



# UNIT-4

## Coaching Model

Staff Training Solutions

### Learning Outcomes

**By the end of this unit the learner will be able to:**

- ✓ Recognize employees' strengths and give them the feedback they need to succeed
- ✓ Identify employee problems and ways you can help to correct them

## Unit 4

### Coaching Model

When it comes to getting results as a coach, it helps to have a process, as long as we don't become rigidly attached to that process. Nobody can really design a coaching process for somebody else. However, here are four steps that find their way into most coaching models.

1. Where are you and where do you want to be?
2. What are your options?
3. What steps will you take?
4. Give feedback and prompt self-reflection.

Note: It is important to understand that Steps 3 and 4 may be repeated several times when coaching employees.

Here are some characteristics that will be used in many of these steps:

- Use questions to prompt discussion on good progress
- Reach agreement on progress made
- Check the learner's understanding
- Give praise
- Look for good points to reinforce
- Clarify the next steps
- Make it clear that you are looking forward to the next stage

### Giving Effective Feedback

Feedback is an essential component of coaching. Here are the six most important elements of effective feedback.

#### **In Private**

Feedback should be given in private if your comments can be embarrassing, and a formal feedback meeting should always be held in private. While some people like the attention that comes from sincere praise or celebrating an accomplishment in front of others, some do not, and no one wants negativity shared in front of their peers.

#### **Balanced**

Balance in this context is about designing the feedback session so that, even though there may be constructive criticism required, the employee does not feel attacked, or that all you have to say about his work is negative. We recommend that you avoid the older form of "sandwich approach" (by making a positive comment, a negative, and then a positive). However, you should still start any feedback with a positive comment about some aspect of the employee's work. If you are not comfortable with this, or

not good at small talk, write some comments down ahead of time to keep yourself focused. Your employee will appreciate that you get to the heart of the meeting quickly instead of letting any anxiety build. Feedback that is delivered in specific terms and in a sincere manner is usually accepted well, even when we are receiving criticism.

### **Relevant**

Keep the conversation focused on feedback that is relevant and job related, and to things which the employee has control over. For example, complaining about the way a letter looks when the employee only has access to an ancient printer that adds lines to everything, or asking for a sophisticated looking brochure when there is no budget provided for the proper paper and licensed photography, only adds to the employee's stress and frustration.

### **Specific**

Avoid general statements when you deliver feedback. "You seem unmotivated," is not nearly as helpful as, "You arrived late to work at least three days a week, your last two assignments were late, and you did not attend the new employee lunch last week."

### **Documented**

Base your comments on documentation, facts, and your own observation. Don't rely on what another manager or a colleague told you, or what someone overheard, when you should be available to monitor what is going on yourself.

### **Personal (In the Right Way)**

Compliments or criticisms that are directed generally toward the team are meaningless to an employee. "We just don't seem able to get out error-free invoices," is not as constructive as, "Three of the last invoices you sent out had errors in them." Describe the behavior that is unsatisfactory, rather than judge a person because of it. Base it on their actions, and don't make a personal attack on the individual.

## **Coaching Problems and Solutions**

### **Four Ways You Can Impact Learning**

More and more, job candidates are asking the question, "What will I learn here?"

If they don't like the answer they may keep looking.

For leaders, managers, and heads of projects, helping people learn is a critical contribution to individual and organizational success.

So, here are **Four Ways to Impact Learning** that will serve you well.

**Impact on Curiosity:** For every action there's a reaction. When we say or do something, people want time to react to it, talk about it, and understand what it means to them.

**Practical Application:** Allow time for questions and answers. The give-and-take after you speak is where people actually learn and where they begin to develop an affinity for, and commitment to, the topic. Even if you're an expert, the learning takes place as a result of people wrestling with the information or idea rather than being the recipients of a data dump--no matter how eloquent you may be.

**Impact on self confidence:** How you deliver and discuss the information impacts how people feel about learning it. People with position power--managers, supervisors, team leaders--all have the ability to build confidence in the learners or create a defensive atmosphere.

**Practical Application:** Tell the group at the outset that you value their questions and that you hope they'll jump in when they experience an "Aha!" or a "Help me, I don't get it." When someone asks a question, throw it back out to the group to give someone else a chance to form an answer that may be framed in a way different than your own. Thank people whenever they ask a question or offer an answer.

**Impact on motivation:** Even as youngsters, we knew who the teachers were who made learning exciting, interesting, and engaging. Why not be the "managerial version" of your best teacher. And remember this: **Managers Are The Mediators of Motivation.**

**Practical Application:** Take some time to develop questions and break people into groups to address them; if you're talking about a new marketing approach, give people a block of time to do a concept and present it to the group. You know the content. The time you spend designing the right approach will pay off in engaged learners and, ultimately, effective learning.

**Impact on Creativity:** Unless you're involved in safety procedures, accounting rules, or a regulatory issue, people want to be able to offer their own "variation on a theme." One of the reasons to bring people together is to capitalize on the collective creativity and varying viewpoints in the room.

**Practical Application:** Give people latitude to take the discussion in directions that you never thought of. Remember, you're in charge--but to try to be *in control* will shut down the kind of learning that the group--and you--have an opportunity to experience.

**Bonus:** When the noise level goes up and people start debating, discussing, and delving into the topic, you've been successful. Let it go until the energy begins to die down. Then, capture the points that they were making with their co-workers and discuss next steps. When learners sit passively, you may feel more relaxed because you feel in control not having to respond to questions or manage the group. What it may really mean is that they aren't engaged, aren't learning, and are waiting "until the bell rings" so they can go back to their workspace.