



Essential Supervisory Skills Program

Coaching Training

WELCOME!

Please sign in

Take a seat next to someone from a DIFFERENT department

Coaching Workshop

1



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Exercise: Sweet 16 Behaviors

- Complete the Sweet 16 Self Assessment Form



Coaching Workshop

2



Coaching

3

Introductions


- Your name and department
- How many years you have been supervising staff
- Number of staff you supervise
- What you hope to gain today

- **Coaching**
 - How to manage your employees to develop and grow them
- **Value-Added Feedback**
 - How to give concrete, specific feedback to employees (and others)
- **Goal Setting**
 - How to set specific, measurable, achievable, realistic and time-bounded goals
- **Performance Evaluation**
 - How to set clear expectations and write compelling performance evaluations



Management Time: Who's got the Monkey?


Authors: William Oaken, Jr. and Donald L. Wass

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What motivates public sector employees?

- Pride in one's work or workplace
- Satisfaction with leadership and recognition of how personal goals align with overall mission
- Opportunity to perform well at work
- Satisfaction with the recognition received
- Prospect for future professional growth
- A positive work environment with some focus on teamwork


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Fastest ways to de-motivate employees

1. Micro-manage someone doing a good job
2. Publicly humiliate an employee
3. Cut a staff member out of the information loop


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Agenda for Today

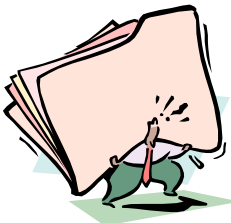
<p>Management Styles</p> <ul style="list-style-type: none">• Coaching vs. doing• Personal vs. positional influence	<p>Meeting Your Needs</p> <ul style="list-style-type: none">• The entire last section is devoted to answering your questions and collectively coaching you through issues you want to discuss
<p>Coaching Tools</p> <ul style="list-style-type: none">• One-on-One Meetings• Tutoring with Questions• Mentoring with Challenging Assignments• Delegating Successfully	

Coaching Workshop 9

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The "Doer" Manager

- Dictates goals
- Gives minimal feedback
- Avoids dealing with performance, then takes punitive action
- Doesn't delegate, but may dump work
- Can only accomplish as much as s/he can do



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The "Coach" Manager


- Develops plans, goals with staff
- Gives ongoing, timely feedback
- Addresses performance issues immediately
- Delegates work with support
- Accomplishes much more



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Exercise: Are You a Coach or a Doer?



- Take five minutes to discuss your approach to managing with your neighbor
- Are you more doer or more coach?
- Why are you that way?

Coaching Workshop 12



Doer ←-----→ Coach



Management: Using Influence

Compliance Boss

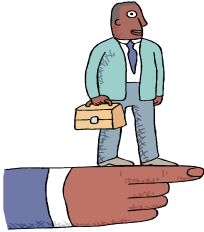
- Uses authority and control
- Maintains chain of command

Commitment Boss

- Builds working relationships
- Is open and honest about challenges
- Invests in employee's ownership and engagement
- Focuses on developing employee's career and work/other interests balance



Exercise: Compliant v. Commitment Boss



- Have you worked for a "compliance" or a "commitment" boss?
- What was the difference?
- Which one do you want to be?
- Which one do the Millennials expect?



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19th century v. 21st century management styles

Command and Control

- Organization = machine
- Leaders = distant, detached, focused on the financial bottom line
- Supervisors tell people what and how to do their jobs
- “Do what I say because I said so; I’m not interested in your opinion”
- Leave your personal life at home and get here on time no matter what

Coaching for Development

- Organization = organic
- Leaders articulate a vision that engages staff members in a greater purpose
- Supervisors listen, tutor, teach, and guide
- “Here is what we need to accomplish: what ideas do you have on how we could do it?”
- Telework & flextime will help us recruit, retain and bring out best in staff



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10 Minute Break

Consider going outside and walking around the campus to get refreshed and re-energized!



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Coaching Tool #1: One on One Meetings

1:1 Meetings are important for

- Connecting with employees, providing value-added feedback, developing employees skills with challenging assignments, dealing with performance issues
- Meet regularly
 - Biweekly is a good target
 - Don’t go longer than a month without one

 Essential Supervisory Skills Program | **One on One Meeting Agenda**

- Connection
- Status of goals/projects
- Value-added feedback & tutoring with questions
- New tasks to delegate
- Any issues the employee wants to discuss
- Any news you need to convey
- Confirm who does what by when

 Essential Supervisory Skills Program | **EXERCISE: Draft your agenda for next 1:1**

In the next five minutes, draft an agenda for your next 1:1 with a specific staff member.

- Connection
- Status of goals/projects
- Value-added feedback
- New tasks to delegate
- Any issues the employee wants to discuss
- Any news you need to convey
- Confirm who does what by when

 Essential Supervisory Skills Program | **Coaching Tool #2: Tutor by Asking Questions**

- People also learn through feedback and tutoring

- Tutoring means asking helping people learn things themselves, primarily through open-ended questions

- Tutoring with questions is a skill that takes time to learn

 Essential Supervisory Skills Program **Value-Added Feedback v. Tutoring**

What kinds of questions you ask depends on what your intent is

Correct/Direct

Tell/Show

Advise/Suggest


Question to Investigate

Question to Raise Awareness

Question to Prompt Questioning

Question to Prompt Thinking

Support Self-Development

 Essential Supervisory Skills Program **Tutoring people requires a relationship**

NOT THIS KIND OF RELATIONSHIP

IT HAS TO BE THIS KIND OF RELATIONSHIP

Supervisor



Employee

Supervisor = Employee

 Essential Supervisory Skills Program **Ask open-ended questions**

Ask open-ended questions

“Why do you think that happened?”

“Tell me more about the pros and cons of that plan”

Practice active listening by paraphrasing, reflecting feelings, probing

“Let me repeat this back to you to make sure I understand it”


Ask for ideas from employee first

“What would you do if you were me in this situation?”

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Exercise: Tutoring with Questions

1. Team up in groups of 3 and choose roles:
 - The boss
 - The employee
 - The observer
2. For 5 minutes, have the employee present a problem and have the boss use questions to tutor the employee.
3. Then have the observer and employee each give 1 minute of feedback to the boss. Then switch roles so each person gets a chance to play each role.

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Coaching Tool #3: Mentoring staff through challenging assignments

Give a man a fish and he eats for one day. Teach a man to fish, and he eats for a lifetime.

How adults learn:

- 70% from challenging assignments
- 20% from feedback, coaching
- 10% from formal training

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Choosing the right assignments

- Ask employee what s/he is interested in learning/trying
- Think about areas of strength for the employee and pick assignments that lead to his/her strengths
- Identify things that would make your team/your life easier and meet the criteria above
- Be sure the risk of delegating the task/project is manageable for you




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Mentor the person throughout the duration of the assignment

Mentor people once you have given them a challenging assignment:


- Make it clear your door is open for questions
- Schedule frequent check-ins
- When decisions are needed, talk about what the options are and how s/he might choose
- Use stories to illustrate your points



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Mentoring is NOT ...

- DON'T tell her how to do the assignment or give a solution when he gets stuck
- DON'T make a decision she should make for herself
- DON'T give frequent advice that isn't asked for
- DON'T jump in to handle situations that aren't going well
- DON'T criticize him when he makes a mistake



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Exercise: Create plan for a challenging assignment

1. Take 5 minutes to make a plan to give a challenging assignment to an employee who is ready for it
2. When you are done, trade plans with your teammate.
3. Give each other feedback/get advice for 5 minutes
4. Once you have recorded the feedback, make any changes to your plan
5. Record the date by which you will give this assignment to the employee

 Essential Supervisory Skills Program **Coaching Tool #4: Delegating for success**

Dumping

- Little notice
- No consideration of employee's interest in task
- Short deadlines
- Little communication or support

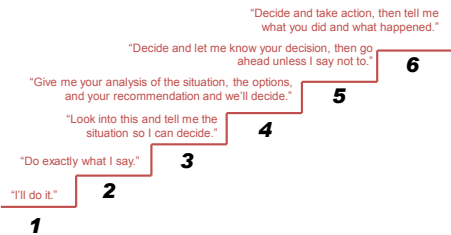
Delegating

- Advance notice
- Given to employee with skills or interest
- Agreed upon deadlines
- Continuing communication and support

 Essential Supervisory Skills Program **10 Steps of Effective Delegation**

- | | |
|--|---|
| 1. Define the task | 6. Consider resources required |
| 2. Select the individual or team | 7. Agree on the deadlines |
| 3. Explain the reasons for the task and the bigger context | 8. Have the person or team report in on progress |
| 4. State required results | 9. Support them with problem solving and communications |
| 5. State the decision-making level | 10. Give feedback on results |

 Essential Supervisory Skills Program **Levels of Decision-Making**





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Exercise: Refine your assignment

1. Take 7 minutes to think through the assignment you plan to give to develop your staff member using the 10 steps of delegation checklist and the levels of delegation.
2. Then swap worksheets with your team mate and give each other feedback for 5 minutes total.



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Meeting Your Needs

Would you like advice from colleagues or us on any personnel situations?



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Give Us Value-Added Feedback!

- What did you like that we should keep or do more of?
- What could we reduce/get rid of/do differently?

Please also complete the class evaluation!
