

Global Manufacturing Company

MGT1234

Coaching for Managers

Facilitator Guide

March 2002

Training & Education Center

NOTE TO VIEWERS OF THIS SAMPLE FACILITATOR GUIDE

This sample is from a one-day course for managers about coaching their subordinates or informal work partners. Included in this sample are:

- **Title page and verso (this page)**
- **Classroom Setup and Materials**
- **Course Schedule**
- **Introduction**
- **Review of Precourse Assignment**
- **Giving Objective Feedback lesson, with two exercises and a triple case study**

This facilitator guide is fully scripted and intended to be printed double sided.

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CLASSROOM SETUP AND MATERIALS

Room Setup

- A 30-foot by 30-foot (10-meter by 10-meter) room.
- 6 participant tables, each seating 3 participants around the table (so they can work together as a team).
- 1 table for handouts.
- 1 instructor table and/or lectern.

Equipment

- Projection screen.
- Video projector and screen.
- Computer connected to the video projector.
- Laser pointer.
- One or two flipchart with markers.

If you are NOT using computer projection, you will also need overhead transparencies of the PowerPoint slides and an overhead projector.

Materials List – Re-usable

- PowerPoint slide presentation for this course: MGT1234_Slides.ppt.

Materials List – Consumable

- Precourse assignment, *one per participant*: MGT1234_PRE1_Reading.doc.
- Precourse handout, *one per participant*: MGT1234_PRE2_LeaderBehavior.doc.
- Participant guide, *one per participant*: MGT1234_PG.doc.
- Handout-1: Objective Feedback Scripts and Cases, *one per class*: MGT1234_HO1_OFScriptsCases.doc.
- Handout -2: Effective Listening Scripts and Cases, *one per class*: MGT1234_HO2_ELScriptsCases.doc.
- Handout -3: Powerful Questions Cases, *one per class*: MGT1234_HO3_QuestioningCases.doc.
- Handout -4: Overcoming Coaching Difficulties Job Aid, *one per participant*: MGT1234_HO1_DifficultiesJobAid.doc.
- Class roster.
- Course evaluation forms, standard, *one per participant*.

COURSE SCHEDULE

Course Schedule

Introduction.....	8:00 – 8:45
Review of Precourse Assignment	8:45 – 9:30
(break)	9:30 – 9:45
Coaching Skills	
Giving Objective Feedback	9:45 – 11:30
(lunch)	11:30 – 12:30
Effective Listening.....	12:30 – 1:45
Questioning.....	1:45 – 3:00
(break).....	3:00 – 3:15
Planning for Your Own Situation.....	3:15 – 4:00
Overcoming Difficulties in Coaching.....	4:00 – 4:20
Conclusions	4:20 – 4:40

INTRODUCTION

Introduction

Contents

Welcome	2
Introductions	2
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Agenda	3
Activities.....	3
Logistics	4
Let's Get To It	4

Total time: 45 minutes

(Prior to start of class).

SHOW Slide-1. *Coaching for Managers (title slide).*

(Start of class).

Length: 1 minute.

PG-1

Establish your credibility here

SHOW Slide-2.

Introductions.

Length: 30 minutes.

PG-1-2

Important to get them talking and interacting

BUT

Don't let people take too long here or you will be behind time.

WELCOME students informally.

Welcome

STATE:

- Welcome to this workshop.

INTRODUCE yourself and your role.

EXPLAIN how important the skills to be learned are to coaching and to management in general.

Introductions

STATE:

- We are going to do the introductions a little differently today.

SUMMARIZE INSTRUCTIONS FROM SLIDE.

STATE:

- I suggest that you take notes; there is space in your manual.

BREAK CLASS INTO PAIRS

(if an odd number of participants, take one yourself).

ALLOW TIME: 5 minutes.

DIRECT participants to introduce each other.

ALLOW TIME: about 30 seconds per introduction.

SHOW Slide-3. *Course Objectives.*

Length: 2 minutes

PG-1-3

Read these word for word so they serve as an advance organizer.

SHOW Slide-4. *Agenda.*

Length: 1 minute

PG-1-4

Advance organizer and time planner

SHOW Slide-5. *Activities.*

Length: 1 minute

PG-(none)

Workshop Learning Objectives

STATE:

- This workshop is on coaching skills.
- In this course we are going to work on the generic skills of coaching.
- We assume that you have had some coaching training in the past, and we hope to build on it to

READ FROM SLIDE and **EXPLAIN** objectives (do not teach whole workshop).

STATE:

- In other words, this is a skill-building workshop. One that...
 - Tweaks existing skills
 - Imparts new skills
- Another valuable benefits comes from hearing situations facing other participants' and how they approach the solution.
 - It is important to share among yourselves.
 - As a general rule, everything said in this room is to be kept confidential.
- I hope that it addresses your personal and professional needs, and is an enjoyable experience, besides.

Agenda

EXPLAIN agenda.

STATE:

- As you can see, we have a full day.

Activities

EXPLAIN what participants will do today.

PUMP THEM UP.

SHOW Slide-6. *Logistics.*

Length: 1 minute

PG-(none)

Set ground rules.

Length: 1 minute

PG-(none)

Logistics

EXPLAIN your guidelines for the workshop using the items on the slide as examples.

Let's Get To It

STATE:

- You've read about what coaching is, why it is done, when it is done, difficulties in doing it effectively, and why we need to get better at it.
- Now it is time to get to it.

REVIEW OF PRECOURSE ASSIGNMENT

Review of Precourse Assignment

Contents

Introduction.....	2
Review of Coaching Concepts.....	2
Review of What to Coach On.....	3
Review of the Coaching Process	3
Review of 17 Leadership Behaviors	6
Review of 17 Leadership Behaviors Exercise	6

Total time: 45 minutes

SHOW Slide 7. *Coaching and Behaviors.*

Length: 10 seconds.

PG-2

SHOW Slide-8. *Coaching Concepts.*

Length: 15 minutes.

PG-2-2

PRECOURSE-4

PRECOURSE-7

Introduction

STATE:

- Let's take a few minutes to ensure that everyone understood and could apply the precourse assignment.
- Take out your precourse assignments.

Review of Coaching Concepts

ASK:

- What is coaching?

Answer: Providing performance-related feedback and advice to help employees correct and/or extend their performance levels and progress in their careers.

ASK:

- Which of the coaching principles “jump out” as important? Which would you like to discuss in class?
 - Treat the coachee as a creative, resourceful, whole person; don't get involved in mental therapy of the coachee..
 - The coachee has most of the answers; the role of the coach is to help the coachee find them.
 - The coach's role is to develop the coachee, not do the work himself.
 - Coaching is one of a manager's most important skills.
 - Coaching applies to more than just problems and problem performers; coach for enhancement as well as correction.
 - The coachee must own the behavioral causes and outcomes and have a commitment to improve.
 - The coach must manage his/her own emotional responses.
 - The coach must avoid assuming he/she has all the answers; avoid moralizing; and have genuine curiosity about uncovering the real situation and causes of it.

HANDLE as necessary.

PRECOURSE-8

SELECT several principles at random and **ASK** how about its implications for coaching.

ASK:

- What is the difference between behaviors and results? Give some examples of each.

Answer: Behaviors are actions that people do, for example: designing a product, planning a system, typing a letter, assembling a product, and selling a product.

Results are the outputs that these actions achieve, for example: a product design (object), a system plan (object), a completed letter (object), a product fully assembled, tested, and ready to be shipped (object), a completed sale (situation).

- What questions do you have about behaviors vs. results?

HANDLE AS NECESSARY.

SHOW Slide-9. *What to Coach On.*

Length: 2 minutes

PG-2-2

PRECOURSE-9

Review of What to Coach On

ASK:

- Why should you coach on behaviors?

Answer: Because they are the causes of the results and are visible and overt.

STATE:

- It is easier to work with behaviors than any other element of this chart.

SHOW Slide 10.-
Coaching Process.

Length: 10 minutes

PG-2-3

PRECOURSE-12

Review of the Coaching Process

ASK:

- What questions do you have on the coaching process?

HANDLE as necessary.

REVIEW The relationship between the coaching process and the Personal Commitment process.

[NOTE: The precourse materials included the following points:

Phase 1. Define Ideal Behavior with Vision

Coaching starts with showing what success look like. Managers should explain what they are expecting from the coachee in terms of behaviors. Managers should identify the critical behaviors to achieve – the goals. In another words:

- A vision of what it looks like if and when the coachee demonstrates the behaviors
- What the employee should target
- Good example, etc.

Phase 2. Assess Actual Behavior

You have to know where you are in order to determine how to get somewhere else. The assessment does this. An assessment can be either formal or informal. It can be done by the manager, work partners, peers, and/or by the employee; ideally, all of these parties should be involved. This is true whether the coaching is for correcting poor performance, improving already good performance, or stretching to the next level.

Phase 3. Hold Coaching Session

This is the part where most of the time is typically spent. You already should have seen these four steps around Global Manufacturing Company (they sometimes appear in a diamond shape).

1. Set agenda
2. Give feedback
3. Develop alternatives
4. Summarize action to be taken

Of course, you will want to adequately prepare to conduct this coaching session by:

- Having all the information you need at hand.
- Refreshing your memory of the coachee's behavior and progress.
- Thinking about what you believe and value about employee performance, management, and leadership.
- Planning what you will say and how you will say it.

Phase 4. Implement, Follow up, and Evaluate

- **Implement** – This is the time for the coachee to do what was agreed upon during the coaching session. It's NOT your job to implement the action plan.
- **Follow Up** – Of course, follow-up is important to the successful implementation of the action plan. Be sure to include one or more follow-up meetings with the coachee so you can correct off-track behaviors before they become solidified.

Also, you will want to get the appropriate feedback via your own observations, feedback from clients, customer, co-workers, subordinates, etc., and don't forget to get self assessment from the coachee. Most people know what they are doing well and what still needs improvement.

- **Evaluate** – Finally, evaluate the success of the coaching process and your coaching skills, and the attainment of goals by the coachee. Do this when the coaching sequence has been completed:

It is also time for you *as coach* to determine how well the process and you did. You will want to find out:

- How well you did as a coach.
- How well the coaching process worked as a guide.
- How well you and the coachee worked together.
- What could be done to improve your coaching and your use of

the coaching process.

Lastly, evaluate the attainment of goals. How much did the coachee achieve the goals that were set at the beginning of the coaching relationship? How much did the coachee improve behaviors which were identified at the beginning?]

SHOW Slide-11. 17
Leadership Behaviors.

Length: 2 minutes

PG-2-4

PRECOURSE-19

Review of 17 Leadership Behaviors

REFER TO: *Examples of 4 e's + Always 1 Standards of Leadership Behaviors* (PRE-2).

ASK:

- What questions do you have about the 17 Leadership Behaviors and their application?

HANDLE AS NECESSARY.

[Note: The 17 Leadership Behaviors document organizes the 4 e's + 1 into 17 behavior categories. Then, for each category three levels of behavior are described (with examples).]

Length: 10 minutes

PG-

The purpose here is to evaluate their understanding of the 17 leadership behaviors and its application to Personal Commitment and coaching.

Review of 17 Leadership Behaviors Exercise

SHARE IN SMALL GROUPS AND DISCUSS:

- 1. BREAK THE CLASS INTO AS MANY SMALL GROUPS AS THERE ARE PEOPLE WHO DID THE 17-LEADERSHIP-BEHAVIORS EXERCISE; IF EVERYONE DID THE EXERCISE, BREAK INTO GROUPS OF THREE OR FOUR.**
- 2. HAVE INDIVIDUALS SHARE THEIR WORK WITH THE SMALL GROUP.**
- 3. HAVE A FEW VOLUNTEERS SHARE THEIR WORK WITH THE WHOLE CLASS.**

GIVING OBJECTIVE FEEDBACK

Giving Objective Feedback

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Objective Feedback Exercise 2: Your Own Situation	9
Objective Feedback Coaching Practice.....	9
Morning Summary	15

Total time: 1 hour and 45 minutes

SHOW Slide-12.
(Coaching Skills) Giving
Objective Feedback.

Length: 1 minute

PG-3

SHOW Slide-13.
Coaching Skills.

Length: 1 minute

PG-3-2

Length: 1 minute

Introduction

STATE:

- Now we are ready to move into the heart of this workshop.
 - The development of your coaching skills

Coaching Skills

STATE:

- In this workshop, you are going to practice on developing the three most important coaching skills.

READ FROM SLIDE.

STATE:

- The format will be:.
 - Presentation of the skill, its characteristics, and techniques.
 - Practice using the skill.

ASK:

- Any questions?

Giving Objective Feedback

STATE:

- One of the most important skills in coaching is giving objective feedback.
- Objective feedback is used at step 2 of the coaching session.
 - Especially for corrective coaching (counseling).
- It can also be used outside of coaching to give feedback about anything.
- In this lesson, you will.
 - Learn about the characteristics of objective feedback, and.
 - Practice constructing objective feedback statements

SHOW Slide-14. *Giving Objective Feedback.*

Length: 1 minute

PG-3-3

Length: 8 minutes

PG-3-4

HO-1, scripts only

Steps of the Objective Feedback Process

STATE:

- Giving objective feedback is relatively simple.

READ FROM SLIDE.

Example of Giving Objective Feedback

EXPLAIN:

- Rather than lecture on the process of giving objective feedback,
 - We are going to learn from examples.
- Two of you will read a prepared script (which I am about to give you) of two good examples of giving objective feedback.
 - This will take a little acting ability.

SELECT volunteer coach and coachee.

HAND OUT scripts to the two volunteers and **HAVE THEM READ** through the script once quickly. Don't let them study it too much.

Meanwhile **WARN** the class.

- These scripts start with a few pleasantries, as do most conversations. Don't get these confused with the two steps of objective feedback.

WHEN the actors are ready, have them **READ THE SCRIPTS VERY SLOWLY AND CLEARLY.**

ALLOW TIME: for the both examples to be completed.

ASK:

- In the first example, what was the description of the behavior and its effects?

Answer: When Bill suggested his alternative, you found fault with everything he had to say. You could see by the look on his face that his feelings were hurt. He hardly said anything for the rest of the meeting. I saw several other people react negatively, and that ended the sharing.

Length: 5 minutes

PG-3-4

- In the second example, what was the description of the behavior and its effects?

Answer: I can see that you were organized in how you approached this. That was a lot of work, and you got it in a day early, besides. I like the way you anticipated several obstacles and provided practical solutions in the plan. When you do good work like this, it makes things run more smoothly and helps make the whole team more successful.

Characteristics of Good Feedback

STATE:

- There was actually more happening during these scripts than merely the two steps of objective feedback.
- There are some important characteristics of good objective feedback.

TITLE A FLIP CHART: “Feedback Characteristics.”

ASK:

- What characteristics did you notice?

WRITE THEM ON THE FLIP CHART, for example:

- Feedback happens soon after the event (doesn't wait for a PC dialog).
- Coach uses objective observations that include the word “I.”
- Coach appeared sincere, not manipulative.
- Applies to both positive and negative feedback.
- Coach did NOT describe the coachee's personality.
- Coach avoided judgments like “you're not cut out for this job,” or “you don't have what it takes.”
- Coach describes observations, not conclusions.
- Coach maintained self-esteem of coachee.

SHOW Slide-15.
Objective Feedback
Exercise.

Length: 20 minutes

PG-3-5 to 3-7

This is a small
group exercise.

You have enough
situations for 7
groups to have
different ones.
If you have more
than 7 groups,
double up on the
situations.

Objective Feedback Exercise 1: Writing Statements

STATE:

- In your manual are descriptions of some coaching situations. Your job is to.
 - Determine which of the 17 leadership behavior categories best applies to the situation.
 - > Refer to *Examples of 4 e's + Always 1 Standards of Leadership Behavior*
 - Prepare the coach's objective feedback statements – steps 1 and 2.

ORGANIZE small groups of three people and assign ONE situation to each group.

ALLOW TIME: 10 minutes.

ELICIT ANSWERS such as the following:

1. The coachee missed the last four deadlines and each time blamed someone or something else: on the LPM project blamed late inputs, on the RFC project blamed Bob, on the APC project blamed Purchasing, and on the SVL project blamed Sharon.

17 Ldr Beh: *Demonstrates boldness (needs development).*

Goal: *Move to skilled behavior.*

Statement: *When you blame others for you missing deadlines, it destroys your credibility and our efforts to develop a trusting team relationship.*

Check for Understanding: *Do you agree that you blamed these other people and events? Do you agree that you were the cause of the missed deadlines?*

2. The coachee made several good decisions lately: on the FFU project decided to put in features that made it easier for customers to use the system, on the CDG project, decided to re-organize the

menu to make it more user friendly, and on the TPD project, located an additional programmer to get the product out three days early in order to meet a changed customer request.

17 Ldr Beh: *Displays professional integrity (skilled).*

Goal: *Move to expert behavior.*

Statement: *When you base your decision on what is right for the customer and maintain your ethics, it makes you and Global Manufacturing Company known as a good place to do business.*

Check for Understanding: *Do you understand why this is the case?*

3. The coachee has caused several delays in the project due to tardy decisions: kept whole team idle for two days while reviewing performance specifications, delayed publications of specs while extra data gathering was done, and almost never makes a decision when asked a question during team meetings.

17 Ldr Beh: *Demonstrates decisiveness (needs development).*

Goal: *move to skilled behavior.*

Statement: *When you gather more data than is needed and delay decision making, it delays the entire project and puts extra pressure on everyone down the line.*

Check for Understanding: *Do you agree that these decisions were delays more than necessary? Do you agree that you should have been more incisive?*

4. On last several assignments (PRJ project, BBA project, and CPG project), you have noticed that the coachee evaluated the skills and abilities of staff, made assignments based on the analysis, and developed their skills and abilities to what was needed to successfully complete the projects.

17 Ldr Beh: *Builds bench strength (skilled).*

Goal: *Move to expert behavior.*

Statement: *When you develop your people well, it makes Global Manufacturing Company stronger and a better place to work.*

Check for Understanding: *Do you agree that this is the right thing to do?*

5. You have received complaints from John, Margritte, and Sunil of the MXL project that the coachee is driving them crazy by telling them every little thing to do and how to do it. On top of that, they complained that there is no priority setting—everything seems to be a priority. They report that their expertise is being totally ignored and they want to be removed from the project.

17 Ldr Beh: *Plans and organizes (overused).*

Goal: *Move to skilled behavior.*

Statement: *When you micromanage a project and treat everything as a priority, you look like you don't understand what is important and don't trust the other people on the project.*

Check for Understanding: *Do you see that you are micromanaging this project?*

6. In several recent meetings of the QFA team you have been impressed by the coachee's ability to understand the different viewpoints of complex situations and clarify them for the group. This has enabled the group to see what is important and move forward toward the goal.

17 Ldr Beh: *Demonstrates incisive thinking (skilled).*

Goal: *Move to expert behavior.*

Statement: *When you can see your way to the heart of complex situations and understand what is really important, it helps everyone focus better and increases your reputation as a leader.*

Check for Understanding: *Do you agree that you are good at this?*

7. You have observed that the coachee has failed to relay to the rest of the LPX team several important changes that you initiated. Then, when the coachee heard of the changes anyhow, he grudgingly told the whole team. Furthermore, you have heard the coachee complaining to his pals Rita and Max about these changes.

17 Ldr Beh: *Communicates with Impact*

Goal: *Move to skilled behavior.*

Statement: *When you don't communicate important information to people who need it, you cause them to waste their time going in the wrong direction. And when you complain about changes, you set a negative tone to the whole project and cause everyone to look for things to complain about.*

Check for Understanding: *Do you agree that you failed to relay important changes to the rest of the team and also complained about them?*

SHOW Slide-16.
*Objective Feedback
Exercise 2*

Length: 10 minutes

PG-3-8

Objective Feedback Exercise 2: Your Own Situation

STATE:

- This is an individual exercise.
- In your manual is a page for notes.
- Your job is to.
 - Select a coaching situation facing you in your real job.
 - Describe the situation a little (without breaking confidences).
 - Prepare the objective feedback statement(s) you will use.

DIRECT participants to use blank space below slide.

ALLOW TIME: 3 minutes.

ELICIT samples on a volunteer basis.

SHOW Slide-17.
*Objective Feedback
Coaching Practice.*

Length: 2 minutes

PG-3-9

Objective Feedback Coaching Practice

STATE:

- Now that you have practiced preparing objective feedback statements, it time to put your skills to work in a round of coaching practice.

REVIEW coaching process, especially the steps of the coaching session. **POINT OUT** steps on slide.

EMPHASIZE: Focus on behaviors during the practice.

POINT OUT the steps of the objective feedback process on the slide.

STATE:

- These will be on the role play instructions that I am going to give you.
- Now it is time to put all these things together in some coaching practice sessions using role playing

SHOW Slide-18. *Prepare for Coaching Role Play.*

Length: 5 minutes

PG-3-9

There are three separate role plays for six small groups. This is so there will be two groups doing the same role play for discussion purposes, yet three different role plays for variety's sake.

HO-1, remainder

Give Instructions for Role Plays

STATE:

- You will react to different situations in role plays.
 - Some of the situations are ones needing correction.
 - Some of the situations are ones needing encouragement.
- You will work in groups of three.
 - One person will be the coach.
 - One person will be the coachee.
 - One person will be observer.
- Generally, we will go through a role play only once.
- On later lesson's role plays, you should switch roles.
 - So that everyone has an opportunity to play each role at some time during the day.
- I will hand out the different role instructions separately because they have different information.
 - Please do not look at the other role.

DIRECT groups to determine who will play which role.

ASK:

- Who are the coaches? Please raise your hands and keep them raised so I can give you the coach's role.

HAND OUT roles for the coaches and the coachees so one can't see what the other's contains.

HAVE THEM READ their role and plan how to approach it.

SUGGEST that they make notes in their participant guides.

DIRECT COACHES to first determine which of the 17 leadership behaviors are involved.

STATE:

- Observers, you have an important job.
 - Observe what happened.
 - Take notes on what was said and done.

PG-3-10

SHOW Slide-19. *Role Play Debrief.*

Length: 2 minutes

PG-3-11

Length: 20 minutes

Length: 5 minutes.

- Mark off a checklist for the coaching process.

- The observation form is in your participant manual. Please review it.
- Everyone, you will have some time to plan. Then do the role play. Afterwards, go immediately into a feedback session within your role-play group.

Give Instructions for Debrief Within Groups

STATE:

- To do the feedback within groups

DIRECT the **coach** to explain:

- Which of the 17 leadership behaviors was involved.
- Whether the situation is now satisfactorily resolved.
- What went well.
- What would be done differently.

DIRECT the **coachee** to explain:

- Whether s/he believed the coach's view.
- Whether the coach listened to his/her side of the situation.
- How well the session went.
- What s/he is going to do differently from now on.

DIRECT the observer to explain:

- What coaching skills were observed.
- How well they followed the coaching process.

Conduct Role Plays and In-Groups Debriefs

STATE:

- Now it is time to prepare for the role play, conduct the role play, and have in-group feedback.

ALLOW TIME: 20 minutes.

MONITOR progress **AND ASSIST** as needed.

Debrief Role Play A with Full Class

Coach's View: The coachee is sales support person who works for you. The coachee has worked in this job for over three years and is quite good at it. The coachee usually is the top performer and receives the top bonus. The coachee does this by putting in a lot of hours – at least 60 hours a week – and almost never takes any time off. In fact, the coachee has at least two full years of carryover vacation time. Basically, the coachee is a “workaholic” and expects everyone else to be one too. This often has caused problems in the group because the coachee criticizes the others for not working hard enough. Whenever you ask whether s/he needs any help, the coachee says “no.”

Coachee's View: You are a sales support person. You have worked in this job for over three years and are quite good at it. You usually are the top performer and receive the top bonus. You do this by putting in a lot of hours – at least 60 hours a week – and you almost never takes any time off. In fact, you have at least two full years of carryover vacation time. You think that the others in your group are “slackers” and should work harder. You are tired of carrying them and tired of being the one who gets things done.

DETERMINE which groups did this role play.

DIRECT the other groups to pay attention for general purposes.

ELICIT from the involved groups:

- What was the problem?

Answer: the coachee is a “workaholic” and expects everyone else to be one too

- Which of the 17 leadership behavior categories was involved and at what level of behavior?

Answer: Demonstrates personal productivity (overused)

- What was the solution?

Answer: Monitor coachee's work load so there is not too much to do in a standard work week; get coachee some additional tools; send coachee to time management training.

Length: 5 minutes.

Debrief Role Play B with Full Class

Coach's View: The coachee, <insert coachee's real name>, is a financial analyst who works for you. The coachee is very good at the job, and because of this is frequently the one you turn to with a difficult task. However, because of the coachee's expertise, the coachee impedes decision making and treats everything as open to debate. At yesterday's department meeting, the coachee re-opened the issue of the new report format that you thought had been agreed upon at the previous meeting. And at a recent meeting with executives, the coachee embarrassed you by actually arguing with the senior VP over the interpretation of recent market trends. You need to fix this problem now, or you will have to let the coachee go.

Coachee's View: You are a financial analyst. You are very good at the job, and because of this, your boss frequently turns to you with the difficult tasks. Actually, you feel that your boss doesn't understand things as well as you do and frequently makes the wrong decision. At yesterday's department meeting, you re-opened the issue of the new report format that had been discussed at the previous meeting. And at a recent meeting with executives, you had to bail your boss out with the senior VP over the interpretation of recent market trends. You are hoping that your expertise and good work will get you promoted soon.

- What was the problem?

Answer: Coachee impedes decision making and treats everything as open to debate

- Which of the 17 leadership behavior categories was involved and at what level of behavior?

Answer: Demonstrates decisiveness (overused)

- What was the solution?

Answer: Get agreement that, once team decisions are made, the coachee will support them even if he/she has reservations.

Length: 5 minutes.

Debrief Role Play C with Full Class

Coach's View: The coachee, <insert coachee's real name>, who works for you, is a middle manager in charge of the accounts receivable group. For the most part, the coachee does good work. However, you have been noticing that the coachee jumps to decisions and takes action before reasonable consideration of the available information. Just yesterday, the coachee set up a new account review process for his/her group without considering the impact of this change on the other accounting groups and the department's standing policies. And then the coachee went ahead and had the A/R accountants contact their delinquent accounts and dunned them for payment. You have already received phone calls from the accounts and from Sales (because some of these accounts are customers as well as suppliers) complaining of the rough treatment they received. In actual fact, the coachee's new process will have to be revised to include feedback from related accounts, consideration of litigation pending, and interaction with accounts payable because some of these accounts are suppliers as well as customers.

Coachee's View: You are a middle manager in charge of the accounts receivable group. You do good work. Just yesterday, you set up a new account review process for your group that will streamline the review process and get the delinquent accounts cleared up faster. You have already had your people contact their delinquent accounts and got them to agree on speedy payment.

- What was the problem?

Answer: Coachee jumps to decisions and takes action before reasonable consideration of the available information

- Which of the 17 leadership behavior categories was involved and at what level of behavior?

Answer: Demonstrates incisive thinking (overused)

- What was the solution?

Answer: Require that coachee research and report to you on all

Length: 5 minutes

PG-3-11

SHOW Slide-20.
Morning Summary.

PG-3-12

Length: 5 minutes

aspects and involved parties before making major policy or procedure changes.

Debrief Coaching Process

ASK

- Are there any new insights into the coaching process?
- How did the process help?
- What would you do differently?

Morning Summary

STATE:

- It's almost time for lunch, let's review what we have covered this morning.
 - We reviewed some of the concepts and principles of coaching.
 - We got clarity on “behaviors” and “results.”
 - We reviewed why you should coach on behaviors and not on results.
 - We reviewed the coaching process.
 - We reviewed the 17 Leadership Behaviors and applied them to coaching.
 - You learned the two steps and the important characteristics of giving objective feedback.
 - You got some practice preparing objective feedback statements.
 - You got some practice applying the coaching process, especially the steps of the coaching session.

ASK:

- Any questions or comments?

HANDLE as necessary

BREAK FOR LUNCH

