Coaching for Improved Performance

Mike Freel, PhD

Mike.Freel@bellevue.edu

July 20, 2019

BELLEVUE UNIVERSITY

Coaching for Performance

What's the difference between a discrepancy and a deficiency?

Who is responsible for leading performance?

BELLEVUE UNIVERSITY

Coaching and Performance Issues

1. They don't know what's expected of them.
2. They don't have the tools, space or authority.
3. They don't get feedback about performance quality.
4. They're punished when they do it right.
5. They're rewarded when they do it wrong.
6. They're ignored if they do it right or wrong.
7. They don't know how to do it.

BELLEVUE UNIVERSITY

Coaching for Performance

What are some reasons that volunteers may not be engaged or satisfied in their roles with ARMA?

If it's a discrepancy, then coaching can help!

BELLEVUE
UNIVERSITY

Coaching for Performance

Traits of Effective Coaches

- Engage!
- Set clear expectations and goals
- Ask vs. Tell
- Agreements and Clarity
- Recognition and Rewards
- Feedback! Feedback! Feedback!
- Structure
- Intuition

BELLEVUE UNIVERSITY

Coaching vs. Training

Training	Coaching
Training agenda is fixed and set by the trainer.	The individual sets the agenda, which can be fluid and flexible.
Change comes from the outside.	Coaches work with the coachee to clarify values and enhance intrinsic motivation.
The effects of training are different for some employees than others.	Coaching is personalized and geared toward the individual's needs and aspirations.
Trainees are frequently assigned to attend a training course.	Coaching should be voluntary.
Training rarely involves feedback.	Coaching includes ongoing feedback and continuous learning.
Training tends to reinforce a traditional, hierarchical style of management.	Coaching is a more democratic, collaborative process.
Training tends not to bring about major shifts in thinking.	Coaching is about sustained behavior change.

Overview

One of the top 5 methods for leadership development in larger organizations (Underhill, 2005)

Top 3 Uses for Coaches (HBR, 2009)
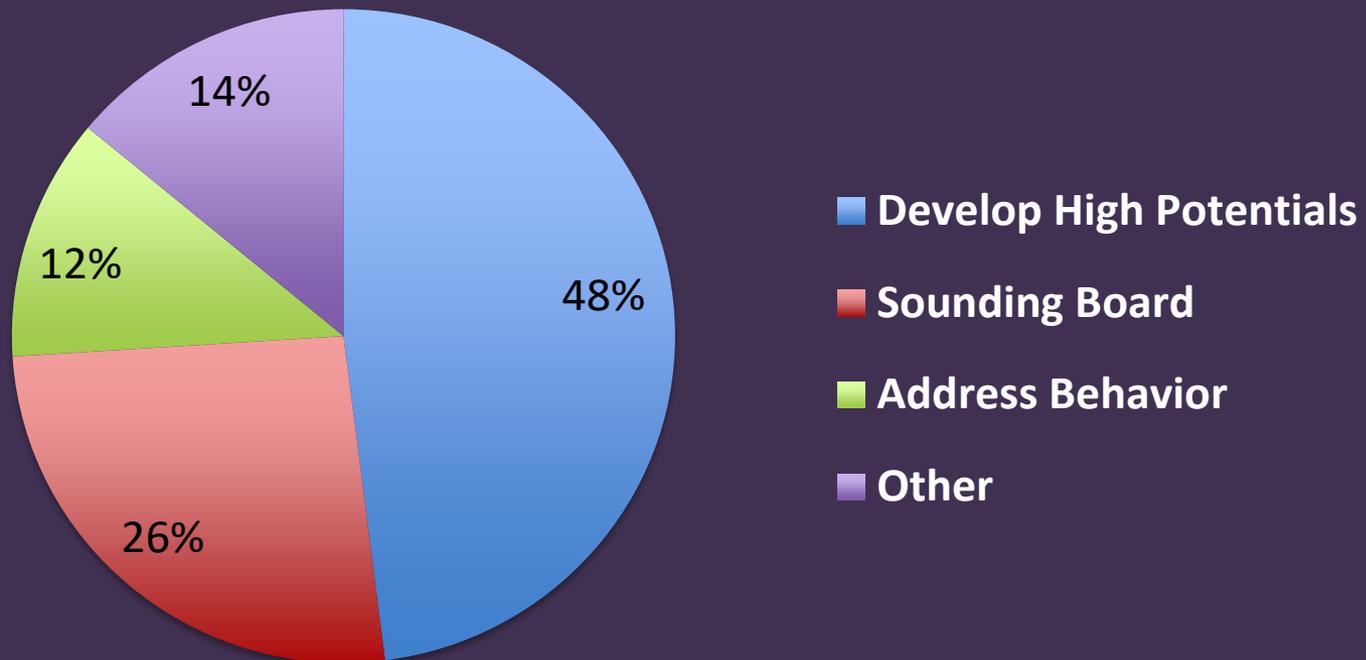
Overview

The coach, individuals being coached and their organizations work in partnership to help achieve agreed upon goals.

Coach

Coachee

Org

Coaching for Performance

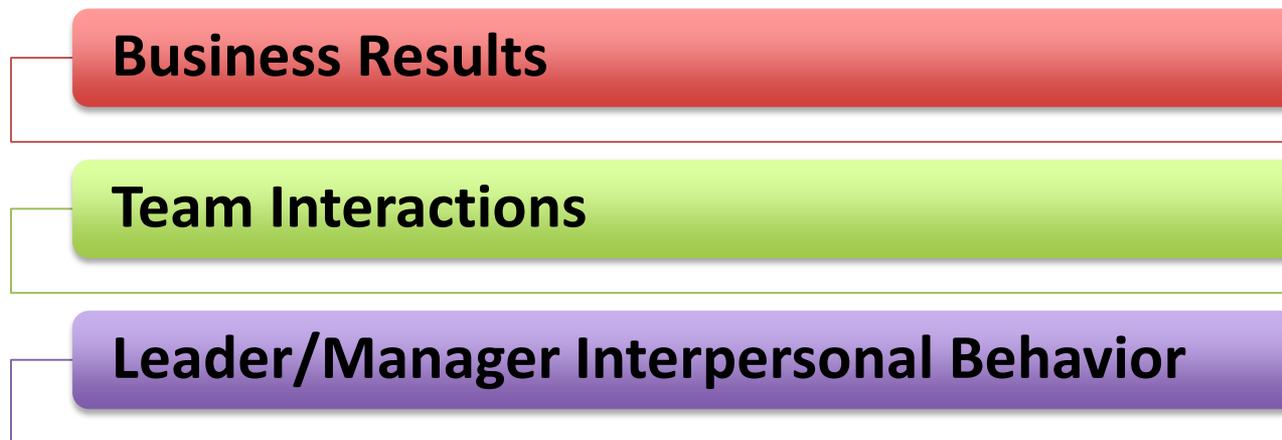| Counseling	Consulting	Mentoring	Coaching
• **Medical Model** • Problem focused • Past issues • Diagnosis and treatment • Return to "normal" • Licensure required for treating vulnerable or at risk people	• **Expert Model** • Success depends on doing what the expert tells you to do	• **Experience Model** • Mentor is the expert • Sharing and guiding • Future oriented • Transfer or knowledge and function	• **Performance Model** • Coachee is the expert • Coach facilitates • Future oriented • Accomplishing goals is the focus • No licensure necessary for helping healthy people achieve healthy goals

BELLEVUE UNIVERSITY

Aligning Coaching and Organizational Goals

- Coaching must achieve specific business-related outcomes, support strategic initiatives and develop leadership competencies.

- Organizations often do not prioritize coaching for strategic business needs.

BELLEVUE UNIVERSITY

Measuring Results

- Organizations typically don't know what or how to measure the impact of coaching on organizational outcomes.
- Failure occurs with a "bad fit" and disconnected goals
- 3 Key Factors (Mary Beth O'Neill, Executive Coaching with Backbone and Heart)

Business Results

Team Interactions

Leader/Manager Interpersonal Behavior

BELLEVUE
UNIVERSITY

Measuring Business Results

- <u>Money</u> – sales, revenue, profit, absenteeism, retention
- <u>Time</u> – project length, production time, downtime, first-to-market innovation, LOS
- <u>Quality</u> – standards, defects (LEAN), patient/employee satisfaction, (social) media visibility
- <u>Quantity</u> – production, service volume, patients, market share

BELLEVUE
UNIVERSITY

Measuring Team Interactions

- Improved communication
- Give opinions, raise concerns
- Seek clarity
- Manage conflict
- Hold peers accountable for mutual agreements
- Own mistakes
- Align teams

Measuring Leader/Manager Interpersonal Behavior

- Clear goals and expectations
- Communication
- Ensure commitment
- Give **FEEDBACK! FEEDBACK! FEEDBACK!**
- Uphold expectations/accountability
- Acknowledge achievements

BELLEVUE
UNIVERSITY

Coaching Cultures

Traits of Coaching Cultures

Does your chapter:

- Support coaching as a necessary segment of developing volunteers?
- Leverage the collective knowledge of coaches to address strategic goals?
- Link business goals and coaching goals?
- Build problem-solving and critical thinking skills?
- Create a coaching "action plan" for volunteers and employees?

Coaching for Performance

What are some barriers to effective coaching?

BELLEVUE
UNIVERSITY

Mini Coaching Case Studies

1. What are the issues you may face when coaching a volunteer?

2. Are attendance issues coaching issues?

3. Are engagement issues coaching issues?

4. Can you coach staff to be respectful of others?

BELLEVUE UNIVERSITY

Coaching Tactics

1. Can you "fire" a volunteer?

2. Is it a performance issue?

   - Performance reviews

   - Volunteer manual

   - Policy and procedures

3. Giving feedback!

BELLEVUE
UNIVERSITY

That's it. Any questions?

A private, non-profit institution founded in 1966, Bellevue University is accredited by the Higher Learning Commission through the U.S. Department of Education. For general information, please call 800.756.7920.

Faculty Phone: 402.557.7121

Faculty Email: mike.freel@bellevue.edu

bellevue.edu