



A course in Leadership Development

December 2015

Course Objectives:

- 1) Identify characteristics of effective coaches, leaders and supervisors.
 - 2) Describe four critical coaching techniques (training, counseling, challenging, and mentoring).
 - 3) Match coaching techniques with employee performance.
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Coaching

Coaching is face-to-face leadership focused on helping employees move forward on professional and organizational goals through unbiased dialogue, candid direction, unwavering support and resolute confidence in their abilities.

Situational Leadership

Situational Leadership is a model developed by author Ken Blanchard and Dr. Paul Hersey which promotes matching a range of management styles to a range of employee development levels.

Development Level . . . *in the specific situation!*

A measure of an individual's degree of competence and level of commitment to complete a task . . . *in the specific situation!*

Competence: a function of an individual's knowledge and skills

Commitment: a function of an individual's confidence and motivation

Four Development Levels:

(D-1) **Enthusiastic Beginner:** Low Competence | High Commitment

(D-2) **Disillusioned Learner:** Some Competence | Low Commitment

(D-1) **Reluctant Contributor:** High Competence | Variable Commitment

(D-1) **Peak Performer:** High Competence | High Commitment

Leadership Styles . . . *in the specific situation!*

A range of responses designed to elicit the highest productivity from each employee. Responses result from applying a balance of directive and supportive behaviors that meet the employee's needs within the context of a task . . . *in the specific situation!*

Directive Behavior: one-way communication, close supervision, feedback, control; specifically instructing an employee what to do, how to do it, and by when to have it done

Supportive Behavior: two-way communication, listening, explaining decisions, facilitating involvement in decision-making, encouraging, offering praise

Four Leadership Styles:

(S-1) **Directing:** High Direction | Low Support

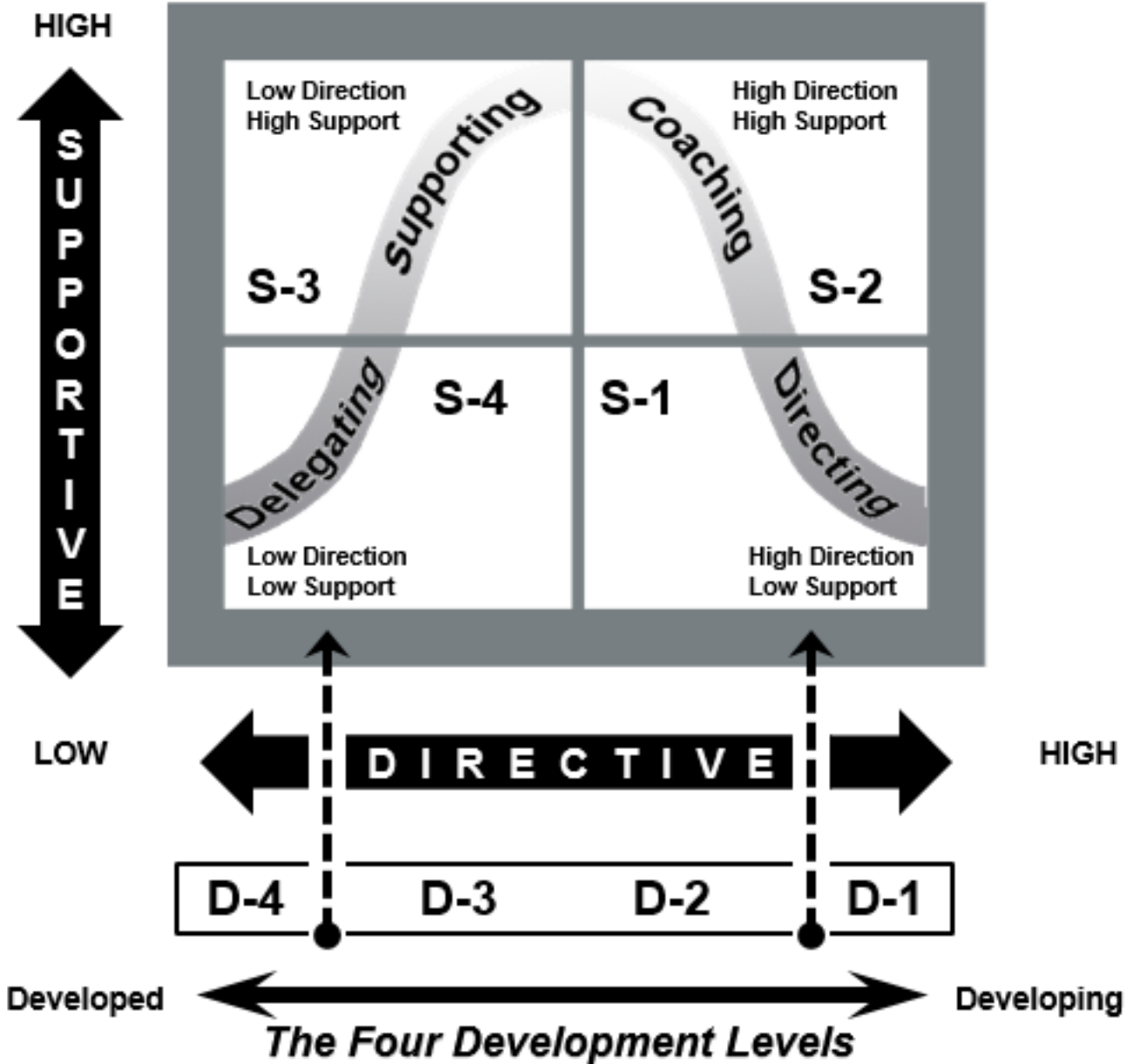
(S-2) **Coaching:** High Direction | High Support

(S-3) **Supporting:** Low Direction | High Support

(S-4) **Delegating:** Low Direction | Low Support

Situational Leadership

The Four Leadership Styles





Characteristics of Effective Coaches

- Vision
- Self-confidence
- Humility
- Confidence in others
- Flexibility



VISION

- Vision is having a mental image of a possible and desirable future condition.

Leadership is the capacity to translate vision into reality.

- Warren Bennis

- Seeing beyond the obvious
- Visualizing the big picture
- Future orientation
 - Treating failures as opportunities for learning
 - Searching for improvements
 - Recognizing trends

RECOGNIZING TRENDS

1. Group #1:

"What are possible future trends *inside the work unit/department* that might someday impact your work unit/department?"

2. Group #2:

"What are possible future trends *outside the work unit/department* (but still within the University) that might someday impact your work unit/department?"

3. Group #3:

"What are possible future trends *outside the University* that might someday impact your work unit/department?"



SELF-CONFIDENCE

- Self-esteem
- Making a difference
- Technical expertise



HUMILITY

- Recognizing that you need them more than they need you!
- Leadership priorities:
 - Help employees succeed
 - Refusing to help is self-destructive
 - Accept responsibility for the success or failure of employees



CONFIDENCE IN OTHERS

- You get what you expect
- The Pygmalion effect - the powerful influence of one person's perceived expectations on another person's performance
 - High expectations lead to high performance
 - Low expectations lead to low performance
- Personal feelings:
 - Managers tend to **like** good performers and **dislike** poor performers
 - When you **like** someone you send more **positive** messages (orally and non-verbally) - reinforcing good behavior
 - When you **dislike** someone you send more negative messages - giving no incentive to improve

- Managers need to focus on behavior, not personalities
- Communicate positive messages to all employees



FLEXIBILITY

- Every employee is important.
 - Each individual deserves specialized attention
 - Focus on getting **maximum** performance from everyone
- Assessing Performance Levels

↳ Satisfactory performance

- Employee meets minimum performance standards in all areas of the job
- Employee does what is required; does not particularly excel or take initiative

↳ Above Satisfactory performance

- Employee exceeds minimum satisfactory standards in most/many areas of job performance
- Does more than is required in quantity and quality
- Takes initiative

↳ Unsatisfactory performance

- Employee does not meet performance expectations in one or more areas
- Does not follow orders
- Does not adhere to policies, procedures and/or regulations

Four Coaching Techniques

↳ Training - a coaching technique.

- Correcting unsatisfactory behavior
- Maintaining proficiency in necessary skills
- Providing feedback
- Teaching new employees
- Preparing for new assignments



↳ Counseling - a coaching technique.

- Working with someone to help identify and solve a problem
- Helping to correct work behavior and monitoring progress
- The counseling interview:
 - Prepare
 - Schedule meeting
 - State problem - then ***listen!***
 - Discuss alternative solutions
 - Agree on a plan of action
 - Follow up and encourage
 - Re-counsel if needed

↳ Challenging - a coaching technique.

- Helping people maximize their potential
- Building on existing strengths

- Setting attainable goals
- Encouraging them to stretch

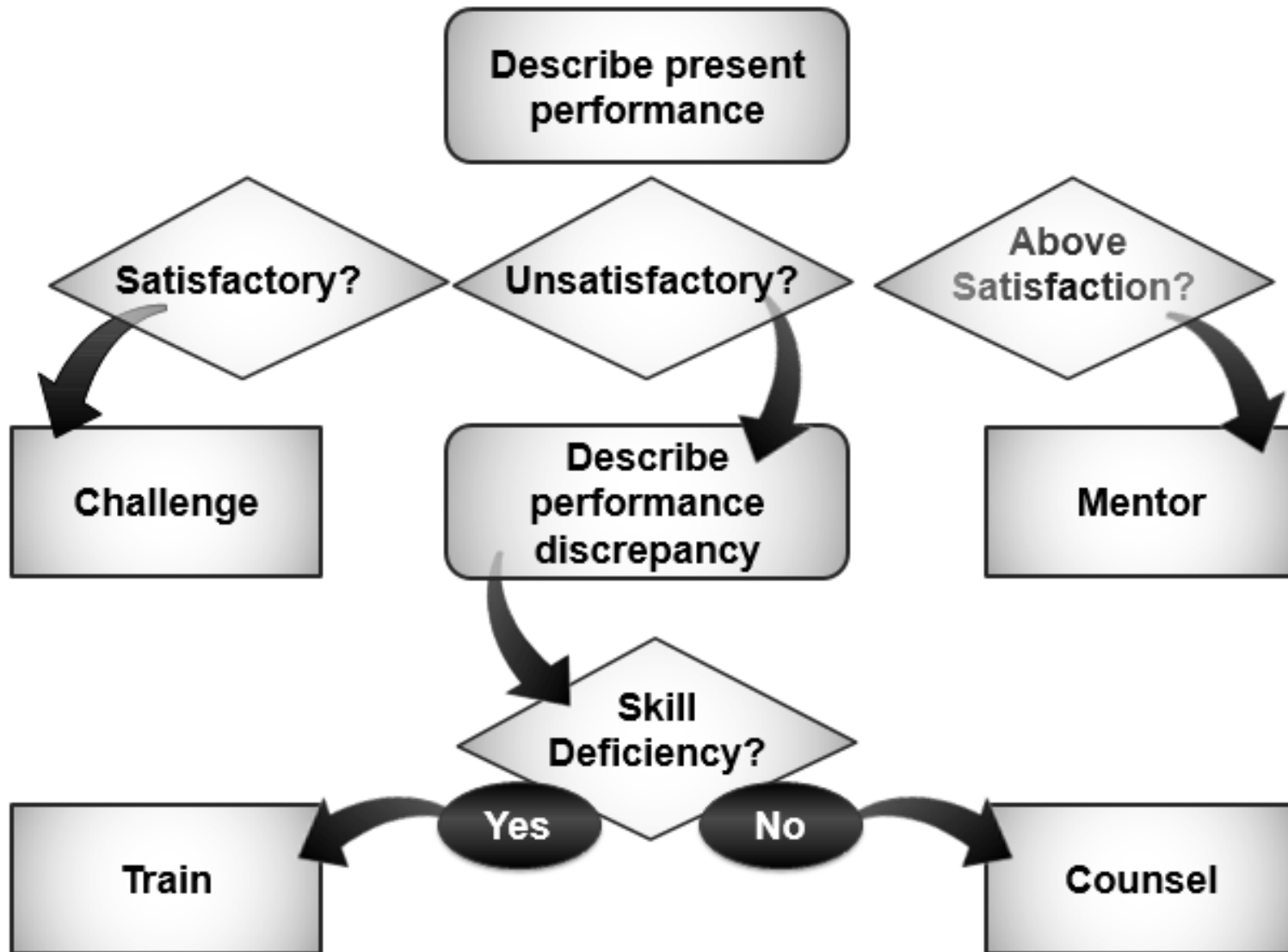
↳ Mentoring - a coaching technique.

- Recognizing above-average potential
- Helping to fine-tune skills
- Providing leadership opportunities
- Providing exposure
- Selling/sponsoring
- Career planning

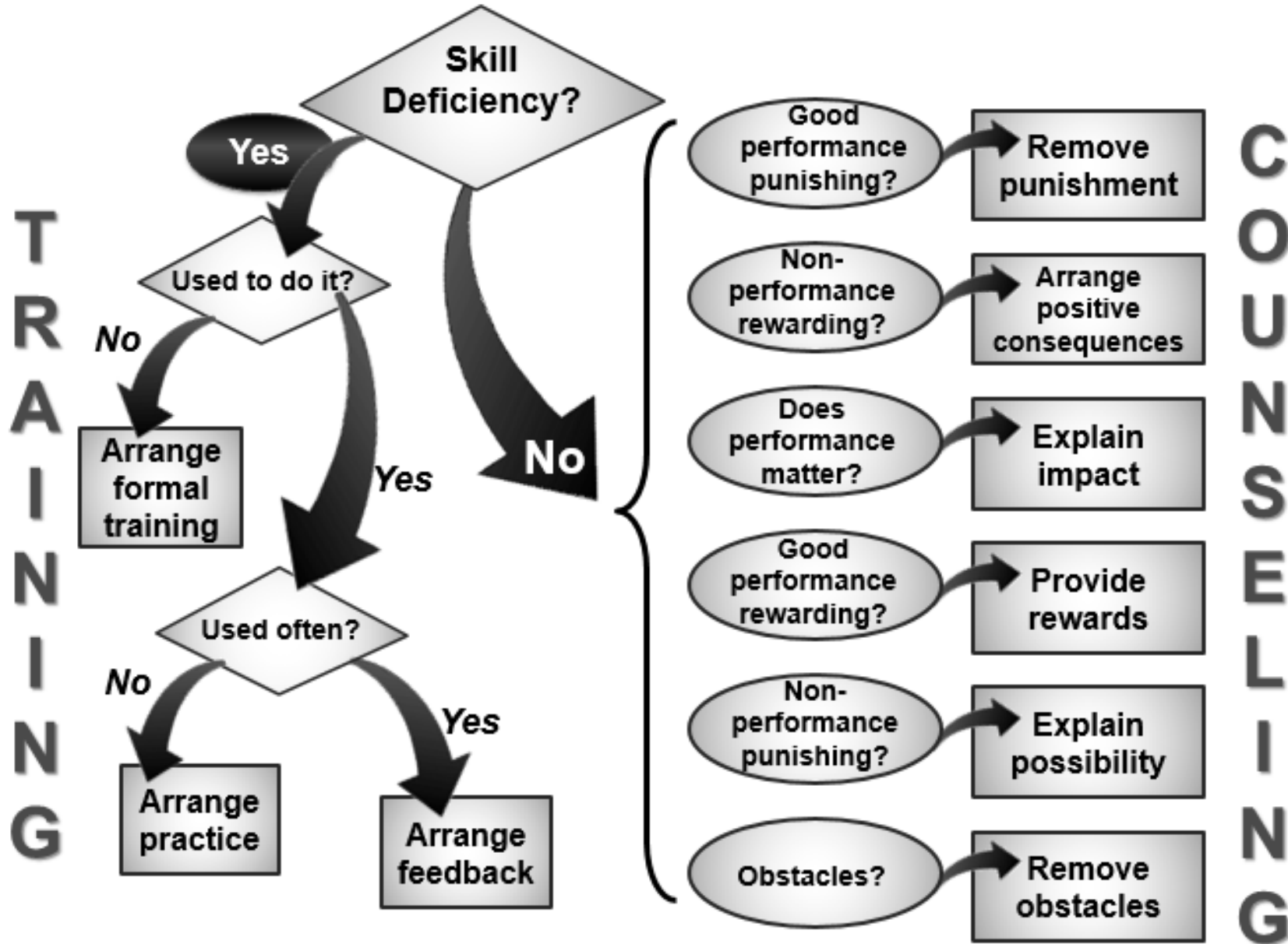
Matching Coaching Techniques with Performance Level

- Satisfactory performance
 - *Begin by Challenging*
- Above Satisfactory performance
 - *Begin with Mentoring*
- Unsatisfactory performance
 - *Any below satisfactory performance requires training and/or counseling*

Coaching Analysis Model #1



Coaching Analysis Model #2



MATCHING COACHING TECHNIQUES TO EMPLOYEE PERFORMANCE

Instructions

You supervise the four employees described on the following pages. For each case:

1. Use the Coaching Analysis Model #1 to decide which coaching technique(s) you would use for the employee (challenge, counsel, train, and mentor).
2. Explain why you selected the technique(s).
 - a) If you select either **challenge** or **mentor**, list 4 or 5 actions you might consider in order to apply the technique effectively.
 - b) If you select **train**, describe the problem and use the Coaching Analysis Model #2 to determine the type of training required.
 - c) If you select **counsel**, describe the problem and use the Coaching Analysis Model #2 to determine possible factors that are contributing to the problem.

Case Study #1: MELISSA



- Three months on job, 21 years old
- Still in probationary status
- Unsatisfactory performance in several job tasks
- Tries to be "one of the gang" by participating in horseplay
- Gets kidded as a "goody two-shoes" when she volunteers for unpopular tasks
- Is often the object of practical jokes

Recommended Coaching Technique(s): Train Counsel Challenge Mentor

Rationale: _____

Case Study #2: MALCOLM



- With the department 8 years
- Knows every aspect of his/her job well
- Admired by other staff members
- Acts as supervisor when you're not there and delegates work effectively
- While acting supervisor, has difficulty presenting formal training (does not like speaking in front of the group)

- Has begun to prepare for promotional application twice, but each time has stopped before the application was due
- Responds well to suggestions for improvement
- Learns new skills easily
- Is always well groomed
- Has an excellent attendance record
- Understands the department's organization and goals and occasionally takes heat from the more negative staff members on some of the less popular programs and policies

Recommended Coaching Technique(s): Train Counsel Challenge Mentor

Rationale: _____

Case Study #2: ROSE



- With the department 15 years
- Senior person in work unit
- Driver for 10 years
- Safe driver (no accidents)
- Recently made major mistakes in setting up an operation that damaged equipment
- Is content with status as driver

- Average performance in most areas of responsibility

Recommended Coaching Technique(s): Train Counsel Challenge Mentor

Rationale: _____

Case Study #4: FRANK



- With the work unit 4 years
- Recently took over some extra duties after much encouragement from you (he/she didn't want the responsibility)
- Most work is satisfactory
- Enjoys orienting new members in work unit duties and responsibilities
- Seldom does more than what's demanded of him

- Seldom uses "sick" time, but usually arrives barely a minute or two prior to his official reporting time
- Good appearance
- Has a degree in computer science

Recommended Coaching Technique(s): Train Counsel Challenge Mentor

Rationale: _____

Summary

- Coaching is a dynamic process which responds to changing needs/performance.
- Effective leaders continuously monitor performance and adjust their approach as needed.
- You may have to use different techniques simultaneously with the same individual.
- You cannot ignore problems.
- Training and counseling are not punitive techniques