

COACHING



Name

Overview

Coaching provides you with the essential information and skills needed for you to excel in your interactions with employees and peers.

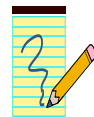
In particular, this program enhances your abilities to coach on a day-to-day basis rather than on a quarterly, semi-annual, or annual basis. You will help others succeed in the organization by coaching to maximize job performance while enhancing the results of tasks and projects. You will learn to identify the behavior patterns essential for job success. You will also understand how to assist employees who seek higher levels of responsibility.

Coaching is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

Course Objectives

Our goal is to build greater personal skill and confidence in your ability to provide coaching by focusing on the areas listed below.

- *Effectively Communicating Observations*
- *Using and Communicating Positive Reinforcement*
- *Managing and Guiding the Performance of Others*
- *Clarifying Quality as it Relates to Goals, Assignments, etc.*
- *Identifying and Applying Essential Performance Factors*
- *Developing a General Coaching Guideline*
- *Using Different Types of Coaching Discussions*
- *Solving Problems of Motivation*
- *Using Listening Skills*
- *Effectively Using Questions*
- *Identifying “Blocks” to Coaching*



Personal Objectives

In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Coaching. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives.

Communicating Observations

An essential ingredient to coaching is communicating effectively across all lines. Whenever you communicate with employees, team members, customers, managers, etc., the communication process you use says a lot about you and the situation. It's also equally important to develop effective communication and observation skills so employees can achieve the benefits of performing in an exceptional manner.

The communication process outlined below is a very simple one. Whenever you want to communicate, remember the three key points.

1) Be Direct and to the Point

If you see something that should be communicated, say it. Don't avoid saying something or pretend you don't see anything. Be direct. Say exactly what you observe in a non-judgmental, non-interpretive way. Minimize your words and get to the point as rapidly as you can.

2) Be Specific and Concise

This skill alone will make you a better communicator. People will want to listen to you simply because they know you are always specific and concise. Two key things here to remember. First, if possible, state expectations. Second, state your observations.

A) State Expectations - Communicate what was agreed upon, committed to, etc. You may use words like, "We *agreed* last week to . . .," or something like, "The *commitment* last week was . . ." The key words are *agreed* and *commitment*. Stating expectations first takes the personalizing out of the communication process. The focus is on the expectation, not the other person.

B) State Observations - Communicate exactly what you observe. After stating the expectation noted above, you might continue the statement with something like, "However, I received the information this morning. What happened?" You want to be sure that you do not label the other person, be judgmental, etc. You don't want to say, "You must be getting lazy, I just received the information," or, "You must not think we're very important. I just received this information, late as usual." You also want to try to transition at the end of your statement with an open-ended question rather than a closed-one.

3) Be Objective and Non-Threatening

This is where your body language, voice intonation, facial expressions, sarcasm, etc., play a key role. Control yourself so you don't distort the communication flow.

Skill Practice

This is your first opportunity to practice skills in this program. Outlined on the following page are 8 different situations for you to practice. This first skill practice is fairly simple. You are to pair-off with another participant. The person practicing the skill (direct, expectations, observations, non-threatening) is to communicate the skills just reviewed based on how the person practicing reads the situation. The actual skill practice may take only about 15 to 30 seconds. That's it. Your partner is to only provide you with coaching feedback. Your partner does not respond to keep it going. Outlined below are some basic coaching guidelines and rules for the skill practice. You can also do this exercise in groups of three.

Skill Practice Coaching

- 1) **Tell the person practicing what you believe he or she did well.** Say this first so you do not forget. Be specific. For example, if you like the fact that your partner stated the word *agreed* as part of stating expectations, tell your partner. Don't assume anything. There is nothing too mundane or trite in coaching a skill practice. Everything helps.
- 2) **Tell the person practicing what could use improvement.** Think about what might make the practice session better from your perspective. Give your partner your suggestions. The time to experiment and make mistakes is in practice, not on the job. So don't be afraid to give your honest insights.

Rules

The rules help keep the skill practice on-track and increases the likelihood the practice session will be worthwhile.

- 1) **When completed, keep quiet.** This rule is for the person practicing the skill. The tendency for many people once the practice session is completed is to rationalize, make excuses, and so on. Leave your egos outside the workshop. Once you've completed your 15 to 30 seconds of practice, keep quiet. It's your coach's turn.
- 2) **Listen to your coach.** As the person practicing, you may not agree with the coaching suggestions. You may not even like the person coaching you. None of that matters. What does matter is how your "coach" saw the 15 to 30 seconds. Take the coaching as an opportunity to improve.
- 3) **Do 3 to 5 repetitions of each situation.** This is where you really become skillful. It is based on sports, theatre, and music. To become skilled in any of those endeavors takes a lot of practice in a repetitive manner. Repetition means you do the same exact skill practice again and again based on the coaching. Only after you have mastered one of the situations, should you move to another. After the person practicing has completed their repetitions for about four of the listed situations, then you can switch roles. This means you shouldn't switch roles until you've completed 12 to 20 quick skill practices.

Skill Practice Situations

1. Your employee shows no interest in a team meeting.
2. Your employee is late to a team meeting.
3. Your employee misses an agreed upon deadline.
4. Your employee produces “sloppy” or poor quality work.
5. Your employee treats other employees in an abrasive manner.
6. Your employee is “rude” to another employee.
7. Your employee appears to ignore repeated requests for information.
8. Your employee appears to have little or no interest when you are discussing performing a task.

You can change any of the above situations to better reflect your work. Just remember to state expectations and observations in a non-threatening manner, and the practice session will go well.

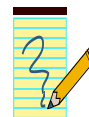
Using #2 as an example, you might catch the person after the meeting to find out what’s going on and say, *“We agreed in our team chartering meeting that everyone would be on time for reasons we discussed. I noticed you were 30 minutes late. What happened?”*

That took about 15 seconds. The coach would provide his or her insights, and you would practice it again. It’s that simple.

As coaches, listen for the expectations and observations. Also, look for the closed-ended transitional question that might shut the interaction down. For example, asking, *“Is there a problem?”* instead of, *“What happened?”* might create unnecessary negative responses.

Plus, you’ve assumed there is a “problem” when there might not be one from the other person’s perspective. It may depend on each person’s point of view. Try to remove any language that could be perceived as judgmental or labeling.

On the following two pages are Skill Practice Coaching Checklists that should help you when you are coaching.



Skill Practice Coaching Checklist

Does the Person Practicing:

- State Observations and Expectations?
- Provide Adequate Detail?
- Describe Behavior Rather Than Conclusions?
- Threaten or Punish Verbally or Non-Verbally?
- Use an Open-Ended Transitional Question?

What Went Well?

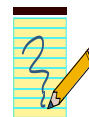
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Positive Reinforcement

One of the most effective communication tools in creating trust and repetitive positive behavior in employees is positive reinforcement. Positive reinforcement, when done sincerely and effectively, can have significant positive consequences on both individuals and teams.

There are a couple of key things to remember when communicating positive reinforcement. First, use the skills we just reviewed, especially being direct. Don't let an opportunity go by where you could have used positive reinforcement, and you didn't. And secondly, if you can connect the positive action or behavior to an expectation, the likelihood of future expectations being accomplished is greatly magnified.

The process to communicating positive reinforcement is outlined below. These three aspects of positive reinforcement will not only invite repetitive behavior, it clearly shows you are an observant person and will distinguish you from your peers. It's pretty hard not to appreciate sincere positive reinforcement.

1) Effectively Communicate the Situation in a Positive Manner

- State what you observed.

2) Effectively Communicate the “Value” of What Was Done

- Explain clearly the consequences, results, the difference it made, the impact the situation had on others, the importance, benefits, advantages, etc.

3) Reward What Was Done

- Express your appreciation in a sincere manner.

A) Always look for opportunities to recognize outstanding performance. A common complaint among employees is the feeling that they are not recognized for what they do well.

B) Set a goal for yourself to have those who work with you say, *“One thing for certain, if you do a good job around here, it doesn't go unnoticed.”*



Positive Reinforcement Exercise

For each of the ten work-related situations, talk out-loud with your small group and decide what you might say to communicate positive reinforcement. This is your opportunity to be a wordsmith. Brainstorm your ideas and craft the words as carefully as you can so you get the desired impact.

1. Your employee shows great interest in a team meeting.

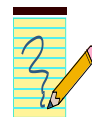
2. Your employee is early and very involved in a team meeting.

3. Your employee beats a deadline by one week.

4. Your employee produces outstanding or excellent quality work.

5. Your employee treats other employees in a helpful and cooperative manner.

6. Your employee is courteous to another employee.



Positive Reinforcement Exercise – Continued

7. Your employee is especially helpful with a difficult customer (internal or external).

8. Your employee used his or her listening skills, which produced a desired outcome.

9. Your employee took initiative on a project, which produced a better result.

10. Your employee puts some extra time into a key project without being asked.
