# THE MANAGER COACH

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## ABSTRACT

This article discusses how to integrate coaching into managerial practice through the creation of a new kind of manager -- the "manager coach." First, a brief historical context of management and coaching is presented followed by a working definition of coaching and the typical personal and professional needs of employees. Then the concept of "manager coach" is presented and how it can be applied in terms of two dimensions of coaching, time and focus. Next a recommended framework for conducting face-to-face coaching is covered with examples of selected challenges drawn from actual practice. Finally, a number of benefits and key success factors are reviewed that support the successful implementation of the manager/coach model. As an important management competency in need of more inquiry, some questions are offered for additional research.


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## MANAGEMENT CONTEXT

For more than a quarter of a century coaching in business and industry has been touted as an important managerial skill and has been an integral part of most management training and development programs offered through corporate universities and commercial training firms. Coaching is found in virtually all contemporary models of leadership and is an important competency in corporate leadership development programs. Yet it remains an illusive skill. Even with the presence of hundreds of training programs, a multitude of sports coaches, a growing swathe of books and articles on the subject, and the obvious links between coaching and performance management, in practice, coaching remains an afterthought (Evered and Selman, 1989; Corporate Executive Board, 2003).

One of the reasons it is so difficult to deploy coaching in management practice is the belief that coaching is a *separate* skill set to be added to the manager's repertoire of competencies. Already overburdened managers tend to resist and reject adding more things to their job, often dismissing coaching as just another consulting fad. However, this rejection and the perceived separation of roles can be changed if managing and coaching are combined -- seen as one and the same thing.

The unification of coaching and managing follows from the way management has historically been defined and the general acceptance that with the advent of globalization, business organizations must find ways to change more rapidly. First, the definition of management can be expanded to include the *function*, *role*, *process* and *capability* of coaching thereby making coaching a fully integrated part in the daily activity of managing. There is ample precedent for expanding the definition of management. Historically, management has been defined: functionally (Fayol, 1949); operationally (Taylor, 1911; Deming, 1986; Juran, 1994;

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Crosby, 1992); behaviorally, (Mayo, 1933; McGregor, 1960); as a system (Ackoff, 1974); contingently (Luthans, 1976; Hersey and Blanchard, 1977); as roles (Mintzberg, 1971), and as a process (Kreitner, 2002). Secondly, the term "coaching" can be used to embrace all forms of learning and change produced by the heretofore separate roles of counseling, mentoring, teaching, influencing, and supporting. All of those roles and competencies can be subsumed under a definition of coaching broad enough so that a manager/coach is someone who *regularly takes action to lead learning in the work place*. This is not unrealistic in the context of what is known about how organizations adopt the principles of managing change, and management's quest to build learning organizations (Garvin, 1993; Schein, 1996). It is also a realistic proposition supported by the growing acceptance of the "producer manager" role (Lorsch and Mathias, 1987) which is now seen as a practice that reflects the reality of how professional service firms actually function.

Now is the time for organizations to adopt the unifying concept of the "manager coach" to reflect the reality of how management must foster accelerated organizational learning to sustain competitive advantage in the twenty-first century.

## A WORKING DEFINITION OF COACHING

First a note of clarification. Depending on the organizational level of the manager/coach, the coachee will be either another manager or a non-managerial employee. In fact both are employees. Therefore, throughout this article the term "employee" will refer to both managerial and non-managerial persons unless otherwise noted. This clarification specifically excludes senior management who are more likely to have *external* executive coaches, a discussion of which is outside the scope of this work. Thus, we will assume that all of the coaching discussed

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here, is being done by *internal* managers coaching each other (up to middle management) or coaching non-managerial personnel, both called "employees."

Fundamentally, coaching is the facilitation of learning. In general, the goal of this learning is to help employees to: 1) build and enhance self-directedness so they can act with greater autonomy, effectiveness, confidence, and business acumen; 2) learn to trust their own judgment; 3) mobilize personal, continuous improvement with a conviction that change is both possible and desirable; and 4) enable them to produce a faster, bigger, better, cheaper organization (Knowles, 1981; Lencioni, 2002; Ulrich, 1997; Verlander, 1999).

Employee's learning needs may be *professional* in the sense of having to do with technical (functional) role requirements, career advancement, performance objectives or special task skills. Or, they may be *personal* needs such as behavioral, cognitive, and emotional development having to do with how they work with people and achieve results (Goleman, 1998). A relatively new area of management coaching is merger and acquisition "transition coaching" for managers moving from one company to another and who must rapidly adjust to the acquiring company's culture and expectations (Corporate Executive Board, 2003).

Coaching has been defined as teaching, mentoring and providing guidance (Cook, 1999; Dorfman, 2003); as action learning (Sherman and Freas, 2004) functionally as counseling, mentoring, and tutoring (Kinlaw, 1989); behavior modification (Fournies, 1987); providing feedback using effective questioning (Landsberg, 1996); providing guidance and critique, support and nurturing (Maister, 1997); and as a facilitative one-to-one, mutually designed relationship (Mitsch 2002). From my own experience, I would define coaching as follows:

> *Coaching is a conference that uses dialogic skills and diagnostic tools to facilitate learning in the personal and professional capabilities of all levels of employees, by resolving differences between current and future role requirements, and the employee's existing competencies.*

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Coaching has its own set of skills that require practice and refinement (Evered and Selman, 1989; Kolb, 1979). The best coaches keep a business focus as they seek ways to help employees gain personal insight, learn new skills, develop new habits and generally become more effective in their current role. Coaches use dialogue and various diagnostic tools (e.g., personality questionnaires, learning style inventories, stress tests, interviewing colleagues, and 360-feedback surveys) to identify development issues, strengths and weaknesses. The return on investment from coaching is high so long as the employee is willing to learn and change and as we show below, the manager/coach is professionally skillful.

**THE MANAGER/COACH**

As we have discussed, the manager/coach is a manager who leads learning in the workplace on a daily basis, thereby helping to build a "learning culture" in order to adapt the organization faster to changing business conditions (for a full treatment of organizational learning, see Charan and Tichy, 1998; Garvin, 1993; Collins and Porras, 1994; Toffler, 1985). Important benefits of integrating coaching skills into the manager's daily routine are that it helps to: 1) stimulate two-way dialogue; 2) encourage change; 3) be more objective; 4) observe others' behavior; 5) build self-directedness; and 6) improve performance (Cook, 1999, Knowles, 1980; Verlander, 1999, 2007).

1. **Stimulate Dialogue**. Once coaching becomes part of the organization's culture, everyone understands that coaching is a time to discuss openly personal and professional performance. It is not seen as something negative or bad. Coaching "allows" two-way discussion to occur. It enables managers to discuss performance issues in the context of helping not punishing; guiding not embarrassing; supporting not setting someone up for failure.

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2. **Encourage Change**. People are creatures of habit and older executives normally have well developed, "hardened" habits that often need considerable prodding and cajoling to change. Coaching can loosen up reified behaviors. In other words, coaching encourages all employees to take risks; to stop or start doing something; and to use strengths to foster personal and organizational change.

3. **Be More Objective**. Perceptions of other people are usually subjective. It is hard to be objective. However, by regularly giving and receiving feedback and by observing the world more carefully, with practice, it is possible to become more rational and accurate in our perceptions.

4. **Become More Conscious.** A valuable consequence of coaching is learning how to "see" behavior in a new light. As consciousness is raised we often start to see our own behavior in other people (good and bad). This awareness creates options and the potential to broaden and deepen our thinking.

5. **Build Self-directedness**. Guided by business and organization objectives, the goal of coaching is in part to produce self-directed leaders who trust their judgment, are self-starters, confident and who can take greater risks when they need to.

6. **Improve Performance**. This is the outcome expected from all forms of coaching. As managing and coaching become integral to daily work, so change, learning and performance improvement are the signals that denote success.

## COACHING ALTERNATIVES

Many people think of famous sports coaches when they think of coaching, for example, Wooden, Summitt, Knight, and Krzyzewski (basketball), Paterno, Bryant and Hayes (football), Clements (baseball) or Lansdrop (tennis). Publicly at least, during play all of those coaches use *one* similar kind of coaching, what is called "immediate coaching." As figure 1 shows, if one thinks of coaching on two dimensions: Time (Immediate to Extended) and Focus (Positive to Developmental), it is possible to construct a framework of four kinds of coaching. A lot of sports coaching occurs in quadrant four.

[INSERT FIG. 1 Matrix ABOUT HERE]

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In general, coaching can be on a time *continuum* from Immediate (I) and just-in-time to Extended (E) formal, planned, and scheduled. At the Immediate end of the "I – E" continuum coaching is something that is done when opportunities arise -- in the moment and "just in time". These coaching needs are often about simple tasks. It is practical coaching which is done during "play" when someone needs immediate help with an activity or task to get something done and can quickly benefit from the manager/coach's knowledge and experience. At the other end of the *"I –E" time continuum* the coaching process is formal, planned and scheduled. An extended, formal "E meeting" may take an hour or more of discussion and analysis before a solution is found.

At any time the coach always has two *focus alternatives* and may: 1) offer *developmental* help (D) to correct, redirect, guide, or prevent something negative from happening. Or, 2) provide immediate *positive* feedback (P) that encourages, motivates, reinforces and persuades someone to continue doing something. Thus as Figure 2 shows, there are four kinds of coaching combinations and characteristics.

[INSERT FIG. 2 ABOUT HERE]

Extended Positive coaching occurs when someone is given formal recognition for exemplary performance, or, at the time of year when an employee normally gets a scheduled performance review. Performance reviews are coaching opportunities when the manager/coach provides positive and supportive feedback and guidance to help an employee perform even better in the future. During performance reviews, coaching is usually focused on current job objectives, career aspirations, or the explanation and requirements for a salary adjustment (although these are best done as three separate coaching sessions). Alternatively, Extended Developmental (corrective) coaching sessions may be warranted due to role changes, transitions to new business

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organizations, leadership improvement, or serious and continuing performance problems, such as for example, when an employee has violated a company rule or cannot meet standards.

How coaching is conducted depends on how much time is needed and whether the priority is positive or developmental in nature. A manager/coach will coach from all quadrants over time and though the process changes, the underlying principles do not. For example, coaching is fundamentally about fostering change and learning. Therefore, the coaching opportunities in each quadrant of the matrix should be focused on learning from successes and mistakes – *not* punishment -- even in the corrective ID/ED quadrants. Another principle governing coaching is that *coaching is an action designed to improve performance with accurate and useful feedback*. If done well, coaching then adds broader value by enhancing business results, employee well-being, morale, and employee loyalty (Ashby, 2001). This does not ignore the fact that some employees simply will not improve and after an investment in coaching they may have to be reassigned or asked to leave the organization. Even in this case, coaching is the "learning tool" used during a process that may lead to termination. In other words, another principle is that good companies do the right thing and still offer outplacement and career coaching for employees who for one reason or another, must leave.

**Coach as Judge.** Because organizations are political and people often have negative fantasies about the use of power and influence, employees at all levels are reluctant to coach people about their performance, let alone receive comments and judgments about their own performance. Anything negative is usually seen as "failure" and in the career hierarchy failure is not an option for organizational success. From experience, many managers report they dislike coaching and giving performance reviews because they must judge other people's performance. Negative power fantasies, feeling uncomfortable judging people, added to the historically

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separated roles of managing and coaching, are the primary reasons why coaching is not more widespread in the workplace. However, since performance reviews in many companies are both a policy requirement and good management practice, manager/coaches may need to develop a "toughness" so they can give *and* receive performance feedback more easily and effectively (Fournies, 1987). In other words, learning how to coach can be the object of the coaching!

This leads us to consider what constitutes effective coaching. Rather than deal with how to conduct coaching in every quadrant, we will concentrate on how to conduct quadrants two and three coaching, for many the most difficult ones.

## CONDUCTING A COACHING SESSION

How can we ensure that coaching adds value? The answer lies in structuring the session with careful preparation and lots of practice. The following overview of how to do this assumes:

1. An *internal* manager/coach is doing the coaching (could also be an HR professional).
2. Extended Development coaching is needed (i.e., quadrants 2 and 3 in Fig. 1).
3. Coaching is needed for performance reviews, role transitions or leadership development (quadrant 2).
4. Coaching is the way to handle serious performance problems (quadrant 3).
5. The need for coaching has grown in importance and seriousness.
6. It will take some time to discuss and solve a problem.
7. The coaching is for non-managerial employees to mid-level managers.

Face-to-face coaching has three parts: Preparation, Delivery, and Assessment.

### I. PREPARATION.

Preparation means data gathering, analysis of the situation, and preparing one's mind for the coaching session. Many people find coaching an emotionally taxing time. Managers worry if they will do it right and not make things worse and employees worry about what is going to happen. Mental and situational preparation lowers anxiety and

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raises confidence because it 1) lowers the risk of unpleasantness, 2) provides a guideline on how to conduct the session, and most importantly, 3) provides a dry-run practice.

Mental Preparation. Before sitting down to coach someone it is a good idea to get into the right frame of mind. First, it is useful to remember that coaching is to help not punish; to change behavior not personality; and to focus on the future not the past. Secondly, coaching is done to solve problems not embarrass someone; thirdly, commitment increases when the employee comes up with an acceptable solution rather than the coach. Therefore, part of the preparation for the coach is to check his or her mental state, mood, values, interpersonal demeanor, tone of voice, and to think about how to be a good role model (Buckingham and Coffman, 1999).

Situation Preparation. In all coaching situations it is important to gather data, facts, personally observe performance, and prepare using the POISE framework. Figure 3 outlines some of the key areas to gather data.

[INSERT FIG. 3 Preparation ABOUT HERE]

It is useful to keep in mind several principles to guide situational preparation:

1. Gather data about the employee's performance to make sure all of the facts are known and the nature of the performance (or problem) is understood.
2. Understand what is contributing to the performance and think through how the performance impacts you personally, other people and the work.
3. Observe the performance/results directly, where possible, to ensure expressed views and conclusions are valid and not based on hearsay and rumor.
4. Prepare for the session using the POISE framework.

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## II. DELIVERY.

Conducting a coaching session can take many forms -- almost as many ways as there are coaches. In an attempt to bring a logical, consistent, and formal process to coaching, a specific format and set of steps are recommended. POISE is an acronym that represents the five steps of how a standard coaching session should be conducted: 1) Purpose, 2) Observations, 3) Impact, 4) Solutions and 5) Expectations. It comprises the steps needed to conduct an effective and practical coaching session and is derived from years of corporate coaching practice by the author. Figure 4 summarizes the steps. For each step we will provide a brief overview.

### **Delivery Step 1. Purpose**.

Communicating the purpose is designed to 1) set *expectations* and 2) establish *rapport.* Setting expectations prevents employees from feeling surprised. Few things are worse than having to attend an unexpected meeting about your performance or for something which you feel unprepared. Therefore, for performance reviews, career discussions, leadership development, or role transitions, it is good management practice to give employees a chance to prepare and think things through.

Establishing rapport is particularly important because it helps to put the person at ease. The fact is that most employees who care about their work are nervous about "formal" sessions with the boss. Employees typically fantasize that something has been "discovered" or that the boss suddenly has a problem with them. A relaxed employee is more likely to be open to "hearing" the feedback and searching for practical solutions.

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[INSERT FIG. 4 Poise ABOUT HERE]

**Delivery Step 2. Observations**.

It is the manager's obligation and duty to explain what has been observed. This requires describing the employee's action, behavioral patterns, and trends in the data gathered beforehand. It is of no use to talk about generalities of goodness and badness, or being effective and ineffective. While these may be true, it is extremely difficult for an employee to know what the manager is really talking about and this is turn makes it impossible for the employee to know what behavior can and should be continued, changed to improve performance, or how to solve what may be a complex problem. Being specific does not mean being prescriptive. It's just a statement of the facts.

[INSERT FIG. 5 Observation Analysis ABOUT HERE]

Following the positive observations, the manager is then obliged to share the negative things in the data or what the employee did or failed to do that led to the performance record. A full treatment of the range of coaching issues, their significance and their differences by level are extensive and out of the scope of this article, but in general, for all employees, first-line leaders and middle management levels, the observations in this step are primarily personal and professional *behaviors and skills* needed to do the right things and to do the job right. For example, issues may include, lateness, taking too many smoking breaks

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for too long, may include spending personal time on the telephone, not submitting work on time, making poor presentations, not answering questions at meetings, publicly criticizing someone, losing emotional control, removing documents without being authorized, using inappropriate language, or not achieving a balanced score card.

At more senior levels of management, the observations may still be behavioral but are also focused on the manager's established, psychological paradigms and the use of power and influence that are not being used effectively in achieving results. These may include breaches of laws or company policy, the supervision of people, organization dynamics, as well as becoming a stronger leader.

**Delivery Step 3. Impact**.

This step is often overlooked or muddled with step two (observations) or four (solutions search). When the impact is positive it needs to be stated as such and reinforced because most people find such a thing pleasing and motivating. When the impact is negative, the connections between behavior and results must be made clear so employees see the connection between their behavior and the problem. Only when poor performers understand the magnitude of the *consequence* of what they are doing, will they realize their performance must change. It simply requires clearly pointing out exactly how the employee's behavior has impacted work results, other colleagues, or the manager doing the coaching. Statements about impact need to be backed up with data, facts and logic.

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Successfully coaching unproductive, difficult employees who resist change or are in denial requires perseverance. In combination with the other POISE steps difficult employees can be brought around to admitting their impact. While there are stubborn exceptions, in the end, most people will acknowledge their role in a bad situation and agree to find a solution. When they do, it is a "coaching moment" to reinforce positively that step. They have crossed a bridge

[INSERT FIGURE 6. Common Problems ABOUT HERE]

Figure 7 shows some common employee problems and suggestions on how to handle them.

**Delivery Step 4. Solutions Search**.

This is a process that enables the manager/coach to *agree* with the employee's point of view. It requires dialogue and discussion, interactive listening, questioning, testing assumptions and validating conclusions that in general: 1) produces a solution to a problem; 2) builds on exemplary performance; and 3) produces a set of stretch plans and goals. By patiently finding a point of view to agree with, the manager/coach can established a platform from which to strengthen good feelings and expand common ground. As this platform strengthens, more difficult changes can be addressed without the risk of regression by the employee.

Up to this point the manager/coach has been doing most of the talking -- sharing, making observations, talking about impact, etc. Now the coaching

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process *must shift* to drawing the employee out, asking questions, being patient, listening carefully, probing, testing assumptions, and discussing what the employee identifies as ways to improve performance. This part of the coaching should take the longest and it is the central dialogue of coaching.

Dialogue is a key factor in coaching and is an important skill to really understanding what motivates employees (Schein, 1993: Isaacs, 1993). Dialogue permits a full expression of ideas, creative thinking, innovative solutions, and brainstorming to occur (Senge, 1990). Dialogic conversations are:

| | |
|---|---|
| • Interactive<br>• Complementary<br>• Organic<br>• Contextual<br>• Rational | • Emotional<br>• Non-defensive<br>• Relaxed<br>• Explorative |

Dialogue skills include: 1) clarifying the specific areas of difference (usually perceptions, fact, goals, methods or values); 2) inviting the employee to participate; 3) listening at several levels (i. e., content, feelings, and values); 4) helping the employee to observe and reflect on espoused thoughts and opinions; 5) testing assumptions; and 6) avoiding imposing one's own point of view too soon (Isaacs, 1994).

Figure 7 offers some solutions to recurring employee problems. But, these are standard solutions. Better solutions arise from good dialogue. When both parties respect each other's opinion and listen carefully to each other, magic can happen. The manager/coach is always in charge and in control, but does not have to make it obvious. During step four the best approach is to let the solution-dialogue go where it needs to go and to bring it back to the main purpose without

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unduly cutting the employee off and dismissing the employee's point of view. If learning, change and development are the ultimate goals of coaching, the manager/coach may need some coaching on how to facilitate dialogue that leads to a solution. The manager/coach may also need coaching on emotional intelligence and influence skills.

**Delivery Step 5. Expectations and Encouragement**.

Step five is a message that the manager/coach does expect the employee to implement the agreed upon action *and* will provide on-going coaching support whenever the employee needs it. When employees agree to do new things they may say, "yes" but mean "no" walking away feeling quite nervous and thinking of ways to delay implementing the solution. If the manager/coach says, "I do expect you to implement this solution we have agreed to" it sends an important signal that this is a serious agreement to be honored and executed. At the same time, when the manager/coach shows empathy and genuine concern for how difficult making a specific change may be, the employee will feel supported and encouraged – not left without a safety net – and therefore encouraged to try.

## III. POST-COACHING ASSESSMENT.

Once the formal POISE coaching session is completed and before planning future sessions, more effective manager/coaches *ask the employee* to summarize the agreements. If the coaching requires several sessions or is a long-term one spread out over four to six months, it is also a good idea for the manager/coach to periodically check to see if the coaching process can be made more useful. The manager/coach can ask:

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- Are we on the right track?
- Is there something else we should focus on?
- What adjustments do I need to make?
- What would make our coaching session more effective?

In other words, the manager/coach role models the underlying coaching values of learning, change and development by demonstrating the value and showing how to do it.

**SUCCESS FACTORS AND DERAILERS**

Importantly, strict confidentiality must be maintained, before, during and after each coaching session. If asked, "How did it go?" the standard response is, "Very well, please speak to (the employee) directly about it". Normally a record of coaching sessions is *not* made. However, if coaching is the first step on a formal performance review because of a persistent problem, it may be required by HR policy to keep records. This must be understood and contracted with HR and the employee at the start of the coaching process.

The five POISE steps can be used as a basis for ***preparing*** the coaching session by thinking through ahead of time the issues to be covered, the specific information to be conveyed, and the questions that need to be asked. POISE also supports ***delivery*** as a set of "crib notes" to guide the session and keep the dialogue on track. Such preparation provides a foundation for having a really useful coaching conversation, a conversation that models discussion and dialogue rather than lecturing and jockeying for dominance. If the employee subsequently takes the initiative and asks for more help, it is a good sign that the coaching has gone well.

Compared to Extended Developmental coaching, *Immediate* Developmental coaching (quadrant 4) is quick, "just-in-time", and usually does not require a meeting. Nevertheless, even just-in-time coaching requires as much specificity in the observations step and may require

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direct, hands-on guidance to show someone how to do something. Therefore, while the speed, dynamics and relative emphasis of the five POISE steps differs with each type of coaching, the underlying principles and values do not.

Coaching is a capability with its own set of skills and principles many of which overlap with those of the managerial role. In addition to those listed in Figure 8, the successful manager/coach needs skills in diagnosis, advocacy, advice giving, problem exploration, analysis, inter-personal communications, as well as diplomacy, tact, flexibility and empathy, to name a few. Coaches also need to be conscious of their "coaching style" including such things as: the timing, pacing and rhythm of the coaching sessions; the language used; the logic of the coaching, as well as the tone and manner displayed. Clearly, a systematic approach is required that integrates coaching into the management development process. The lessons of coaching experience indicate that by following the principles outlined in Figure 9, the manager/coach will be successful.

Finally, some things may cause the coaching to derail. For example, the coaching not tied to business needs, the manager/coach is outside an area of expertise; the coaching is based on rumors and corporate gossip; the manger/coach is encouraging unproductive dependence; and the employee is not held accountable for change (Caruso, 2004).

[INSERT FIG. 7 Success Factors ABOUT HERE]

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**SUMMARY**

Face-to-face coaching is an essential and positive managerial practice that should be fully integrated into the role of management. It is something to be looked forward to as an opportunity

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to learn, strengthen the employee/manager relationship, clear the air, align performance expectations, stay on track, and build teamwork. The manager/coach can coach at any level and in *any* function using POISE as a straight forward way to conduct an effective Extended Developmental coaching session.

The job of the manager/coach is to lead learning in the workplace with daily coaching. Seen simply as the facilitation of learning, daily face-to-face coaching can be conducted on the two dimensions of *time*: Immediate to Extended, and *focus*: Positive to Developmental. Whether just-in-time and immediate to correct a mistake or as a formal and lengthy meeting to deal with a persistent performance problem, the manager/coach role can bridge management theory and practice, transform classroom training into on-the-job practice, and accelerate the learning and development of all employees. Using the principles of effective coaching and the POISE method, any level of management can learn the skills and broaden their role to become a manager/coach. Ultimately, this is how coaching can be integrated into management and how the learning organization is built.

**RESEARCH QUESTIONS**

In order to understand the role of coaching in management and how the manager/coach can be incorporated more regularly and deeply into organizational life, a number of additional research questions are suggested.

1. What linkages are needed between the producer manager and the manager/coach?
2. What principles and practices are required to integrate adult learning with effective coaching?
3. How directly do current organizational learning initiatives support and drive the use of coaching skills by management?
4. What model of coaching would companies accept as a standardized coaching method for use in their organizations?
5. To what extent does the study of organizational psychology embrace coaching?
6. Should coaching require certification by a professional, accrediting body?

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Figure 1. Dimensions and Types of Coaching

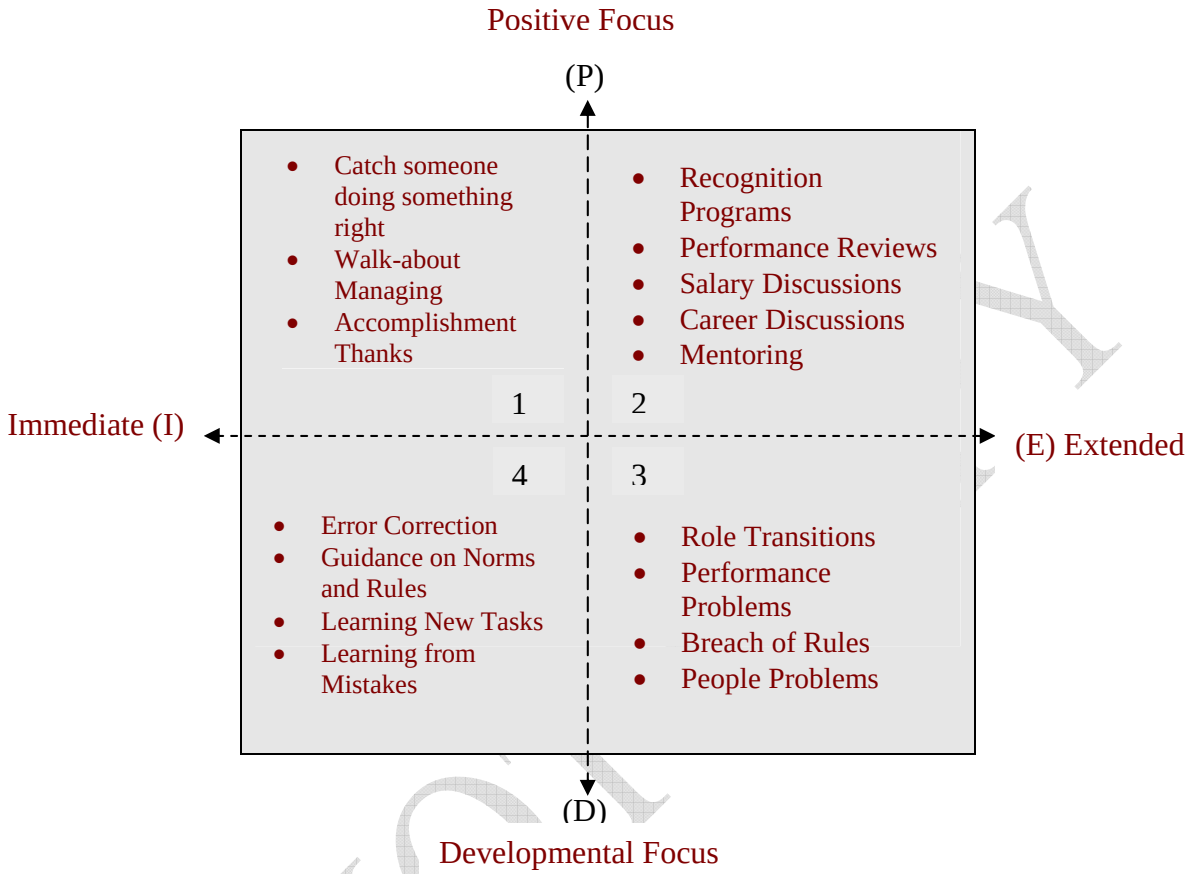


Figure 2. Coaching Combinations and Characteristics

| COMBINATION | CHARACTERISTICS |
|---|---|
| Immediate/Positive | In the moment, as needed, just-in-time, single coaching episodes |
| Immediate/Developmental | In the moment, as needed, just-in-time, single coaching episodes |
| Extended/Positive | Formal, planned, scheduled, single or multiple sessions |
| Extended/Developmental | Formal, planned, scheduled, multiple sessions |

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Figure 3. Preparation Items by Coaching Situation

| Performance Reviews | Role and Career Transitions | Leadership Development | Performance Problems |
|---|---|---|---|
| • Review beginning performance objectives<br>• Assess current performance accomplishment<br>• Changes since objectives first agreed<br>• Strengths / and weaknesses<br>• Areas to improve<br>• New performance standards<br>• New objectives<br>• Support available | • Career history<br>• Career aspirations<br>• Readiness<br>• Incumbent plan<br>• Recent training<br>• Professional development<br>• Qualifications<br>• Organizational changes / needs<br>• Personal skills and competency profile<br>• Current record of performance<br>• Role requirements | • Recent training and development<br>• High potential plans<br>• Succession plans<br>• Development opportunities<br>• Current role requirements<br>• Future potential<br>• Competency profiles<br>• Performance improvement needs | • Results against objectives<br>• Mistakes and errors<br>• Impact on the work<br>• Impact on colleagues<br>• Impact on the manager/coach<br>• Variations from standards<br>• Rules broken<br>• Policies violated |

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Figure 4 Overview of POISE Coaching

| STEPS | BENEFITS | OUTCOME |
|---|---|---|
| ***1. PURPOSE*** | To:<br>• Set a positive tone<br>• To get in step with other<br>• Break the ice<br>• Create open atmosphere | RAPPORT |
| ***2. OBSERVATIONS*** | To:<br>• State the issue or problem<br>• Provide examples<br>• State facts<br>• Directly talk about it | REMIND |
| ***3. IMPACT*** | To:<br>• Discuss impact of behavior<br>• Raise commitment to change | RELATE |
| ***4. SOLUTIONS*** | To:<br>• Discover optional resolutions<br>• Choose a course of action<br>• Define new behavior | RESOLVE |
| ***5. EXPECTATIONS & ENCOURAGEMENT*** | To:<br>• Provide empathy<br>• Create a expectation<br>• Offer help<br>• Give encouragement | REASSURE |

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Figure 5. Observation Factors by Coaching Areas

| Performance Reviews | Role and Career Transitions | Leadership Development | Performance Problems |
|---|---|---|---|
| • Objectives accomplished<br>• Objectives not accomplished<br>• Processes used to accomplish objectives<br>• Processes handled well and not well<br>• Strengths<br>• Areas to improve<br>• Use of resources to accomplish work | • Career history<br>• Performance record<br>• Readiness for role or career change<br>• References<br>• Knowledge and skill profiles<br>• Psychological metrics<br>• Promotion prospects<br>• Strengths and weaknesses | • Behavioral trends and patterns<br>• Survey scores<br>• Gaps in survey rater scores<br>• High / low scores<br>• Top / bottom ten competencies<br>• Bottom ten<br>• Interview conclusions<br>• Role requirements<br>• Gaps in performance | • Actual behavior<br>• Language used<br>• Errors made<br>• Mistakes<br>• Objectives missed<br>• Series of events<br>• Critical incidents<br>• Documentation of problems<br>• Performance expectations |

Figure 6. Common Coaching Problems

| PROBLEM | SAMPLE | COACH'S GENERAL RESPONSE | SPECIAL HANDLING FOR MANAGERS |
|---|---|---|---|
| Denial | "It did not happen the way you describe it" | "The interview data says it did" | "Did the problem occur?"<br>"What are the results?" |
| Rationalization | "There are three reasons why the mistake was made" | "There are reasons prove the opposite of your position? | "What is your responsibility here?" |
| Argumentative | "I disagree with that"<br>"Yes, but, the facts are as follows" | "We can debate the facts, but how does that solve the problem?" | "Is this how you respond to you colleagues?" |
| Rejection | "I do not accept your point of view" | "How would you interpret the data? | "Think about your legacy here; what do you wish it to be?" |
| Patronizing | "Is that the best reason you can think of? | "There are several ways to look at the issue – mine is just one"<br>"Let's look at what other's say" | "How do you see it that is different from my point of view?"<br>"Let's see what the data says" |
| Fear | "I am afraid to try because it looks hard" | "Fear of failure can be a big barrier for some"<br>"I am confident you can do it with my help? | "What is the worst that can happen"<br>"What is preventing you from trying? Why?" |
| Silence | | "Who? What? When? Where? How? Why? | "You views are critical for us to move forward" |
| Indifference | "Frankly, I can take it or leave it" | "The impact of your behavior on me, the work and other people | "How do you want to be seen by your colleagues? |

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| | | | |
|---|---|---|---|
| | | is…" | |

Figure 7. Coaching Success Factors

| VALUES | SKILLS | STYLE |
|---|---|---|
| • Strict confidentiality<br>• Diplomatic tact<br>• Empathy<br>• Building trust<br>• Client centered | • Balancing advice giving with exploration of issues<br>• Challenging assumptions<br>• Drawing upon established theory<br>• Supplementary use of diagnostic instruments<br>• Advocacy and advice giving<br>• Analytical Problem solving | • Self-confidence without arrogance<br>• Flexibility<br>• Emotionally intelligent<br>• Moderate rhythm and pace<br>• Friendly interested tone<br>• Encouraging a sense of humor while taking coaching seriously |

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