


COACHING EMPLOYEES FOR HIGH PERFORMANCE

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COACHING SOMETIMES STARTS HERE!




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AGENDA

1. Engagement – the case for coaching
2. Coaching model
 - a. Relationship
 - b. Listening
 - c. Questioning
 - d. Strategizing
 - e. Encouraging
3. Situational coaching


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COACHING DEFINITION 

“Coaching involves partnering with clients/employees in a thought-provoking and creative process to inspire them to maximize individual potential.”


International Coach Federation

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COACHING DEFINITION 


Coaching is a catalyzing relationship that supports achievement and leads to engaged action.


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WHY COACHING, WHY NOW?

- When commitment is important
- Setting and attaining goals
- Personal and professional development
- Maximize productivity & effectiveness
- Succession planning
- Employee retention
- Making significant changes
- Making better decisions
- Getting results



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ENGAGEMENT

- An "engaged employee" is fully involved in, and enthusiastic about their work, and acts to further their organization's interests



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HIGHLY COMMITTED EMPLOYEES

- Perform 20% better
- 87% less likely to leave



- Offices with engaged employees were up to 43% more productive

Hay Group

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ENGAGED EMPLOYEES

31% of employees are highly engaged
69% aren't

Gallup Management Journal

Hostile ← → Highly engaged

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Coaching =

↓

Action

Engagement drivers
Advancement Autonomy Personal growth Recognition Personal alignment
Disengagement drivers
Compensation Benefits Working conditions Coworkers Communication

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OUTCOMES OF DEVELOPING AND ENABLING

- Trust & enhanced relationships
- Community and shared values
- Action/goal achievement
- Personal/professional growth
- Commitment/engagement




The Leadership Challenge by Kouzes and Posner

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OUTCOMES OF DEVELOPING AND ENABLING

- Empowerment
- Confidence
- Accountability
- Collaboration
- Innovation




The Leadership Challenge by Kouzes and Posner

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THE COACHING CONTINUUM


Coaching	Mentoring	Teaching	Performance Management
1 st Action 2 nd Development Equal partners High trust Employee has the answers			

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THE COACHING CONTINUUM


Coaching	Mentoring	Teaching	Performance Management
1 st Action 2 nd Development Equal partners High trust Employee has the answers	Development Advisor Unequal partners High trust Mentor has answers		

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THE COACHING CONTINUUM


Coaching	Mentoring	Teaching	Performance Management
1 st Action 2 nd Development Equal partners High trust Employee has the answers	Development Advisor Unequal High trust Mentor has answers	Learning Unequal Medium trust Teacher has answers	

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THE COACHING CONTINUUM

Coaching	Mentoring	Teaching	Performance Management
1 st Action 2 nd Development Equal partners High trust Employee has the answers	Development Advisor Unequal High trust Mentor has answers	Learning Unequal Medium trust Teacher has answers	Fix problem Authority Unequal Adversarial? Compliance

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THE COACHING CONTINUUM

Control \longleftrightarrow

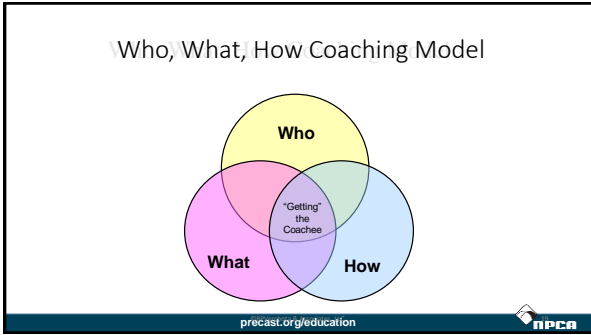
Trust \longleftrightarrow

Commitment \longleftrightarrow

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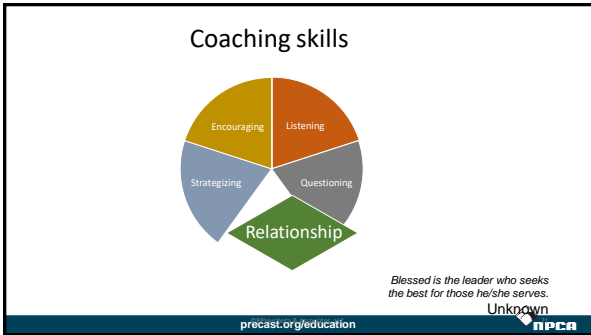
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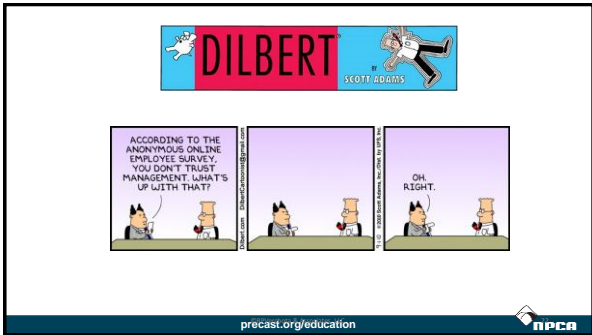
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Coaching skills

Listening

Encouraging

Strategizing

Questioning

Relationship

"When people talk, listen completely. Most people never listen." Ernest Hemingway

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LISTEN TO UNDERSTAND

Ears

Eyes
Undivided
Attention
Heart

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KIDS ON THE BUS

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LISTENING SKILLS

- Attending – fully present
- Eye contact
- Facial expressions
- Space and position/body language
- Distractions
- Listen to understand

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THE CONTEXT FOR LISTENING

- Consciously clear your mind
- Listen for the message not just the words
- Don't interrupt or finish sentences
- Paraphrase so they know you understand
- Be comfortable with silence
- Listen without judgment
- 80/20

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LEVELS OF LISTENING

Surface

- Divided attention
- Thinking of next comment

Focused

- Undivided attention
- Interested in speaker
- Conversation flows

Deep


- Totally aware of speaker, message, and environment.
- Conversation flows


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MATCHING


- Similar language
- Body posture
- Gestures and animation
- Voice level and tone
- Levels of emotion



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Coaching skills




I keep six honest serving-men,
They taught me all I knew;
Their names are What and Why and When
And How and Where and Who.

Richard Kipling


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QUESTIONS




- The purpose of questions is to move the employee forward and toward action that is right for them.
 - Understand the situation
 - Create a goal
 - Execute the plan
- Questions = reflection, analysis, synthesis, clarity


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GOOD QUESTIONS




- Slows the employee down
- Engages the mind
- Brings clarity
- Generates creativity
- Are empowering
- Moves toward action
- Usually, open-ended


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OPEN-ENDED QUESTIONS




- What would happen if...
- I wonder...
- What do you think about...
- In what way...
- Tell me about...
- What would you do...
- How can we...
- How did you...
- Can you show me...

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HELPFUL QUESTIONS

- Tell me more
- What would success look like?
- What values would it fulfill?
- Where's the motivation for this?
- What would it take to make it happen?
- What's the next step?

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Coaching skills

"First say to yourself what would you be; then do what you have to do"
Epictetus

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STRATEGIZING

- Coaching is a catalyzing relationship that supports achievement and leads to engagement.
- Strategizing is the path to the goal
- What + How = Strategy
- Who = Engagement/commitment

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C.I.G.A.R. Coaching Process

Relationship	Listening	Questioning
	1. Current situation	
	2. Intention	
	3. Gap	
	4. Action	
5. Review	Encouraging	

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Coaching skills

"I can live for two months on a good compliment."
Mark Twain

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ENCOURAGING

Encouraging is bringing out the best in others by recognizing their strengths, ability, and achievements.

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ACKNOWLEDGING

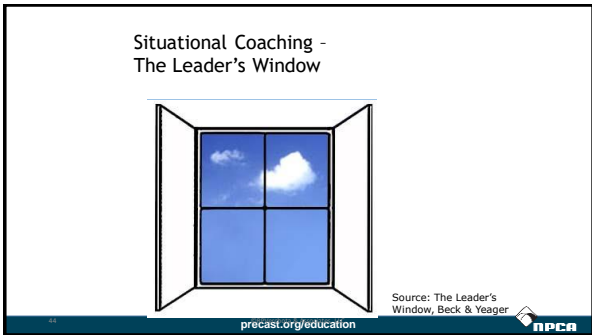
- Focuses on the positive
- Supports self-confidence
- Empowers to take control
- Frees people from barriers
- Encourages forward movement

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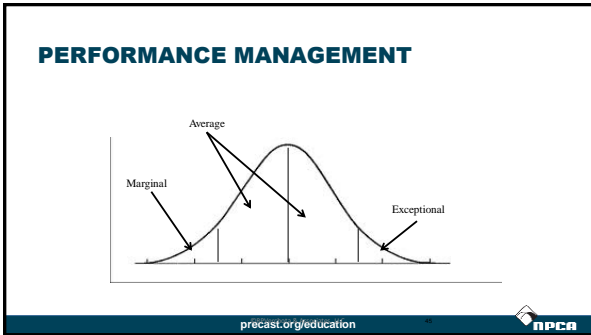
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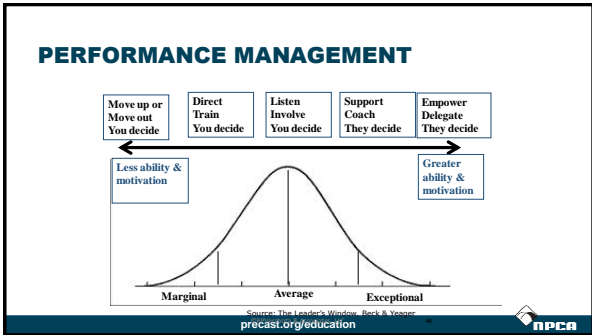
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Ability and Motivation

<p>Ability</p> <ul style="list-style-type: none"> • Technical Skills • Interpersonal Skills • Job Knowledge • Organizational Power 	<p>Motivation</p> <ul style="list-style-type: none"> • Interest • Confidence • Willingness • Alignment
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Source: The Leader's Window, Beck & Yeager
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The Leader's Window

<p>S3 Developing</p> <ul style="list-style-type: none"> • Listens • Actively supports • Mentors, coaches • Open ended questions • Employee decides with input 	<p>S2 Problem Solving</p> <ul style="list-style-type: none"> • Seeks input • Generate alternatives • Clarify goals • Employee participation • Listens to concerns • Leader decides
<p>S4 Delegating</p> <ul style="list-style-type: none"> • Empowers • Monitors though updates • Gives responsibility and autonomy • Alignment of values, vision, mission 	<p>S1 Directing</p> <ul style="list-style-type: none"> • Training and orienting • Observe then decide • Provide information • Offer advice • Clear direction, how, what, when, where

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Window of Potential

	High	Moderate	Low	Score
Ability	2	1	0	
Motivation	2	1	0	
Total A+M				

Score	Style
4	S4 Delegating
3	S3 Developing
2	S2 Problem Solving
1	S1 Directing
0	S0 Performance Management

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9 BLOCK FOR COACHING

Potential	Low	Moderate	High
High	Diamond in the Rough	High Potential Future Star	Consistent Star
Moderate	Inconsistent	Key or Core Contributor	High Performer
Low	Risk Up or Out	Average or Solid Professional	Solid Performer


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RETENTION INTERVIEWS

A periodic 1:1 structured interview between a manager and an employee that:

- Identifies factors that drive an employee to stay or leave
- Creates a plan of action to engage and retain employee



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COACHING CAN END HERE!



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THANK YOU Q & A

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Bio for Webinars

Bob Verchota is owner and senior consultant for RPVerchota & Associates, a consulting firm providing services to clients who seek to align their business and employees, creating successful outcomes and excellent work environments. After 30+ years in Human Resources and Operations senior leadership roles and teaching both undergraduate and graduate courses in Leadership and Organizational Development, Bob transitioned to using his experience and skills in consulting.

Mr. Verchota provides solutions to companies for a wide variety of HR issues including training and development, compensation, compliance, policy development, performance management, employee relations and managing change from mergers and acquisitions or project specific disruptions of the status quo.


Bob has an undergraduate degree in Business Administration, graduate degree in Healthcare Administration, and doctoral work (ABD) in Organizational Development. He is a lifetime Senior Professional in Human Resources. Bob can be reached by calling 218-760-0558 or email at rpverchota@gmail.com.

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COURSE TITLE

Name, Company Name

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National Precast Concrete Association

Coaching Questions for Onboarding and Retention

The purpose of coaching is to develop a strong relationship with new employees, assure that they are progressing through the onboarding process, identify and remove obstacles, help them problem solve and become more independent, and increase the likelihood of retention.

Meetings with new employees should be frequent and the supervisor should be readily available. The tone of the meetings should be relaxed and friendly and questions should be open ended. It is advised to schedule regular meetings and to have spontaneous check-ins.

Sample employee assimilation survey questions

Were you provided the tools to do your job effectively?

To what extent can you count on receiving help and support when needed?

Did you receive your first paycheck on time?

Was it clear to you what to do once you received your offer letter?

Does your manager/supervisor take the time to coach you?

Did you receive enough detail to complete new-hire tasks?

How welcoming has the company been? On the first day? Other times?

How well prepared was your work station, computer, resources?

Is your job as it was described to you during the hiring process?

After an initial meeting with unit or department

Who did you meet with? Explain the individual's role in the organization and how individuals in these positions could interact with the new employee's position.

What topics were discussed? What questions do you have about the meetings content and what was covered?

Explain how the organizational structure works, who the people are, and what they do. Ask for questions about how the department is organized.

After the in-person HR orientation:

Not all new employees may feel comfortable asking questions at an orientation, so it's critical to inquire whether the new employee has any additional questions afterward.

What did you learn about at the orientation?

How did benefits enrollment go?

Do you have any questions about compensation or benefits?

What questions do you have about HR policies and procedures?

Additional coaching and retention questions:

What additional questions do you have about any of the topics covered (e.g. mission, values, benefits, enrollment)?

After a training session:

What was the topic of the training?

What new/important information did you take away? How can you apply it?

What information did you find helpful or applicable?

What did you learn during the session that you anticipate using in your work? Discuss how the training benefits the employee in his/her new role.

Was there any information you did not understand or that was unclear?

What more do you need to know about the topic?

Other onboarding and retention questions:

How are things going for you in your new position? How was your orientation experience so far?

How has your job met (or not met) your expectations.

Have there been any unexpected surprises, positive or negative?

How have your team members been helpful? Can anything be improved?

Talk about your workload (balance, comfort level, etc.). How could it be improved?

What kinds of additional training would be helpful?

How would you assess your progress so far?

Describe opportunities you have had to learn and grow. What else would you like to have available?

Do you have any questions? Is anything unclear at this point?

Is there anything you would like to discuss, something I may not have thought to ask?

Have there been any times when you have considered leaving this position or our company?