

ABRIDGED PREVIEW

Coaching Performance Participant Guide

Preview Only

All material is protected by US and international copyright law. Printing, copying, and use of any material without the permission of the copyright owner is a violation of copyright law.

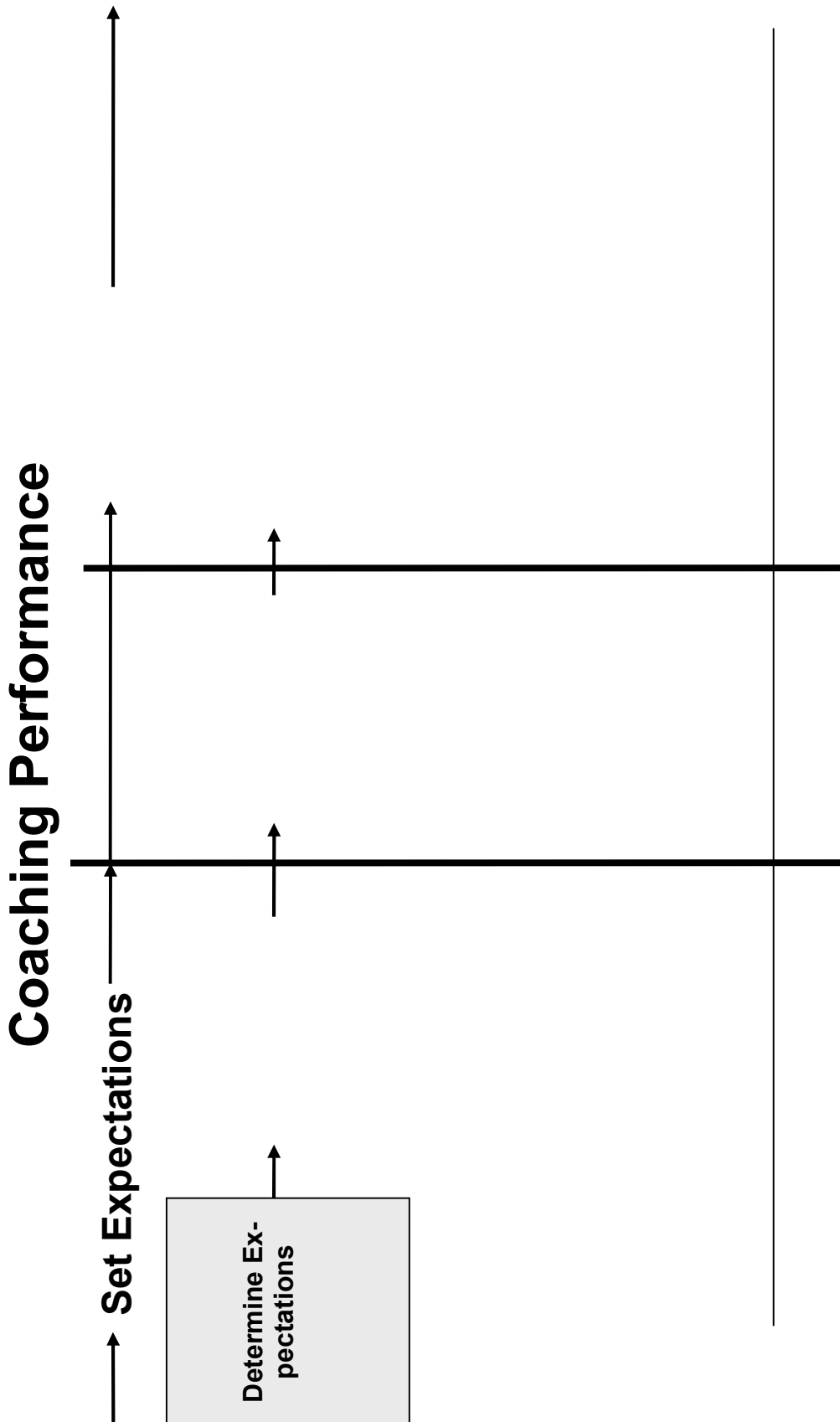
William Halbert, Ph.D.
Jean K. Reynolds, M.Ed.

Agenda

- Introduction and Overview of Coaching
- Determine Expectations
- Communicate Expectations
- Provide Feedback on Performance
- Conclusion

Objectives

- Examine a coaching model that supports ongoing conversations about performance.
- Define feedback and its use in coaching.
- Explore how to use praise before, during, and after performance events.



Reasons for giving commending feedback *during* an event:

Reasons for giving commending feedback *after* an event:

Express Feedback . . .

- *Directly and clearly,*
- In a way that encourages rather than discourages,
- In a way that fosters excellence rather than insecurity or resentment.

Feedback that Commends, Continued

Thank-You Card Activity

Instructions: Take a card out of the bag as it is passed around the table. Read the card to yourself and make no comments about it to others. Plan appropriate commending feedback for your situation. You may use the space below to jot notes. Share your situation and ask one person at your table to receive your feedback as though he or she were the employee and you were the supervisor.

My feedback:

It was hard or easy (circle one) to express my feedback directly to one person.

It was hard or easy (circle one) to word my feedback so that it encouraged and fostered excellence.

Commending Feedback Model

1. State how you feel about the performance you are commending.

How I feel: _____.
(for example: *embarrassed, excited, glad, grateful, happy, impressed, pleased, relieved, surprised, thankful*)

2. Give specific examples of what you like.

What happened? _____

_____.
(for example: *appearance, attitude, communication, content, cooperation, cost, teamwork, timeliness*)

3. State resulting benefit(s).

What positive impact do you expect it to have (when done in the real world)? _____

_____.
(for example: *improved service to internal customers, improved service to external customers, faster turnaround, faster delivery.*)

Feedback that Seeks Improvement

Questions to ask yourself before giving feedback for improvement

- Am I giving feedback for improvement to get performance results that are necessary or am I doing it for my own satisfaction?

- What consequences are likely to follow?

-

- Can I manage this feedback opportunity effectively?

-

- Will I become a reminder of reprimand or support and encouragement?

My biggest concern or fear about giving feedback for improvement is:

Feedback for Improvement Model

Use this model to give feedback that corrects performance in a constructive, balanced way.

Step 1	Specify Your Concerns.	
Step 2	Invite a Response.	
Step 3	Listen to and Provide Alternatives	
Step 4	Agree to a Course of Action	

Conclusion: What Do You Know?

Coaching Model
Review

True/False

1. ___ Coaching can be done before, during, and after an event.
2. ___ The two major parts of the coaching process are setting expectations and follow-up.
3. ___ Setting expectations improves the likelihood that an employee will be successful in completing an event.
4. ___ Expectations can be communicated without providing any training when new priorities are given to an established employee.
5. ___ Feedback that helps an employee improve performance should be given after the event.

Multiple Choice

6. ___ Which of the following is a step in the training process?
 - A. Tell the employee what the event involves.
 - B. Let the employee try doing the event before showing him/her so you'll know what the person does and does not know.
 - C. Get the employee to tell you how he/she would like to do the event.
 - D. Write everything down that the employee does in the demonstration part of the training.

Essay

7. List the three steps to feedback that effectively commends performance.
