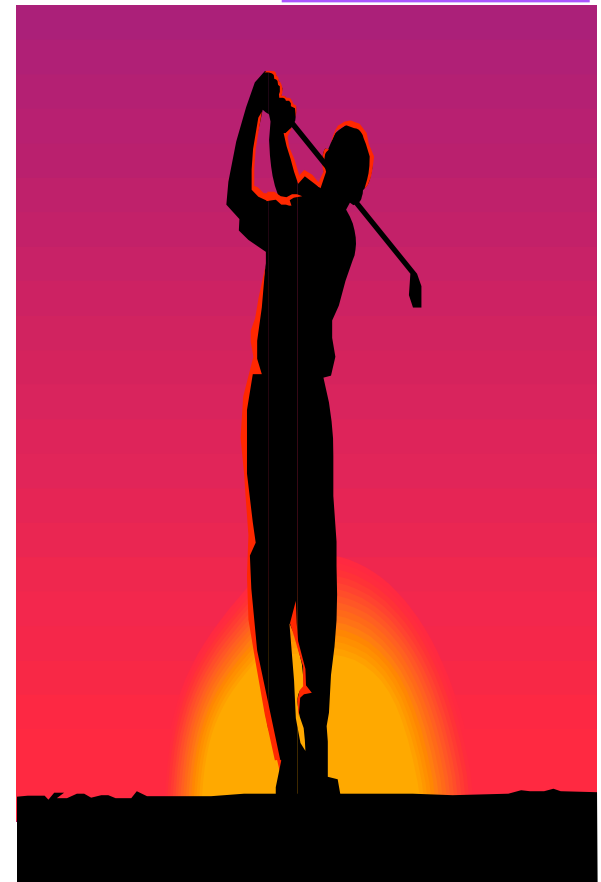




# COACHING FOR IMPROVMENT

# COACHING FOR IMPROVEMENT

Everyone needs coaching –  
even Tiger Woods  
takes lessons!





# COACHING FOR IMPROVEMENT

Coaching is particularly necessary when people need to correct or change what they are doing in order to improve their performance.



# COACHING FOR IMPROVEMENT

There are times when every coach/manager has to engage in a “Difficult Conversation”, and provide some corrective feedback as part of the coaching process.



# COACHING FOR IMPROVEMENT

Difficult conversations are not really about the facts – they are about the interpretation of the facts.

E.g. A person is running – fact

That person is the one who robbed the 7-11 - interpretation

# COACHING FOR IMPROVEMENT

## What are Difficult Conversations?

(according to Patterson and Co.)

A discussion between 2 or more people where

- Stakes are high
- Opinions vary
- Emotions run strong





# COACHING FOR IMPROVEMENT

## **WWIFM?**

**(What's In It For Me?)**

- Improve your Organization
- Improve your career chances
- Manage work and personal relationships more productively



# COACHING FOR IMPROVEMENT

## **Erroneous Ideas/Myths**

- Just tell others what they're doing wrong
- It's management's job
- You have to be perfect before you criticize others

# COACHING FOR IMPROVEMENT

- You have to have the solution before you can discuss the problem
- It will clear up on its own

You can force people to change



# COACHING FOR IMPROVEMENT

## When?

- Safety issues
- Performance management
- Team conflicts
- Inappropriate behaviour



# COACHING FOR IMPROVEMENT

## How Do We Handle Difficult Conversations?

- Avoid
- Do, but Do Badly
- Do, and Do Well



# COACHING FOR IMPROVEMENT

## Why we might choose to Avoid

- Past bad experiences
- Fear of conflict – might lose control
- Fear of damaging relationship
- No role model



# COACHING FOR IMPROVEMENT

## Why we might choose to Avoid

- Fear of retribution
- Inability to master emotions
- Might be seen as a bully – or pushover
- Other person won't listen



# COACHING FOR IMPROVEMENT

## Do Badly . . .

### Aggressive

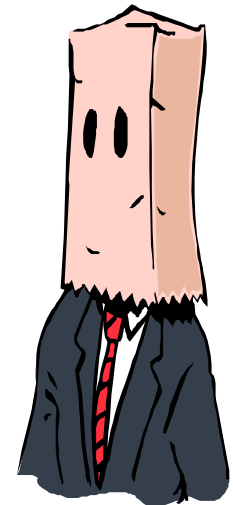
- Demand
- Order
- Bully
- Argue
- Threaten
- Punish
- Use profanity



# COACHING FOR IMPROVEMENT

## Passive

- Withdraw
- Avoid
- Cave-in
- Tattle-Tale
- Get Sick
- Transfer



# COACHING FOR IMPROVEMENT

**Be clear about your motives for giving the feedback**

Are you annoyed because it created problems for you?



# COACHING FOR IMPROVEMENT

Are you angry because you received criticism for something not your fault?



or,

Are you sincerely trying to help develop a younger employee?





# COACHING FOR IMPROVEMENT

## **Keys**

- Be honest with self
- Be able to dialogue – not tell or sell
- Create shared meaning
- Create a safe environment
- Know your assumptions

# COACHING FOR IMPROVEMENT

## Start On Self

- What might I have done to contribute to the problem?
- What objective data do I have to indicate that it is a problem?
- What is my motive?



# COACHING FOR IMPROVEMENT

- What kind of relationship do you want with this person?
  - How much trust is there in the relationship?
- What do you NOT want to happen?





# COACHING FOR IMPROVEMENT

## **What Makes it Hard to Start on Self?**

- Inability to be self-reflective
- Over-competitive and win-lose orientation
- High need to be safe
- Personal dislike of the other
- Either-or thinking

# COACHING FOR IMPROVEMENT

To enhance the effect of corrective feedback:

- Be clear and specific about what you are asking for
- Give enough information





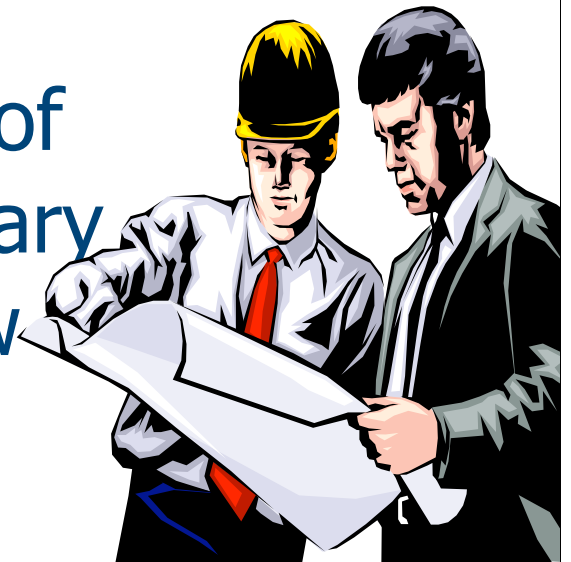
# COACHING FOR IMPROVEMENT



- ◆ Praise in public, criticize in private
- ◆ Give corrective feedback sooner rather than later
- ◆ Encourage self-evaluation
- ◆ Drop the word “should” – focus on future improvements rather than on past errors
- ◆ Focus on one thing to improve – don’t save up and dump!

# COACHING FOR IMPROVEMENT

- Have the person repeat to you what s/he thinks is to be done
- Provide a template or an example
- Be clear about what parts of the task may be discretionary and what parts must follow specific instructions



# COACHING FOR IMPROVEMENT

- ◆ Have the person prepare a plan of action that both agree to at the onset

and



# COACHING FOR IMPROVEMENT

Remember that just because something is done differently than how you would do it does not mean it is wrong and has to be corrected!



# COACHING FOR IMPROVEMENT

Before you give corrective feedback, ask yourself the following:



- ◆ What, specifically needs to be changed?
- ◆ Why does it need to be changed? (what are the negative consequences of doing it the other way?)



# COACHING FOR IMPROVEMENT


Sometimes the best way to convince someone he is wrong is to let him have his way!

Some of us learn from other people's mistakes, and the rest of us are other people.

In some cases it may be better to let the person experience failure and learn from it than for you to correct the potential error ahead of time



# COACHING FOR IMPROVEMENT



Is this a case of the person knowing what to do but choosing not to do it correctly, or a case of not knowing the correct thing to do?

Is it  
A motivation problem  
or a skill/competency  
problem?

# COACHING FOR IMPROVEMENT

**Coaching**  
addresses  
competency  
issues, **not**  
motivational  
issues



**Consequences**  
affect motivation





# COACHING FOR IMPROVEMENT

**Both skill and motivational coaching occasions begin with the same steps:**

1. Describe the behaviour that needs to be changed
2. Check to make sure that you have an accurate understanding of what happened or the result
3. Ask the person to describe why s/he decided to proceed as s/he did.



# COACHING FOR IMPROVEMENT


Describing  
behaviour means  
identifying rather  
than labelling.

Identify objective  
behaviours – what  
you saw, heard,  
etc. rather than

“You didn’t get  
the report in on  
time” vs. “If you  
weren’t so lazy  
you would have  
finished this  
before you went  
home last night.”



# COACHING FOR IMPROVEMENT




Checking for understanding sounds like:

“This is what I saw – have I interpreted this right?”, or,

“This is what it looked like to me. Did I miss anything that would change my conclusion?”



# COACHING FOR IMPROVEMENT



Asking the person  
for his/her  
reasoning behind  
the behaviour  
sounds like this:

“Usually you’re  
pretty thorough in  
getting jobs done,  
so I’m curious as  
to what might  
have caused you  
to skip a step this  
time?”

# COACHING FOR IMPROVEMENT

If the reasoning appears to indicate that the person is lacking some fundamental understanding of all the things that needed to be done or at what level of accuracy they needed to be done, then Coach.





# COACHING FOR IMPROVEMENT

If the reasoning appears to indicate a situation where the person knew what to do but chose not to do it, then:

- Ask why they did it that way
- See if they can understand your concern
- Be clear about what the required behaviour is



# COACHING FOR IMPROVEMENT

- ◆ Have consequences that will apply if the behaviour does not change in the future
- ◆ Express your confidence that the person will be able to meet your expectations



# COACHING FOR IMPROVEMENT

## Different Strokes for Different Folks

In addition to the content of effective feedback, there are 4 main ways to deliver the feedback:

- ◆ **Directly**
- ◆ **Tactfully**
- ◆ **Supportively**
- ◆ **Encouragingly**

# COACHING FOR IMPROVEMENT

**When criticized,  
those having a  
Direct Style  
may:**



- ◆ React aggressively
- ◆ Discount or devalue the validity of the criticism
- ◆ Frame it as a “control issue”
- ◆ Perceive niceness as weakness and ignore it



# COACHING FOR IMPROVEMENT



## **The Direct Style**

- ◆ Be brief and get to the point
- ◆ Provide choices where possible
- ◆ Be firm on outcome, flexible on process where possible
- ◆ Focus on future corrections not past mistakes

# COACHING FOR IMPROVEMENT

**When criticized, those having a Conscientious Style may:**

- ◆ Give a long explanation to justify what they did
- ◆ Say they were “just following the rules”
- ◆ Physically or emotionally withdraw





# COACHING FOR IMPROVEMENT



## **The Conscientious Style**

- ◆ Have facts, data, to support your position
- ◆ Stay calm
- ◆ Use logic
- ◆ Be willing to take time to revisit entire process
- ◆ Assume they were doing what they thought was right!

# COACHING FOR IMPROVEMENT

**When criticized,  
those having a  
Steady Style  
may:**



- ◆ Act on hurt feelings by pouting
- ◆ Give in, and refuse to show any initiative in the future
- ◆ Need a great amount of reassurance on future projects
- ◆ Engage in malicious compliance



# COACHING FOR IMPROVEMENT



## **The Steady Style**

- ◆ Acknowledge the effort and work they put into the task
- ◆ Ask them what they had problems with
- ◆ Become part of a team with them to work out a better plan next time
- ◆ Ask how you can help them

# COACHING FOR IMPROVEMENT

**When criticized,  
those having  
an Influencing  
Style may:**



- ◆ Become angry and emotional
- ◆ Become sarcastic, and snipe
- ◆ Deflect criticism by bragging about other accomplishments
- ◆ Use humour to reduce tension



# COACHING FOR IMPROVEMENT



## **The Influencing Style**

- ◆ Acknowledge their good intentions
- ◆ Acknowledge past good work
- ◆ Use encouragement to support efforts to change
- ◆ Be friendly



# COACHING FOR IMPROVEMENT

**“Yes, but”** means **“No”**. When the person you are giving corrective feedback to says this, it is a signal to be quiet and listen to how they see the situation. They are saying that you don’t understand!

# COACHING FOR IMPROVEMENT

## Learn What to Look For

- Emotions – yours and the other person's
- Observable behaviour – yours and the other person's
- Physical changes – yours and the other persons





# COACHING FOR IMPROVEMENT

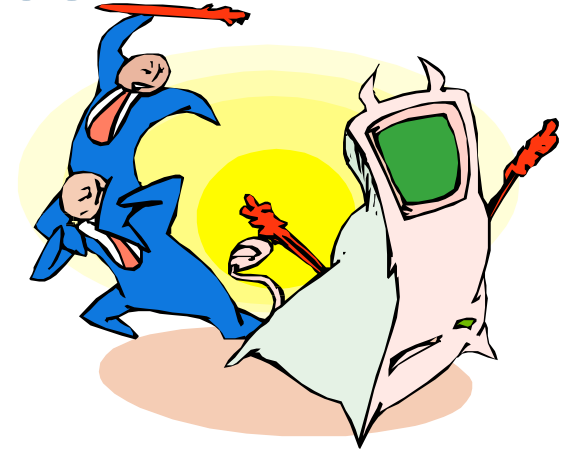
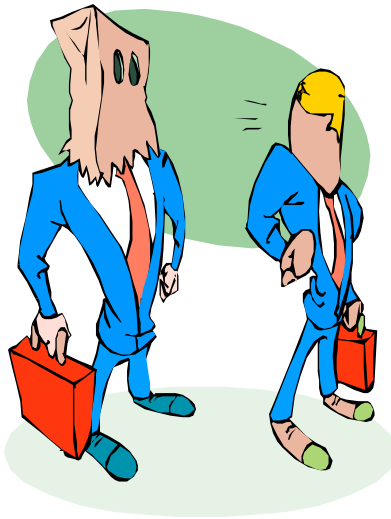
## **Build a Common Data Base**

- What facts do you have in common?
- What feelings do both of you experience?
- What assumptions do both of you make?
- What conclusions are both of you drawing?

# COACHING FOR IMPROVEMENT

## Identify Safety Problems

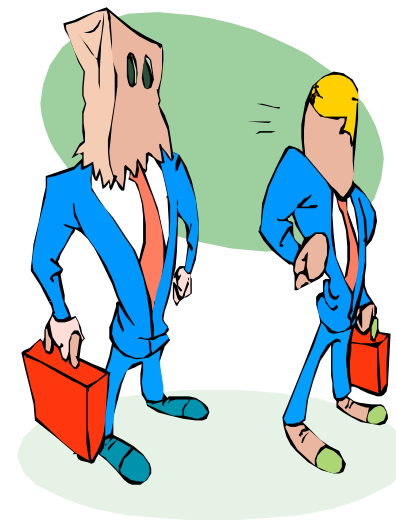
### Silence or Violence?



# COACHING FOR IMPROVEMENT

**Silence** – any act that withholds meaning from the shared data base

- Sarcasm
- Withdrawing
- Diversion



# COACHING FOR IMPROVEMENT

**Violence** – any act that tries to force meaning into the shared data base

- Controlling
- Cutting others off
- Overstating facts
- Speaking in absolutes



# COACHING FOR IMPROVEMENT

- Controlling the discussion through telling
- Changing the subject
- Labelling
- Threatening





# COACHING FOR IMPROVEMENT

How can safety be created?

- Identify mutual purpose

What is **YOUR** purpose?

- Change the other person or understand the other person?
- Get your own way or find a solution that works for both?

# COACHING FOR IMPROVEMENT

No mutual purpose when you see

- Defensiveness
- Hidden agendas
- Accusations
- Circular conversations





# COACHING FOR IMPROVEMENT

**Don't/Do Statements-** clarify your motives and intent

“I don't want to treat you unfairly. I do want you to complete the job you promised to do.”



# COACHING FOR IMPROVEMENT

## **Managing Emotions – Ours and Others**

The more you care about an issue the less likely you are to behave well!



# COACHING FOR IMPROVEMENT

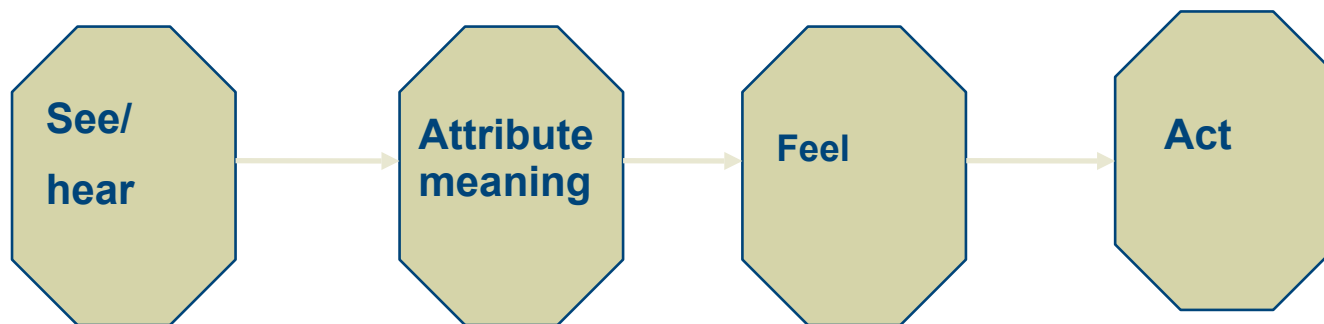
If we don't get to the source of the feelings then we will feel the effects of the feelings

Emotions can be generated from two sources

- Our belief and value system
- Our ego

# COACHING FOR IMPROVEMENT

The sequence of emotional response





# COACHING FOR IMPROVEMENT

## Managing the Emotions of Others

- **S**hare the facts
- **T**ell the assumptions you make
- **A**sk for the other's assumptions
- **T**alk tentatively
- **E**ncourage testing



# COACHING FOR IMPROVEMENT

## Listen

- Agree when you agree
  - “I agree with you on this”
- Build on pieces omitted
  - “I agree with XXX and want to add YYY”
- Compare when you differ
  - “I see things differently . . . ”