SHAW ACADEMY

Lesson 5 Course Notes

Diploma in Leadership and Management

SHAW ACADEMY

Coaching for Success

Introduction

In this lesson, you will learn how to coach employees effectively.
You will appreciate why leaders schedule regular performance reviews.
You will also appreciate how leaders manage difficult employees by setting clear objectives so that there is no wriggle room.
You will also gain insights to how rewarding performance promotes productivity and helps build resilience for those times that you need team members to go beyond the call of duty.

Lesson Pillars

Coaching for performance.
Rewarding performance.
Performance reviews.
Leaders identify and develop talent

Key Readings

https://www.rochester.edu/working/hr/performancemgt/perf_eval_lead_form.pdf

FY17 Performance Review Form – Leaders

https://www.rochester.edu/working/hr/performancemgt/perf_eval_form_emp.pdf

FY17 Performance Review Form – Employees

Lesson Resources: Keep a Learning Log

It is recommended that you keep a learning log. Get a small personal notebook that you can use exclusively for this course. In it, you will record insights, thoughts, reflections on previous leadership and management experiences you may have had. During key learnings in the course you will be prompted to think about a time in your past when you observed, noted or reacted to a situation. The learning log will help to build a picture of your growing self-emergence as a leader and manager.

What do we mean by coaching

When we talk about coaching we will begin by examining

- What do we mean by coaching and the differences between the coach, mentor and manager.
- How coaching focuses on changing behaviour
- Why leaders coach and mentor
- The characteristics of effective coaching

Coaching focuses on two main areas: Improvement or changing behaviour.

Normally done on a one-to-one basis – it's personalised for the individual learner

It implies a sense of agreement, consent and willing participation on the part of the 'coachee' (learner/student),

Coaching ideally helps a person to find their own solutions, rather than prescribing a solution from the coach's viewpoint.

The derivation of the word coach in the teaching/training/developing context is fascinating. Coach, meaning personal private tuition, was originally university slang. It was based on the metaphor that to move from one point to another swiftly you would ride on a coach, (then a horse-drawn coach), which would require the help of a coachman.

Differences between the coach, mentor and manager

Coaching initiatives fail in part because the distinction between the role of manager, mentor and coach is not well understood. Each can each help executives meet their principal objectives—life development, leadership and self-awareness—but a coach, mentor and manager are not the same things. Their roles are distinct, their tasks are different, and each is occupied with different aspects of an executive's daily job, long-term career and life.

The difference between coaches, mentors and managers
Coaching initiatives fail in part because the distinction between the role of manager, mentor and coach is not well understood. Each can each help executives meet their principal objectives—life development, leadership and self-awareness—but a manager, a mentor and a coach are not the same things. Their roles are distinct, their tasks are different, and each is occupied with different aspects of an executive's daily job, long-term career and life.

Coach

A coach is concerned with deep personal and professional development—the emphasis is on personal. The most effective coaches are external to the company, where they are independent of organizational pressure and political influence and free to offer more-or-less objective counsel and guidance. It is difficult, if not impossible, to create the necessary confidential space and trust with an executive if his or her coaching relationship is embedded within the organization's formal structure.

Mentor

A mentor occupies a close interpersonal role and helps guide a protégé's corporate career choices. A mentor can be a formally designated role or an informally acquired one. Formal mentors help their protégé understand the organization and support their journey within it, with the assumption of a

long-term career in the company. An informal mentor does the same, but is more focused on addressing more personal and career developmental needs—if necessary outside the organization.

Manager

A manager occupies a formal role within an organization and is responsible for ensuring that the primary tasks of the team/department/business unit/corporation are met. A manager can use coaching skills to informally coach a subordinate, but this "coaching" is in the service of the subordinate's organizational task. Asking a manager to formally coach a subordinate is structurally incongruent – it pits the roles of manager (for whom the organizational task is primary) and coach (for whom the individual well-being is primary) against each other.

External coaches are independent of organizational pressure and political influence and free to offer more-or-less objective counsel and guidance.

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Tom Landry

He was an American football player and coach. He is ranked as one of the greatest and most innovative coaches in National Football League history, creating many new formations and methods – 28 years with Dallas Cowboys.

"I've learned that something constructive comes from every defeat".

Why leaders learn to coach?

Background: Leaders have a vastly influential role to play in optimizing employees' performance. To a very large extent, leaders' coaching skills can help employees' performance flourish or erode. In Brandon Hall Group's State of Performance Management study, (53%) of organizations cited "improving overall business performance" as the number one organizational outcome of the performance management process.

All executives interviewed cited "developing leaders as coaches" as a critical strategy to improving that performance, yet nearly two-thirds (65%) of respondents indicated that training leaders to be effective development coaches was their greatest challenge.

So why should aspiring leaders learn to coach?

- To create a high-performance culture
- Leaders have a hugely influential role to play in optimizing employees' performance.
- Leaders play a significant role in inspiring and cultivating collaborative work environments.
- The leadership team is committed to coaching others to top performance.

What do companies need to do?

1. Train their leaders in their organizational coaching philosophy.
2. Practice conversations that help frame the performance goal.
3. Provide performance support: templates, tools, checklists in their 24/7 knowledge base
4. Certify that their leaders have successfully completed the coaching development program

Employees have reasonable expectations – treat me fairly, provide me with a leader who I trust and respect, and give me an opportunity to be a significant contributor on the team. Employees join, and stay with, organizations that honour these expectations. Leaders play a significant role in inspiring and cultivating collaborative work environments that enable achievement of those expectations.

Characteristics of effective coaching

Coaches develop trust by letting other see them for who they really are, being unconditionally constructive in their communications, admitting their own mistakes, accepting the mistakes of others, and demonstrating genuine interest in other people.

Leaders as coaches provide clarity and context for meaningful discussions to occur among individuals and organizational teams

1. They build Rapport in which unconditionally constructive communications can take place
2. Thy develop the grounds for mutual respect to flourish
3. They use Body language which telegraphs endorsement, openness and trust
4. They are Willing to influence and be influenced
5. They build an atmosphere where its Safety to share personal vulnerabilities
6. They minimize differences in power and status
7. They express and demonstrate personal interest in the success of the other person
8. They show Empathy for the individual's challenges, fears, personal obstacles
9. They abstain from posturing and being defensive – they are there for a reason and that is to encourage, develop, improve and grow
10. They give Full attention to how the other person is being as well as what he or she is doing
11. They provide a positive intention to bring one's best self fully to the relationship and to help the other person do and be his/her best
12. They give Space to see, hear and tell the truth
13. They suspend judgment and live in the other person's shoes for that time they share

The coaching conversation

Coaching focuses on helping another person learn in ways that let him or her keep growing afterward. It is based on asking rather than telling, on provoking thought rather than giving directions and on holding a person accountable for his or her goals. What you are doing is to try and develop a solution.

1. Uses inquiry and dialogue to elicit others' experiences, use different type of questions to identify the performance goal which can ebb anything the current situation, problem, need, challenge or goal or which reveal personal feelings, concerns, questions, or anxieties.

2. Challenge people to identify their assumptions and conclusions which lead to less than optimal results.

3. There may be Multiple options, more than one "right way "to achieve the goal – tease these out and find one that the coachee can take ownership of.
    *   Hold the coachee accountable, set down smart objectives and check in
    *   Hold off at times from being too critical – allow time for learning – yet push for results and deliver feedback to keep them in track.

An effective coaching process

All managers need some guidance on the whys and hows of coaching, but most organizations can't afford to train them on a large scale, so the least you can do is make an effort to create a culture of coaching. The key is to create a pool of manager-coaches who can be role models, supporters and sustainers of a coaching mindset.

As coaching advocates, you plant the seeds for expanding coaching well beyond the individual manager-direct report relationship. Your role models demonstrate effective coaching both formally and informally, and they help motivate others to use and improve their own coaching capabilities.

The process begins with building rapport: establishing the boundaries of what will and will not be discussed. Get focused on the issue at hand and be clear as to how you will assist. Make sure you engage and follow through.

Get a clear picture of the as-is and where you want to be. Build self-awareness, discover insights and with feedback tease out the right behaviours we're looking for.

Be sure to challenge assumption. Use different types of question such as clarifying questions ("What does your performance review tell us about the current situation?", "What market trends should we be addressing right now?", "What is your personal feeling about this?") and discovery questions (, What's new or different?", "What the gap is?", "What's the current reality?", "What's the unspoken truth?", "What's possible? "),. Look for a range of workable solutions and stretch the coachee.

Be supportive and encourage through regular feedback sessions
Celebrate those early milestones towards achievement of the task or goal in hand.

Employee Recognition

In research carried out by Deloitte into employee recognition they found that those organizations with the most mature employee recognition approach are 12 times more likely to have strong business results,

However, they also found that while 75% of organizations have a recognition program, only 58% of employees think that their organizations have recognition programs.

What does that tell you? Remember we said in earlier lesson that all employees need to be eligible for recognition and that leaders ensure that the criteria for rewards are transparent.
Check-in: Do each of you know if your company has a reward and recognition program.

Recognizing performance

Purpose of recognition

The first aspect of recognition is to actually see, identify or realize an opportunity to praise someone.

Recognition serves as a tool for reinforcing the behaviours that drive an organization to excellence.

Recognition lets employees know that we care about creating an environment where individuals feel appreciated for their contributions and their accomplishments.

Recognizing people for their good work sends an extremely powerful message to the recipient, their work team and other employees through the grapevine and formal communication channels. Employee recognition is therefore a potent communication technique.

Recognition is a discretionary act—employee A sees employee B doing something great and decides to recognize her. This recognition might come in the form of a social posting, an e-card, a physical note or greeting card, a verbal "thank you," etc.

Within the context of a Recognition program, the Recognition will ideally align with a company core value such as Teamwork or Putting the Customer First, but there is no concrete metric associated with it.

Rewards are the items, gift cards, cash, or perks such as time off or discounts earned through receiving Recognition or achieving your goals within an Incentive program.
Simply handing out Rewards is NOT Recognition.

Why is recognition important?

A leader makes other people feel important and appreciated. The leader excels at creating opportunities to provide rewards, recognition
 and thanks to his or her staff.

A leader creates a work environment in which people feel important and appreciated.

The leader leads the team in their ultimate goal of serving their customer.

The foundation of this successful relationship is the leader's ability to make people feel important.

(Sure, money and other benefits work to a certain extent, although, since money is a limited quantity in most organizations, I wouldn't overemphasize its importance.)

So, we know Appreciation and recognition are major factors that motivate employees to work harder and aim higher.

Studies show that employees who are rewarded for going that extra mile are more productive and fulfilled, show greater loyalty, and are eager to contribute to the organization in an impactful and meaningful way.

Recognition when used at the right time is a powerful motivator as it increases the value of the achievement.

Recognition is priceless, be it tangible or intangible, and status is much more than money. It increases employee loyalty, enhances performance and generates greater success.

In the golden rule, you treat others as you wish to be treated. In the platinum rule, you treat people as they wish to be treated.

We don't recognize effort?

We must recognize not only those who reach their goals, but especially those who do an amazing job and even more so those who help others to become better at their job.

It's not so straightforward, as results tend to be more measurable and visible.

Effort is not reliant on luck.

While satisfactory results may be due to luck, significant effort is always due to the employee's talents and attitude – and those employees who consistently demonstrate and improve skills, should clearly be recognized and celebrated.

A strong effort will – in the long run – always lead to better results

It's no good if we only optimize for this quarterly result. We are optimizing for the next 20 or 30 quarterly results.

So as aspiring leaders, look for recognition opportunities, focus on those right behaviours you want to reinforce, boost morale though recognising the right person and behaviour.

Guiding principles of effective rewards system

1. An employee can be working as hard as anyone else, but if his/her behaviours are not tied directly to achieving strategic goals, don't want busy fools
2. When management motivates by reminding workers of their passion for the job, the motivation will be much more sustainable.
3. One of the purposes of a reward is to reinforce the positive behaviours that earned the reward in the first place
4. The closer the occurrence of the reward to the occurrence of the desired behaviour in the workplace, the easier it is for the employee to realize why he/she is being rewarded.
5. Finding and training new employees is a substantial cost, no matter the size of the organization. One of the best ways to retain employees is to reward them for their work.

How to reward employees

People crave positive feedback, with recognition they put in extra effort, acknowledgement of leaders and peers, the glow that comes with knowing an achievement has been seen, appreciated and celebrated. I love this place.

A key finding was that 70% of survey respondents reported their most meaningful recognition "had no dollar value" – a substantial increase from 57% in a similar survey 2007.

The study, funded by Make Their Day, an employee motivation firm, and Badgeville, a gamification company, surveyed 1,200 U.S. employees from a broad cross-section of industries. Among the study's highlights:

- 83% of respondents said recognition for contributions was more fulfilling than any rewards or gifts;

- 76% found peer praise very or extremely motivating;

- 88% found praise from managers very or extremely motivating;

- 90% said a "fun work environment" was very or extremely motivating.

"Workers of all ages, especially the rising Millennial population," concluded Ken Comee, Badgeville CEO, "are motivated by real-time feedback, fun, engaging work environments, and status-based recognition over tangible rewards."

Performance Reviews

In 2015, Willis Towers Watson carries out a talent management and rewards survey. They reported that

45% of employers said that performance management programs were effective.

43% of organizations had introduced or planned to introduce new technology to enable better processes.

56% of companies said that managers lacked the necessary skills and time to manage performance really well.

Why are so many performance management programs ineffective?

Difficulties arise because, at its core, performance management is a highly personal.

Can be seen as a threatening process for both managers and employees. Managers are reluctant to provide candid feedback and have honest discussions with employees for fear of reprisal or damaging relationships with the very individuals they count on to get work done.

Employees feel that their managers are unskilled at discussing their performance and ineffective at coaching them on how to develop their skills. Many complain that performance management systems are cumbersome, bureaucratic and too time consuming for the value added. This leads both managers and employees to treat performance management as a necessary evil of work life.

Effective performance management

Organizations can enhance the experience for managers and employees by strengthening the following core "enablers" of performance.

Manager effectiveness: Give managers the education, support and tools they need to be effective at performance management. Encourage continuous dialogue between managers and employees throughout the year.

Process: Start by defining what "performance" means for your employee groups and make evidence-based changes to programs versus changing just for the sake of change.

Communication and transparency: Involve people in changes to performance management. Collect their feedback, act on it and make them accountable for doing something with it.

Meaningful measurement: Measure a combination of sustained performance, potential and criticality of skills to future business performance. Don't measure solely for the sake of compliance.

Technology: Use technology better. Make sure it enables other HR processes and helps ensure an effective user experience.

An effective performance management process

The primary advantages of defining competencies in terms of behavioural performance standards are to help employees understand what is expected of them and
to provide uniform standards that managers can apply in evaluating employees, thereby increasing consistency, transparency and fairness.

So, we now need to ensure we have an effective performance management process

Plan: review with employees their performance expectations, including both the behaviours employees are expected to exhibit and the results they are expected to achieve. The biggest assumption we tend to make is that employees understand how to succeed.

Feedback: gather ongoing feedback in a constructive, candid and timely manner. Discuss actual versus desired performance. What do the results to date show.

Input: asking employees to provide self-ratings on performance standards, which are then compared with the manager's ratings and discussed.

Evaluation: it is important to articulate clearly how expectations change at different job levels (for example, entry-level employee, experienced employee and manager) as well as what reflects effective job performance at each level.

Review: managers should discuss with employees their ratings, narratives and rationale for the evaluation. There should be no surprises if feedback has been constant through regular one to ones.

The performance review session is also an appropriate time to plan developmental activities with employees.
Performance management is a simple activity that many organisations over complicate. Fundamentally, organisational goals are translated into individual goals and a line manager oversees the achievement of those, providing training and feedback as necessary. Many managers only begin to measure performance when it has already fallen, and without benchmarks for high performance, it's difficult to know where to begin tackling the problem. Therefore, the most crucial factor in effective performance management is to measure results consistently when performance is good, not only when it needs to improve**.**

Leadership behaviours for building performance

In every case that has been studied at the Europe-based Centre for Organizational Research, teams that 'click' always have a leader who creates the environment and establishes the operating principles and values that are conducive to high performance.

It's all about how the leader continually visualizes a positive result.

So, when things get tough for the team (as they always do), these extraordinary leaders reintroduce the big picture with phrases like: "Remember our objectives," and "Let's keep our eye on the ball."

Define clear goals: Impart a precise vision of the future; Provide time for the team to subscribe; Assess the as-is situation; Plan the to-be actions to get results.

Create blueprints: Plan it, draw it with the team's input; Build a rigorous process with KPIs so that progress can be measured; Look to continuously improve the process.

Communicate: Describe the vision in simple language, using language to build trust, encourage forward thinking, Create energy within the team ("powerful conversations").

Get the right people: Jim Collins uses the metaphor of the leader as a bus driver: get the right people on the bus, get them into the right seats, and then get the wrong people off the bus.

Leadership techniques that get results

Be genuine – remember where you came from: Leaders are themselves. They express their inner selves over time as results grow step by step.

They will be honest about what they can and cannot do.

Address non-performance: Leaders do not tolerate players who cannot perform.
If they cannot get commitment for high performance they will utilize their lieutenants, their "passionate champions" to find out what's going on.

Leaders provide an alternative to those who don't want to be on the team.

Leaders ask questions to find out what's going on.

Leaders have antennae! They know what's going on

They find ways to have the difficult conversations and removing the obstacles to high performance.

They utilize the 70/20/10 rule about listening, enquiring and tracking performance.

Leading performance appraisals

Only 35% of high performing employees feel their supervisors speak with them honestly about their performance.

Some managers would rather avoid confrontation than explain how exactly an employee can improve performance.

Book a private room and check the employee has go the invitation - It's a two-way process!

Ask what could have been done differently.

Mention that you will follow up in their next 1-1 to discuss how to action these.

Your job is to ensure that you adjust the review to how you think the employee will take the feedback: for example

Learning goal-oriented: These are the employees who gain knowledge and pursue challenges despite setbacks.

Performance-prove goal-oriented: These employees want to perform at their best to prove their competence in a position.

Performance-avoid goal-oriented: These employees don't want to look foolish and may not take direct criticism well.
Focus on how much the employee has grown and where their development can take them in the company.

Leading difficult employees

- You recognize a difficult employee when you see the amount of time spent on one to ones over other team members.
- Too often, the behaviour has been left too long and no one has addressed it.

- Invite the employee to a private one-one, ask them what's going on? They might never have been asked. Provide behavioural feedback. It's important you can demonstrate instances at=that the employee cannot back away form. Set consequences and work a PIP.

- Follow up means holding the employee to account. If they have not improved work the formal HR process.

- Letting the person go. In the end the relief is apparent on both sides. Don't sugar coat it. Explain the reason for letting the person go.
- Throughout don't trash talk the employee. If you maintain a respect for the employee and they move on the team will pick up on what you expect form them.

- Meet the team, explain and move on. There will be some guilt but move on.

Identify and Develop Talent

It costs 250% of the annual salary to recruit a replacement. So always be hiring.

What is a talent pipeline? A talent pipeline creates and nurtures a constant inflow of potential candidates for future roles.

How do you develop a talent pipeline? With HR organize quarterly meetings and have managers identify future talent three layers deep.

How do you prepare the talent for future roles? Once the candidates have been identified, each candidate works a development plan

What other sources of talent should you be looking at? Your current employees are an excellent source to attract potential hires – they know the culture.

What do you look for? Culture fit – not technical fit.

Leaders are accountable for talent

According to a Bersin & Associates survey, only 19% of large organizations have a strategy to identify and develop high performers for a leadership role. No matter which stage you are in, from start-ups to established corporations, you should always be working on your talent pipeline to make sure that your organization stays competitive and successful.

The next wave

Need an integrated, systemic approach to talent management.
Current leaders need to be accountable for creating and developing the next wave of leaders.
Put performance measures in place to assess the ROI of talent management.

Align with Strategy

What the key business drivers of success in your business?
Have you got the talent necessary for these leading roles?
Have a clear picture on the requires skills and capabilities.
Communicate and inform high performers what roles will be required in future.

Develop Talent

Talent management and identification needs to be a core practice

Leaders must look to replace themselves within 18 months.

Work with HR and identify A, B, C talent.

Develop opportunities of remerging talent to build the necessary skills to succeed (coaching, assignments, mentoring).

What got you here won't get you there. Creating a sustainable pipeline of promotable internal talent that provides top-tier leadership talent needs an integrated, systemic approach to talent management. Current leaders in the organization need to be accountable for creating a talent management culture and developing the next wave of talent for the firm.

An effective talent pipeline process

Track Promotion and Turnover Rates - Lower-than-expected promotion rates may indicate that development programs need to be revisited and refined.
Similarly, higher-than-expected turnover rates should drive changes in how the organization approaches building pipelines for critical positions.

Current & Future Needs: Identify the critical roles that need to be filled. If your top five managers were to leave have you identified their replacements

Assess Competencies: Identify the critical competencies that the critical roles require. Assess internal/external potential candidates against these competencies.

Track Development: Think about promotions and turnover rates. Put in place development programs tailored for each key position. Develop panel interviews. Coach and prepare candidates for roles.

Talent management technology: Performance management systems. Recruitment, Learning, Performance, Compensation. Competency gaps. Mitigate talent risk.

Measure and celebrate success: Review talent identification. Measure internal v external success. Build a sharing talent culture.

Mitigate Risk: Ask your leadership team which high performing individuals are 1 step away from walking. Have we taken care of them?

External or Internal Candidates?

There are times when an infusion of outside talent can provide new skills and drive innovation. However, developing your internal talent should take precedence.

External: Bring new approaches and vision to the organizational culture. Bring a unique skillset that is not available internally. Can make tough decision as they are not embedded in the company culture.

Internal: Knows the lay out of the company and its strengths and weaknesses. Knows where talent lies and how it can be better utilized. Can become more productive at a faster rate.

On the other hand, an internal candidate may create the common trap of "same old, same old". In other words, they continue along the known path and perhaps cannot break away from the old ways of doing things; this hinders their ability to create the change needed to move the company forward. As well, the individual will have strong, established relationships within the company that might obstruct him/her from making those tough decisions.

Six steps leaders take to develop talent from within

2014 Deloitte Global Human Capital Trends research, 78% of business leaders rate retention and engagement urgent or important.

Knowledge Transfer: WE don't know what we know. When it walks out the door we find out. Break down siloes and reward sharing of information. Solutions are found inside organizations. You just don't know it!

3Cs - Introducing cross collaboration amongst team promote the sharing and transfer of people and knowledge. Capture, Collaborate, Communicate!!

Be transparent: Leaders are open with their needs. Leaders communicate their vision on what success looks like will help internal candidates to come on board.

Boost morale: Celebrate talent promotions from within. It motivates others, and shows that the company is serious about development.

Increases performance: Share results: The highest performing organizations spend 36% more on development than their less successful counterparts.

Improve retention: Leaders want to know which talent is at risk to moving on. Ensure top talent is told they are top talent. Introduce a leadership academy.

Companies that define leadership competencies, assess leadership behaviours and track turnover of top talent yield significantly greater return on sales compared to companies that do not engage in these important activities.

Reflect

What do you think of the leader as coach?

- Note the need to be self-aware.

- Note the steps to build coaching skills also help with building leadership skills.

See how behaviour is separated from the individual

- Easier to build a relationship.

- Always spend time getting to know your employees.

- The more you invest the greater the return.

Best way to develop talent is to be open and encourage it to come forward
- Leaders are humble, they articulate a vision and are not afraid to let the team know what they find difficult.
- They look to develop as much talent from within.
- The recognize and reward talent.

As we have noted, begin by knowing your-self.

Rarely do we share beyond the 10% that is visible to others – Leaders bring to bear all of their personality on a given occasion – Robert Dilts' Iceberg

Myers Briggs Extrovert/Introvert. Sensing / Intuition. Thinking / Feeling. Judging / Perceiving (Note all types are equal. It's good to know your dominant and weaker traits.

Keep learning. Just because you are leading from who you are doesn't give you an excuse to stop learning, or allow you to deny your weaknesses. The best leaders are always learning – they are strengthening their strengths and shoring up their weaknesses too. Their constant learning focus is perhaps the biggest similarity between successful leaders across any style.

Summary

So, to quickly summarise: We've looked at

1. Coaching for performance.
2. Rewarding performance
3. Performance reviews
4. Leaders identify and develop talent

Thank
you