



*Coaching and Counseling
for Improved Performance
Teleconference*

Presented by

Peter B. Stark & Jane Flaherty

Peter Barron Stark & Associates, Inc.
11417 W. Bernardo Ct.
San Diego, CA 92127
858.451.3601
www.everyonenegotiates.com

Characteristics of Coaches and Counselors

Positive Characteristics

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

What skills would I like to improve?

- 1.
- 2.
- 3.

What is Coaching and Counseling?

Coaching: A *directing process* by a manager or supervisor presented in a way to train and orient staff members to the realities of the workplace and to help staff remove barriers to optimum work performance. If done correctly, the results are beneficial to the organization, the supervisor, and the staff member.

Counseling: A *supportive process* by a manager to help a staff member define and work through personal problems that affect job performance. It may be appropriate when performance does not improve after coaching; when a staff member asks for help on a personal problem; or when a staff member is unhappy or unable to do his/her job.

Think of a time when you should have coached and counseled a staff member and did not, what were some of the reasons why you avoided the process?

- 1.
- 2.
- 3.
- 4.
- 5.

What are the benefits of being a good coach and counselor?

- 1.
- 2.
- 3.
- 4.
- 5.

What Makes Feedback Effective?

Positive Feedback	Negative Feedback
Think of a time when someone gave you feedback and you accepted it positively, found it useful, and made changes as a result. How did this person present the feedback?	Now think of a time when someone gave you feedback and your response was negative, defensive and un-accepting. How did this person provide the feedback?

Dealing with Performance Problems

Suggestions For Effective Corrections

1. Correct immediately.
2. Correct privately.
3. Remain calm.
4. Be consistent.
5. Do what you say you are going to do.
6. Do not use a correcting session to point out all the negative things that you've seen over time.
7. Be positive.

**Notice your staff members
when they do what you
have asked them to do!**

Focus on Specific Behavior

"Feedback is the breakfast of champions"
Ken Blanchard, The One Minute Manager

*"Giving and receiving feedback requires courage, skill,
understanding and respect for self and others."*
Peter B. Stark

Rules for Giving Feedback:

1. Consider the receiver's needs - the goal is to help, not hurt.
2. Focus on behavior, not personality.
3. Be descriptive and specific.
4. Present timely feedback in an appropriate setting.
5. Check to make sure feedback is understood.
6. Solicit input and sharing of ideas.
7. Explore alternatives together.
8. Be encouraging.

Rules for Receiving Feedback:

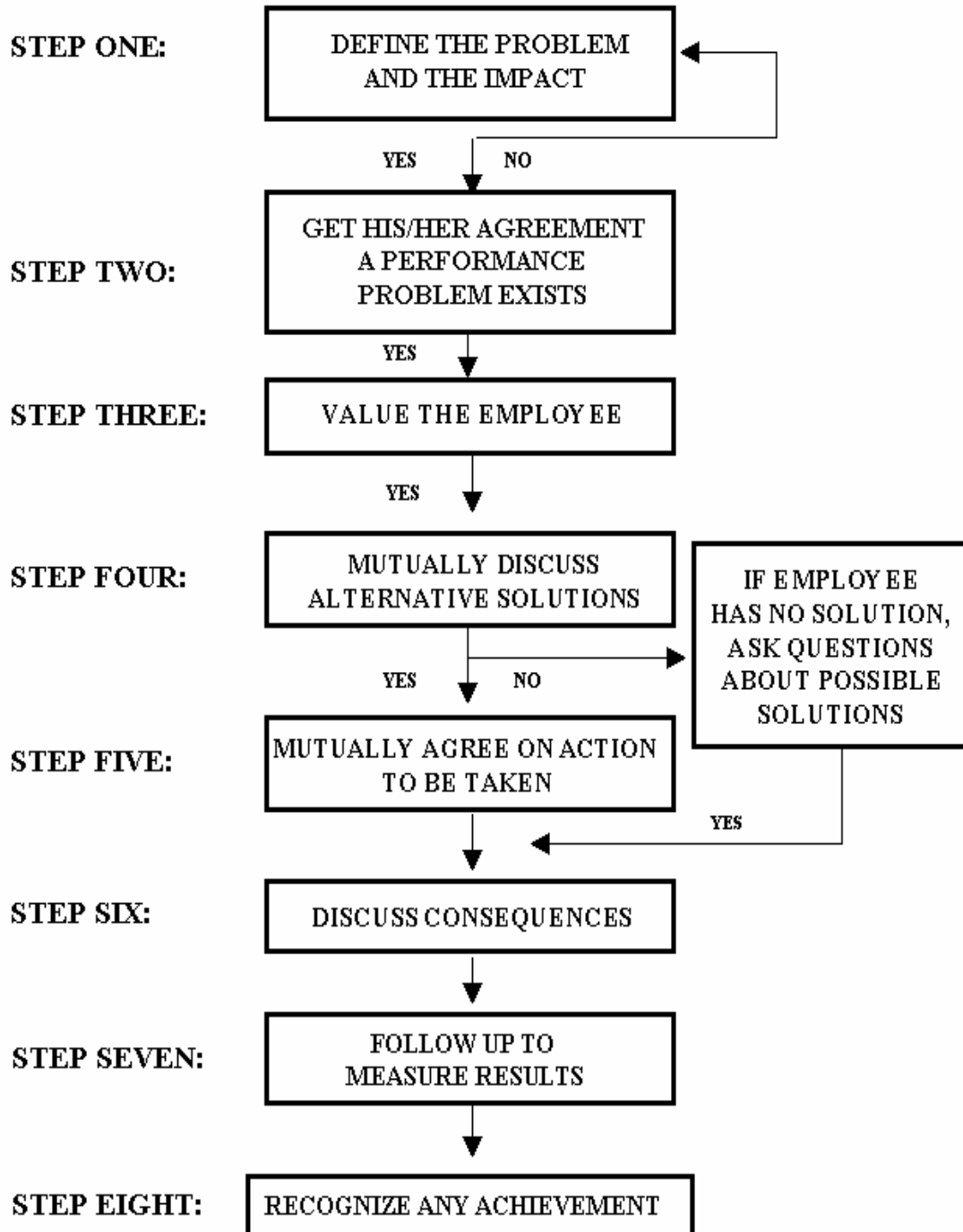
1. Clarify and verify the message.
2. Ask for specifics.
3. Share reactions.
4. Avoid defensiveness.
5. Focus on future behavior.
6. Express appreciation.

Why Don't Staff Members Do What They Are Supposed To Do?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

COACHING MODEL

ADAPTED FROM F. FOURNIES



Possible Questions to Reach Agreement

1. What is/are the result(s) of this behavior (non-performance)?
2. What impact does this behavior have on other staff members/departments?
3. What would happen if all staff practiced this behavior?
4. What would happen if I (the supervisor/manager) ignored this behavior indefinitely?
5. Do you know how many times you have done this behavior in the last...?
6. What impact does this behavior have on our customers?
7. What credibility do you feel we have with our senior manager or other departments when I allow this behavior to continue?
8. I am puzzled, why you don't perceive this as a problem. Can you elaborate?

Why it May Be Difficult to Get Agreement That a Problem Exists

1. You are not dealing with a behavior related to performance.
2. What you are dealing with really isn't important.
3. It is important, but you have not correctly identified all of the consequences.
4. You are trying to get the staff member to realize unrealistic or hypothetical consequences.
5. You are not using thought transmission. You are verbalizing the consequences instead of the consequences being verbalized by the person.
6. In the past relationship with the person, you have never done what you said you were going to do.
7. There is a positive consequence for the staff member to continue the negative behavior.
8. The staff member has psychological problems too severe to manage.

If the Staff Member Still Fails to Agree There is a Problem, Try These Powerful Responses...

Example 1

Coach: What will happen if you continue with this behavior?

Staff member: You could...write me up, suspend me, demote me, stop my promotion.

Coach: You're right. And, if you continue with this behavior after I document this problem or suspend you, what alternatives are available to me?

Staff member: You might fire me.

Coach: You're right, because I need someone in this position who will do (describe the desired behavior) what needs to be done.

Do you see this as a problem?

Example 2

Coach: Do you think I can decide to let you continue this behavior?

Staff member: You're the boss. You can do anything you want.

Coach: That's not right. As a supervisor, I am responsible for seeing that (area of concern) is not a problem in our department.

Your choice of behavior determines my response.

Corrective Action Feedback Model

Unlike the “Coaching Model,” the “Corrective Action Feedback Model” is *not* a two-way discussion. Although this is a style that many leaders feel comfortable with, it often does not have the long-term positive effects that are gained through a model that incorporates discussion and agreement about a problem. The “Corrective Action Feedback Model” is most appropriate in situations where the staff member has not responded to the “Coaching Model,” when time is limited, or when circumstances do not allow the coach to prepare for questions and discussion.

D _____

E _____

V _____

E _____

L _____

O _____

P _____

Documenting Performance

Effective coaching is an ongoing process that the manager/supervisor must integrate into the daily routine. Documentation of coaching, whether formal or informal, is important for future completion of the Performance Appraisal. Documentation allows details of performance situations throughout the appraisal period to be clearly recalled providing the manager/supervisor and the team member with accurate examples of performance. Accurate documentation is also vital to performance appraisals that can be legally defended.

Managers/supervisors should keep a Critical Incidence File throughout the appraisal cycle noting how team members are performing. These notes illustrate the quality of work performed and may include:

- C Dates
- C Descriptions of good events or tasks and those needing correction
- C Descriptions of team member performance measured against expected standards
- C Agreements made between the manager/supervisor and the team member
- C Actions taken by the team member
- C Timeliness of actions taken