

Instructional Design Plan  
Addressing a Key Performance Problem for  
The Georgia Department of Labor

Terena Campagna  
Instructional Systems Design (TRDV 434)  
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## Course Overview

### *Course Name*

“Coaching for Results”

### *Instructional Goal*

Managers will be able to conduct an employee coaching session, providing both positive and constructive feedback, by using a coaching process job aid.

### *Entry Behaviors*

Instructor will emphasize the importance of referring back to the skills of empathic communication, as well as the ability to handle excuses (or sidetracks). All learners will have completed pre-requisite leadership training which addresses both entry level behaviors.

### *Course Layout*

<b>Lesson Number</b>	<b>Performance Objective</b>	<b>Time</b>
<i>Pre-instructional Activity</i>	<i>Centering Learner Motivation</i>	10 minutes
1: Open Meeting	Cluster 1.0 – 1.1	25 minutes
2: Get Agreement on Performance Gap	Cluster 2.0 – 2.3	30 minutes
3: Explore Alternatives	Cluster 3.0 – 3.3	40 minutes
<i>Break</i>	<i>Refreshment</i>	10 minutes
4: Get Commitment to Act	Cluster 4.0 – 4.2	35 minutes
5: Close Meeting	Cluster 5.0 – 5.2	20 minutes
	<b>Total Course Time</b>	<b>3 hours</b>

### *Objectives*

Instructor will review the following objectives for the five major units:

**1.0 When asked to identify strategies for opening a coaching meeting, list at least three effective approaches**

*1.1 When asked to list mutual goals to achieve while restating the purpose of the coaching meeting, identify two goals.*

**2.0 When asked to identify the “Path of Action” for getting agreement on the performance gap in a coaching session, match each of the three steps for creating safety with the corresponding conversation stem. Learner should correctly match all three items.**

2.1 *When asked to name criteria for specific behavior-based expectations, name three criteria.*

2.2 *When asked to name criteria for specific behavior-based expectations, name three criteria.*

2.3 *When asked to name criteria for specific behavior-based expectations, name three criteria.*

**3.0 Given a script for a simulated Performance Improvement practice, explores alternatives by role playing a coach who effectively responds to and expands upon employee suggestions. The learner will play each the following roles: “Coach”, “Employee”, and “Observer”.**

3.1 *Given written descriptions of a manager responding to an employee during a coaching session, indicate whether the responses are effective (E) or ineffective (I). Learner should correctly classify at least 80% of the responses described.*

3.2 *When asked to identify strategies for responding to employee suggestions, list at least three effective approaches.*

3.3 *When asked to identify approaches for expanding on employee suggestions, list at least two strategies that should be avoided.*

**4.0 When asked to identify the importance of getting a commitment to act, identify the formula for effectiveness. Learner will be prompted with  $E = A \times C$ .**

4.1 *Given a script for a simulated Performance Improvement practice, encourage the employee to give a commitment to act, by role playing a coach who effectively probes with open and closed questions. The learner will play each the following roles: “Coach”, “Employee”, and “Observer”.*

4.2 *When asked to identify steps for supporting with agreement and praise, list the four steps of the Positive Feedback Model.*

**5.0 When asked to identify the recommended approach to close the coaching meeting, name the three components of “finishing well”.**

5.1 *When asked to identify key strategies for summarizing key points and action steps, list at least two effective approaches.*

5.2 *When asked to identify the recommended approach to scheduling a follow-up, name the critical link to following through.*

## Instructor Guide

### *How the Training is Organized*

The 5 Main Steps of the coaching process, including all objectives and subordinate objectives, are divided into three sections:

**Content Presentation:** The instructor unveils content using a variety of approaches, including PowerPoint, mini-lectures (or “lecturettes”), and guided activities. Refer to the **Participant Job Aid (p. 23)** when introducing each of the 5 Main Steps.

**Learner Participation:** The attendees participate in specific methodologies designed to solicit the completion of a learning action (i.e. fill-in-the-blank, concept matching, true/false responses, discussion questions, role plays, table groups, duos, trios, etc. Materials include participant handouts, role-play cards, and a laminated job aid.

**Feedback:** The attendees respond to learning activities through a form of dialogue. The instructor leads the communication process through several “report out” strategies (e.g. large group discussion, small group discussion, partner discussion, etc.) Through the process of sharing feedback, key learning points are synthesized and linked to application. For some activities, feedback is documented on Flip Charts as reference or archive information.

### *Pre-Instructional “Centering” Activity*

#### **Motivation: (10 minutes)**

Before introducing the training objectives, it is important to get attendees “centered” on the topic and primed for the learning experience. Begin with the following verbal instruction:

*“I’d like for you to reflect on a time from your past, when you received feedback from a manager that resulted in positive changes to personal productivity.”* After a minute of reflection, have learners share these examples with their table group.

Then, give a second verbal instruction, *“Now, think back to a time when a manager gave you feedback and the interaction did not go well. As you are reflecting think about the following three things: 1.) Where the manager went wrong, 2.) How did it made you feel, and 3.) What impact it had on the relationship.”*

Discuss and record the group’s key responses on a master flip chart. Transition into the importance of developing effective feedback skills and review the training session learning objectives. Refer to **Participant Handout 1 (p. 16)**

***Performance Objective  
Subordinate to Main Step 1,  
Open Meeting***

(Time: 10 minutes)

**Content Presentation:  
PowerPoint Slide**

**Participant Handout 2 (p. 17)**

**PowerPoint Slide**

**Learner Participation:  
Trainer Questions—Two  
Prepared Flip Chart Pages**

**Feedback:**

**Partner Discussion**

***Performance Objective for Main  
Step 1, Open Meeting***

(Time: 15 minutes)

1.1 When asked to list mutual goals to achieve while restating the purpose of the coaching meeting, identify two goals.

Two goals to achieve while restating the purpose of the coaching meeting include:

- a. Mutual purpose
- b. Mutual respect

<i>Examples</i>	<i>Non-Examples</i>
Seek common ground by describing “Your Win” <b>and</b> “My Win”	Only seeking “My Win” (or too much “Me”)
Share good intentions by contrasting “I do intend to…” with “I don’t intend to…”	Creating defensiveness with a disrespectful or judgmental manner (words, voice tone, or facial expressions)

Q #1: What happened the last time your manager approached you with only his or her “win” in mind?

Q #2: How did this perceived lack of concern for “Your Win” impact your commitment level and results?

Learners pair up with a partner and discuss answers to both trainer questions.

1.0 When asked to identify strategies for opening a coaching meeting, list at least three effective approaches

**Content Presentation:****PowerPoint Slide****Participant Handout 2 (p. 17)****3 Concept Reference Cards****Participant Handout 3 (p. 18)****Learner Participation:****Trios—Small Group  
Round Robin Teach Back****Feedback:****Small Group Report Out**

Three effective approaches for opening a coaching meeting include:

- a. *Avoid the Fundamental Attribution Error*
- b. *Manage the hazardous half minute*
- c. *Begin with a question*

<i>Concept Card #1</i>	<i>Description</i>
Fundamental Attribution Error	When considering “why” an employee failed to meet a performance expectation, managers usually assume poor motive. The error is jumping to a conclusion that people are making mistakes or not following through because they enjoy it. Concluding that an employee is “out to get you” creates negative emotions.
<i>Concept Card #2</i>	<i>Description</i>
Hazardous Half Minute	The first 30 seconds of interaction sets the tone for the feedback climate and eventual results. The manager begins with an accusatory manner and the employee becomes upset.
<i>Concept Card #3</i>	<i>Description</i>
Begin with a Question	Beginning with a question signals to the employee that the manager hasn’t drawn negative conclusions, and is willing to hear their perspective (i.e. Can you help me understand? Am I missing something? What happened?)

Instructor distributes three cards to each small group. The concepts are described as follows: Card 1. “FAE”, Card 2. “Hazardous Half Minute”, and Card 3. “Begin with a Question”. In trios, each learner each takes one card, then shares the concept and a personal example, with the other two group members.

Each trio shares one concept example that “stood out”, with the rest of the large group.

***Performance Objectives***  
***Subordinate to Main Step 2, Get Agreement on the Performance Gap.***

(Time: 10 minutes)

**Content Presentation:**  
**PowerPoint Slide**

**Participant Handout 3 (p. 18)**

**3 “Fuzzy” Terms**

**Learner Participation:**  
**Table Group**  
**Round Robin Teach Back**

**Feedback:**  
**Small Group Report Out**

2.1 When asked to name criteria for specific behavior-based expectations, name three criteria.

Three criteria for specific behavior-based expectations include:

- a. Objective
- b. Written in clear terms
- c. Contains one or more methods of measurement (quantity, quality, timeliness or cost)

<i>Fuzzy Term #1</i>
Empower
<i>Fuzzy Term #2</i>
Interact Appropriately
<i>Fuzzy Term #3</i>
Motivate

Each table group is assigned a “fuzzy” term to make more clear. The groups brainstorm and record their ideas on flip chart paper.

The table group leader reports back “clearer” descriptions of the fuzzy term, and the other table groups respond with an overall “thumbs up” or “thumbs down”. If given a “thumbs down”, the instructor solicits suggestions for making the term even more clear.

**Performance Objectives**  
**Subordinate to Main Step 2, Get Agreement on the Performance Gap.**

(Time: 10 minutes)

**Content Presentation:**

**Participant Handout 4 (p. 19)**

**Participant Handout 4 (p. 19)**

**Learner Participation:**

**Table Group Activity**  
**Check-list Completion**

2.2 Given a checklist of eight documentation characteristics, differentiate between helpful and harmful characteristics when citing specific employee behavior. Learner should correctly classify at least six of the eight examples.

2.3 Given a checklist of performance gap consequences, differentiate between natural or imposed consequences. Learner should correctly classify at least five of the eight examples.

**Documentation Characteristics:** Documentation should be specific, job related, behavior-based, and linked to the performance plan.

Label each of the following documentation characteristics as either “Helpful” (a.) or “Harmful” (b.)

**Documentation Characteristics**

- a   1. Job related
- b   2. Subjective
- a   3. Contains numbers, dates
- a   4. Result of direct observation
- b   5. Based on 3<sup>rd</sup> party hear-say
- a   6. Indicates a pattern of behavior
- a   7. Linked to performance plan
- b   8. Compares people to people

Table groups are given a Checklist Handout covering both learning objectives.

In Part 1, the group reaches consensus on labeling eight documentation characteristics as either “Helpful” (a.) or “Harmful” (b.) when citing specific employee behavior.

In Part 2, the groups reaches consensus on labeling eight performance gap consequences as either “Natural” (a.) or “Imposed” (b.).

**Performance Gap Consequences:** Natural performance consequences: Greater motivating factor and “intrinsic” importance to the employee. Occur without the manager taking action and tend to have a greater impact. Imposed consequences: enforced by management through power structures (*i.e. chain of command, policies, procedures, access to resources*)

Label each of the following performance gap consequences as “Natural” (a.) or “Imposed” (b.).

**Performance Gap Consequences**

- b   1. Reduced raise or bonus
- b   2. Restricted access
- a   3. Impact on personal reputation
- a   4. Loss of support & sponsorship
- a   5. Long term impact on team
- b   6. Verbal threats, sarcasm
- b   7. “Written up” or suspended
- a   8. Personal frustration or isolation

**Feedback:****PowerPoint Slide  
Large Group Questions**

Table groups check their answers against a matching PowerPoint slide, and ask questions if any of the responses do not match.

**Performance Objective Main  
Step 2, Get Agreement on the  
Performance Gap.**

(Time: 15 minutes)

2.0 When asked to identify the “Path of Action” for getting agreement on the performance gap in a coaching session, match each of the three steps for creating safety with the corresponding conversation stem. Learner should correctly match all three items.

**Content Presentation:****PowerPoint Slide****Participant Handout 4 (p. 19)****Path of Action****Conversation Stems  
Prepared Flip Chart Pages****Examples***Safety Step*

Start with facts  
Tentatively share your story  
Prompt with a question

*Conversation Stem*

“I’ve noticed that…”  
“I’m beginning to think that…”  
“What happened…?”

**Learner Participation:****Partner Discussion & Practice**

In pairs, learners match the correct Safety Step with the corresponding Conversation Stem. The instructor discusses the correct answers, then each partner “pair” practices delivering the three Conversation Stems in sequential order.

**Feedback:**

**Trainer Questions**

*Performance Objectives  
Subordinate to Main Step 3,  
Explore alternatives.*

(Time: 20 minutes)

**Content Presentation:**

**Participant Handout 5 (p. 20)**

**Part I: Labeling Exercise**

**Part II: Fill-in-the-blank**

**Learner Participation:**

**Sub-Groups  
(Divide Table Group in half)  
Handout Completion**

**Feedback:**

“How did you and your partner do on the skill practice?”  
“Was it tempting to elaborate further on your example?”

- 3.1 Given written descriptions of a manager responding to an employee during a coaching session, indicate whether the responses are effective (E) or ineffective (I). Learner should correctly classify at least 80% of the responses described.
- 3.2 When asked to identify strategies for responding to employee suggestions, list at least three effective approaches.
- 3.3 When asked to identify approaches for expanding on employee suggestions, list at least two strategies that should be avoided.

<i>Effective Coaching Responses</i>	<i>Ineffective Coaching Responses</i>
“Sounds good...tell me more”	“You’ve got to be kidding...”
“What would it look like if we were to move forward?”	“Let me tell you about my idea!”
“How do you envision this type of change?”	“What happened...?”
“That’s an interesting solution...what’s the next step?”	“That’s not fixing the problem”
“Sounds like you are frustrated with the project and want to try a different approach.”	“Do you have any suggestions that are more practical?”

**Part 2 Examples**

<i>Strategies for Responding</i>	<i>Approaches to Avoid</i>
Ask for their ideas first	Don’t play “read my mind”
Brainstorm all causes	Don’t feel the need to solve everything
Don’t get defensive or emotional	

Instruct each table group to divide into two subgroups, and then assign each subgroup with Part 1 or Part 2 of the “Responding Effectively” manager handout. Allow five minutes for each subgroup to complete the “Effective/Ineffective” labeling exercise or the “Strategy/Approach” fill-in-the-blank.

Allow each of the subgroups an additional five minutes to “teach back” their Part to the other subgroup. After the “teach-backs” are completed, verify the final answers with the large group

**Performance Objective for Main Step 3, Explore Alternatives**  
 (Time: 20 minutes)

**Content Presentation:**

**Participant Handout 5 (p. 20)**

**3 Performance Improvement Role Play Scenario Cards**

**Learner Participation:**

**Trios—Small Group Role Play Skill Practice**

**Feedback:**

**Small Group Report Out**

**Performance Objective Subordinate to Main Step 4, Get**

3.0 Given a script for a simulated Performance Improvement practice, explore alternatives by role playing a coach who effectively responds to and expands upon employee suggestions. The learner will play each the following roles: “Coach”, “Employee”, and “Observer”.

<i>Role Play Card #1</i>	<i>Description</i>
Late Lucy	Lucy is a high performer, but over the past month, she has been coming in late a couple times a week. The first couple of times she had seemingly valid excuses of last minute doctor appointments and a sick child, however, the frequency is increasing.
<i>Role Play Card #2</i>	<i>Description</i>
Touchy Tracy	When Tracy receives feedback from co-workers, she gets extremely defensive and raises her voice. Several team members have come to you with complaints that she is paranoid and becoming a “drama queen”. Her reactive interaction style is getting the team miffed.
<i>Role Play Card #3</i>	<i>Description</i>
Aggressive Alan	When Alan is confronted about not following through on assignments and deadlines, he becomes angry and verbally lashes out. He is beginning to use profanity and criticizing the organization for “not paying people what they deserve”. His hostile tone is upsetting the administrative assistant.

**Directions:**

Instruct learners to divide into trios. Distribute three “Performance Improvement Role Play” cards to each trio. Each learner will select a card and rotate participation in three, five-minute simulated Performance Improvement practices. For each scenario, learners will rotate their role between “coach”, “employee”, and “observer”.

Provide trios with the following instruction: “During the role play, coaches should solicit ideas from the employee on how to improve the performance issue. Then, practice responding to and expanding upon employee suggestions”.

After each role play, observers will give coaches feedback on their level of effectiveness. The instructor will ask for feedback from the trios on what went well in the role play versus any challenges that were encountered.

4.1 Given a script for a simulated Performance Improvement practice, encourage the employee to give a commitment to act, by role playing a coach who effectively probes with open and closed questions. The learner will play each the following roles: “Coach”, “Employee”, and “Observer”.

***Commitment to Act*****(Time: 15 minutes)****Content Presentation:****3 Performance Improvement  
Role Play Scenario Cards**

<i>Role Play Card #1</i>	<i>Description</i>
Late Lucy	Lucy is a high performer, but over the past month, she has been coming in late a couple times a week. The first couple of times she had seemingly valid excuses of last minute doctor appointments and a sick child, however, the frequency is increasing.
<i>Role Play Card #2</i>	<i>Description</i>
Touchy Tracy	When Tracy receives feedback from co-workers, she gets extremely defensive and raises her voice. Several team members have come to you with complaints that she is paranoid and becoming a “drama queen”. Her reactive interaction style is getting the team miffed.
<i>Role Play Card #3</i>	<i>Description</i>
Aggressive Alan	When Alan is confronted about not following through on assignments and deadlines, he becomes angry and verbally lashes out. He is beginning to use profanity and criticizing the organization for “not paying people what they deserve”. His hostile tone is upsetting the administrative assistant.

**Learner Participation:****Trios—Small Group  
Role Play Skill Practice  
Continued****Feedback:****Small Group Report Out*****Performance Objectives  
Subordinate to Main Step 4,  
Get Commitment to Act.*****(Time: 10 minutes)****Directions:**

Instruct learners to use same trio groups. Instruct learners to re-distribute the three “Performance Improvement Role Play” cards to each trio. Each learner will select a card and rotate participation in three, five-minute simulated Performance Improvement practices. For each scenario, learners will rotate their role between “coach”, “employee”, and “observer”.

Provide trios with the following instruction: “Assume the role play discussion from the point of discussing ideas for improvement. Coaches should practice probing with open and close-ended questions. The coach’s goal is to encourage the employee to give a commitment to act. Through out the practice, the coach should check for barriers to both motivation and ability.”

After each role play, observers will give coaches feedback on their level of effectiveness. The instructor will ask for feedback from the trios on what went well in the role play versus any challenges that were encountered.

4.2 When asked to identify steps for supporting with agreement and praise, list the four steps of the Positive Feedback Model.

**Content Presentation:****PowerPoint Slide****Positive Feedback Model****Participant Handout 6 (p. 21)****Learner Participation:****Partner Discussion****Feedback Model Skill Practice****Feedback:****DUO Report Out****PowerPoint Slide****Positive Feedback Model**

Step 1: Describe specific behavior/result

Step 2: Describe why it is important

Step 3: Pause (for employee response)

Step 4: Encourage repeat performance

Instruct learners to do the following: “Divide into pairs and practice giving each other positive feedback on your level of participation so far in today’s session. Encourage them to follow the sequential steps of the Positive Feedback Model.

Ask large group how they did on the practice and solicit any comments or questions. Emphasize the timing of positive feedback with the following slide:

**“Praise is like champagne. Serve it while it’s still bubbling!”**

**Performance Objective Main Step 4, Get Commitment to Act.**

(Time: 5 minutes)

**Content Presentation:**

PowerPoint Slide

Formula for Effectiveness

Participant Handout 6 (p. 21)

**Learner Participation:**

Table Group Discussion  
Feedback Model Skill Practice

**Feedback:**

Table Group Report Out

**Performance Objectives Subordinate to Main Step 5, Get Commitment to Act.**

(Time: 10 minutes)

**Content Presentation:**

PowerPoint Slide

Key Strategies

PowerPoint Slide

Schedule Appointment

4.0 When asked to identify the importance of getting a commitment to act, identify the formula for effectiveness. Learner will be prompted with  $E = A \times C$ .

**Formula for Effectiveness (E = A X C)**

Effectiveness = Accuracy X Commitment

At table groups, instruct learners to do the following: "Discuss an example of a situation when they did not feel a sense of commitment to a manager after receiving feedback. Looking back, what could have made you feel a sense of ownership in the situation?"

Ask each table group to briefly share one example.

5.1 When asked to identify key strategies for summarizing key points and action steps, list at least two effective approaches.

5.2 When asked to identify the recommended approach to scheduling a follow-up, name the critical link to following through.

Two key strategies for summarizing key points and action steps.

- a. Document key points and next steps
- b. Make sure you and the employee each get a copy of key points and next steps

Schedule a calendar appointment, with a specific data and time, to follow up.

**Learner Participation:****Trainer Questions****Feedback:****Table Group Report Out**

*Performance Objective*    *Main*  
*Step 5,*                            *Get*  
*Commitment to Act.*

(Time: 10 minutes)

**Content Presentation:****PowerPoint Slide****Following Through****Participant Handout 7 (p. 22)****Learner Participation:****Action Plan****Partner Discussion****Feedback:**

**“Lucky 7” Report Out &  
 Participant Evaluation Form  
 (p. 24)**

At table groups, instruct learners to do the following: “Why is documentation so critical? What are the consequences of not documenting?”

Ask each table group to briefly share one response.

5.0 When asked to identify the recommended approach to close the coaching meeting, name the three components of “finishing well”.

Determine *who* does *what* by *when*.

Ask learners to schedule a personal calendar appointment for the following:

Who: Name of employee for coaching session

What: The issue you will discuss during the session

When: The date and time (and location) of the meeting

Instruct learners to share their appointment with a partner to reinforce their commitment to follow-through.

Solicit responses with the “Lucky 7” ball toss. Pass a “squeeze” smiley ball to the first participant and ask for their response to the “What” and “When” appointment that they just scheduled. (Allow the “Who” response to remain anonymous.) Ask learners to complete the Participant Evaluation Form (p. 24).

Thank participants for their participation and let them know everyone will receive a follow-up email from the instructor in 1 week to touch base regarding their feedback appointment. Everyone who responds to the email with an update will be mailed a special “job resource” gift.



## Handout 1

### Step 1: Open Meeting

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Two goals to achieve while restating the purpose of the coaching meeting include:

a. \_\_\_\_\_

b. \_\_\_\_\_

<i>Examples</i>	<i>Non-Examples</i>
Seek common ground by describing “Your Win” <b>and</b> “My Win”	Only seeking “My Win” (or too much “Me”)
Share good intentions by contrasting “I do intend to...” with “I don’t intend to...”	Creating defensiveness with a disrespectful or judgmental manner (words, voice tone, or facial expressions)

**Group Question:** *What happened the last time your manager approached you with only his or her “win” in mind?*

**Group Question:** *How did this perceived lack of concern for “Your Win” impact your commitment level and results?*

Three effective approaches for opening a coaching meeting include:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**Handout 2**

<i>Concept</i>	<i>Description</i>
_____	When considering “why” an employee failed to meet a performance expectation, managers usually assume poor motive. The error is jumping to a conclusion that people are making mistakes or not following through because they enjoy it. Concluding that an employee is “out to get you” creates negative emotions.
_____	The first 30 seconds of interaction sets the tone for the feedback climate and eventual results. The manager begins with an accusatory manner and the employee becomes upset.
_____	Beginning with a question signals to the employee that the manager hasn’t drawn negative conclusions, and is willing to hear their perspective (i.e. Can you help me understand? Am I missing something? What happened?)

**Step 2: Get Agreement on the Performance Gap**

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**Three criteria for specific behavior-based expectations include:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Part I: Documentation Characteristics:**

*Documentation* should be specific, job related, behavior-based, and linked to the performance plan.

Reach consensus with your group on labeling eight documentation characteristics as either “**Helpful**” (a.) or “**Harmful**” (b.) when citing specific employee behavior.

**Documentation Characteristics**

- |                                     |  |
|-------------------------------------|--|
| ___ 1. Job related                  | ___ 5. Based on 3 <sup>rd</sup> party hear-say |
| ___ 2. Subjective                   | ___ 6. Indicates a pattern of behavior         |
| ___ 3. Contains numbers, dates      | ___ 7. Linked to performance plan              |
| ___ 4. Result of direct observation | ___ 8. Compares people to people               |

**Handout 3**

**Part II: Performance Gap Consequences:**

*Natural Performance Consequences* have a greater motivating factor and “intrinsic” importance to the employee. They will occur without the manager taking action and tend to have a greater impact.

*Imposed Performance Consequences* are enforced by management through power structures (i.e. chain of command, policies, procedures, access to resources, etc.)

Reaches consensus with your group on labeling eight performance gap consequences as either “**Natural**” (a.) or “**Imposed**” (b.)

**Performance Gap Consequences**

- |                                      |  |
|--------------------------------------|--|
| ___ 1. Reduced raise or bonus        | ___ 5. Long term impact on team          |
| ___ 2. Restricted access             | ___ 6. Verbal threats, sarcasm           |
| ___ 3. Impact on personal reputation | ___ 7. “Written up” or suspended         |
| ___ 4. Loss of support & sponsorship | ___ 8. Personal frustration or isolation |

From both categories listed on the flip charts, match each of the three steps for creating safety with the corresponding conversation stem. (*Check with your group for agreement!*)

<i>Safety Step</i>	<i>Conversation Stem</i>
1.	1.
2.	2.
3.	3.

**NOTES :**

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**Handout 4**  
**Main Step 3: Explore Alternatives**

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**Responding Effectively:**

**Subgroup Part 1 Examples**

<i>Coaching Responses</i>	<i>Label each response as (I)Ineffective or (E) Effective</i>
“Sounds good...tell me more”	
“You’ve got to be kidding...”	
“What would it look like if we were to move forward?”	
“Let me tell you about my idea!”	
“What happened...?”	
“How do you envision this type of change?”	
“That’s an interesting solution...what’s the next step?”	
“That’s not fixing the problem”	
“Do you have any suggestions that are more practical?”	
“Sounds like you are frustrated with the project and want to try a different approach.”	

**Subgroup Part 2 Examples**

<i>Strategies to Model</i>	<i>Approaches to Avoid</i>

**Performance Improvement Role Play Skill Practice**

Refer to “Coaching Process Job Aid” and Role Play Cards

- 1.) Late Lucy
- 2.) Touchy Tracy
- 3.) Aggressive Alan

**Directions Part I:**

Your small group will rotate participation in three five-minute simulated Performance Improvement practices. For each scenario, rotate your role between “coach”, “employee”, and “observer”. **During the role play, coaches will practice responding to and expanding upon employee suggestions.**

**NOTES :**

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**Handout 5**

**Main Step 4: Get Commitment to Act**

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**Performance Improvement Role Play Skill Practice**

**Directions Part II (Continued):**

Maintaining the same small group, you will run the role play scenario again using the same guidelines previously used in Part I. However, this time **coaches will practice probing with open and close-ended questions. The coach’s goal is to encourage the employee to give a commitment to act.** Through out the practice, the coach should check for barriers to both motivation and ability.

<b>Positive Feedback Model</b>
Step1: Describe specific behavior/result
Step 2: Describe why it is important
Step 3: Pause (for employee response)
Step 4: Encourage repeat performance

<b>Formula for Effectiveness (E = A X C)</b>
----- = ----- X -----

**Group Question:** *Can you recall a time when you did not feel a sense of commitment to a manager after receiving feedback?*

**Group Question:** *Looking back, what could have made you feel a sense of ownership in the situation?*

**NOTES :**

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**Handout 6**

**Main Step 5: Close Meeting**

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**Two key strategies for summarizing key points and action steps.**

a. \_\_\_\_\_

b. \_\_\_\_\_

**Schedule a \_\_\_\_\_ appointment, with a specific date and time, to follow up.**

*Group Question: Why documentation is so critical?*

*Group Question: What are the risks of not documenting?*

**3 Critical Components of Finishing Well**

Determine \_\_\_\_\_ does \_\_\_\_\_ by \_\_\_\_\_.

**Schedule a personal calendar appointment for the following:**

Name of employee for coaching session \_\_\_\_\_

The issue you will discuss during the session

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The date and time (and location) of the meeting \_\_\_\_\_

\_\_\_\_\_

Handout 7

Coaching for Results Job Aid

*The Foundation*

**Building a Relationship of Mutual Trust**

*The Skills*

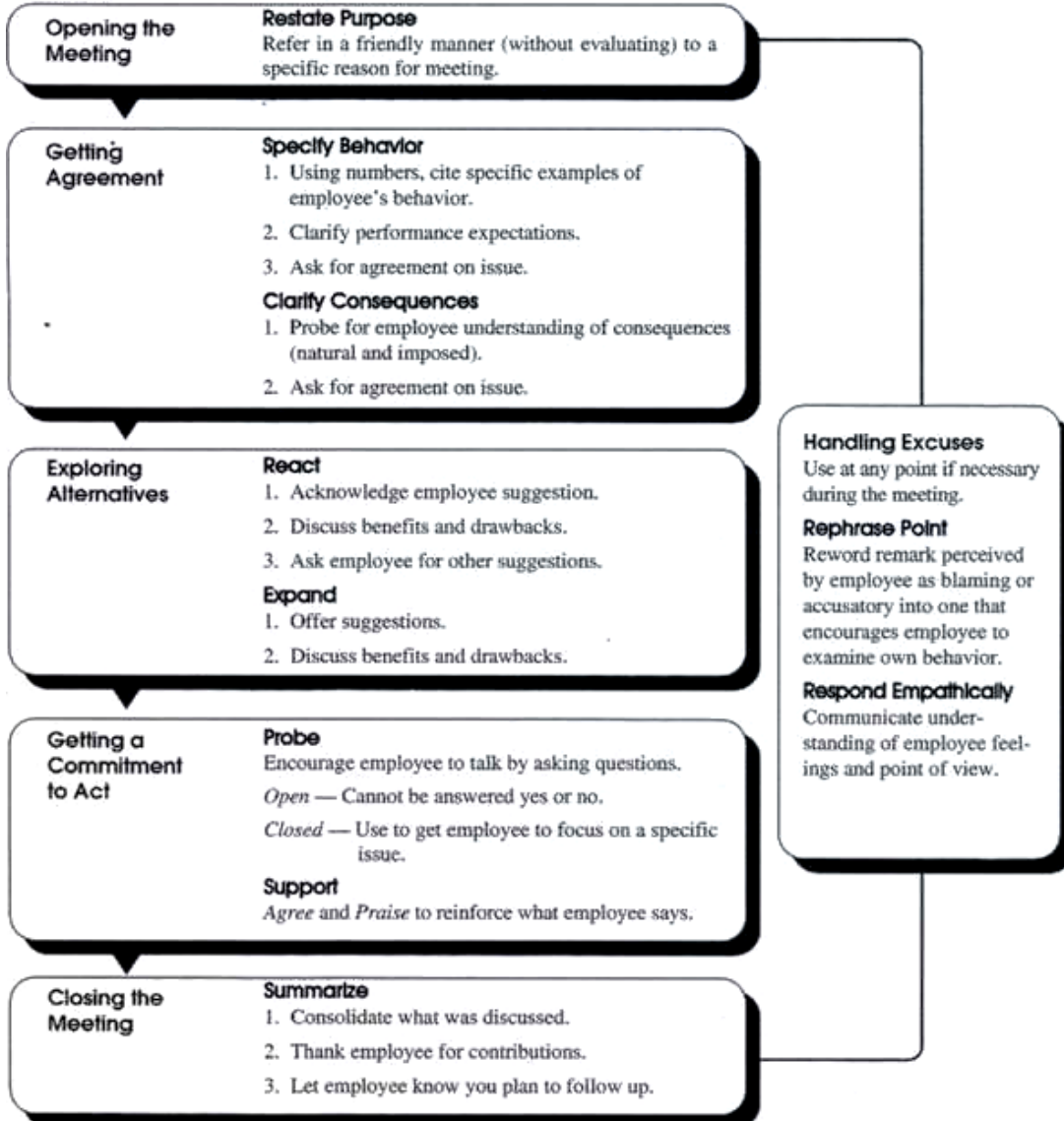
**Support**

*Empathize, Agree, and Praise* to show understanding or give recognition.

**Self-Disclose**

Share personal information about experiences and inner feelings.

*The Steps*



\*Coaching for Results Model by Kenneth R. Phillips, 1991  
Organization Design and Development, Inc.

*Participant Evaluation Form*  
*“Coaching for Results”*

**Please circle the number that best describes your evaluation of the training session.**

<b>As a result of this course, I understand the importance and relevance of the following objectives regarding “Coaching for Results”:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Strategies and effective approaches for opening a coaching meeting	1	2	3	4	5
The impact of the “Path of Action”, and steps for creating safety using conversation stems in a coaching session	1	2	3	4	5
The coaching skills of effectively responding to and expanding upon employee suggestions	1	2	3	4	5
The role of the “Formula for Effectiveness” in getting a commitment to act during the coaching session	1	2	3	4	5
The components of “Finishing Well” when closing the coaching meeting.	1	2	3	4	5
<b>The following areas of course delivery met my learning needs:</b>					
Organization of course content	1	2	3	4	5
Opportunities for questions and group discussion	1	2	3	4	5
Opportunities for skill practice and feedback	1	2	3	4	5
The instructor’s facilitation style	1	2	3	4	5
The instructor’s level of knowledge and credibility	1	2	3	4	5
The pace and timing for content delivery	1	2	3	4	5
The comfort level of the learning environment	1	2	3	4	5
My personal level of interest in the topic of coaching	1	2	3	4	5
My personal level of participation in the course today	1	2	3	4	5

**The best part of this session was:**

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**This session could be improved by:**

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