

# MANAGER AS A COACH



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Worksheets



**INSTRUCTIONS:** Take a moment and reflect on the individual you have worked with or known that motivated you to learn, develop and achieve. Go back as far as you want in your career life. Think of the situations that prompt your thoughts. Once you have this individual in mind, answer questions one through five.

### **Positive Work Environment**

To allow each participant to experience the positive and negative aspects of management styles and how this has shaped their own approach to management.

1. What is the name of the person/manager that stands out as being the most effective?
2. What did he/she do that helped you the most?
3. What leadership/management skills did he/she use that you still use today?
4. What was the one thing he/she did that made him/her stand out from most individuals?
5. If this was the supervisor/person you learned the most from in your career, what did he/she do to encourage your learning and growth?



**INSTRUCTIONS:** As you watch the video about coaching and see when and how to coach. Please take notes using the guide below.

## The Practical Coach

**When they are doing great work, let them know**

- When you see it, say it

Example from video:

**When they are doing poor work, let them know**

- Make it private and positive

Example from video:

**When they are on a dead-end road, let them know**

- Use the Two-Minute Challenge

Example from video:

- State what you've observed

- Wait for a response

- Remind them of the goal

- Ask for a specific solution

- Agree together

## What Not Why:

### A Different Approach to Affect Behavior Change in Employees

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Supervisor-employee relationships must operate on the premise that not all behavior has long, deep roots in the employee's past. Some behavior is an immediate response to a situation (environment). Therefore:

- This is one technique that works with the present.
- It requires current involvement of the supervisor with the employee.
- It is an approach to communicating that can be used with the limitations of time common to supervisors.
- It is used successfully in the prevention of pre-crisis relations. The more preventative behavior supervisors engage in, the less acting-out they will have to work with later. Work with small problems so that the employee does not develop larger ones.
- It supports the principle of doing something for the employee, not to the employee.

When needs are not met, this usually leads to one of the following: Flight or escape—fight or aggression—or fright or repression. Many times, if this is serious enough the employee will quit or regress to the point that he/she will force management to terminate them.

Supervisors must develop a relationship process with employees that can identify or at least bring awareness of needs not being met.

- Employees can meet unmet needs and change behavior if the supervisor, through contact with the employee, let's the employee know he/she cares about the success of the employee.
- Such care can help meet some of the love/affection needs and is not a blanket approval for all behavior, but a comfort toward the need of personal worth.
- Negative behavior many times is an attempt for attention or to secure emotional input from another, many times the supervisor. Remember the bully on the playground: It is better to be hated than ignored, as hate is better than nothing.

Involvement: To be successful at changing behavior, the supervisor must get personal and get emotionally involved, i.e. be honest with "yourself". Be authentic when you communicate the idea that "I am interested in you", not as just another employee but I want to see you succeed.

- Often the first attempt at this approach will result in the employee resisting the attempt as a way of testing if the supervisor is sincere.
- One approach to become involved is to communicate with the employee about their interest, fears, ideas, opinions, hopes, plans, personal ideas of how they feel.
- Becoming involved with employees is one way supervisors show responsibility to employees and a way of meeting personal needs.
- The supervisor who cares about their employees and becomes involved, to the point of caring enough to discipline and hold employees to the consequences of their behavior, are the more successful supervisors.

## Focus on the Present

- We are not interested in past behavior or function, or the ability to not function.
- “Be in the right here right now.” We are starting today. Everything in the past only relates to what the employee is doing right now.
- Behavior problems of deeper psychological import should be considered as referrals to available resources. (Drugs or alcoholic issues)

## Work With Behavior – Ask “What” not “Why”

- We cannot change emotions or attitudes. We can help employees behave differently.
- True or false? It is easier to act your way into a new way of thinking than it is to think your way into a new way of acting? (The answer is true)
- When discussing or confronting the employee, talk about the actual behavior. What did you do? What are you doing? **Do not ask, Why** are you doing, that? **Why** did you do that? **Why** are you late, etc?
- Using the word **why** sets up defenses and the employee becomes defensive and this sets up 1. Rationalizations for the behavior. 2. Excuses. (Do not ask for excuses or accept excuses)
- Behavior change will not occur because the employee knows **Why**. It will occur only when they fulfill needs more satisfactorily.
- Ask questions of value: “**what** did you do?” **How** do you feel about that behavior?” “**What’s** your reaction to that behavior?” (Expand feeling about the actual negative behavior)
- Other probes: “Do you understand?” “Would you tell me more about that behavior?” “I’m not sure that I understand?” “Talk about what you did?” “Is that the responsible thing to do?”

## Discourage Giving Excuses

- Accepting excuses indicates the supervisor does not care about the employee, as the old behavior patterns are acceptable and reinforced.
- Not: “Why didn’t you do it?” But: “When will you do it?” ; Not: “Why are you late?” But: “How will you arrange to be on time tomorrow?”
- Secure the employee’s commitment to change.
- Employee must decide that change is worthwhile before they can take responsibility toward change. Nothing changes until the employee makes the decision to change the negative behavior.
- If the employee is to stay on the job, they must decide to change to meet their needs. The supervisor can guide, but employee must decide.

**INSTRUCTIONS:** Take 10 minutes to fill the Action Plan and use it when you return to work.

## **Coaching Action Plan**

Based on what you know now about the coaching, what are three things you can begin to do to be an effective coach.

1.

2.

3.



