommend that you don't spend a lot of time or get all "heavy" with new thoughts or concepts.

UNIT 9: NOW WHAT ?**PAGE**

ACTIVITIES	EXERCISE:	PERSONAL ACTION PLAN.....	9-5
		WORK GROUP PROCEDURES:	
		Personal Action Plan.....	9-9
	DISCUSSION:	GETTING STARTED ON YOUR OWN CHANGE.....	9-11
	EXERCISE:	COACHING SKILLS WORKSHOP EVALUATION QUESTIONNAIRE.....	9-13
	FUTURE REFERENCES:	SUGGESTED READINGS.....	9-15
		OTHER CCM PRODUCTS AND SERVICES.....	9-17
		CERTIFICATE OF ACHIEVEMENT.....	9-18



PERSONAL ACTION PLAN

We suggest you briefly recap what the seminar is:

- A practical and useful leadership tool aimed at improving employee performance.
- Designed to encourage involvement and active participation.
- Designed to challenge managers and have them take a look at their style and approach.

Instruct participants to complete the “Personal Action Plan” (pages 6-7) as a starting place for capturing what they have learned during the workshop and their plans with their team.

*If time will allow, you may use the optional Work Group Discussion of each person’s “Personal Action Plan” as described on page 9.

Summarize further by reviewing page 11 with participants.

EXERCISE

PERSONAL ACTION PLAN



EXERCISE

- b. What information do you have to indicate that these need improvement?

3. List one or two situations that will give you an opportunity to apply the coaching and counseling skills learned in the workshop.

4. What three things are you going to do over the next six months to improve your effectiveness as a coach/leader for the situations you described?
- 5.

5. Now for the first thing you plan to do, list specific action steps you will take, when the steps will be taken and areas you will be watching for to indicate the success of your actions.

Action Steps	Dates When Steps Will Be Taken	Indicators of Success
<hr/>		
<hr/>		



WORK GROUP PROCEDURES

PERSONAL ACTION PLAN

PURPOSE: To listen, provide input and reactions to another person's Planning Sheet for More Effective Coaching and Leadership.

ASSIGNMENTS:

YOU:

- Select another person in the class you think can provide input to your Planning Sheet for More Effective Coaching and Leadership.
- Discuss with the other person your observations and plans.
- Modify your Planning Sheet for More Effective Coaching and Leadership based upon the other person's input.

OTHER PERSON:

- Listen and understand the Planning Sheet for More Effective Coaching and Leadership.
- Offer specific examples to confirm what the person has written on the Planning Sheet for More Effective Coaching and Leadership.
- If necessary, help the person consider alternatives, different information or plans.

PROCEDURE:

- Time: Up to 15 minutes per conversation
- Reconvene in the main class room at: _____



GETTING STARTED ON YOUR OWN CHANGE

You can capitalize on the idea of “next steps” for the development of the participant by asking the group to look at page 11, “Getting Started on Your Own Change.”

Another important step is to look back at their expectations and to see if those goals have been achieved. Participants usually feel they have a good start or some insight that will be helpful over time.

DISCUSSION

GETTING STARTED ON YOUR OWN CHANGE

IMMEDIATE ACTION STEPS:

- Establish a system of regular communication with employees.
- Let your staff know you plan to do some things differently. Explain your plans and ideas to them.
- Apply the concepts to your staff meetings or during team building sessions.
- Practice the ideas while setting objectives and reviewing performance.
- Try the concepts and skills **soon**.
- Don't wait for the "ideal" situation. Practice whenever you can.

LATER ON:

- Review your materials.
- Contact other participants to discuss your situations.

REMEMBER:

- Hang in there. You will get the best results....when you **keep trying**.
- Don't expect dramatic "overnight" results.
- Start with a situation where you have a **reasonable** chance of seeing some success.



COACHING SKILLS WORKSHOP EVALUATION QUESTIONNAIRE

Next, ask participants to take a few minutes to complete a Seminar Evaluation (pages 9-13 & 9-14). You might explain that the evaluation gives us another important source of feedback, and that it is important for them to be specific and descriptive in their comments. One of our goals is also to improve our performance.

Hand out reminder gift

Our hope is that when they glance at the gift it will remind them of the Eight Step Coaching Model and that it will cause them to think about when the last time was that they reviewed the material and made a concentrated effort to apply the concept, i.e., took time to coach.

Point out the reference information and additional CCM products and services on pages 9-15 and 9-17.

Certificate of Achievement

Participants have the opportunity to obtain a Certificate of Achievement as recognition of completing the Coaching Skills for Continuous Improvement workshop. An example of the Certificate of Achievement is located on page 9-18. Please assist them in completing the Certificate application on page 9-19. Often, interest in this service is realized at a later date so in-class completion of the application will speed the processing time and prevent us from asking you for this information at a later date. **IMPORTANT** this must be signed by a certified instructor before the Certificate of Achievement will be granted. Please sign their form and enter the "two-day" date of the workshop before they leave the workshop. It will be the responsibility of the participant to forward their Certificate application to the Center for Coaching and Mentoring, Inc. for processing.

Thank participants for their efforts.

#end#

EXERCISE

COACHING SKILLS WORKSHOP EVALUATION QUESTIONNAIRE

1. Please rate the following parts of the workshop, in terms of their personal value to you.

The 8 Step Coaching Model	1	2	3	4	5	6	7
The Video tape demonstration	1	2	3	4	5	6	7
Questionnaire feedback	1	2	3	4	5	6	7
Case studies	1	2	3	4	5	6	7
Practice role plays	1	2	3	4	5	6	7
Feedback after practice role play	1	2	3	4	5	6	7
Class discussions	1	2	3	4	5	6	7
	Little Value				Moderate Value		Great Value

2. What, for you, was the most valuable part of the workshop?

3. What, for you, was the least valuable part of the workshop?

4. What changes, if any, do you intend to make in your own ways of dealing with others as a result of participating in the workshop?

(CONTINUED ON THE BACK)



FUTURE REFERENCES

SUGGESTED READINGS

- Bennis, Warren & Nanus, Burt. 1985. *Leaders: The strategies for taking charge*. New York: Harper & Row, Publishers.
- Blake, R.B. 1964. *The Managerial Grid*. Houston: Gulf Publishing Company.
- Covey, Stephen R. 1989. *The Seven Habits of Highly Effective People: Restoring the character ethic*. New York: Fireside.
- Gordon Thomas. 1977. *Leader Effectiveness Training: The no-lose way to release the productive potential of people*. New York: Wyden Books.
- Kellogg, M.S. 1975. *What To Do About Performance Appraisal*. New York: Amacom.
- Kirkpatrick, D.L. 1982. *How To Improve Performance Through Appraisal and Coaching*. New York: Amacom.
- Latham, G.P., & Wexley, K.N. 1981. *Increasing Productivity Through Performance Appraisal*. Reading, MA: Addison-Wesley.
- Lefton, R.E., Buzzota, V.R., Sherberg, M., & Karraker, D.L. 1977. *Effective Motivation Through Performance Appraisal*. New York: Wiley.
- Mahler, W.R. 1976. *How Effective Executives Interview*. Home Wood, IL: Dow Jones Irwin.
- Miller, Sherod., Walkman, Daniel., Nunnally, Elam., & Saline, Carol. *Straight Talk: A new way to get closer to others by saying what you really mean*. New York: Rawson, Wade
- Sperry, L., & Hess, L.R. 1974. *Contact Counseling*. Reading, MA: Addison-Wesley.
- Steinmets, L.L. 1969. *Managing the Marginal and Unsatisfactory Performer*. Reading, MA: Addison-Wesley.



FUTURE REFERENCES

OTHER CCM PRODUCTS AND SERVICES

BOOKS:

Teamwork: We Have Met The Enemy and They Are Us

Win-Win Partnerships: Be on the Leading Edge With Synergistic Coaching

Mentors: Bridging To The Future

Mentoring Partner's Handbook

WORKSHOPS:

Audience targeted version of the Coaching Skills workshop:

- *Coaching Up*, a workshop for employees and peer to peer coaching.
- *Safety Coaching* applies the skills and behaviors to specific safety related issues.
- *Continuous Improvement Coaching* focuses on the Team Leader as they manage situations with a team structure.
- *Coaching Skills for Health Care Professionals* focuses on coaching within the care team at the operational level.
- *Coaching Skills for Project Leaders* focuses on leading flexible project teams where the project leader has no formal authority or impact on performance reviews and rewards.

Enhanced Coaching. A four or eight hour follow-up to the Coaching Skills workshop aimed at improving and reinforcing the original skills and behaviors developed.

Exploring Teamwork. Experiential learning process to build the support, trust, accountability and responsibility necessary for high performing teams.

Trainer Certification: A three phase certification process for in-house instructors to facilitate CCM workshops using our materials.

CONSULTING SERVICES:

Leadership training program design

Mentoring program design.

One-on-one executive coaching.



Certificate of Achievement

Example Coach

has attended and successfully completed the sixteen (16) hour Coaching Skills for Continuous Improvement Workshop qualifying for 1.6 Continuing Education Units (CEU).

Example Company

Workshop Dates: _____

Sample Signature

**Matt Starcevich, President and CEO
The Center for Coaching and Mentoring, Inc.**



Certificate of Achievement

To obtain a Certificate of Achievement as recognition of completing the Coaching Skills for Continuous Improvement workshop, please ask your instructor to complete and sign this form. Then give your contact details. This form must be completed by the instructor to be processed.

Note to Instructor: Please complete this information and sign this form to speed processing time of the Certificate. Thank you!

Company Name: _____

Workshop Delivery Location: _____

Dates of the Workshop: _____

Instructors Name: _____

Instructor Signature: _____

Note to Participant: Please complete the following information, then scan and email to ccmokla@aol.com or mail to the Center for Coaching and Mentoring, Inc., 1830 Glynnwood Drive, Bartlesville, OK 74006, (918) 333-6609. We will e-mail your certificate.

Participant's Name: _____

Participant E-mail Address: _____

Thank you for participating in the Coaching Skills for Continuous Improvement Workshop.



