

Blueprints for Managers

Is a unique and comprehensive approach to help develop managers and supervisors. Providing the foundation, strategies, and tactics to better manage and lead their employees.

Foundational Blueprints

In leadership, your belief system, attitudes, perceptions, and past experiences have a direct affect on how you lead others. Your Foundational Blueprints are areas to learn and grow, developing a strong leadership base or foundation to stand throughout your career.

Strategic Blueprints

In management, strategy is the thinking process required to plan a change, or to organize something. What are the cause and effects of your management decisions? Strategic Blueprints are vital to the long term success of your organization and career.

Tactical Blueprints

In management and leadership, Tactical Blueprints are the "who, when and where outlines" for obtaining your strategic goals. Managers need tactical plans to measure their successes.



Blueprints

FOR MANAGERS

9A - Raising Productivity Through Coaching & Mentoring



- Identifying shortcomings of employees
- Encourage positive change and guiding employees to higher performance
- Direct versus Non-direct coaching

WHAT OTHERS HAVE TO SAY ABOUT PERFORMANCE COACHING

"All coaching is, is taking a player where he can't take himself."

Bill McCartney

"I was still enjoying coaching, but there was a repetitious manner about it."

Darrel Royal

"So I don't really believe that how many years you've had in the league determines how well your players play..."

Coaching is coaching."

Steve Spurrier



Session Learning Goals

- 1) Identifying shortcomings of employees
- 2) Encourage positive change and guiding employees to higher performance
- 3) Direct versus Non-Direct coaching

Session Opener - Foundational Ideas:

Complete the assessment below to determine your coaching and mentoring style.

Score 1-10 (1 low - 10 high) on how you manage your team members.

1. ___ I focus on developing a culture of winners, versus just achieving results.
2. ___ I rarely spend my time telling employees what to do.
3. ___ I frequently ask employees for their ideas.
4. ___ Bottom-line performance is not my #1 priority.
5. ___ I offer suggestions, instead of telling people what to do.
6. ___ I encourage two-way communication.
7. ___ I have “performance agreements” with employees.
8. ___ I request, instead of demand.
9. ___ I’m more concerned about how well work group members are doing than I’m concerned about my own promotions or pay.
10. ___ It is not about me, it’s about my work group or team.

Total score _____



Coaching Score from page 1:

70-100

You are well into a coaching process. Look at the behaviors that kept your score down and work on improving those to keep the mentoring process going.

50-70

You are showing behaviors from both the domineering (contained) and motivating (contagious) styles. Look at the behaviors that kept your score low and work on improving those to move closer to a mentoring style.

30-50

Coaching really isn't your style. Your behaviors shown today are closer to the domineering (Direct - High D) style. You will have more followers than leaders within your group.

0-30

Oops! Your mentoring will have limited success. You will have mostly followers, few leaders within your group.

This profile is not a test of your overall effectiveness as a manager. It looks only at whether your style is a "coaching" one with each individual who reports to you.

NOTES:



Performance Coaching for Managers

Four Key Steps

1. Identify the shortcoming.

Praise publicly, criticise _____ (a).

Focus on behavior, not the person.

Be specific and explain the _____ (b).

Answer the following:

- What is the current performance and what performance is required in the future?
- Include as many specifics as possible such as quantity, quality and time frame.
- Why is it important to correct the short comings?

2. Determine the cause of the shortcoming and what needs to _____ (c).

The true underlying _____ (d) for non performance could be any number of things.

Until you determine exactly what is the problem you can't possibly know what needs to change.



Six Reasons people don't do what you want them to do.

- 1) They don't know what they are supposed to do.
- 2) They don't know how to do it.
- 3) They think they are currently doing it.
- 4) There are obstacles beyond their control.
- 5) They think something else is more important.
- 6) They are rewarded in some way for _____(e) doing it.

3. Get commitment and provide support.

Getting people up to speed is the _____ (f) job.

4. Measure results and provide feedback.

Measurement improves _____ (g).

Three Key features of effective feedback:

- Refers to goal or commitment.
- Reports on the immediate past performance.
- Focuses on the _____ (h).

Managers get paid for what their _____ (i) do.

Coaching is one of the most important management _____ (j).

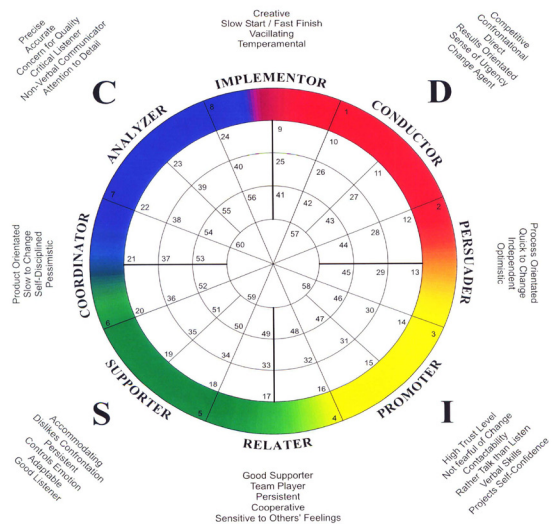


GROUP DISCUSSION OF KEY IDEAS FROM PRESENTATION



List what you think are the most important ideas from the presentation and how you can apply them to your role. Share your thoughts in small groups.

How does your natural behavior play a role in your ability to implement your key ideas?



- a. privately
- b. importance
- c. change
- d. cause
- e. not
- f. managers
- g. performance
- h. future
- i. people
- j. skills



**Blueprint #1 - Leadership Book Summary:
John Hersey's *Creating Contagious Leadership*.**

Great leaders create leaders. Permission Coaching is defined as “*the process of ripening aspiring leaders*”.

FIVE STEPS OF EFFECTING COACHING

STEP #1 is to ask permission. Some people don't want to be coached, or they don't want to be coached at that particular time.

STEP #2 is to set agreements. When people willingly and enjoyably perform to their full potential, it builds a positive culture. Coaching shouldn't establish outcomes; it should set direction, activities and conduct. The coaching process should seek agreement on time frames (e.g. when, how, and the frequency of mentoring).

STEP #3 is to set a side uninterrupted time for the coaching process and stick to it.

STEP #4 is to use involved recognition. This is done when you express specific actions that deserve praise on a regular basis.

STEP #5 is to measure results. This highlights the impact and benefits to the person you are coaching.

A CONTAGIOUS LEADER: Someone who believes their job is to create a culture that nurtures future leaders. They coach at a high level. This attracts top talent into the organization, increases morale and performance. Creates a culture of “Thinkers” versus “Followers”.

A CONTAINED LEADER: Someone who does not coach, they dictate, demand, and tell people “what to do”. As compared to “how to do” in a very direct one dimensional manner, creating mindless “FOLLOWERS”. Followers don't think outside the box or on their own. They don't seek to solve problems themselves, they look for continual directions.

The benefits of coaching include:

- A. People involved become leaders.
- B. It encourages sharing of suggestions, knowledge and ideas.
- C. It grows creativity and involvement. Develops thinkers.

**Blueprint #2 : DIRECTIVE & NON-DIRECTIVE COACHING DEMONSTRATION**

Scenario: John Smith meets with his production staff from 7 - 9 a.m. every Monday and Thursday. He always has an agenda prepared and he does his best to include everyone. However, lately, he has been having a difficult time getting his employees to actively participate in these meetings. He's meeting with his boss to discuss this dilemma and to get some advice on what to do.

DIRECTIVE COACHING

BOSS: Just tell everyone they each need to prepare a presentation for their departments. That'll break the ice and get them talking.

JOHN SMITH: I tried that, but their efforts didn't seem very genuine. It actually made it worse.

BOSS: What if you had them run the meeting? Then they might be more empathetic and participate later on.

JOHN: I think they're too busy to prepare for a meeting. It takes a lot of effort - as you know. Plus, we might lose focus on our objectives.

BOSS: Why not try lengthening the meetings?

JOHN: These meetings are long enough already. Each month I introduce lots of interesting agenda topics and mix in important company updates.

BOSS: Maybe they're not interested in the topics that you're discussing. Why don't you discuss something else?

JOHN: Like what?

BOSS: How about having a guest come in from a different department to share new developments?

JOHN: It's interesting that you should suggest that. We just had the Marketing Department come in and discuss some new product offerings.

BOSS: Oh right, they did that for our meeting a few weeks ago. I was impressed with the format and the packaging. What did your team think?

JOHN: Well ... uh ... they weren't that impressed.

BOSS: These meetings are important ... an evil necessity. We're obligated to do them. I sure hope they get over this "funk" soon!

JOHN: Yeah - I hope so, too.

BOSS: Good luck at your next meeting. Let me know how it goes. If you need some more ideas, let me know.

NON-DIRECTIVE COACHING

BOSS: Is this reluctance to participate more of a recent development, or has it gone on for a long period of time?

JOHN: It's a recent development. Started happening about 2-3 months ago.

BOSS: Can you think of anything that might be different about your team today versus 2-3 months ago?

JOHN: Well, things were going well back then.

Our team was doing well and we were having some terrific productivity results.

BOSS: Are your results still the same?

JOHN: They're not where they used to be.

We've fallen back a bit. I know they're working as hard as they can to get back to prior levels.

BOSS: In your opinion, how does your team feel about falling below their prior productivity levels?

JOHN: They're pretty upset about it.

BOSS: I get it. But in terms of behavior, can you describe exactly why it's bothering them?

JOHN: They're a pretty prideful group. They loved operating at their best. It drives them crazy when they're not producing.

BOSS: Do you believe that meeting morale and participation would improve if productivity was at the level that it was 2-3 months ago?

JOHN: I guess so ...

BOSS: If you looked at this objectively, is this more an issue about the staff meetings, or is it more an issue about their productivity?

**Blueprint #2 continued: NON-DIRECTIVE COACHING MODEL**

This model is designed to give coaches a sense of the various lines of questioning (which is critical) that can be pursued with employees.

Begin by allowing the employee an opportunity to present “THE WHOLE STORY” first. Then, start asking questions. If you find a line of questioning is leading to some critical awareness by the employees, continue down that path. Resist the urge to suggest a “fix”- even if the solution is obvious to you. Simply lead and guide with questions that might allow them to arrive at solution on their own.

GET “THE WHOLE STORY”

Allow the employee (or person you’re coaching) an opportunity to present the entire situation and/or issue as they see it. Do not interrupt. Encourage them by saying, “is there anything else I should know?” This will assist you in formulating which line of questioning to take.

A good ratio of non directive coaching should be 80/20:

80% asking NON-DIRECTING good questions (see below)

20% of DIRECTING in a positive manner

- **“Have you considered doing this?”**
- **“This (solution) is what worked for me in the past”**

1) CONSIDER PATTERNS

Look for “Connections”

- **“How long has this issue and/or concern been going on?”**
- **“Is there anything else that may have caused this to happen?”**
- **“Does this behavior occur during a specific time of the day, or is it more sporadic?”**

2) HYPOTHETICALS

Ask “What If?” Questions

- **“If nothing were to change, what would you do?”**
- **“If your boss told you that it needed to be done, how would you respond?”**
- **“If your employee were to quit, what would you do?”**

3) REALITIES

Assess Other(s) Perspectives

- **“Would your boss agree with you on this? Why or why not?”**
- **“Would the rest of your staff or team see it the same way?”**
- **“Could this be more of an issue of your lack of interest, or lack of ability or skill level?”**

4) CHECK FOR UNDERSTANDING

Restate What Was Said

- **“So, what you’re saying is that you would have taken on this assignment had you received more training - is that right?”**
- **“If I’m hearing you right, this has been going on for awhile, but now it’s bothering you?”**



Blueprint for Performance Coaching - Summary

- 1) Get the whole story - “Is there anything else I need to know?”
- 2) Ask permission - “Are you open to some coaching in this area?”
- 3) Questioning - Should cause them to see the answer for themselves and motivate them to take action. Depending on the person, you may have to “identify potential/future pain” in order for that person to become motivated enough to take action.

80% non directive coaching - ask questions regarding: patterns, hypotheticals, realities and check for their understanding.

20% directive coaching - tell them how to do it.
“Have you considered doing this...?”
“This is what worked for me...”

- 4) Set future agreements of activity and conduct.
- 5) Agree to set aside and schedule uninterrupted time to review current agreements and to measure current results.

Use **positive feedback** and recognize accomplishments and positive changes in behavior.

- 6) Repeat 3-5 for future development.



OUTCOME(S) From Blueprint #2

The “outcome” of this process may reflect some sort of change in behavior, a new sense of perspective, sense of acceptance, or an outright “solution” by the employee.

In the space below, write at least one area where you believe that you could benefit from some targeted coaching or mentoring.

Coach: Use the space below to consider any questions - or line of questioning that you think might be helpful for you to consider during this Non-Directive Coaching process.

During the exercise, which questions were most helpful to both you and the employee in gaining a better understanding of the issue?

Employee: What did you discover about yourself and/or the issue you discussed as a result of this process? Were there any questions asked that proved especially insightful?

Observer: What did you find interesting and/or insightful as a result of being able to observe this process, versus participating in the process? Be prepared to share with group.



Blueprint # 3 - Coaching Plan (template)

1. Name or initials of person to be coached _____.
2. Why did you choose this person? (STEP 1) What shortcomings have you identified in the behavior / performance suggest this person may benefit from coaching / mentoring?

Answers the following questions:

A. What is the current performance and what is required now and in the future?

B. Include as many specifics as possible such as quantity, quality, time frame, etc..

C. Why is it important to correct the shortcoming? The impact if not corrected?

(STEP 2) What caused the shortcoming and what needs to change? (Refer to page 4, six reasons people don't do what you want them to do).

What activities and behaviors would be critical to his/her development?

What can you do to approach this person in a comfortable, positive way? How do you plan to ask for PERMISSION? _____

3. Do you anticipate any resistance? If so, how do you plan to overcome it? _____

4. (STEP 3) Get commitment and provide support. Get "The Whole Story" through NON-DIRECTIVE questioning,(refer to page 9). _____

Consider patterns: _____

Hypotheticals: _____

Realities: _____

Check for understanding: _____

5. (STEP 4) How will you measure results and provide feedback while focusing on the present and the future? _____

My Personal Blueprint for Performance Coaching



Name: _____ Employer: _____

Date: _____ Manager's Name: _____

I plan to **implement (GOAL)**: _____

The expected **END** results for our organization, workgroup and personally include:

Specifically, I will _____

Measurements for success include (e.g. lower costs/increase retention/revenue targets/quality)

Attainment requires (e.g. staff/budget approvals) _____

Relevant to Company Goals, _____

Time-based plan is to be started by, evaluated by and accomplished by:

I will start this goal by: _____ I will evaluate this goal on: _____ I will complete this goal by: _____

Action Steps to be taken include:

1. _____

2. _____

3. _____

4. _____

I/we need the following people/materials/resources to reach this goal: who, what, when & where:
