High-Performance Coaching
Maximizing Employee Performance

Workforce Professional Development Summit 2015

Developed & Presented by
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The International Center for Organizational & Leadership Excellence
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In partnership with

Employers Association Forum, Inc.
GAME PLAN

- The Business Case for Coaching in the 21st Century
- Coaching vs. Counseling – The Role of the Manager
- The GROW Coaching Model – Maximizing Performance
- The Role of Communication & Feedback in Coaching
- Setting & Communication Performance Direction – The Framework for Effective Coaching
- The 20 Practices of Exceptional Performance Coaching
- Coaching Do’s & Don’ts
Key Definitions of Coaching:

“Coaching is unlocking a person’s potential to maximise their own performance, helping them to learn rather than teaching them”

Timothy Gallwey – The Inner Game

“Building awareness, responsibility and self belief is the goal of a coach”

Sir John Whitmore – Coaching For Performance
Coaching Definition

Coaching is a two-way process by which a supervisor or manager helps a team member develop job-related knowledge and skills in order to achieve optimum performance while growing both professionally and personally.

You coach when you:

- Teach new skills.
- Fine tune good performance.
- Reinforce good performance.
- Encourage the use of new skills.
- Develop understanding of organizational culture and nuances.
- Help to strengthen weak areas of performance.
Counseling, Coaching and Mentoring
Business Case for Coaching

• Developing Talent – Getting the Best out of People Today!
• Stretching Capacity & Capabilities - Igniting Individuals & Teams
• Release Aspirations - Improving Strategic Thinking for Future
• Increasing Individual Self Awareness
• Motivating People Towards Their Talents
• Enabling Commitment & Engaging Performance
• Increasing Active Engagement to Evolving Changes
• Freeing- up Leader’s Time (Delegation)
• Empowering People and Encouraging Ownership
• Increasing productivity
• Creating the Environment for Higher Performance

HOPS International LLC
World Class Leadership & Organizational Development

EAF Services, Inc.
Coaching vs. Counseling
The Performance Continuum

Coaching
Motivating & Helping Employees Learn. Guiding, Teaching, & Developing.

Counseling
Analyzing and Solving Performance Gaps.

Employee Growth & Development
Coaching or Counseling?

**Counseling** is a two-way process by which a manager *improves* the work environment for an individual employee by helping the employee define and work through recurring issues that affect job performance.

**Counseling** should occur only when performance is not meeting those minimum performance expectations and standards communicated by the manager *after* a reasonable amount of time has passed since training *and* after the supervisor has *exhausted coaching options*.

You should **counsel** when any of the following occur:

- Performance issues that persist *after* coaching.
- Attitudinal problems that block or diminish performance - *Recurring*
- Conflicts with other team members. *Maybe?*
- Dissatisfaction or frustration with their work assignments over time.
- Violations of policy, practices, & Code of Conduct issues
- Personality conflicts with you.
The GROW Model of Coaching:

Goal
Performance Expectations
- What Do We Want To Achieve?
- What Expectations Do We Have?
- Long-Term Goals? Short-Term?

Employee Growth & Development
- What Will You Do?
- When Will You Do It?
- What Support Will You Need?
- How Will I Support You?

Will Actions
- Long-Term Goals? Short-Term?
- What Is Happening Now?
- What Has Been Achieved?
- Who & What? How?

Options To Improve
- What Could You Be Doing?
- What Options Are There?
- What Possibilities Exist?

Reality of Results
- What Will You Do?
- When Will You Do It?
- What Support Will You Need?
- How Will I Support You?
The Role of Communication & Feedback

- Regular Feedback is Best
- DO NOT “SUGAR-COAT” Feedback!
- Specific & Behavior-Focused
- Use “I” Statements – Avoid “You” Feedback
- Avoid Judgmental Labels
- LISTEN – It Promotes Understanding & Commitment
- Avoid Telling
- Give Descriptive & Impactful Feedback
Descriptive Feedback

Useful Feedback is …

- Descriptive rather than evaluative or judgmental
- Specific and singular – not multiple issues
- Constructive – informs and enlightens
- Behavioral – Something that can be changed
- Well timed
- Clarified to ensure clear communication and understanding

Judgmental: “He lacks self confidence”.

Descriptive: “He is often silent in meetings even when the group is discussing issues that concern his department. He also checks work repeatedly to the degree that it slows him and his group down”.
Four Types of Feedback

- **Praise**: Behaviors that met or exceeded expectations
- **Advice**: Behaviors that are necessary and how to use them in the future
- **Corrective Feedback**: Behaviors that are unacceptable or absent
- **Silence**: No feedback on performance. BAD

Best for Coaching
Insightful Questioning Techniques

Open Questions: Begin with Who, What, Where, When, How and Why and encourage involvement in the conversation and information to be shared.

Closed Questions: Can be answered yes or no or (e.g. beginning with did you... could you... will that... what is..). Useful in coaching to confirm information & understanding.

Amplifiers: To elaborate and provide more detail; Amplifiers show that you are interested; Enables the listener to go deeper into the subject.

Leading Questions: A question that contains an implied answer

Summarizing Questions: A statement that “wraps it up” while clarifying understanding.

Pauses: A time to think & reflect.

Encouraging Behaviors: Sounds & movements to encourage response.
Insightful Questioning Techniques

**TED:** *Command questions* are invaluable in coaching to encourage an individual to give a deeper answer. They also have the benefit of being more conversational.

Tell …me how that made you feel?

Explain… to me the steps you took?

Describe… what you will do next?
What Makes Effective Coaching Questions?

An effective question is **brief**

An effective question is **focused**

An effective question is **relevant**

An effective question is **constructive**
Open vs. Loaded Questions

Ask questions in an open manner rather than loading them in such a way as to force the coachee into one answer.

<table>
<thead>
<tr>
<th>Open Question</th>
<th>Loaded Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘what are your assumptions about change in the company?’</td>
<td>‘why is your thinking so negative about change in the company?’</td>
</tr>
<tr>
<td>‘what are your feelings about the change effort?’</td>
<td>‘why do you feel so angry and resigned about the change effort?’</td>
</tr>
<tr>
<td>‘what approach do you take when confronted with change?’</td>
<td>‘why don’t you take more action when confronted with change?’</td>
</tr>
</tbody>
</table>
**Descriptive vs. Judgmental Questions**

Focus your questions on facts or behaviors rather than with a judgement / bias

<table>
<thead>
<tr>
<th>Descriptive Question</th>
<th>Judgemental Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘what was going through your mind when you read the email?’</td>
<td>‘why did you misinterpret what he meant in the email?’</td>
</tr>
<tr>
<td>‘what do you typically do following meetings?’</td>
<td>‘why don't you follow up more quickly with people following meetings?’</td>
</tr>
<tr>
<td>‘what were the outcomes of your actions during the presentation?’</td>
<td>‘did you notice how your actions adversely impacted the audience during the presentation?’</td>
</tr>
</tbody>
</table>
Setting & Communicating Performance Direction:

*Building Credibility, Trust, & Performance Ownership*

1. Performance objectives and standards are clearly and completely defined and meet the following characteristics:

   - Based on specific job requirements and deliverables - NOT the person.
   - Achievable & realistic
   - Specific and measurable
   - Understood by the employee
   - Used as basis for job-skills training
   - Documented and updated as necessary
   - Subject to change

2. Performance expectations, objectives, and standards should be communicated to each employee.

3. Be aware of and prepared to respond to concerns and fears.

4. Actively solicit employee commitment by linking individual performance to team performance to department performance to overall company goals and objectives.
Setting & Communicating Performance Direction:  
*Building Credibility, Trust, & Ownership to Prevent Counseling*

5. Ensure that employee performance is properly and regularly monitored and documented;

6. Offer continuous support and encouragement;

7. ALWAYS communicate the importance and value (impact) of each employee’s contribution;

8. ALWAYS prioritize performance objectives and standards. Be prepared to shift;

9. Verify employee understanding of “HOW TO” achieve performance objectives;

10. Ensure that proper levels of authority and accountability are defined and do not create performance barriers.
The Framework for Effective Coaching

The Basics:
- Belief in human potential;
- Focus on learning not punishment;
- Let those coached do the work – stop babysitting!
- Active Listener.
- Sees performance management system as tool for coaching.

Core Responsibilities:
- Flexibility
- Responsibility
- Assume confidence and care on the part of those being coached
- Increase the available choices
- Facilitate continuous improvement

Behavioral Tips:
- Don’t blame or criticize - stay neutral as much as possible
- Use active questioning techniques with those you coach
- Be honest and candid with your feedback without blame
- Provide constructive and positive feedback
- Be approachable & accessible
## Characteristics of Effective Coaches

### 20 Best Practices

<table>
<thead>
<tr>
<th>As a Coach, Do I……………………....</th>
<th>Seldom</th>
<th>Sometime</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know &amp; capitalize on employee’s strengths</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Give employee visibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide freedom to do job</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Set standards of excellence</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Orient employee to company values &amp; business goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hold employee accountable for outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Protect employee from undue stress</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Encourage employee when he/she is discouraged</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide information about the company and link</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>employee’s role in the attainment of company goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Make performance expectations and priorities clear</td>
<td>1</td>
<td>2</td>
<td>3</td>
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## Characteristics of Effective Coaches

### 20 Best Practices

<table>
<thead>
<tr>
<th>As a Coach, Do I..........................</th>
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<th>Sometimes</th>
<th>Almost Always</th>
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</thead>
<tbody>
<tr>
<td>Take time to build trust</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide appropriate training and support</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Solicit and listen to ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>View employees as partners and critical to success</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Serve as a good role model</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Avoid letting my employee give up</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Avoid divulging confidences</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Explain reasons for decisions and procedures and give advance notice of changes whenever possible</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide regular feedback about job performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Give employees credit when they deserve it</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
# Coaching Do’s and Don’ts

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
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<tbody>
<tr>
<td>Provide coaching throughout the year.</td>
<td>Don’t wait until the Annual Performance Review discussion to provide feedback on performance.</td>
</tr>
<tr>
<td>Remember to catch individuals doing something right.</td>
<td>Don’t look for and discuss only what’s going wrong.</td>
</tr>
<tr>
<td>Provide recognition for good work.</td>
<td></td>
</tr>
<tr>
<td>Establish a positive tone and climate. Communicate positive expectations that the individual is valuable and can further improve performance.</td>
<td>Don’t make the individual feel like a loser, a hopeless case, or a thorn in your side.</td>
</tr>
<tr>
<td>Encourage an open dialogue. Get the individual involved.</td>
<td>Don’t talk at the individual, lecture, or give lots of “if I were you ...” advice.</td>
</tr>
<tr>
<td>Be sure to discuss the individual’s strengths as well as improvement needs.</td>
<td>Don’t nit-pick or focus only on the negative.</td>
</tr>
<tr>
<td>Describe the performance gap in a non-judgmental manner (required vs. expected performance).</td>
<td>Don’t attack the individual.</td>
</tr>
<tr>
<td>Be willing to help, and remember that the individual is responsible for improving performance.</td>
<td>Don’t put the individual on the defensive.</td>
</tr>
<tr>
<td>Be patient and constructive.</td>
<td>Don’t conduct a coaching session when you are angry.</td>
</tr>
<tr>
<td>Remember that coaching is developmental and focused on problem-solving.</td>
<td>Don’t vent your frustration and disappointment.</td>
</tr>
<tr>
<td>Provide recognition when performance improvement has occurred. Encourage continued improvement.</td>
<td>Don’t view coaching as remedial or as a punishment for the individual.</td>
</tr>
<tr>
<td></td>
<td>Don’t take improvement for granted.</td>
</tr>
</tbody>
</table>
COACHING FOR RESULTS

THANK YOU FOR PARTICIPATING!