



Coaching for Peak Performance

Keys to Leadership Success

Hire ❖ Develop ❖ Retain

Coaching For Peak Performance

Coaching is an integral part of success at all levels of management. As a supervisor, you are only as good as your people and the work they produce. Within today's competitive and results-focused environments, coaching is a highly visible and positive demonstration of your commitment to ongoing personal development and performance improvement.

Coaching can range from a less formal, day-to-day process, to a very structured and formalized approach. Regardless of the formality and approach, successful coaching efforts must be an effective blend of clear expectations, goal setting, monitoring, feedback, and ongoing communication.

Learning objectives for this session are:

- Defining the components of employee performance.
- Explaining what it means to coach employees.
- Identifying coaching "targets".
- Communicating performance expectations.
- Identifying your individual coaching challenges.
- Assessing the coaching needs and opportunities of individual employees.
- Identifying general coaching and supervisory strategies.
- Identifying "coachable moments".
- Effectively addressing and discussing performance concerns.
- Formulating employee coaching & development plans.



What is Coaching?

What are Coaching Targets?

Types of Coaching Targets

Although some of your coaching will involve addressing issues, holding people accountable, or working with them to correct performance deficiencies, not all coaching situations or “targets” involve performance problems. With your better people, it will involve working with them to further improve existing performance, develop new or expanded skill sets, or helping them prepare for new or expanded positions.

Red Targets

These are targets that need to be “fixed” - some aspect/area of a person's day-to-day performance that does not meet expectation or is causing problems and needs to be improved or corrected?

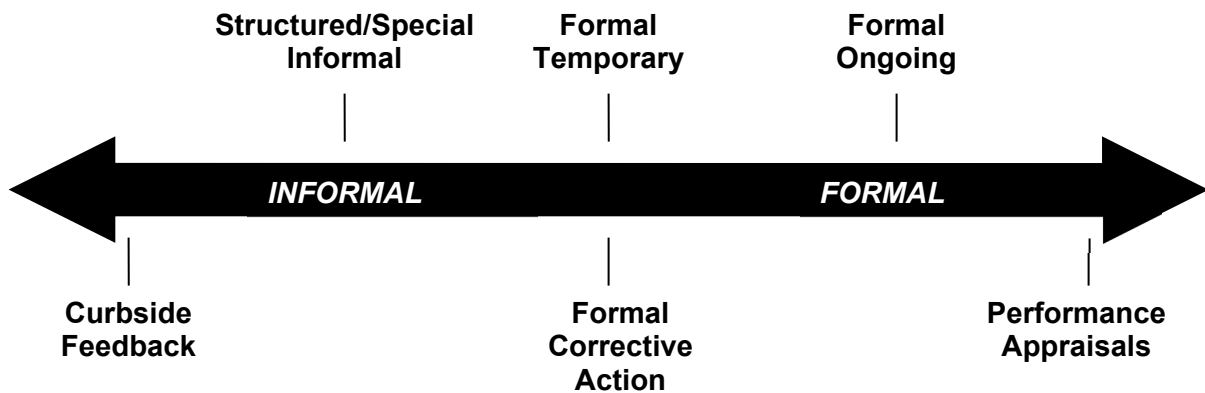
Green Targets

These targets are not things that need to be “fixed.” Instead, these are opportunities to expand an employee's responsibilities/role, raise his/her current performance even higher, further develop current skills, or develop new skills.



The Coaching Continuum

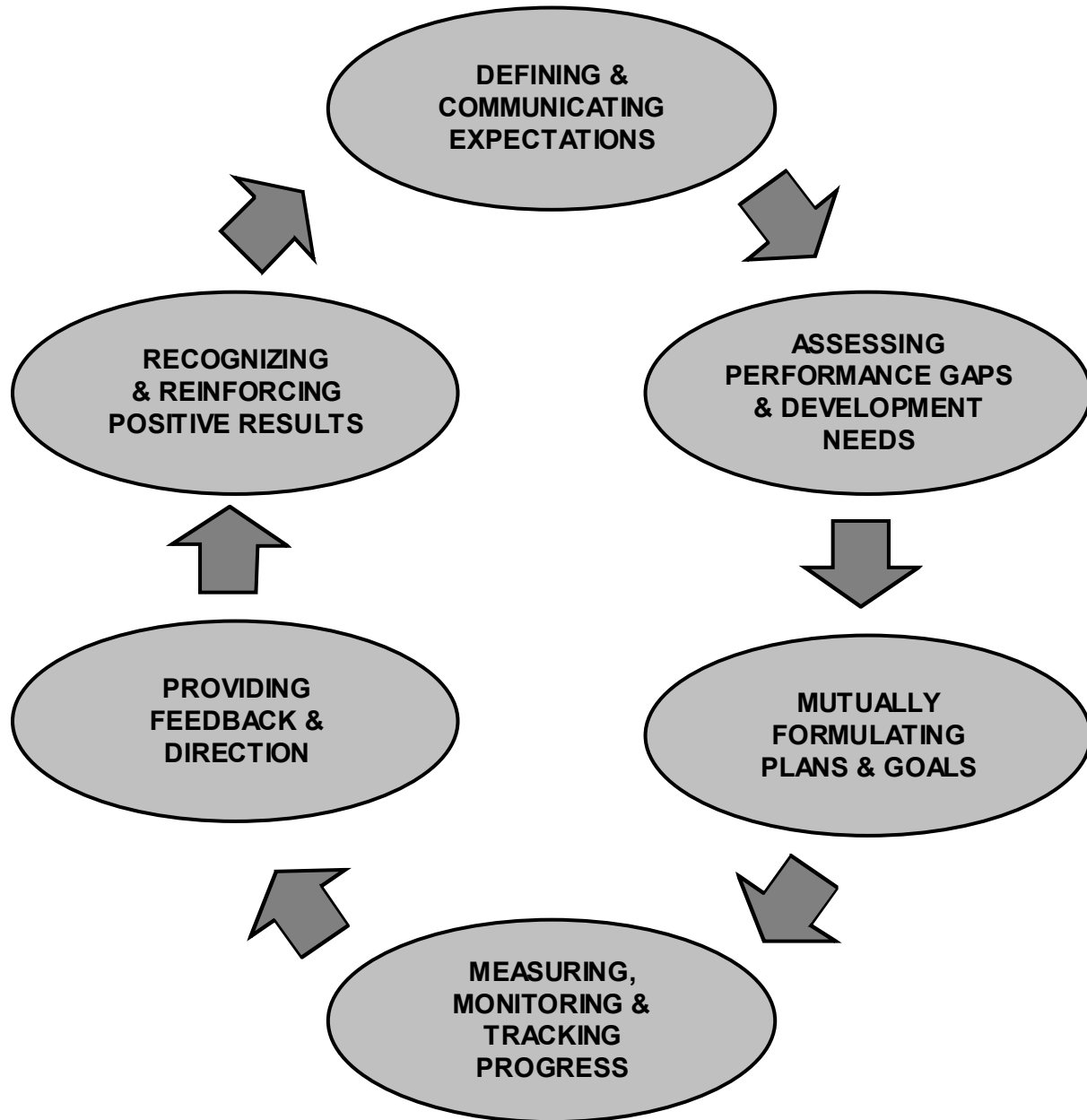
Coaching can range from informal day-to-day performance feedback, to a more formal, structured approach where you and the employee meet periodically and collaboratively work on development in a specific skill/performance area. The following diagram illustrates the coaching approaches available to you.



INFORMAL COACHING	VS	FORMAL COACHING
<i>As Needed/Observed</i>		<i>Sequenced and Ongoing</i>
<i>Often Done in Public</i>		<i>Usually Done In Private</i>
<i>Behavior/Instruction Based</i>		<i>Goal/Development Based</i>
<i>Sometimes Documented</i>		<i>Usually Documented</i>



A Structured Approach to Formal Coaching



Coaching Quiz

Now that we've talked briefly about coaching and the various coaching strategies, let's see how well you can identify them. For each of the following scenarios, write "C" next to those that describe a coaching practice, and "X" next to the other things supervisors do that are not really coaching practices.

- _____ A. An employee overlooks procedural details with annoying regularity. You know she is careless, so you decide to give her a good talking-to about the need for accuracy in her work.
- _____ B. You decide to use your weekly staff meetings as an opportunity to check up on action items which have assigned to each of your employees.
- _____ C. One of the supervisors who reports to you has been over budget each of the past three months. You decide to meet to review her authorization practices and procedures and work together to develop a plan for stronger financial controls.
- _____ D. You explain to a new employee the policies and procedures regarding requests for vacation and days off.
- _____ E. One of your more promising new hires is floundering lately and producing a high number of errors/mistakes. After speaking about it, you decide to work alongside him for a couple days, observe how he is performing his job, and provide some feedback on how these skills can be improved.
- _____ F. Your weakest performer turns in a required weekly report two days late. You send it back with a note that it came in too late to be consolidated with the others, and to add it to this week's report. Your note also emphasizes the need to get this week's report in on time.
- _____ G. One of your employees comes up to you and asks how to handle a particular problem. You tell her how to handle it and return to what you were doing.
- _____ H. One of your employees has been tardy a great deal lately. You meet with him about this, citing the specific dates and times he has been late, explaining how it is affecting operations, asking the reasons for it, and getting him to agree to start adhering to his work schedule. You let him know you will continue monitoring his arrival and would like to meet to discuss it again in two weeks.
- _____ I. One of your people needs to learn a new task. You spend some time explaining and demonstrating the task, have her write down the steps, ask if she has any questions, and let her know to come to you if she runs into any problems.
- _____ K. You observe one of your employees setting up a machine for operation and notice the order in which he performs the steps causes extra steps. You point out a few ways the set-up can be made easier, and then watch him as he uses the steps. You stop by later in the week, observe him for a while, ask him if the new steps have been useful, and compliment him on his progress.
- _____ L. Two of your employees are at the water cooler having a discussion which is not work related. After waiting for a while, you decide to intervene by advising them, "There's a lot of work around here that needs to be done."



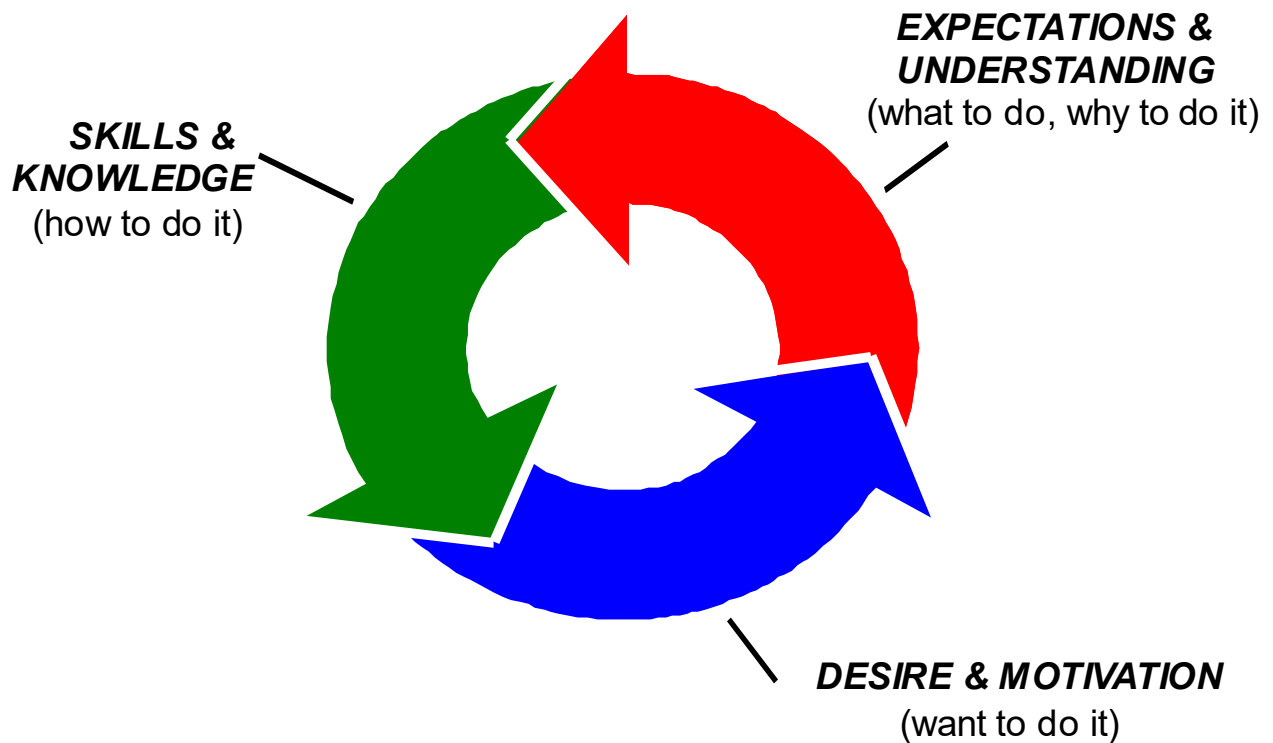
____ M. Lately, one of your employees has been unusually quiet and distracted. It hasn't seemed to interfere with his work, but you decide to talk to him anyway. You meet with him in private, mention what you've observed, express your concern, and ask if there's something bothering him. He says it's not work related, tells you there are a number of things going on outside of work he'd rather not discuss. You don't prod any further but remind him that the company has an employee assistance program, should he decide there's a need for help.



Coaching Challenges

Components of Employee Performance

Performance “habits” are the result of consistent, sometimes unconscious patterns of behavior. As supervisors, we need to remember that these “habits” are formed by a combination of our employees’ knowledge, skills, and desires.



Expectations & Understanding:

Skills & Knowledge:

Desire & Motivation:



EMPLOYEE EXPECTATIONS, STANDARDS & GOALS

We often see a great deal of confusion between employee expectations, standards and goals. What you actually call them is less important than understanding the different “shapes” they can take.

EXPECTATIONS:

These are the “things” you convey to employees that relate to the way you expect them to do their jobs – what job functions they are expected to perform, the quantity of work, policies, procedures they are expected to follow, what’s acceptable/unacceptable in terms of behaviors, etc.

These things will typically be communicated in general terms that are monitored, but not necessarily measured.

- Comply with all safety policies and procedures.
- Greet all customers in a timely manner.
- Keep _____ department informed of all program changes.
- Effectively organize and prioritize completion of all assigned work.
- Follow up on all customer problems/complaints.

STANDARDS:

When expectations are quantifiable and measured on an ongoing basis, they become standards the employee is expected to meet on a consistent basis.

- Call on all key accounts a minimum of once per quarter.
- Maintain a quarterly cross-selling ratio of 1.75.
- Maintain a monthly order picking accuracy rate of 99%.
- Maintain an average production rate of 15 units per hour.

GOALS:

These are often connected to a performance management and/or performance review process. These usually involve something you want the employee to improve, develop or accomplish within a specific time frame.



ASSESSING EMPLOYEE PERFORMANCE & COACHING NEEDS

As managers and supervisors, we're all faced with the need to develop employee work skills and performance. This can include working with new employees, dealing with substandard performance, coaching experienced employees whose motivation has declined, or raising employee performance to meet the increased demands of their job. Other times we're confronted with how to maintain the performance of our stronger performers.

Unfortunately, we often take an approach that worked for us before, not realizing each situation presents a different set of challenges. A little assessment and planning can sometimes save us a great deal of effort and time.

The first step of this process is to consider two simple aspects of the employee's current performance:

Employee Readiness (Skill) The person's knowledge, job skills, and ability to perform at the required level.

- Is this person aware of the performance expectations and standards for his/her job?
- Does this person have the necessary job knowledge?
- Does this person have the necessary skills and the ability to perform the tasks that are part of his/her job?
- Are the tools and information needed to do the job available to him/her?

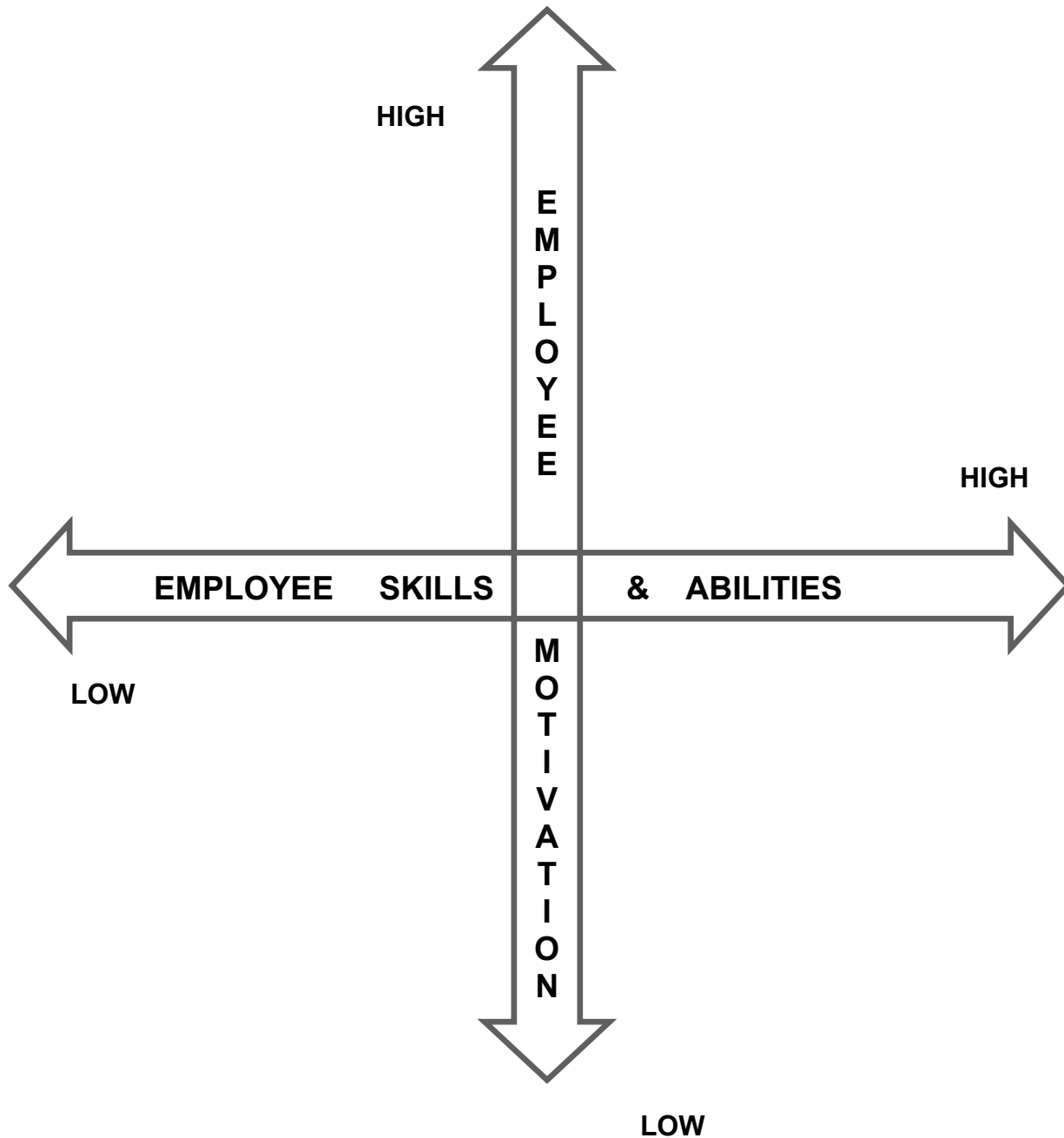
Employee Motivation (Will) The person's willingness, interest, desire or confidence to perform at the required level.

- Does this person demonstrate interest or confidence his/her job?
- Is this person willing to put out the effort to perform at a satisfactory level?
- Does this person feel there are reasons or benefits for doing a good job?
- Is the job something this person seems to like or want to do?
- Has this person shown the ability to do the job when he/she wants to?



FORMULATING GENERAL COACHING STRATEGIES

Record your notes from the class discussion below. What are the characteristics of the employees found in each of the four quadrants?



Low Skill/High Motivation

What actions should you take?

High Skill/High Motivation

What actions should you take?

High Skill/Low Motivation

What actions should you take?

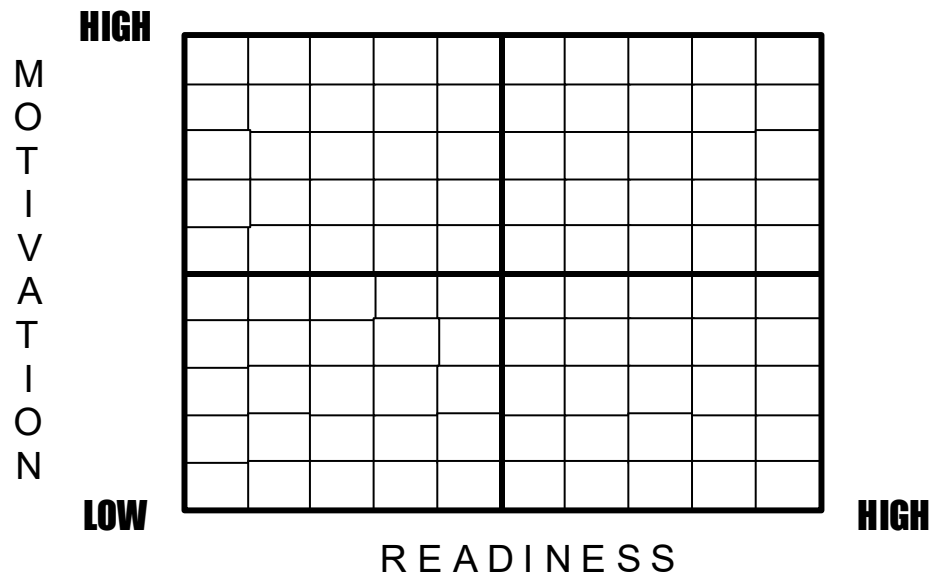
Low (Variable) Skill/Low Motivation

What actions should you take?



PERFORMANCE ANALYSIS GRID

The grid shown below can help you to formulate plans for improving or maintaining employee performance and can be applied to a person's general performance or performance in a particular area.



These employee readiness and motivation factors divide the model into four "performance quadrants." Each quadrant has certain supervisory interventions or "tools" which are more effective than others in producing changes in employee performance (these will be identified during your group work).

"Interventions" are actions taken by a supervisor which attempt to influence employee performance: training/coaching, defining expectations and responsibilities, providing increased feedback and reinforcement, goal setting, establishing more control and direction, etc. This is not meant to imply that interventions, such as training or goal setting, are not useful or beneficial with all employees, but that various interventions are more critical in different situations.

As objectively as possible, assess the employee's current rating for each factor on a scale of 1-10, and plot them on the grid. Place an "X" where the two lines intersect. Once you've determined the employee's performance quadrant, ask yourself questions such as: "In what ways could the quadrant interventions be used to improve current performance or further develop the employee(s)?" "In what ways could the quadrant interventions be used to eliminate performance problems?"



Identifying Coaching Opportunities

What's your **"target"**?

How did this need/opportunity come to your attention?

- Performance measures
- Work samples
- Personal observations
- Discussion with employee
- Comments/feedback from others

Are expectations clear?

What's the employee's current level of competence in this area?

How committed/motivated will he/she be?

What benefits will there be to accomplishing this?



CURBSIDE COACHING PREPARATION

Prepare for one of the positive and one of the constructive coachable moments you identified on page 19. Use this page to plan what you intend to say in each of the situations.

Positive Coachable Moment

ST – Situation or Task (*what was the situation or task that the person was facing?*)

A – Action (*what action did they take in response to the situation or task?*)

R – Result (*what positive outcome resulted from their action?*)

Constructive Coachable Moment

ST – Situation or Task (*what was the situation or task that the person was facing?*)

A – Action (*what action did they take in response to the situation or task?*)

R – Result (*what was the suboptimal outcome that resulted from their action?*)

A – Alternative Action (*what alternative action would you recommend that they take?*)

R – Result (*what positive outcome will result from the alternative action?*)



COACHING SELF-ASSESSMENT

Think back over the content of this workshop and then rate your current coaching practices in each of the following areas. You may even want to consider having your direct reports complete the assessment.

	<i>SELDOM</i>	<i>SOMETIMES</i>	<i>ALMOST ALWAYS</i>
1. In terms of my own knowledge and skills, I'm accepted as a credible coach by my staff.	1	2	3
2. When I coach, I use specific information related to the employee's behavior and results (measures, documentation, or observed examples).	1	2	3
3. I work with each employee to set less formal step goals.	1	2	3
4. I listen at least as much as I speak when discussing performance with an employee.	1	2	3
5. I know exactly what my best performers do differently than others.	1	2	3
6. I recognize and reward daily specific improvements in performance.	1	2	3
7. When I coach employees, they accept my feedback without reacting defensively.	1	2	3
8. I make effective use of performance measurements.	1	2	3
9. I coach primarily with questions that prompt employees to assess and evaluate their own performance, rather than give answers.	1	2	3
10. I adjust my coaching style and approach to the employee situation and personality.	1	2	3
11. I do not hesitate to ask employees directly for the behavior and results I expect from them.	1	2	3
12. I sell and promote the idea of better performance to my employees.	1	2	3
13. I know what support each employee needs from me to develop and/or improve their performance.	1	2	3
14. I meet with employees at least quarterly to specifically discuss their performance and development, not just when there are problems.	1	2	3
15. Each of my employees has 2-4 personal development goals which we periodically review and discuss.	1	2	3
16. I address issues in an acceptable time frame, without procrastinating when performance is not up to standards/expectations.	1	2	3
17. When I praise or compliment an employee's performance, I am very specific in describing the behavior or results I am recognizing.	1	2	3



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	SELDOM	SOMETIMES	ALMOST ALWAYS
18. I have a good sense of what motivates each of my people.	1	2	3
19. When coaching, I limit the discussion to a few ideas that will have the most impact on performance.	1	2	3
20. I create opportunities for employees to coach each other.	1	2	3
21. Before coaching an employee, I take the time to consider whether it is a matter of knowledge, skills, procedures, or motivation.	1	2	3
22. I include information about performance needs and improvement in performance appraisals.	1	2	3
23. I provide employees the support, tools and training needed to develop their skills and abilities.	1	2	3
24. I let employees know why they should develop or improve in a certain area, and what will be gained.	1	2	3
25. My people have a very clear understanding of what is expected of them.	1	2	3
26. I serve as a good role model in terms of work quality, productivity, ongoing development/improvement, and reacting to constructive feedback.	1	2	3
27. I am accessible to my employees when they need information, assistance, or feedback.	1	2	3
28. I make certain my employees know I monitor and watch how they perform, without making them feel I'm always looking for mistakes.	1	2	3
29. I use discussions of everyday work problems as opportunities to train and coach performance.	1	2	3
30. I regularly ask employees how my coaching can be improved.	1	2	3

Total your scores. If you total is:

TOTAL: _____

- 76 - 90** Your coaching skills are excellent! Just make certain your people feel the same way.
- 61 - 75** Your coaching skills are strong. May want to focus on a few of your lower scored item.
- 46 - 60** You have sound basic coaching skills but may be surprised at how improving a few of your coaching skills could help raise the performance of your people.
- 45 or Below** If you sincerely want to develop in this area, it's time to develop a more formal plan for improving your coaching skills.



Corporate Membership

Compensation

Compliance

Background Screening

Recruiting & Talent Acquisition

HR Consulting

Training

Leadership Development



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