


Supervisory Leadership Certificate Series: Session 7


# COACHING IS THE KEY TO LEADERSHIP SUCCESS:

## Helping Your Employees to GROW and SUCCEED




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### TODAY'S PRESENTER




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His experience in HR management is in the public, private for-profit, and private non-profit sectors, having served in executive and other management positions. He received his BA in English Literature and Education at Bucknell University, and his EMBA & Ph.D. from the University of New Mexico. He is also a Lecturer on the faculty of the UNM Graduate School of Public Administration, teaching in the areas of human resource management, leadership, organizational behavior, strategy and change, and NPO management.


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### TODAY'S TOPICS AND AGENDA

- COACHING SKILLS: What Makes an Effective Coach?
- PRINCIPLES OF LEADERSHIP COACHING
- TWO COACHING MODELS: G.R.O.W., and O.S.K.A.R
- ELEMENTS OF A GOOD COACHING SESSION
- DEVELOPING A COACHING PLAN


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**“Coaching is unlocking people’s potential to maximize their own performance”**

Timothy Gallwey (1975)  
“The Inner Game of Tennis”

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**DEFINITIONS: HELPING PEOPLE TO SUCCEED**


Coaching

- Coaching is a questioning and supportive process in which the Coach supports and facilitates improvements to another’s performance.
- A coach will explore possibilities by asking challenging questions and thereby providing guidance to help another reach their full potential.
- This may be through discussion and planning for achievement of goals and actions towards increased competence, commitment and confidence.
- The coaching questioning process usually involves growth and change, whether that is in skills, knowledge, attitude or behavior.

Mentoring

- Mentoring is a process in which the mentor serves as an experienced role model, or trusted advisor, to guide or support another in their development.
- A mentor may pass on knowledge and experience; provide opportunities for development and growth or open doors to opportunities.

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**DEFINITIONS: HELPING PEOPLE TO SUCCEED**

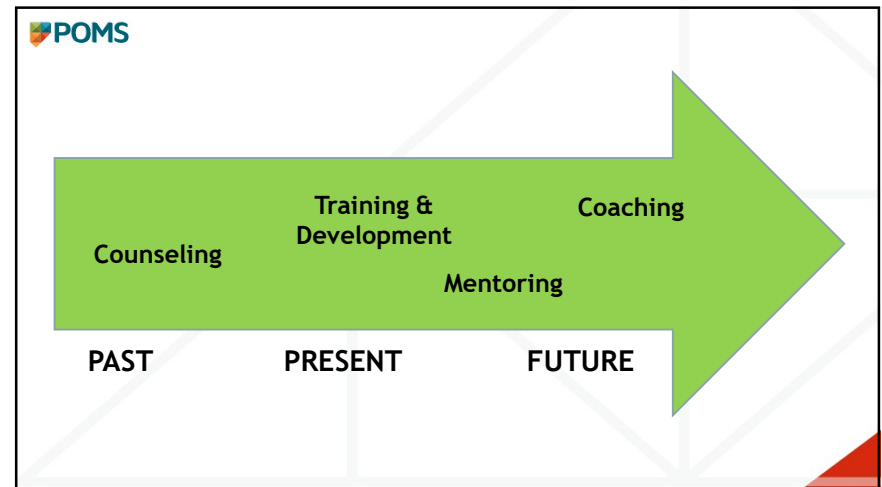
Training & Development

- Training and Development refers to more formal and structured educational activities within a company created to enhance the knowledge, skills, and abilities of employees while providing information and instruction on how to better perform specific functions.
- Training has specific goals of improving one’s ability, capacity, competency, productivity, and performance.

Counseling

- Counseling is a two-way process in which the manager gives guidance to an employee to address a specific incident, a particular aspect of an employee’s performance which the supervisor has identified as needing improvement, or the employee’s overall performance or conduct.
- The counseling process is typically initiated and executed by the supervisor and is not discipline. It is a face-to-face communication between the supervisor and the employee, conducted in private, and is intended to have a constructive goal of providing feedback to the employee to correct the problem.
- The effectiveness of counselling depends upon how much faith and trust the employee has in the manager/supervisor.

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**COACHING SKILLS:  
WHAT MAKES AN EFFECTIVE COACH?**




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A coach's  
priority is to  
promote  
*improvement*



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**EXERCISE**


Think about one or more experiences you have had *being* coached or *observing* a coach in action. NOW, take about 2 minutes to write down your thoughts in response to this question:

- What were *three to five specific things* those people did that made them effective as coaches?

Please have a member of your group compile your responses and email them to me. I will compile the information and send them back out to everyone.

*Take about 5 minutes in your group to share and discuss your lists.*

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WHAT ARE SOME OF YOUR IDEAS?

**THINGS COACHES DO  
THAT MAKE THEM  
EFFECTIVE IN  
HELPING PEOPLE TO BE  
SUCCESSFUL.**

**REMEMBER:** Please have a member of your group compile your responses and email them to me. I will compile the information and send them back out to everyone.

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## CHARACTERISTICS OF A GOOD COACH

**POMS**

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**POMS** WHAT MAKES A GOOD COACH?



The key skills of being a good coach are:

Building rapport <input checked="" type="checkbox"/>	Communication skills and overcoming resistance <input checked="" type="checkbox"/>	Forward thinking and proactive <input checked="" type="checkbox"/>
Empathy <input checked="" type="checkbox"/>	Understanding human behavior <input checked="" type="checkbox"/>	Flexible, yet consistent <input checked="" type="checkbox"/>
Listening skills <input checked="" type="checkbox"/>	Problem-solving and negotiating skills <input checked="" type="checkbox"/>	Enthusiasm and commitment to the individual <input checked="" type="checkbox"/>

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**POMS** CHARACTERISTICS OF GOOD COACH

- Positive**
  - Coach job is not correcting mistakes, finding fault and assessing blame
  - Instead, a coach function is achieving productivity goals, by coaching his/her staff to peak performance
- Supportive**
  - Coach need to get workers what they need to do their job well, including tools, time, instruction, answers to questions, and protection from outside inference
- Goal Oriented**
  - Base your assignments on clear, definable goals
  - Tie specific tasks to these goals
  - Communicate those goals to the people who actually have to do the work

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**POMS** CHARACTERISTICS OF GOOD COACH

- Focused**
  - Effective communication is specific and focused
  - Coaches are far more likely to get action of that employee leaves the office focused on resolving an issue at hand
- Observant**
  - Being observant means more than just keeping your eyes and ears open
  - Coaches need to be aware of what is not said as well as what is. If coaches are paying attention, they no need to wait for somebody to tell about a problem

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**POMS COACHES HAVE A GROWTH MINDSET**

**Growth Mindset:** Aligns with coaching as a *teaching and learning method* to promote development.

Fixed Mindset	Growth Mindset
Believes that level of achievement is predetermined, and that effort dedicated toward learning will <i>not</i> promote greater achievement.	Believes there is potential for an individual's <i>growth and improvement</i> .
Desires to <i>prove</i> and avoid looking unintelligent.	Desires to <i>learn</i> , and looks for opportunities to challenge current status.
Asks: Will I succeed or fail? Look smart or not?	Asks: Will I grow? Will I overcome challenges?
Questions the effort of bothering to help.	Believes that growth and learning require effort.
Ignores constructive criticism.	Learns from feedback and uses it to improve.

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**POMS COACHING PARADIGM SHIFT OF THINKING**

Assessment OF Learning


- “Summative assessment”
- High stakes
- Happens at the end of the learning process
- Goal:** judge/evaluate learning at that particular instant in time

Assessment FOR Learning (Observations)

- “Formative assessment”
- Low stakes, safe environment
- Embedded in the learning process (frequent and ongoing)
- Goal:** monitor learning/progress and provide immediate feedback that can be used to improve teaching/learning (feedback loop)

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**POMS OBSERVATION OF WORK - ASSESSMENT FOR LEARNING**



**Direct Observation**

- A supervisor watching an employee doing work
  - In real time or asynchronously (i.e. videotaped)

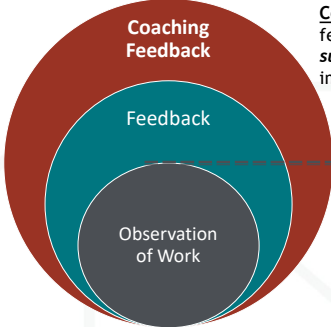
**Indirect Observation**

- Review of products of the employee's work
  - reports, presentations, or written reflections
- Observations from secondary sources

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**POMS COACHING FEEDBACK**

**Feedback** = information about what was observed compared to an expected standard




**Coaching Feedback** = feedback + *actionable suggestions* for improvement

Supervisor makes determination of quality of observed task

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**POMS DOCUMENTING A SUMMARY**

- Recording a summary of feedback and actionable suggestions for improvement that were given is essential
- Every Coaching interaction might not be documented but a representative sample during that work time is needed
- It is important to document outlier performances because they could be rare but important



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**POMS IT IS ALL ABOUT COACHABLE MOMENTS**


- A “coachable moment” is anytime you observe an opportunity to improve, redirect, enhance or praise performance.
- Coaching works best when it takes place immediately after a “coachable moment”.
- Coaching should not be left for yearly or semi-annual meetings or reviews.

Coaching is.....	Coaching is not.....
Day to day interaction with your staff	A performance evaluation
Targeted to specific behaviors	An overall review
Recognizing Strengths	Focusing on weakness
Listening	A lecture
Advising	Criticizing
Gaining an agreement	Giving an ultimatum
A constructive nudge	A kick in the pants

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**POMS COACHING IN THE MOMENT IS...**

- Workplace-based, occurs in a clinical environment
- A key component of Workplace-Based Learning
- Part of normal learning activities
- Low stakes and frequent
- Timely and efficient
- Guidance for improvement



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**POMS COACHING OVER TIME: TWO GOALS**

- To guide employees in their performance progress, so that they can be successful in their jobs:
  - Help to synthesize the multiple types of observation data received
- To facilitate the coachee’s development of skills in self-regulated learning by engaging the employee in the process of guided self-assessment. Work with the learner to:
  - Set learning goals
  - Process feedback and observation data related to goals
  - Establish or revise new learning goals in response to their progress or other data

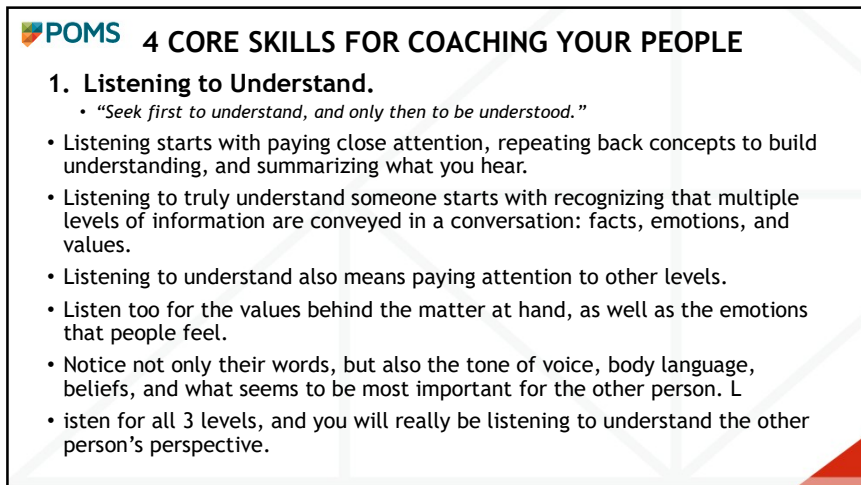
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**POMS 4 CORE SKILLS FOR COACHING YOUR PEOPLE**

### 3. Challenging and Supporting

- We all need our thinking challenged at times. Challenge can stress-test ideas, yield productive dialogue, and uncover unexamined assumptions. It can lead to stronger, shared understanding.
- Ultimately, coaching your people is about getting them to try something different from what they have done before, or creating a significant shift in perspective. It's about uncovering answers through inquiry, openness, and exploration, and there usually aren't quick fixes.
- But challenging someone is only effective when combined with the right amount of support. You must show that you've truly listened to the other person and understand their feelings and values. A challenge should be offered within an environment of safety. Taken too far – or offered at the wrong moment and without sufficient support – challenge can cause damage.
- When done well, challenge builds trust and encourages honesty and transparency, rather than triggering defensiveness.

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**POMS 4 CORE SKILLS FOR COACHING YOUR PEOPLE**

### 4. Establishing Next Steps and Accountability

- Having an effective conversation is only one aspect of successful coaching. The real work happens later when insights are applied, and new behaviors are tried.
- The skill of creating accountability lies in creating clear, specific, and meaningful actions.
- Connect conversations to action by establishing next steps, e.g.,
  - “So, I'll send you an email by Friday, letting you know how it went”).
 This ensures that the value, insights, and decisions created by a better conversation aren't lost.
- The goal of a conversation is always that those involved walk away with a shared understanding of what they discussed, and coaching conversations like these increase the chance of successful follow-through that creates growth and fosters courageous actions that lead to meaningful change.

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**PRINCIPLES OF LEADERSHIP COACHING**

**POMS**

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**POMS LEADERSHIP COACHING**


## 6 ESSENTIAL PRINCIPLES OF LEADERSHIP COACHING

					
<b>1. CREATE</b> a safe, supportive, and challenging environment.	<b>2. TRY</b> to work within the coachee's agenda.	<b>3. FACILITATE</b> and collaborate.	<b>4. ADVOCATE</b> self-awareness.	<b>5. PROMOTE</b> learning from experience.	<b>6. MODEL</b> what you coach.

Center for Creative Leadership

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 **SIX CORE PRINCIPLES OF LEADERSHIP COACHING**

**1. First, create a safe and supportive, yet challenging environment.**

- We all need our thinking challenged at times. But offered without sufficient support, challenge can cause damage by decreasing trust and eroding morale.
- Providing safety and support includes assuring people that they've been heard and that their feelings and values are understood. It builds trust, encourages honesty and candor, and helps your coachee feel psychologically safe at work.
- It's up to you to create an environment where risk-taking feels rewarding, not risky, so let the coachee know you support them, even as you test their knowledge and skills.
- Work collaboratively to set "stretch goals" with the employee.


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 **SIX CORE PRINCIPLES OF LEADERSHIP COACHING**

**2. Try to work within the coachee's agenda.**

- Remember, this coaching session is not about you, so let the coachee decide which goals to work on and even how to go about improving.
- Sure, it's great when the coachee's own agenda aligns perfectly with the organization's goals, but never impose your personal priorities on the relationship.
- When it's clear you need to push a point, put on your managerial hat – thereby preserving the special collaborative coaching relationship you're trying so hard to build.


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 **SIX CORE PRINCIPLES OF LEADERSHIP COACHING**

**3. Facilitate and Collaborate.**

- Like Socrates, who always led his students with questions, the best coaches don't give direct answers or act the expert.
- To hold a coaching conversation, focus on the coachee's needs, and avoid filling the lesson with your own life stories and pet theories.
- Although you may suggest several options for responding to a problem, the ultimate choice should rest with the coachee – with you acting as the facilitator and collaborator.
- Your objective should be to help facilitate the employee's ability to identify problems, generate options/solutions, and develop a plan.


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 **SIX CORE PRINCIPLES OF LEADERSHIP COACHING**

**4. Advocate Self-Awareness.**

- You want your coachee to learn how to recognize their own strengths and present weaknesses – an important baseline skill for any good leader.
- In the same way, you should understand how your own behaviors as a coach impact the people around you.
- Demonstrate a sense of awareness in yourself and you're more likely to foster in your coachee a similar self-awareness.
- You may also want to share ways to boost self-awareness.


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 **SIX CORE PRINCIPLES OF LEADERSHIP COACHING**

**5. Promote learning from experience.**

- Most people can learn, grow, and change only if they have the right set of experiences and are open to learning from them.
- As a coach, always help your coachee reflect on past events and to analyze what went well and what didn't.
- Foster experiential learning and using experience to fuel development, and your employee will continue to improve long after the end of your lessons.

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 **SIX CORE PRINCIPLES OF LEADERSHIP COACHING**

**6. Finally, model what you coach. (Remember the Leadership Challenge?)**

- This, the last of the 6 core principles of coaching, may be the most difficult to embody, as it means putting into practice outside of class the leadership lessons you've been trying to communicate.
- Remember the 5 Practices of Leadership Challenge -
  1. Model the Way
  2. Inspire a Shared Vision
  3. Challenge the Process
  4. Enable Others to Act
  5. Encourage the Heart


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**5 WAYS TO FOSTER A CULTURE OF ACCOUNTABILITY**




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 **5 WAYS TO FOSTER A CULTURE OF ACCOUNTABILITY**

**5 WAYS TO FOSTER A CULTURE OF ACCOUNTABILITY**



1. **GIVE** support.
2. **PROVIDE** freedom.
3. **SHARE** information.
4. **PROVIDE** resources.
5. **BE** clear.



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**POMS 5 WAYS TO FOSTER A CULTURE OF ACCOUNTABILITY**

- 1. Give support.**
  - Employees need support from senior leadership, direct supervisors, and their work teams. Learn to tolerate mistakes and individual differences.
- 2. Provide freedom.**
  - Give your team the freedom to direct important aspects of the work or to accomplish a goal.
- 3. Share information.**
  - Employees need access to all information needed to make decisions.

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**POMS 5 WAYS TO FOSTER A CULTURE OF ACCOUNTABILITY**

- 4. Provide resources.**
  - Red tape, tight control, and too-few resources will undermine a sense of ownership and accountable leadership.
- 5. Be clear.**
  - Clearly communicate the vision and goals, responsibilities, and consequences of action or inaction. Who else is involved and what outcomes are expected?
- **Again, remember the 5 Practices of Leadership Challenge -**
  1. Model the Way
  2. Inspire a Shared Vision
  3. Challenge the Process
  4. Enable Others to Act
  5. Encourage the Heart

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**POMS CREATE CULTURE OF ACCOUNTABILITY**

**Build Accountable Leadership By Reducing Fear & Increasing Trust –**

- To build accountable leadership across your entire organization, you want to build an ownership mentality and culture, and to do that, leaders need to remove unnecessary fear.
- When there’s fear, there’s a lack of psychological safety at work, and people tend to hide, hold back, and do only the minimum.
  - Remember Maslow’s Hierarchy of Needs?
- When team members feel that it’s unsafe to speak up, thoughtful reservations aren’t shared and new ideas aren’t stress-tested, either. To counteract this fear, work to create more psychological safety and build trust, which is critical to team success.
- Build trust consistently over time by showing trust in your team by delegating effectively, being competent in the work, knowing when to communicate openly and when to keep things in confidence, and following through on what you say you’ll do.

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**POMS COUNTERACT A CULTURE OF FEAR BY:**

- **Listen and observe behavior in meetings.**
  - Is there a balance of inquiry (asking questions) and advocacy (making statements)?
  - Your people may need training to make sure they know how to actively listen to understand one another.
- **Catch employees doing something right.**
  - Remember Ken Blanchard – “The One-Minute Manager”
  - Don’t just look to correct them when they do something wrong.
  - Provide effective developmental feedback to foster learning and appropriate risk-taking and accountable leadership.
  - But don’t fall into the trap of over-correcting and failing to hold others accountable, either. Even letting just one person off the hook can do a lot of damage. You send the message to everyone else, *why bother?*

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**POMS COUNTERACT A CULTURE OF FEAR BY:**

- **Get feedback on fear.**
  - Talk to employees and managers who you can count on to be straight with you about their observations about fear and trust.
  - Ask questions like: *“Are people encouraged to innovate, rather than conform?” “Is dissent tolerated?” and “What happens when mistakes occur? How does leadership respond?”*
  - For example, you or other leaders may be unintentionally undermining, instead of encouraging, innovation by responding in ways that perpetuate fear.
- **Create space for experimenting.**
  - If you want more innovation, work on growing innovative mindsets in your department to create more room for trial-and-error and to help people learn to respond to new ideas in more productive ways. *(Challenge the Process?)*

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**POMS COUNTERACT A CULTURE OF FEAR BY:**

- **Acknowledge and share mistakes.**
  - When you mess up, “own it.” Trust me, they already know you messed up.
  - Be upfront about your own missteps, poor judgment, and errors — as well as the lessons learned.
  - Truly accountable leadership is shown when you’re willing to own your mistakes, as well as your successes.
  - Model the behavior you want to see and be sure to send a consistent message of accountable leadership.
  - Strive to be a role model yourself and expect others on your team or department to be accountable leaders, too. *(Model the Way?)*

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**THE G.R.O.W. COACHING MODEL**

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**POMS THE G.R.O.W. COACHING FRAMEWORK**

Coaching for performance - by Sir John Whitmore

Goal Reality Options Will

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**POMS THE G.R.O.W. COACHING FRAMEWORK**

- Topic (Entry)** Contracting, rapport building, identifying topic or discussion areas for improvement.
- GOAL** This is the end point - where you want the employee to be, and where they agree to go. It should be defined in such a way that it is clear when the goal has been achieved.
- REALITY** How far away from the goal is the employee? Looking at all the steps needed to achieve the goal; how many steps has the employee taken already? How far along the line are they?
- OPTIONS** There will be obstacles to the employee achieving their goal. What are the different things the employee can do in order to overcome the obstacles and reach the goal?
- WILL** Turn the options into action points - this is a commitment to take action. Define a time frame. This is the way forward

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**POMS THE G.R.O.W. COACHING FRAMEWORK**

	<b>Goal</b>	<b>What do you want to achieve?</b>	<ul style="list-style-type: none"> <li>• Definition of goal: How will you know you achieved this goal?</li> <li>• Make sure that the goal is SMART: Specific, Measurable, Attainable, Realistic, and Time-bound.</li> </ul>
	<b>Reality</b>	<b>Where are you now?</b>	<ul style="list-style-type: none"> <li>• What is happening now - what, who, when and how often?</li> <li>• Fully consider the starting point. What resources do you have to help you?</li> </ul>
	<b>Options</b>	<b>What could you do?</b>	<ul style="list-style-type: none"> <li>• What are potential obstacles in the way?</li> <li>• Which options could bridge the gap from reality to goal?</li> <li>• Which obstacles are stopping you from getting where you want to be?</li> </ul>
	<b>Will</b>	<ul style="list-style-type: none"> <li>• What is the plan?</li> <li>• What will you do now?</li> </ul>	<ul style="list-style-type: none"> <li>• Commit to specific actions in order to move towards the goal (action plan).</li> <li>• Decide on a date when you review the progress in order to provide some accountability.</li> </ul>

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**POMS THE G.R.O.W. COACHING FRAMEWORK**

**The G.R.O.W. Discussion**

- **GOAL** - Supervisor and employee agree on specific topic for discussion, then collaborate to define goals.
- **REALITY** - Both supervisor and employee invite self-assessment of current situation, and offer specific examples to illustrate their points
- **OPTIONS** - Supervisor elicits suggestions from the employee by asking effective questions, active listening, and collaborating on how to reach agreed-upon goals.
- **WILL** - Supervisor and employee commit to action, define a time frame for objectives and identify how to overcome obstacles

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**POMS THE G.R.O.W. COACHING FRAMEWORK**

- **Goals** - Set goals, write them down, establish what is wanted out of the session
  - What do you want to achieve?
  - What are you hoping to achieve with our team)?
  - What is your ultimate vision for your future?
  - What will that enable you to do, that you can't do today?
  - What are the expectations of others?
  - Who else needs to know about the plan? How will you inform them?
- Note that the goal you're working toward is not "improving your relationship with your manager" or "being more effective in your role." Instead, it's something like "reducing the amount of time it takes you to close deals" or "increasing your confidence speaking in front of groups."

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**POMS THE G.R.O.W. COACHING FRAMEWORK**

- **Reality** - Explore the current reality - the facts of the situation as it currently exists. Let them tell their story, invite self assessment, what's happening, when does this happen, what effect does it have, other factors.
  - What does their work environment look like?
  - What are the relationships like with their manager and peers?
  - What are their skill and knowledge levels?
  - What is the reality of the current situation?
  - What's stopped you reaching this goal already?
  - What are the real barriers and what are the assumptions?
  - Do you know anyone who has achieved this goal?
  - What can you learn from them?
- You can use coaching questions like "Tell me about your work environment" or "Describe your typical day" or "What are some of the challenges you face in your role?" to help identify the current situation and reality.

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**POMS THE G.R.O.W. COACHING FRAMEWORK**

- **Options / Obstacles** - Brainstorm options, explore obstacles. Ask - don't tell, empower, ensure choice, how can you move toward the goal, what has worked in the past.
  - What choices do they have?
  - What path could they take?
  - What are their possible responses to the current situation?
- You can do this by asking questions like "What are your options for addressing this challenge/problem?" or "What other ways are there to reach your goal?"
- Asking about their possible responses helps you identify the range of action they're considering. It's also a way for you to learn about their thought process and approach to problem-solving so you can support them better.

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**POMS THE G.R.O.W. COACHING FRAMEWORK**

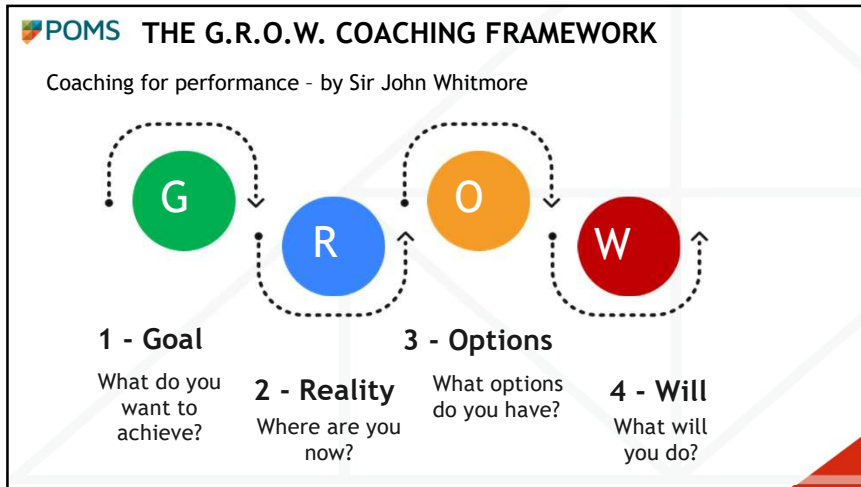
- **Will** - Finally, you'll want to explore the employee's will and drive.
  - What are the employee's reasons for taking action?
  - What are their motivations for making changes?
- Some questions you can ask to explore the client's will: "Why do you want to reach this goal?" or "What are your reasons for making these changes?"
- You can also ask "What are your reservations about making these changes?" or "What are some of your fears?" These questions can help you identify any barriers that might exist.
- Identify specific steps and any obstacles, write action plans
- What steps do you need to take to achieve this?

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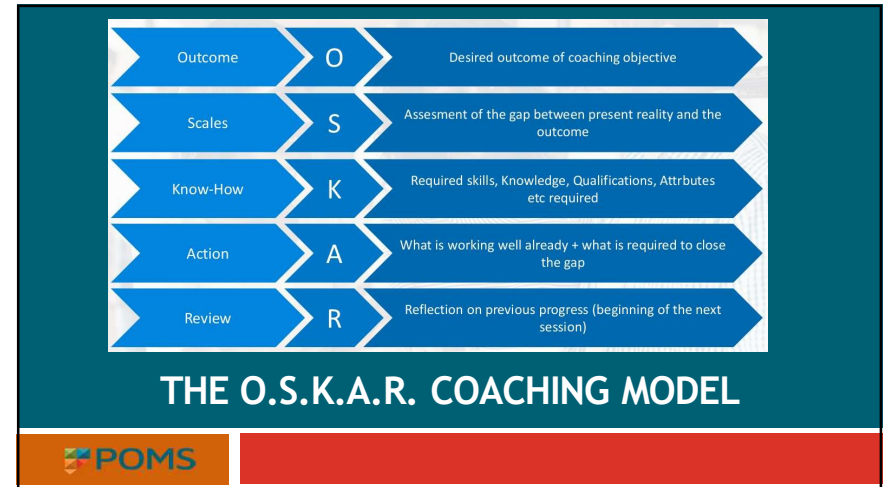
**POMS THE G.R.O.W. COACHING FRAMEWORK - TIPS**

- Start with the belief that the coachee is resourceful. They have not come to be 'fixed' but have the ability to resolve his or her own situation.
- The coach does not take the role of expert and does not direct or offer advice but asks questions and uses tools to allow the coachee to develop a new insight into their issue and hence the ability to improve performance and learning.
- Use 'ask' more than 'tell'; elicit innovative ideas from your coachee - don't just try to show you are smart
- Think creatively - not just systematically, invite radical ideas, particularly in the Options and Will steps
- Illustrate, and check understanding, throughout by using specific examples - from your own and the coachee's experiences

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**POMS THE O.S.K.A.R. COACHING FRAMEWORK**



- Like the G.R.O.W. coaching model, the O.S.K.A.R. coaching model is a solutions-focused approach.
- It's a coaching framework you can use within your team or organization, to help you focus on a problem's solution, rather than on the problem itself.
- You can use it to address specific performance or behavioral problems within your team.
- The OSKAR coaching model works by helping a coachee understand and bridge the gap between their current state and desired future state.

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**POMS THE O.S.K.A.R. COACHING FRAMEWORK**



**Outcome**


The first stage of the OSKAR Coaching Model is used to understand the purpose of the specific coaching session. In this stage the coach is trying to help the coachee understand and express what they want to get out of the coaching session.

Questions you might want to ask as a coach could include:

- What outcome would you like to achieve from this coaching session?
- What are your objectives for this session?
- How will you know that this session has been a success?
- How will it feel when we are making progress?
- What would you like to focus on today?
- What is the goal you want to achieve?

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**POMS THE O.S.K.A.R. COACHING FRAMEWORK**



**Scaling**


The second stage of the OSKAR model designed to help the coachee understand and refine their goals, and to set reasonable goals. This is done with the help of a simple 1-10 scale. At this stage the coach simply asks the coachee how close they are to their goal and how far towards their goal they really want to get.

Questions you might want to ask as a coach could include:

- If 1 is nowhere and 10 is achieving your goal, where are you now?
- Where do you realistically want to get to?
- If you compare yourself to others, how would you rate them on the same scale?
- Can you think of anyone who is a 10 in relation to your goal?

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**POMS THE O.S.K.A.R. COACHING FRAMEWORK**



**Know-How**


The third stage of the OSKAR coaching model is designed to help coachees understand the skills and resources they require to reach their goals. This exploration helps them understand the capabilities they currently have, and those they must acquire. By exploring these topics, the coachee starts to form a loose plan of action to help them achieve their goal.

Questions you might want to ask as a coach could include:

- What knowledge do you need to help you achieve your goal?
- Are there more resources you require?
- What do you need to learn?
- Who's support do you need?
- What new skills should you invest in to help you reach your goal?
- Who can provide the resources you need to achieve your goal?
- What else do you need to change to achieve your goal?

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**POMS THE O.S.K.A.R. COACHING FRAMEWORK**



**Affirm and Action**


The fourth stage of the OSKAR coaching model helps the coachee reflect on the current state and actions to improve it. It's specifically designed to help the coachee reflect on things that are working well and that they may wish to continue. As with all models though, it also focuses on drawing out actions that the coachee wants to undertake to help them achieve their objectives.

Questions you might want to ask as a coach could include:

- What's working well at the moment?
- What are you already doing that's good?
- What is effective in the way you're doing things now?
- Are there things that you would like to continue doing?
- What would you like to change?
- Which actions do you need to take to reach your goal?
- What's your first step?
- What are the first 5 things you need to do?

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**POMS THE O.S.K.A.R. COACHING FRAMEWORK**



**Review**

The last stage of the OSKAR coaching model is the review stage, and this stage actually takes place in a subsequent session. The purpose of this stage is to help the coachee reflect on their progress, but also to keep them accountable for progressing their actions.

Questions you might want to ask as a coach in the next follow up session to review what progress has been made could include:

- What progress have you made in relation to you actions?
- What steps have you taken?
- Tell me about the things you done differently since we last spoke.
- What new things are you doing?
- What old ways of doing things have you dropped?
- How do you feel about your progress?

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## ELEMENTS OF A GOOD COACHING SESSION

**POMS**

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**POMS** ELEMENTS OF GOOD COACHING SESSION

- Establish a purpose**

  - Have a clear purpose at the beginning of coaching session will enable you to conduct focused and productive discussion
- Establish ground rules**

  - As with any meeting, you and your employee need to have a common understanding of certain factors like time and roles
- Keep focused**

  - Avoid making 'noise' - anything that distracts from the atmosphere
  - Do not look at your desktop or PDA
  - Do not touch your papers

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**POMS** ELEMENTS OF GOOD COACHING SESSION

- Develop dialogue**

  - Do not launch into a monolog
  - If you are coaching effectively, your employee should probably do most of the talking
- Speak clearly**

  - Use the simplest, most common terms
  - Avoid the jargon
  - Ensure to pass specific, short and clear message
  - Use the known to explain the unknown
- Discuss one specific issue**

  - Define the issue and limit the discussion to something manageable
  - You need to resolve specific concern right away, though you get other chances to discuss other concerns

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**POMS** TYPICAL ISSUES ADDRESSED IN COACHING SESSION



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**POMS THE COACHING SESSION - 7 STEP APPROACH**

- 1 Set the ground rules - time, place, duration, frequency, process etc.
- 2 Create a supportive and safe environment - establish rapport
- 3 Agree on the goals and objectives
- 4 Analyze the current situation and come to an agreement on key issues or any problems at hand
- 5 Devise an action plan
- 6 Gain a commitment from the individual to the action plan
- 7 Monitor the situation and provide feedback

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**POMS A NEW PARADIGM FOR COACHING**

The new paradigm of coaching is based on these guiding principles

- A leader is a coach and teacher versus commander and controller
- Coaching is about standing in people’s greatness, taking credit
- Coaching is about creating impossible futures versus filling leadership competency gaps
- Coaching is about creating a winning game plan versus fluffy mission statements
- A Coach is a transformational agent, not a purveyor of transactional tips and techniques
- Coaches focus on the scoreboard and relationship needs to be robust - more like an NFC football Coach with the quarterback versus a typical consulting engagement

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**DEVELOPING A COACHING PLAN WITH THE EMPLOYEE**

**POMS**


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**POMS DEVELOPING A COACHING PLAN FOR YOUR COACHEE**

**What is a coaching plan?**

- A coaching plan is a strategy that coaches develop to train and motivate employees or teams and improve their performance.
- You can collaborate with each member of your team to develop goals and objectives for strengthening their skills and enhancing productivity.
  - These objectives can lead them to advance in their role and contribute valuable work to the organization.
- A typical coaching plan involves working closely with employees to establish both short- and long-term career goals.
- You can then conduct regular meetings to check on their progress and to find areas in which they can further improve.
- A strong coaching plan involves providing this employee with positive encouragement and feedback to motivate them to continue performing effectively.


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 **DEVELOPING A COACHING PLAN FOR YOUR COACHEE**

**Why are coaching plans important?**


- **They help employees to advance in their careers.** Coaching plans help employees gain valuable feedback on how to improve in their roles. This can result in employees earning higher positions within the company and contributing impressive big-picture ideas and strategies that significantly benefit the organization.
- **They support employee performance.** Coaching plans also allow you as a manager to provide constructive feedback on an employee's performance, which helps them better understand which parts of their role they need to improve on. This helps put an end to any negative work habits and encourages employees to correct any errors they make in their roles.
- **They foster collaboration and employee engagement.** Coaching plans also strengthen your relationship with individual employees and with your entire department. In these situations, employees can feel comfortable approaching you with advice or feedback on complex projects or challenges they're encountering in their role.
- **They promote a positive work culture.** Providing employees with regular coaching plans and encouragement to meet their career goals may lead them to motivate other team members as well. This makes your work environment more positive, enjoyable and collaborative for all employees.

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 **CREATING A COACHING PLAN**


- 1. Establish the employees' strengths**
  - When you first build a coaching plan, determine what the strengths of each employee are.
  - Listing the responsibilities or duties that the employee fulfills may help you identify which tasks to assign them and which skills to develop further to enhance their performance even more.
  - You can also mention these strengths to the employee to show them that you've noticed their talents and encourage them to continue improving those skills.
- 2. Locate any areas of improvement**
  - Determining an employee's strengths helps you more easily spot potential areas to improve.
  - List a few improvements in the employee's role that you believe they could work on.
  - When discussing these areas with the employee, provide examples to help them better identify and understand these challenges in their performance.
  - Try to keep the conversation positive by expressing your confidence in the employee improving and overcoming these obstacles.

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 **CREATING A COACHING PLAN**

- 3. Ask the employee to evaluate their performance for each essential function of the job**
  - Before you've expressed your own viewpoint of the employee's performance, ask them to perform a self-evaluation. This helps you understand how the team sees themselves as employees.
  - It also allows you to learn any strengths or areas of improvement you may not have previously noticed.
  - Very often, the employee will be more critical of themselves than you would be.
- 4. Determine any obstacles in the way of the employee's success**
  - Before defining the employee's goals, establish which obstacles or challenges they're encountering that could be preventing them from performing effectively. Common obstacles that may stop employees from enhancing their performance could be:
    - Lack of time to focus on certain tasks or projects
    - Limited training or knowledge of how to use certain workplace tools or complete work duties
    - Little to no tools or resources available to educate themselves on certain projects or to finish tasks

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 **CREATING A COACHING PLAN**

- 5. Provide potential solutions to help the employee to overcome obstacles**
  - After understanding which obstacles are keeping the employee from performing their best, you can work to find solutions to overcome them.
  - Evaluate each specific challenge in the employee's way and ask how they believe they can overcome it and if they need assistance from you in doing so.
  - Encourage the employee to overcome these obstacles on their own, if possible, while also making it clear that you're available to provide the support or resources they need.
- 6. Work with the employee to develop short- and long-term goals & objectives**
  - Once you no longer have obstacles keeping your employee from performing effectively, work together to establish milestones and goals for success.
  - Focus on the areas of improvement both you and the employee mentioned and develop short-term or long-term goals that help them enhance their performance.
  - For example, if an employee is new to an industry and is having trouble understanding and familiarizing themselves with complex terminology, a goal could be to read five industry articles a week.

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**POMS CREATING A COACHING PLAN**

**7. Build an action plan for meeting these goals & objectives**

- Create a clear action plan for each goal you develop to help the employees reach and achieve their goals and objectives.
- Your action plan can list the steps both the employee and yourself plan to take to reach the end goal or desired outcome. Each milestone could also have a tentative deadline toward which the employee can work.
  - For instance, if an employee's end goal is to improve their public speaking and presentation skills to eventually present a product demonstration at a conference, determine the steps you and the employee can take to achieve this.
  - Some steps could be that the employee could present at a few meetings a month and gain feedback from employees. The employee could also receive one-on-one training sessions with you once a week.

**8. Schedule dates and times to regularly follow up on their progress**


- When actionable steps are in place, you and the employee can schedule ongoing one-on-one sessions to check on their progress, determine if any new obstacles are in their way and provide valuable feedback.
- These meetings can help motivate employees to continue working toward their goals.
- They can also allow you the opportunity to provide them with positive encouragement if they feel discouraged.

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**POMS COACHING PLAN EXAMPLE**

- **Employee's name:** Jessica Tyler
- **Employee's title:** Marketing content writer
- **Date:** 8/24/2022
- **Strengths:** Jessica is proficient at crafting well-written content, following search engine optimization guidelines and brainstorming unique and original ideas.
- **Areas of improvement:** Jessica can work on meeting deadlines and creating more content pieces each month.
- **Obstacles in the way of improvement:** Difficulty understanding complex subject matters and the industry she's writing about.
- **Solutions provided:** Jessica plans to spend an hour each day researching industry trends. Management will fund conferences and seminars that teach on the difficult subject matters Jessica's regularly writing about.
- **Goal to achieve:** Increase the conversion rates of the website's blog page by 20% over the next six months.
- **Action plan for goal:** Jessica plans to submit and post five educational industry blog articles to the website each week.
- **Date of next goal progress meeting:** 12/10/2022

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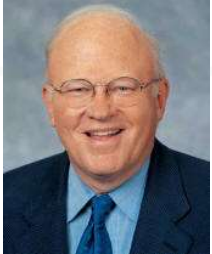
**THE CONTINUOUS PERFORMANCE APPRAISAL:  
COACHING IS THE KEY!**

**POMS**

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**POMS REMEMBER:**

*Everyone has peak performance potential.  
You just need to know where they're coming from and meet them there.  
Then, give them what they need so they can achieve peak performance!*



**Ken Blanchard**

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 Excellence is not about being better than anyone else ...

It's about being better than you were yesterday.



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**YOU MUST CHOOSE...**


**BUT CHOOSE WISELY**

**YOU MAKE THE CHOICE TO BE A LEADER**






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 **QUESTIONS**


- This is the chance to address issues that may not have been covered to your satisfaction; or
  - To expand a point; or
  - To clarify a point.
- If there are any further questions which we were not able to get to today, please feel free to contact the instructor(s).



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