COACHING AND COUNSELING INVESTING IN THE FUTURE

PREPARED FOR

ATTENEX

CONDUCTED BY

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AGENDA

Objectives

- Understand the issues involved in discipline and discharge

- Increase skills in effectively disciplining an employee

- Know how to document poor performance effectively

- Understand some of the common, legal risks

- Know when to ask for help

- Have an opportunity to practice terminating an employee effectively

Review

- Performance Review Flow Chart

- Attenex policies

Motivating Managers and Supervisors to Address Employee Performance Problems

Disciplining an Employee

- Discipline for performance related issues

- Dealing with some common performance issues

Documentation

- What the documentation should include

Discharging an Employee

- When to discharge an employee

- Reviewing the Pre-Termination Checklist

Legal Issues in Discipline and Discharge

- Wrongful termination

- Discrimination

- Defamation

- Retaliation

Compensation Decisions Related to Discipline and Discharge

- Severance

- Other issues

Terminating an Employee with Dignity and Less Risk

- Decision

- Reasons

- Separation package

- Work transition

- Next steps

- Follow-up

ROLE OF MANAGERS IN STAFF DEVELOPMENT

What factors contribute to partners providing development for Attenex staff?
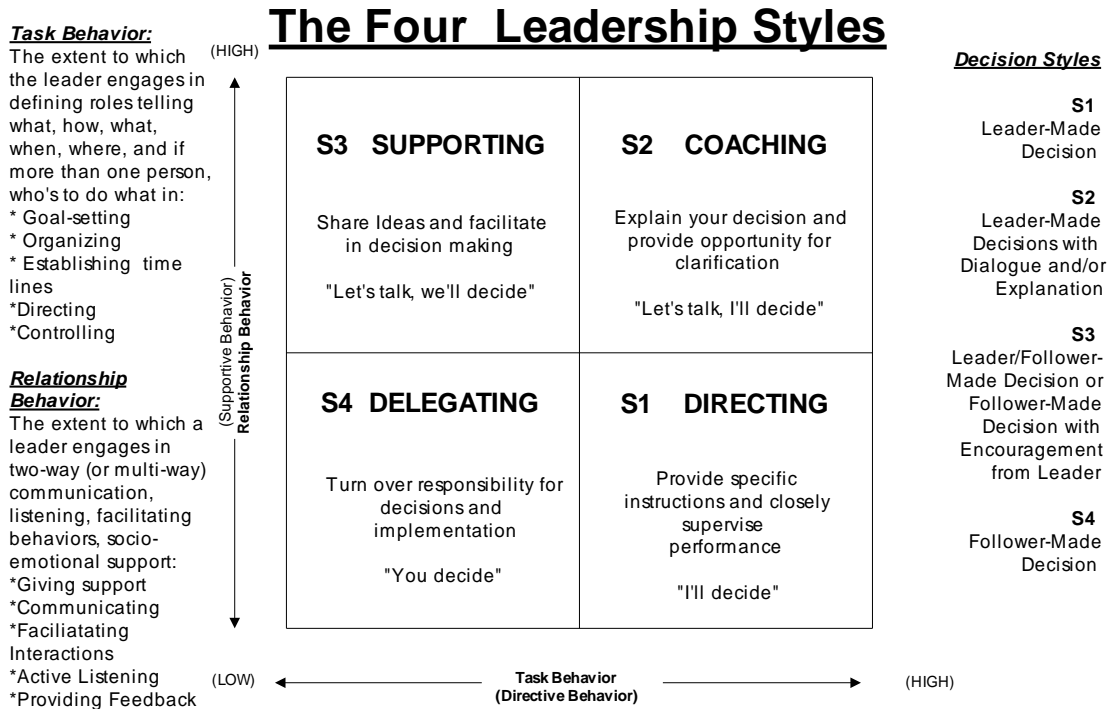
What factors hinder managers in their ability to provide development?

DRIVING FORCES	RESTRAINING FORCES

Name two specific actions steps that you can do personally to support a driving force or reduce a restraining force.

_____

_____

_____

_____

_____

HOW TO USE THE SITUATIONAL LEADERSHIP MODEL

In using Situational Leadership it is useful to keep in mind that there is no "one best way" to influence others. Rather, any Leader Behavior may be more or less effective depending on the Readiness of the person you are attempting to influence. The following model provides a quick reference to assist in: 1) Diagnosing the level of readiness; 2) Selecting high probability leadership styles; and, 3) Communicating styles to effectively influence behavior.
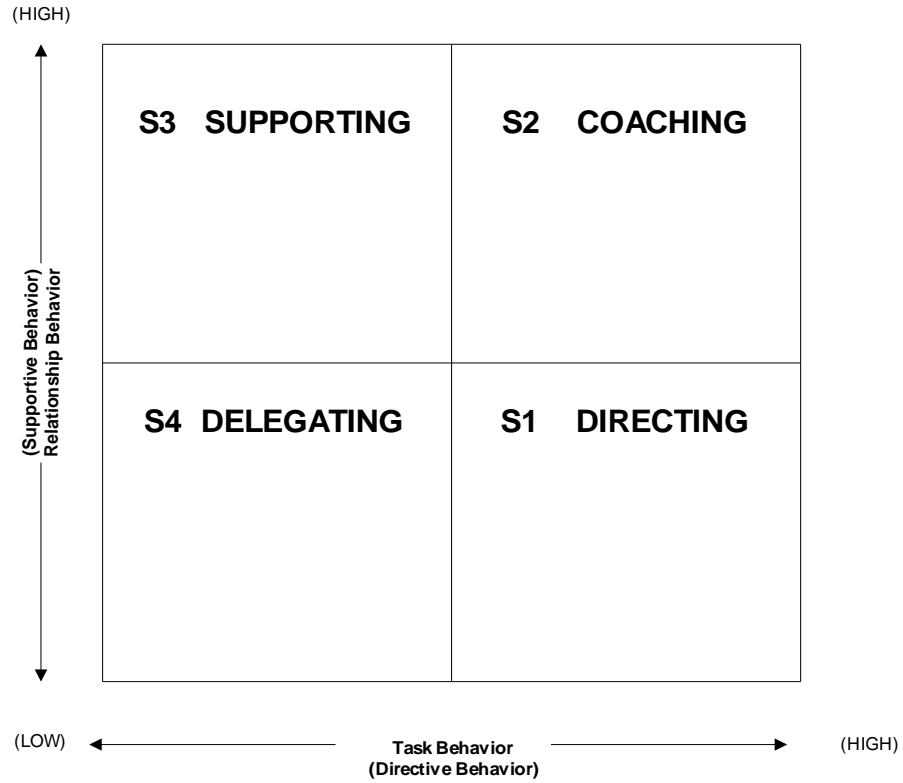
The Four Leadership Styles

Task Behavior:
The extent to which the leader engages in defining roles telling what, how, what, when, where, and if more than one person, who's to do what in:
* Goal-setting
* Organizing
* Establishing time lines
*Directing
*Controlling

Relationship Behavior:
The extent to which a leader engages in two-way (or multi-way) communication, listening, facilitating behaviors, socio-emotional support:
*Giving support
*Communicating
*Faciliatating Interactions
*Active Listening
*Providing Feedback

(HIGH)

(Supportive Behavior)
Relationship Behavior

S3 SUPPORTING Share Ideas and facilitate in decision making "Let's talk, we'll decide"	**S2 COACHING** Explain your decision and provide opportunity for clarification "Let's talk, I'll decide"
S4 DELEGATING Turn over responsibility for decisions and implementation "You decide"	**S1 DIRECTING** Provide specific instructions and closely supervise performance "I'll decide"

(LOW) ←————————— **Task Behavior (Directive Behavior)** —————————→ (HIGH)

Decision Styles

S1
Leader-Made Decision

S2
Leader-Made Decisions with Dialogue and/or Explanation

S3
Leader/Follower-Made Decision or Follower-Made Decision with Encouragement from Leader

S4
Follower-Made Decision

Follower Readiness /Development

HIGH	MODERATE		LOW
Able & Willing or Confident	Able but Unwilling or Insecure	Unable but Willing or Confident	Unable & Unwilling or Insecure

Behavior Descriptions of the Four Leadership Styles

S1	S2	S3	S4
Telling	Selling	Participating	Delegating
Guiding	Explaining	Encouraging	Observing
Directing	Clarifying	Collaborating	Monitoring
Establishing	Persuading	Committing	Fulfilling

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EXERCISE:

The Four Leadership Styles

(HIGH)

S3 SUPPORTING	**S2 COACHING**
S4 DELEGATING	**S1 DIRECTING**

(Supportive Behavior)
Relationship Behavior

(LOW) ◄──────────────────► (HIGH)
**Task Behavior
(Directive Behavior)**

1. Chart your direct reports on the grid.

2. Where do they fall? What do you see?

3. What behaviors/styles will you continue?

4. What behaviors/styles will you adjust?

5. What Emotional Intelligence styles do you feel are appropriate for the various
    situations?

EMOTIONAL INTELLIGENCE – A LEADERSHIP MODEL

Research shows we tend to rely on:

- Our own experience of *what works* for leadership

- What we observe

- How <u>we</u> like to be managed / led

- What has worked for us in the past

- Emotional intelligence skills and ways of being affect your leadership style and have an influence on your results as a leader.

- Six leadership styles

   ✓ Each uses different parts of your emotional intelligence.

Adapted from "Leadership that gets results", by Daniel Goleman Harvard Business Review, March – April 2000

EMOTIONAL INTELLIGENCE – LEADERSHIP STYLES

1. Coercive – *"Do what I say"*

   ✓ Demands immediate compliance

   ✓ Least effective in most situations

   ✓ Reduces initiative, flexibility and

   ✓ Decreases sense of ownership

   ✓ Reduces job satisfaction

   ✓ Difficult to see how your job fits into the overall picture
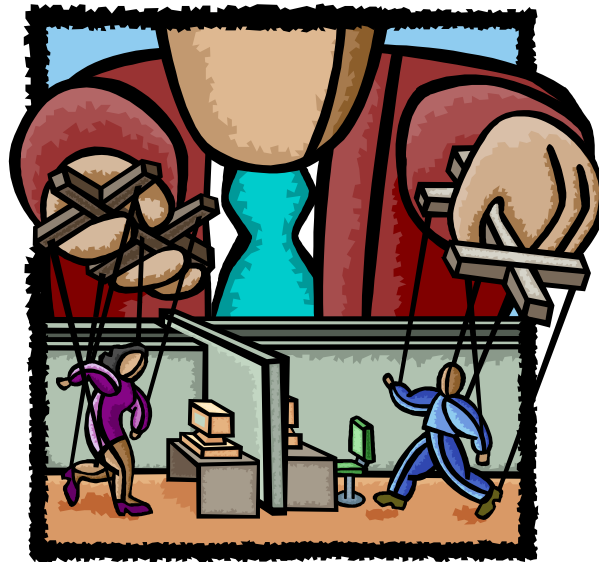
2. Authoritative – *"Come with me"*

   ✓ Mobilizes people toward a vision

   ✓ Most effective

   ✓ A leader with this style is a visionary

      - Makes it clear how people and their work fit into the larger vision.

   ✓ Create meaning

   ✓ Define standards around the vision

   ✓ States the end goal and lets the manager figure out how to get there

   ✓ When doesn't it work very well?

3. Affiliative – *"People come first"*

- ✓ Values individuals and their emotions more than tasks or goals

- ✓ Builds strong emotional bonds – and therefore gets fierce loyalty

- ✓ Has a strong effect on the communication part of the organizational climate

- ✓ Increases flexibility – people who are friends trust one another – which allows one to take a risk and innovate

- ✓ Give lots of positive feedback

- ✓ Celebrates milestones and accomplishments

- ✓ What are some downsides of this style?

4. Democratic – *"What do you think?"*

- ✓ Spends time getting people's ideas and buy-in

  - • Builds trust – respects and therefore commitment

  - • By listening and asking, finds out what you have to do to keep morale

- ✓ Tend to have realistic and achievable goals because people helped set them

- ✓ Downsides?

5. Pacesetting – *"Do as I do now"*

- ✓ The leader sets extremely high standards and sets an example her/himself

- ✓ Obsessive about doing things better, faster – and she/he asks the same of everyone else

- ✓ Quickly identifies poor performers and replaces them if they can't meet the standards

- ✓ May even think – "If I have to tell you what I expect – you're not the right person for the job."

- ✓ What impact do you think this style has on the climate?

6. Coaching – "*Try this*"

- ✓ These leaders help employees identify their strengths and weaknesses and tie them to their personal career goals

- ✓ The encourage employees to establish long-term development goals, help them develop plans to get there

- ✓ Make agreements about roles and responsibilities in the development plans

    - Give lots of instruction and feedback

- ✓ Excel at delegating, give employees challenging assignments – even if that means it will take longer to get it done

- ✓ Willing to put up with short term failure for long term learning

- ✓ Researchers found it was used the least – leaders told the researchers they didn't have time for it

- ✓ Excel at delegating

    - Gives employees challenging assignments, even if that means………done.

EMOTIONAL INTELLIGENCE: A PRIMER[1]

Self-awareness

- *Emotional self-awareness*:

  The ability to read and understand your emotions as well as recognize their impact on work performance, relationships, etc.

- *Accurate self-assessment*:

  A realistic evaluation of your strengths and limitations

- *Self-confidence*:

  A strong and positive sense of self-worth

Self-management

- *Self-control:*

  The ability to keep disruptive emotions and impulses under control

- *Trustworthiness:*

  A consistent display of honesty and integrity

- *Conscientiousness:*

  The ability to manage yourself and your responsibilities

- *Achievement orientation:*

  The drive to meet an internal standard of excellence

- *Initiative:*

  A readiness to seize opportunities

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[1] *Leadership that Gets Results by Daniel Goleman, Harvard Business Review, March-April 2000, pp. 78-90*

Social Awareness

- *Empathy:*

    Skill at sensing others people's emotions, understanding their perspective, and taking an active interest in their concerns

- *Organizational awareness:*

    The ability to read the currents of organizational life, build decision networks, and navigate politics

- *Serve orientation:*

    The ability to recognize and meet customers' needs

Social Skill

- *Visionary Leadership:*

    The ability to take charge and inspire with a compelling vision

- *Influence:*

    The ability to wield a range of persuasive tactics

- *Developing others:*

    The propensity to bolster the abilities of others through feedback and guidance

- *Communication:*

    Skill at listening and at sending clear, convincing, and well-tuned messages

- *Change catalyst:*

    Proficiency in initiating new ideas and leading people in a new direction

- *Conflict Management:*

  The ability to de-escalate disagreements and orchestrate resolutions

- *Building bonds:*

  Proficiency at cultivating and maintaining a web of relationships

- *Teamwork and collaboration:*

  Competence at promoting cooperation and building teams

EIGHT STEP COACHING MODEL

Step One:
BE SUPPORTIVE

Step Two:
DEFINE THE TOPIC AND NEEDS

Step Three:
ESTABLISH IMPACT

Step Four:
INITIATE A PLAN

Step Five:
GET A COMMITMENT

Step Six:
CONFRONT EXCUSES/RESISTANCE

Step Seven:
CLARIFY CONSEQUENCES/DON'T PUNISH

Step Eight:
DON'T GIVE UP

STEP ONE: BE SUPPORTIVE

- Create an interactive style

- Convey empathy and understanding

  - ***"Things get really busy around here and I know it can be stressful."***

  - ***"As we talk, let me know if there is something I can do to support you"***

- Give credit

  - ***"I know you work hard to provide good service to all our clients."***

- Accept some responsibility/be helpful

STEP TWO: DEFINE THE TOPICS AND NEEDS

- Take one concern and be straightforward

  - ***"I need to talk to you about how you're interacting with the team when you are stressed and have a lot to do. When you get stressed, others experience you as being very abrupt."***

- Gather data and explore both viewpoints

- Clarify needs and expectations

  - <u>Not</u> – ***"So, how do you think you're doing?"***

- Be supportive

  - ***"I know you don't realize how some people experience you."***

STEP THREE: ESTABLISH IMPACT

- Restate the problem

  - ***"When you get stressed, your tone of voice changes."***

- Establish the impact

  - ***"Your team members and internal clients feel you must be angry with them and they have become reluctant to call you for help."***

- Let silence work

- Be supportive

  - ***"I know you don't mean it."***

STEP FOUR: INITIATE A PLAN

- Define and discuss the approach

  - ***"How do you think you can work on this?"***

- Review details

  - ***"So, you plan to take more 'mini' breaks when you are feeling stressed. You can also plan to concentrate on deep breathing, do you think that will help you with your tone of voice? You will also tell me when you're feeling overwhelmed so that I can see if I can help you prioritize."***

- Check critical steps and timetables

  - ***"Okay, so it makes sense to start right away."***

- Be supportive

  - ***"I know you can do it."***

STEP FIVE: GET A COMMITMENT

- Ask for a commitment

  - ***"Are you comfortable with this plan?"***

- Listen to the response

- Simplify when necessary

- Getting started

- Be supportive

STEP SIX: CONFRONT EXCUSES/RESISTANCE

- Employee avoidance

  - ***"Yes, the clients can have unreasonable expectations at times. Is there anything you think we can do to make it better?"***

  -or-

  - ***"Clients (even internal ones) can be unreasonable, but we still need to provide a high level of service."***
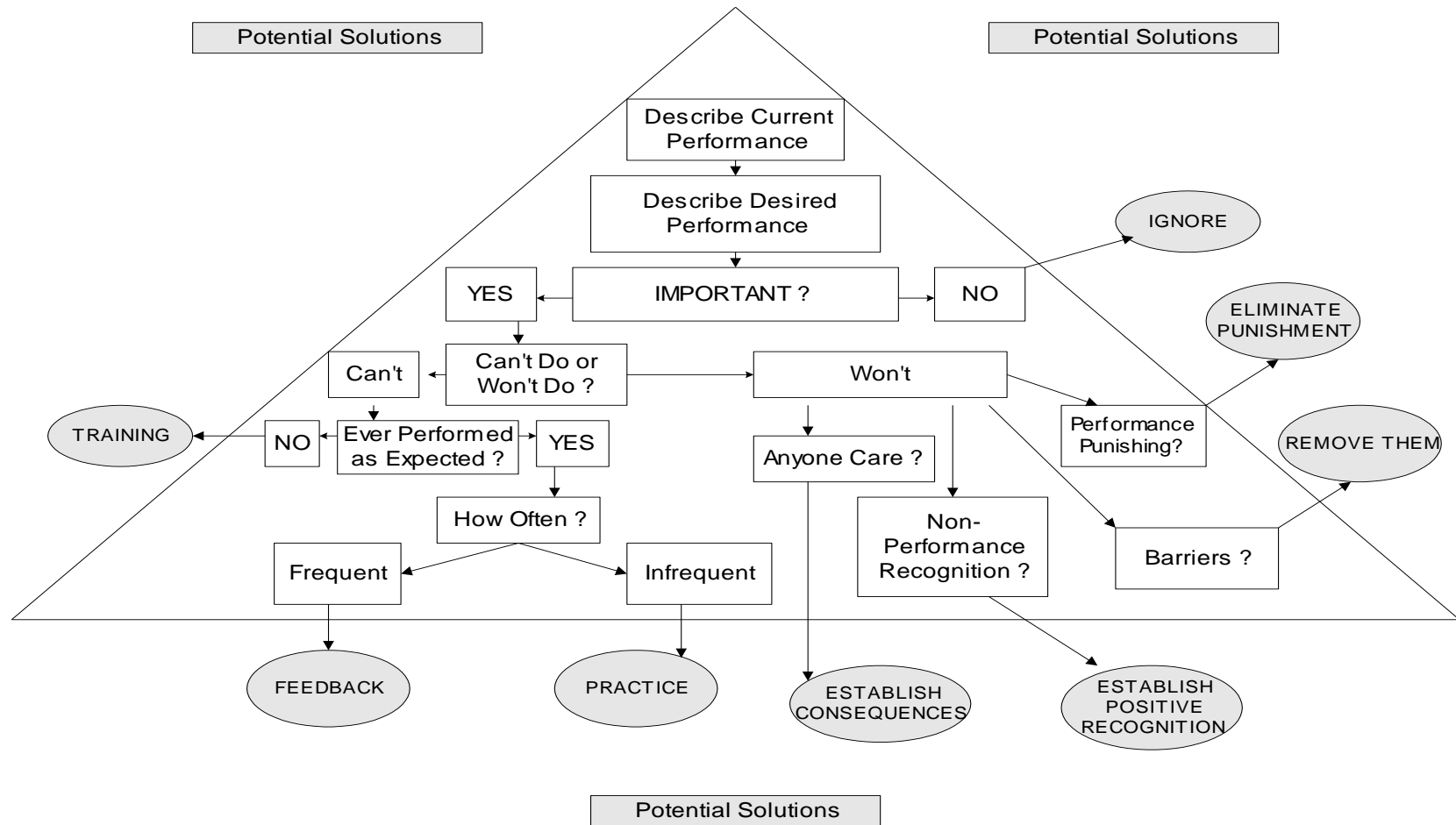
- Employee withdrawal

STEP SEVEN: CLARIFY CONSEQUENCES (DON'T PUNISH)

- Evaluate the employee's commitment level

  - ***"How are you feeling about this?"***

- Focus on action plans

  - ***"So, you're going to take more breaks, work on your breathing and let me know if you need help."***

- Clarify consequences

  - ***"This is really an important part of your job. If, this plan doesn't work, we'll have to talk again."***

- Be supportive

STEP EIGHT: DON'T GIVE UP

- Express your support and commitment

  - ***"I know this is difficult when we're so busy, but I will do whatever I can to help you be successful."***

- Highlight key actions and results

  - ***Review the plan again if necessary.***

  - ***"We'll be able to tell that you've been successful, when clients willingly call you for help and team members are willing to ask you for help."***

- Don't settle for inactivity

- Be supportive

ANALYZING PERFORMANCE

Potential Solutions   Potential Solutions

Describe Current Performance

Describe Desired Performance

IGNORE

YES ← IMPORTANT ? → NO

ELIMINATE PUNISHMENT

Can't ← Can't Do or Won't Do ? → Won't

Performance Punishing?

TRAINING ← NO ← Ever Performed as Expected ? → YES

REMOVE THEM

Anyone Care ?

How Often ?

Non-Performance Recognition ?

Barriers ?

Frequent   Infrequent

FEEDBACK   PRACTICE   ESTABLISH CONSEQUENCES   ESTABLISH POSITIVE RECOGNITION

Potential Solutions

GETTING STARTED ON YOUR OWN CHANGE

Immediate Action Steps

- Establish a system of regular communication with employees.

- Let your staff know you plan to do some things differently. Explain your plans and ideas to them.

- Practice the ideas while setting objectives and reviewing performance.

- Try the concepts and skills **soon**.

- Don't wait for the "ideal" situation. Practice whenever you can.

Later On

- Review your materials (notes, readings and handouts).

- Contact other participants to discuss seminar topics.

Remember

- Hang in there. You will get the best results only...when you **keep trying**.

- Don't expect dramatic "overnight" results.

- Start with a situation where you have a **reasonable** chance of seeing some success.

DEVELOPING OTHERS

Who is responsible for development?

What is my role as a leader in developing others?

What should I expect from the person being developed?

What kind of challenges might you face developing others?

Small Group Exercise:

1. In your small group, discuss and record how you might handle your assigned challenge.

2. Debrief each group.

COACHING YOUR TEAM

What is Coaching?

Coaching is a meaningful conversation that inspires a person to see new possibilities and take new actions. Coaching helps individuals and teams to become more competent, effective and fulfilled.

Coaching is especially effective because managers work with employees in "real time" on day-to-day issues, as well as on larger strategic goals. Managers using a coaching approach help employees develop an increased capacity for taking effective action. Day-to-day events are seen as ongoing opportunities for learning. Managers help team members maintain focus and follow-through on important ideas and activities while establishing accountability.

Why is coaching important?
- Competitive business environment
- Endless need for innovation
- Rapid rate of change in workplace
- Change in employer/employee contract
- Difficult to recruit and retain talent

When could coaching occur?
- Preparing for new responsibilities
- Enhancing interpersonal skills
- Overcoming a career setback
- Identifying priorities and making decisions
- Dealing with organizational transitions
- Fostering and developing others
- Developing leadership skills
- Correcting poor performance

What Coaching is NOT:
- Problem solving
- Telling or doing
- Counseling or therapy

How do you assess the effectiveness of coaching?
- Employees know they can always improve, and will continually find ways on their own to do this.
- Employees can observe when they are performing well or not and will make the necessary adjustments independently of the manager/coach.
- Employees are high performers.

"The goal of coaching is the goal of good management – to make the most of an organization's valuable resources."   Harvard Business Review

BUILDING COMMITMENT THROUGH COACHING

Being Competent

Being Clear

Feeling Appreciated

Having Influence
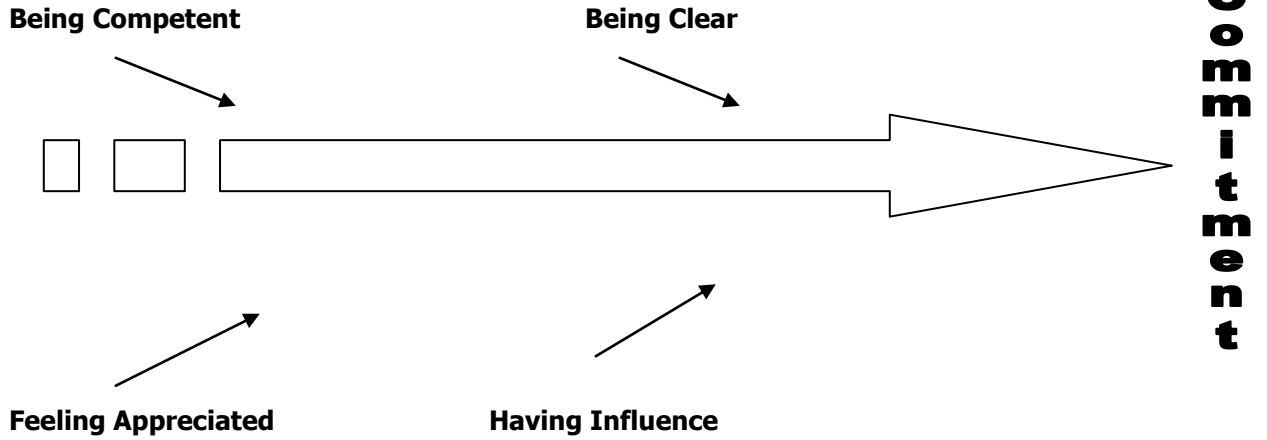
Commitment

Being Clear:

Having Influence:

Being Competent:

Feeling Appreciated:

From Dennis Kinlaw, **Coaching for Commitment**

LEVELS OF FEEDBACK – BUILDING AWARENESS AND RESPONSIBILITY

Team member submits a report that needs some improvement. Review the five possible levels of feedback provided by the manager.

A. Manager's response **- "You are useless"**

This is a personalized criticism. It damages self-esteem and results in further performance problems.

B. Manager's response – **"This brief is useless."**

This is a judgmental comment, damages self-esteem. It doesn't provide any information on how to improve.

C. Manager's response – **"The content of your brief was clear and concise, but the arguments weren't tailored to address our specific issues."**

This avoids criticism and provides some information on which to act, however it doesn't generate any ownership from team member.

D. Manager's response – **"How do you feel about the brief?**

The team member now has ownership, but is likely to give a non-response ("it's fine) or to make a value judgment ("It's good").

E. Manager's response – **"What is the essential purpose of your brief? To what extent do you think this draft achieves that? What are the other points you feel need to be emphasized? What do you see as the key issues?"**

The team member gives a detailed, non-judgmental description of the report and thinking behind it. The ownership of performance improvement lies firmly with team member. This form of feedback dramatically accelerates learning and improves performance.

From John Whitmore, **Coaching For Performance**

YOUR TEAM

Think about what opportunities for coaching you have with your team members. Identify at least one team member for each question.

1. Who needs to expand an interpersonal skill?

2. Who has had difficulty fulfilling a commitment?

3. Who should be groomed for the next assignment/level/job?

4. Who exhibits a behavior consistently that is getting in his/her way?

5. Who is stuck on a key project?

YOUR DEPARTMENT

Think about what's happening in your department that might create a coaching opportunity. Consider things like:

- Skill development

- New technology

- Changes in staffing

- Changes in clients' needs

ACTION ITEM: COACHING OPENINGS

Have a conversation with several direct reports next week. Ask the following questions and note what openings for coaching emerge.

What has satisfied you most about your job performance in the last three months?

Are there aspects of your job for which you feel ill prepared or not confident?

"If you're not thinking all the time about making every person more valuable, you don't have a chance."   Jack Welch

COACHING PROCESS

1. Assessment - Where are you now?

What did you intend to accomplish?

What did you notice when. . .

How would you like it to be. . .

What are the consequences of . . .

2. What's Possible - Where do you want to go?

Where is the bottleneck?

What makes this an effective strategy?

What will that get you?

What if you included this dimension?

What would success look like?

3. Remove Obstacles to Success - How do you get there?

What are the barriers?

What's missing?

So, how does this plan fit into what you are already doing?

What first steps do you see?

4. Provide What's Missing - What are you going to do by when?

How can you make that happen?

Now that you are seeing things in a new way, what actions will you take?

Where could you find the help you need to accomplish this task?

In what ways can I support you?

What criteria will you use to assess progress?

COACHING SKILLS

POWERFUL QUESTIONS

- open-ended, reflective questions to stimulate thinking and to create new learning

- move employee towards what they desire

Example:

"Tell me how you went about deciding on your approach to this problem."

"What would happen if you did nothing?"

"How will you know you've reached your goal?"

MAKING REQUESTS

- Indicate specifically what you want employee to do or accomplish

- Communicate why completing request is important

- State a deadline

- Make the request in a neutral tone and press for an answer

- Track progress

EXAMPLE:

"I'd like you to observe what staff behaviors trigger a negative reaction for you. Then, we can talk about how you want to respond."

"Based on what we've talked about, how about trying this new approach?"

"Will you start doing. . . ?"

ASKING POWERFUL QUESTIONS

Asking powerful questions, rather than providing answers, directs the employee back to his own inner knowledge. The goal is to guide the employee to look where she hasn't with new eyes/perspective.

Information Gathering	Discovery
What topics will you include in the report?	What will finishing the report provide you?
What training is needed?	What do you want to do know today that you don't know now?
It sounds like you're stuck between these two choices, is that true?	
Is this an effective strategy for you?	
Why did you decide to do it that way?	
Why did you leave out that step in the process?	
How much preparation do you need for this project?	
It seems like you don't feel confident with this task, don't you think?	

Adapted from Laura Whitworth, **Co-Active Coaching**

HOW TO ACKNOWLEDGE/ PRAISE PEOPLE

SKILL MODEL

1. Make a **GENERAL REFERENCE** to the performance being praised

2. Give **SPECIFIC EXAMPLES** of performance

3. Mention **PERSONAL QUALITIES** that contributed to the successful performance.

4. Mention resulting **BENEFITS** to department, company, others, you.

SAMPLE LIST OF PERSONAL QUALITIES

ACHIEVEMENT

ALERT	FORCEFUL
AMBITIOUS	HARD-WORKING
CAPABLE	INGENIOUS
CREATIVE	INTELLIGENT
DARING	INITIATING
DETERMINED	PERSUASIVE
EFFECTIVE	RESOURCEFUL
ENTERPRISING	

ORDERLINESS

ACCURATE	OBJECTIVE
ATTENTIVE (TO DETAIL)	ORGANIZED
CONSCIENTIOUS	PAINSTAKING
DELIBERATE	PRACTICAL
EFFICIENT	PRECISE
FORESIGHTED	RELIABLE
LOGICAL	STEADY
METICULOUS	SYSTEMATIC
METHODICAL	THOROUGH

AUTONOMY

ADVENTUROUS	INCISIVE
CANDID	INNOVATIVE
DECISIVE	OUTSPOKEN
DIRECT	ORIGINAL
FORTHRIGHT	PROFESSIONAL
FRANK	SELF-CONFIDENT
INDIVIDUALISTIC	UNCONVENTIONAL
INDEPENDENT	

AFFILIATION

ADAPTABLE	HUMOROUS
APPRECIATIVE	KIND
CARING	OPEN
COOPERATIVE	OPTIMISTIC
CONCERNED	OUTGOING
CONSIDERATE	RESPONSIVE
CONSTRUCTIVE	SENSITIVE
FAIR	SOCIABLE
FRIENDLY	SYMPATHETIC
GOOD-NATURED	TOLERANT
HELPFUL	WARM

NOTES

EVALUATION

Please fill out the following information and return before you leave today. Thanks!

Scale: 1= needs improvement 4= excellent

How effective was this session for you overall?   1   2   3   4

_____
_____
_____

How effective were the materials?   1   2   3   4

_____
_____
_____

How effective was the presenter?   1   2   3   4

_____
_____
_____

What did you think was the most important thing we did?

_____
_____
_____

What could have been done differently to make the session more effective?

_____
_____
_____

Other comments or suggestions?

_____
_____
_____