

MANAGER AS COACH



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Course Description

Coaching is experiencing dramatic growth as a valuable management tool for managers and supervisors. You will sharpen your communication and management skills as you integrate the coaching examples, skill-building exercises, and coaching tips and traps into a positive approach with your employees. Coaching is applicable in all areas of management but is especially valuable in evaluations, discipline, positive and negative feedback, and career development.



Learning Objectives

- Identify the three situations for coaching your staff
- Evaluate and act on the reasons behind poor performance
- Recognize and manage "sidetracks" during interactions with staff
- Define and put into practice the skills for coaching



Coach versus Manager


COACH	MANAGER
<ul style="list-style-type: none"> • Influences • Facilitates • Assists teams • Motivates team • Gets involved • Team-focused • Wins with team 	<ul style="list-style-type: none"> • Uses authority • Makes decisions • Divides/delegate • Direct employees • Works alone • Self-focused • Gets all glory

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Three Things

Coaching boils down to three things your team needs from you on a day-to-day basis:

- They need to be inspired every day.
- They need to be encouraged every day.
- They need to be challenged.



Coaching is not ...

- Counseling
- Psycho-babble
- Being a shrink
- Being his/her mother
- An obligation for life
- You don't have to take the employee home with you

Conditions for Counseling

- Drug and alcohol issues
- Home problems with spouse or personal relationships
- Effects of health problems
- Mental illness
- Financial problems
- Overall stress

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Coaching is all about inspiring, encouraging and challenging your team.

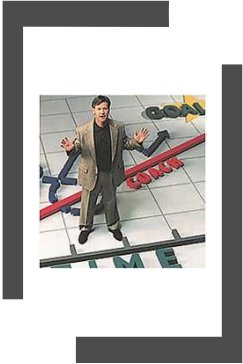


A Coach ...



- Guides from start to finish
- Reminds employee of victories
- Celebrates accomplishments
- Encourage and supports
- Serves as a role model
- Facilitates change
- Keeps employee focused
- Listens to and helps set goals
- Assist in ways to meet goals
- Removes roadblocks

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Video Review

- When they are doing great work, let them know
 - **When you see it, say it**
- When they are doing poor work, let them know
 - **Make it private and positive**
- When they are on a dead-end road, let them know
 - **Use the Two-Minute Challenge**

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Coaching is the process of letting people know that what they do, matters to you.



Inspiring Your Team

"Never assume that your team is self motivated."

Three Basic Types



Front and Center Person

Love to be out there mixing with people. Like to try new methods. Lives are about extremes, emotional and otherwise. Push their ideas and they push the rules. Live for recognition. Usually self starters who thrive on applause. Oblivious to their weaknesses. When "slump" they can get very "down."



In The Wings Person

Love to feel included. Rarely in a hurry, and dislike pressure. Live for approval and prefer an informal interaction. Want to be appreciated with greater access to you. Tend to be cautious and want to work with others in accomplishing goals.



Behind the Scenes Person

They don't want the limelight. They don't crave applause, they crave appreciation. They're low key. They need to know they can trust people in leadership. They are hard on themselves when they mess up.

Encouraging Your Team



"Never let great work go unnoticed."

When you see it, say it



Identifying specific actions or behaviors that are good, and then pointing them out
Be specific

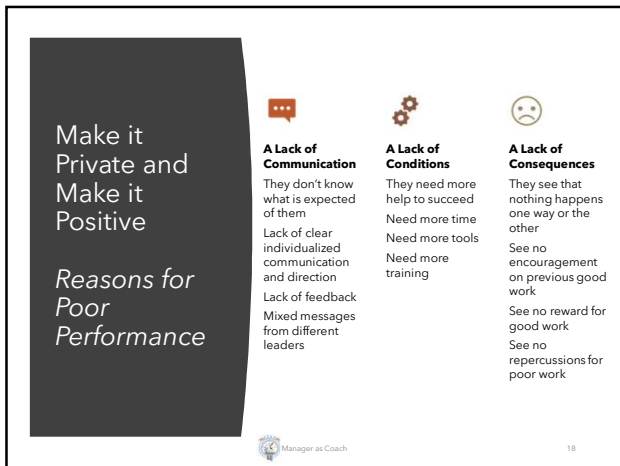


Make it ok to fail
Failing often opens doors for new ideas and helps us "look outside the box"



Handle mistakes and failures in a positive and professional way
Take the lead in turning the mistake into an area of growth

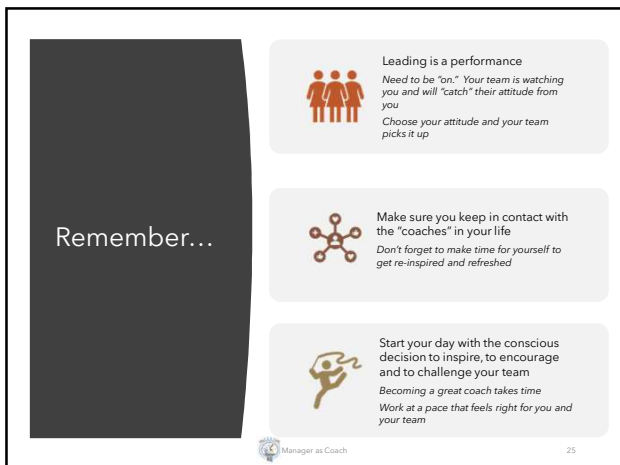






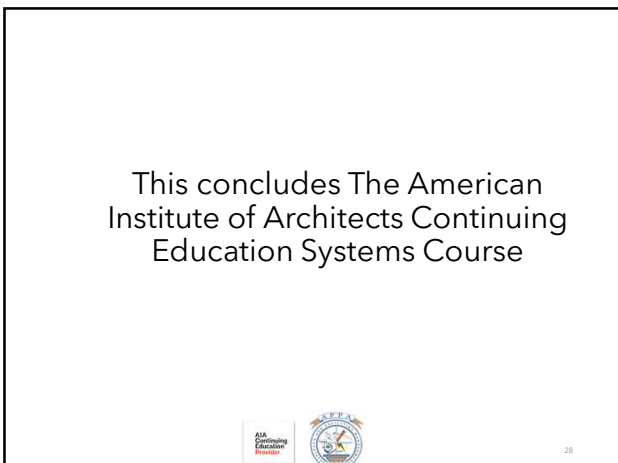












The Practical Coach

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

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

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.

Two-Minute Challenge Practice

Coaching Issues

Performance

- Poor customer interaction
- Anti-team actions
- Poor work technique
- Unsafe behavior

Work Habits

- Showing up late
- Leaving work undone
- Poor personal hygiene/habits
- Time wasting

Sidetracks

The Stall

- Appears after you have stated the new action you want to see
- Sounds like "Ok" "Sure" "That's a good idea" "I'll work on that"
- Simply can be silence after you say "So we agree"

The Self-Inflicted Wound

- Sounds like "I know, I know, I do that" "I just can't seem to get it right"
- Employee begins to criticize himself/herself before your message is even completed

The Guilt Trip

- Sounds like "You always seem to be picking on me" "I'm doing my best. What more can I do"
- Employee acts terribly hurt or upset when you challenge poor performance

The Attack

- Employee attacks your authority to tell him/her anything - the attack is usually personal
- Sounds like "Who are you to tell me" "You don't do that yourself. Why should I?"
- May be necessary in this situation to give your team member some time to cool off before continuing

Manager as Coach: Coaching for Performance

Guidelines Planning Sheet

1. *Emphasize the purpose and importance of the coaching discussion.*

- ◆ What is the purpose of this coaching discussion and why is it important?
- ◆ What will you say to reinforce the employee's self esteem?

2. *Ask questions to gather relevant details about the situation.*

- ◆ What do you know about the situation?
- ◆ What open-ended questions will you use to gather additional relevant information about the situation?
- ◆ What will the employee's concerns/feelings be about the situation?
- ◆ How will you handle those concerns to make sure the employee knows you understand them?
- ◆ Remember to summarize information before moving on?

3. Agree on the outcome(s) you and the other person are trying to achieve.

- ◆ What outcome(s) do you want the employee to achieve?

4. Identify and discuss various approaches for achieving the outcome.
 - ◆ What open-ended question will you ask the employee to find out about the ideas he/she has for handling the situation.
 - ◆ What concerns do you expect the employee might have about dealing with the situation?

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5. Agree on the desired approach.
 - ◆ Be sure to include the “who,” “what,” and by “when” in your intended plan.
 - ◆ Remember to check for understanding.

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6. Set a follow-up date to review progress and express confidence in the individual’s ability to accomplish the outcome.
 - ◆ When will the follow-up meeting be set for?
 - ◆ What will you say to sincerely express your confidence?

Manager as Coach: Coaching Worksheet

Name:

Date:

- State what you have observed (factual and verifiable):

-
- Wait for a response (ask if they have any questions about above):

-
- Remind them of the goal (what needs to happen):

-
- Ask for a specific solution (actions they will take):

-
- Agree together (what actions and by who/when to include a follow-up conversation):

Summary/Notes:

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.

