Working toward a common goal!

Effective teamwork

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AGENDA
EFFECTIVE TEAMWORK
Working toward a common goal!

SUMMARY – DAY 2
Summary – Day 2 .......................................................... 3
The key to successful teamwork .................................. 5
The leader’s vision is fundamental .............................. 6
Where are we going? .................................................. 6
The leaders have a vision ............................................. 6
The concept of leadership ......................................... 7
The key to leadership ................................................ 7
Strategic thinking ....................................................... 8
Defining the term “strategy” ....................................... 9
Why have a strategy? .................................................. 9
Involving the team ..................................................... 9
Specifying the goal ................................................... 10
Performance targets ................................................ 10
Expectations of the team .......................................... 11
Employee empowerment is a mery misunderstood concept ................................. 11
What type of support should the team receive? ............... 12
Coaching and feedback ............................................ 12
Performance management ........................................ 13
The phases of performance management .......................... 14
The source of coaching and feedback .......................... 16
Coaching session: structure ...................................... 17
What is coaching? ..................................................... 17
Where to start? ........................................................ 17
Talk about the past .................................................... 17
Talk about the future ............................................... 18
Closing this session .................................................. 18
Objectives: SMARTT ............................................. 18
How to set objectives ............................................... 18
General description of the objective-setting process .......... 19
THE KEY TO SUCCESSFUL TEAMWORK

Est-ce que l'on reconnaît nos efforts?

Quel sont les forces, faiblesses et personnalités dans notre équipe?

Où sommes-nous comme équipe?

Dans quelle direction allons-nous?

Comment nous rendrons-nous là?

Qu'est-ce qui est attendu de nous comme individus?

Quel appui l'équipe recevra-t-elle?

Équipe Hautement Éfficace

Comment [C1]: [from top] What are the strengths, weaknesses and personalities in our team? Where are we at as a team? In what direction are we headed? How will we get there? What is expected of us as individuals? What support will the team receive? Are we performing up to expectations? Are our efforts being recognized? Highly effective team.
THE LEADER’S VISION IS FUNDAMENTAL

"The very essence of leadership is having a vision. That vision must be clearly articulated with conviction every time."

-Theodore Hesburgh, President of the University of Notre Dame

"There is nothing more demoralizing than having a leader who cannot clearly articulate why we are doing what we are doing."

-James Kouzes and Barry Posner

WHERE ARE WE HEADED?

To work with determination, commitment and enthusiasm, a team must know where it is going. The team therefore must know the vision and that vision must be consistent with the organization’s mission and goals.

THE LEADERS HAVE A VISION

They share their dreams for the team and direct the other members to share that vision and follow it. The vision extends beyond the organization’s official mission statement. The vision should infuse the work environment and be manifest in the actions, beliefs, values and goals of the organization, its directors and its employees.

Even if your organization does not have a captivating vision, the leaders can inspire with their own vision. In truth, most organizations began because the founders had a vision of what they wanted to accomplish and create. Being able to share that vision with others forces them to act to bring that vision into reality.

There are basic principles necessary for a vision to generate enthusiasm and motivate people to follow the leaders. The vision must:

- Provide clear direction and a goal for the organization;
- Inspire loyalty and dedication through employee involvement;
- Demonstrate and reflect the unique qualities, culture, values, beliefs and direction of the organization;
- Inspire enthusiasm and commitment in employees;
- Help employees see their place in that vision;
- Be regularly communicated and shared;
- In its essence, pose a challenge that the organization must meet.
The very meaning of the message is the change it can produce. –
Kenneth Boulding in the Image: Knowledge in Life and Society

People are not born leaders!
If you have the drive and determination, you too can become an effective leader. People become good leaders through introspection, education, training and experience.

To inspire employees and lead them to work effectively in teams requires knowledge, expertise and life skills specific to the area of expertise. Good leaders are continually seeking ways to upgrade their skills as leaders.

Before we start, let’s define the term leadership. Leadership is the process by which one influences others to achieve objectives consistently and coherently. To do this, leaders use their skills as communicators to convey their vision, beliefs, values, work ethic, knowledge and skills.

Even if your position as manager, supervisor, foreman, etc. gives you the authority to perform certain tasks and meet certain objectives for the organization, this power does not make you a leader. It only makes you a boss, nothing more.

So where do leaders come from?
Bass (1989 & 1990) says there are three major theories of how people become leaders.
A study by the Hay Group identifies 75 components to employee satisfaction. (Lamb, McKee, 2004). The authors note that:

- Having **confidence** in the leadership is the most reliable predictor of employee satisfaction;
- **Effective communication** is the key to building confidence in three key areas:
  1. Helping employees understand the main thrusts of the business strategy;
  2. Helping employees understand how they contribute to the business objectives;
  3. Sharing information with employees, such as sales figures, budgets and strategic objectives.
To achieve the vision requires setting objectives, creating a strategic plan and acquiring the tools to measure performance. It is important to plan our route.

DEFINING THE TERM “STRATEGY”

Strategy is the art of planning and coordinating actions to achieve an objective. Leaders must have the ability to plan everything over the long term while maximizing performance in the short term. A strategy states the goal you plan to achieve over the long term. The term traces its origins to the military world.

In your own words, explain what constitutes a “strategy.”

WHY HAVE A STRATEGY?

Having a strategy enables you to ensure that weekly decisions will also benefit you in the long term. Without a strategy, your decisions might have harmful effects over the long term. A strategy also encourages people to work together toward a common goal. Most companies have strategies but fail to communicate them to frontline employees.

INVOLVING THE TEAM

- A good team member
- A skilful communicator
- View problems as opportunities to resolve.
- Stay calm when the unexpected happens.
- Balance short- and long-term needs and goals.

Comment [C4]: How will we get there?
To maximize people’s potential, it is important to ask them to participate in the strategic planning process. They must clearly understand their role and what part they will play in execution of a plan. This is a road map that will help them reach their destination. By developing this strategic planning process, you encourage the entire team to pull in the same direction toward a common goal.

**SPECIFYING THE GOAL**

It is important for team members to have common goals to achieve. Thus, clear communication of these goals is essential. This approach is the very foundation of the definition of a team.

A simple exercise that a new team can complete is to define its mission and goals in an official statement.

**PERFORMANCE TARGETS**

SMARTT is a model that describes objectives accurately, so they are:
- clear;
- stated in operational terms;
- trackable;
- transparent for other team members.

This model can be used as part of performance management as well as in strategic planning for an individual, a project or a team.

*Source: Peter Drucker, The Practice of Management (1954)*
EXPECTATIONS OF THE TEAM

People cannot perform without knowing what they are supposed to do. In a high-performance team, all members fully understand their duties, role within the team and, more importantly, their responsibilities.

Do your employees have a sense of responsibility?

How do you develop responsibility and empowerment?

EMPLOYEE EMPOWERMENT IS A VERY MISUNDERSTOOD CONCEPT.

Empowerment: Permission given to team members to delegate greater decision-making power to them so they can make more extensive use of their talents, skills and inherent creativity.

Steps in developing empowerment

- Use coaching techniques and tools.
- Delegate responsibility for staff development to the employee.
- Involve team members in developing objectives.
- Allow room for mistakes.
- Discover opportunities for delegating.
WHAT TYPE OF SUPPORT SHOULD THE TEAM RECEIVE?

If you and your team want to achieve the vision you have established, support will be necessary in the form of training, coaching, consulting and, quite simply, general development of the skills acquired through experience.

Comment [C6]: What support will the team receive?

COACHING AND FEEDBACK

As noted earlier, the key to successful leadership includes duty, confidence and effective communication. Feedback and coaching are the most important tools you can use to develop relationships based on trust. These initiatives develop empowerment in an individual, increase motivation, raise the employee retention rate and improve self-esteem.

A fundamental responsibility of managers is to advance their staff. They introduce employees to stimulating tasks, help them learn from their mistakes and motivate them to excel.

In groups of 3 or 4, answer the following questions:

What are the benefits of providing coaching to your employees?

Coaching does have its challenges, does it not? Identify the challenges people may face during coaching or feedback.
PERFORMANCE MANAGEMENT

Managing and providing support for the performance of one’s employees is one of the major roles of a supervisor. Clearly communicating expectations, defining objectives, creating a work environment amenable to productivity and learning, submitting performance appraisals and motivating employees are all keys to successful management.

Feedback is not an isolated activity, limited to providing constructive criticism in interviews, but consists instead of an interactive process that continues throughout the year. It is crucial that feedback and coaching be present in a relationship between the supervisor and employee. These tactics, when implemented correctly, are essential to creating a bond of trust.

Discussion

How do you manage performance in your company? Do you have a well structured process or do you tend to take people by surprise when they make a mistake? Describe appraisals, coaching, feedback, training, etc.
Let's look at the various phases of performance management.

### Planifier la Performance
- Clarifier la description du poste de travail
- Définir les objectifs organisationnels ainsi que par équipes
- Planifier le coaching et l'appui des superviseurs
- Déterminer les moyens et les ressources que l'on se donnera
- Élaborer une stratégie et un plan d'action

### Développer la Performance
- Fixer des objectifs cibles de progrès par étape
- Créer une culture d'apprentissage et de coaching
- Créer les situations d'apprentissage
- Donner du « feedback » régulièrement

### Contrôler et évaluer Performance
- Évaluer la performance et les progrès général
- Réexaminer les objectifs de l'organisation et des équipes
- Faire une analyse des forces et des faiblesses de votre système
- S'appuyer sur des éléments concrets dans le feedback

### Comment [CB]:
- Plan Performance: Clarify the job description; Define organizational and team objectives; Plan coaching and support for supervisors; Determine the methods and resources to be assigned; Develop a strategy and action plan.
- Develop Performance: Set progress targets for each stage; Create a culture of learning and coaching; Create learning situations; Provide regular feedback.
- Track and Appraise Performance: Appraise performance and general progress; Review organization and team objectives; Analyse your system’s strengths and weaknesses; Rely on tangible factors in feedback.

### Case study
The XYZ company has 30 employees. This company sells insurance products and services. The company’s mission statement very clearly specifies that customer service is vital. However, the company provides no specific training in this area. Since it never hires more than one or two people at a time, there is little or no structure to training, which entails spending time with the supervisor to learn about the company’s products. Despite the lack of training, the employer still place importance on appraising employees on the service they provide. Unfortunately, sales never meet the employer’s expectations or targets. There are always many complaints, mistakes seem to proliferate and the contract renewal rate is below the industry average. The employer has no idea how to approach the problem. Do you have any ideas? What questions should be asked? What solutions can you recommend?

Use the form on the next page to develop an overview of the situation.
Plan Performance

Développer la Performance

Contrôler et évaluer Performance

Comment (C9): Plan Performance / Develop Performance / Track and Appraise Performance
The three sources of coaching or feedback – whether requested (and received) or offered – come from one source or a combination of sources.
COACHING SESSION: STRUCTURE

WHAT IS COACHING?

What are the main objectives of an ongoing coaching process?

1. 

2. 

WHERE TO START?

How can you create a climate of confidence?

1. 

2. 

3. 

TALK ABOUT THE PAST

Review the period just ended since your last coaching session. Based on actual experience, coaching sessions and the development plan, address the following points:

- Positive events during the period and how you worked on the development objectives through work activities.

- The main difficulties encountered and specific unsuccessful situations.

- What we learned during this period about the work, yourself and your relationship with coworkers.

- Finally, the coach shares his own perception and provides feedback.
**TALK ABOUT THE FUTURE**

The “coachee” explains the problem he wants to solve (preparation for coaching). The coach intervenes by helping become aware of his behaviour in relation to the reasons why the problems arose, while actively listening, asking questions and confronting the coach.

<table>
<thead>
<tr>
<th>G</th>
<th>• Goal: identifier les objectifs à atteindre</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>• Reality: Peindre un portrait réaliste de la situation actuelle</td>
</tr>
<tr>
<td>O</td>
<td>• Options: identifier les différentes pistes (options) possibles pour atteindre ses objectifs</td>
</tr>
<tr>
<td>W</td>
<td>• Will: ce que j’accepte de faire et les actions spécifiques à prendre</td>
</tr>
</tbody>
</table>

The development plan is based on ‘selected strategies for action’ for the coming weeks. This may entail updating a number of development activities or introducing a new development objective. (In the next section, we will take a closer look at this model.)

**CLOSING THIS SESSION**

- The coach and coachee assess the situation and look jointly at whether they may want to change their coaching approach. (Leave room for expressing emotions: disappointments, anguish, etc.)
- Jointly summarize the points on which they agree.
- Schedule a date and time for the next session.

**OBJECTIVES: SMARTT**

**HOW TO SET OBJECTIVES**

SMARTT is a model for accurately describing objectives so they:

- Are clear;
- Are stated in operational terms;
- Can be tracked;
- Are transparent for other team members.

This model can be used as part of performance management, but also in action planning at the individual, project or team level.
1. Gather, analyse and agree on the data.
   - The organization’s objectives, Key Performance Indicators (KPI) and strategy?
   - Comparison with last year’s results
   - Foreseeable changes in context (market, competition, etc.)
   - Employee’s personal expectations (career, challenges, etc.)
   - Job description

2. Agree on the short-term priorities.
3. The employee prepares and proposes objectives.
4. Clarify the relationship between the personal objectives and the impact on results, Key Performance Indicators (KPI).
5. Agree on the objectives and make them official.

**SMARTT OBJECTIVES**

- **Spécific**
  - **Comment** le résultat final escompté est-il clairement décrit?
  - **quoi, quand, par qui, mais non comment**

- **Mesurable**
  - **Comment** verrons-nous si les objectifs sont atteints?
  - **(données quantifiables, observations qualitatives)**

- **Achievable**
  - **Les objectifs** sont-ils réalisables? Existe-t-il du soutien pour ces objectifs dans l’entreprise? Est-ce que l’employée a les habilites nécessaire ?

- **Relevant**
  - **Ces objectifs** contribuent-ils aux résultats de l'entreprise?

- **Timed**
  - **Un e planification** précise: dates, délais, rapports ou tâches intermédiaires

- **Tough**
  - **Ces objectifs** sont-ils suffisemment des défis pour l’employé?

**Comment [C12]:** Specific: Is the anticipated final outcome clearly described? What, when, by whom, but not how.
Measurable: How will we know whether the objectives have been achieved? (quantifiable data, qualitative observations)
Achievable: Are the objectives achievable? Is there support for these objectives in the company? Does the employee have the necessary skills?
Relevant: Do these objectives contribute to the company’s results?
Timed: Specific planning: dates, deadlines, intermediate reports or tasks
Tough: Do these objectives pose enough of a challenge for the employee?

**Source:** Peter Drucker, *The Practice of Management* (1954)
**EXERCISE**

In teams of two, help YOUR PARTNER SET OBJECTIVES FOR A CELEBRATION OR DINNER ORGANIZED DURING YOUR NEXT SUMMER VACATION, OR FOR ANOTHER ACTIVITY OF YOUR CHOICE. FOLLOW THE SMARTT STEPS TO ENSURE THAT THE OBJECTIVE IS CLEAR AND BENEFICIAL. WE WILL ENGAGE IN COACHING LATER SO FOCUS SOLELY ON THE OBJECTIVES.

**VARIOUS COACHING MODELS**

Several models are used in coaching. You must decide on the model that suits you best. Here are the various models and techniques we will look at to improve your coaching skills.

1. GROW model
2. Coaching styles adapted to the situation
3. Effective feedback
4. Active listening

**GROW model**

**WHAT DOES GROW STAND FOR?**

The GROW model is a reference for the coach and coachee to conduct an effective, structured coaching interview. However, use of this model is only effective if the content is useful and relevant.

- Coach and Coachee use it to prepare for the coaching.
- This is also a list of tasks that provides structure for the interview.
WHY USE THIS MODEL?

- This focuses the energy and coaching on the coachee, who can then use the GROW model to prepare properly for the coaching interview.
- This creates a calm atmosphere and trust for the interview because the coachee does not have to face unexpected questions.
- This keeps the focus on the interview and prevents it from degenerating into an off-topic discussion 'over a cup of coffee.'

THE GROW MODEL

**G**
- **Goal (But)**
  - Sur quel thème ou quelle question souhaitez-vous travailler ?
  - Quel est votre but à long terme concernant cette question ? A quelle échéance ?
  - Quelle sera la situation une fois que vous aurez atteint votre but ?
  - Comment saurez-vous que vous avez atteint votre but ?

**R**
- **Reality (La situation actuelle)**
  - Quelle est la situation actuelle plus détaillée ?
  - Quelle maîtrise avez-vous personnellement de cette situation ?
  - Quelles mesures avez-vous déjà prises ? Quels sont les résultats ?
  - Qu'est-ce qui vous a empêché d'accomplir davantage ?
  - Quelles seront les conséquences pour vous si les choses n'aboutissent pas ?
  - Qu'advierait-il des autres personnes impliquées ?

**O**
- **Options (Les alternatives)**
  - Faire une liste de toutes les alternatives, plus ou moins importantes, et des solutions completes ou partielles.
  - Quels sont les avantages et les inconvénients de chacune d'entre elles ?
  - Laquelle de ces possibilités sera la plus simple pour vous ?
  - Laquelle de ces possibilités vous donnera le plus de satisfaction ?

**W**
- **Will (actions)**
  - Quelle(s) action(s) entreprendrez-vous ?
  - Quels sont vos critères et éléments d'évaluation de réussite ?
  - Qu'est-ce qui pourrait vous empêcher de prendre ces mesures ou d'atteindre ce but ?
  - Comment pourriez-vous impliquer les autres, collègues, clients, superviseurs etc.? 
  - Quelle résistance personnelle ressentirez-vous face à cette mesure ?
  - Qu'êtes-vous en mesure de faire pour aider la situation ?

Comment [C13]: Goal: On what topic or issue do you want to work? What is your long-term goal in this matter? What is the timeline? What will be the situation once you have achieved your goal? How will you know you have achieved your goal? Reality: What is the current situation in more detail? What is your personal mastery of this situation? What measures have you already taken? What were the results? What prevented you from accomplishing more? What will be the consequences for you if things are not resolved? What will happen to the other people involved? Options: Make a list of all the options of varying importance, and the full or partial solutions. What are the benefits and drawbacks of each? Which of these options would be the simplest for you? Which of these options would you find the most satisfactory? Will: What actions will you take? What are your criteria and factors for assessing success? What might prevent you from taking these measures or achieving this goal? How might you involve others, such as coworkers, customers, supervisors, etc.? What personal resistance do you feel toward this measure? What can you do to assist the situation?

Exercise – GROW model

Source: Landsberg, Max. Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You. 1996
**Situational Coaching styles**

**DEFINITION**

This model allows the coach to factor in the employee’s progress with tasks.

The model factors in:

- The coachee’s level of knowledge and functional skills;
- Whether the person is confident, independent and shows initiative, or not.

**Why choose this model?**

Since every person is unique and therefore experiences different needs, it is important to choose a style well suited to the situation.

**HOW DOES THIS MODEL WORK?**

If you assign a project to an employee or assign new responsibilities, ask yourself two questions:

- Does the employee already possess the necessary knowledge and skills? (high / low)
- How does the employee feel? (very confident, takes initiative, or instead tends to be negative)

Discuss these questions with the coachee as well to jointly make the most of an appropriate coaching style.

There are four different styles.

**DIRECT, ASSIGN A TASK (LOW SKILLS / LOW CONFIDENCE)**

The coachee doesn’t know where to start, is afraid of failing and thus does nothing. As coach, you must give him instructions he will be able to follow. By following them, he will develop self-confidence and gradually develop independence, thereby requiring less direction from the coach. In other words, the employee will become more independent.

**ADVISE (LOW SKILLS / HIGH CONFIDENCE)**

The coachee wants to try but lacks sufficient knowledge. If you do not act, he may quickly make mistakes, become very disappointed and lose confidence. It therefore is essential to encourage him to act while providing preliminary advice on technical aspects. This will help him avoid many mistakes.
DELEGATE (HIGH SKILLS / HIGH CONFIDENCE)

This coachee is already skilled and confident enough in himself to act independently. Allow him to work with a high level of independence; assign him responsibilities and several important tasks. With this type of coachee, an occasional “follow-up interview” is enough to achieve favourable results; finally, provide him with feedback and follow-up.

COLLABORATE (HIGH SKILLS / LOW CONFIDENCE)

The coachee is managing fairly well but lacks self-confidence to try. In this case, it is better to perform tasks together to support each other. He will feel reassured by your support if any problems or obstacles arise. This will give him confidence when taking on a project. Gradually, you will be able to let him work alone.

Source: Hersey & Blanchard., Situational Leadership, 1999
Effective feedback

DEFINITION

“Feedback provides information without judgment.”

This model provides a few rules to ensure consistent feedback. The diagram above helps you develop your precise feedback free of aggressiveness. This diagram helps you:

- Provide spontaneous feedback;
- Prepare your coaching sessions;
- Organize ‘feedback rounds’ in team activities.

RULES OF PLAY

- Give feedback based on observation of the other person’s behaviour and do not judge the person.
- Be clear and precise in your comments, based strictly on observed facts and avoid all subjectivity.
- Take ownership of your comments (use “I” and avoid impersonal constructions such as “it is clear that...”).
- Communicate your feedback as soon as you see something important; do not wait until the next appraisal meeting.
- Ensure that the employee has clearly understood your remarks; avoid following up with any criticism, but check that he has understood.
- Give the other person the time and space he needs to think and react.
- Do not be indirect with difficult messages; say it straight out; cut right to the chase. (avoid: You know how much I like you... but...)

TIPS FOR PRODUCTIVE FEEDBACK

- I saw that you... did this or that;
- I feel...; That makes me... (Specify your feelings; the effect this has on...)
- I interpret this as...;
- I would like to, I am suggesting that... (Voice your expectations).
**EXERCISE: GOOD FEEDBACK AND BAD FEEDBACK**

Write what you might say instead in the situations described.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Say</th>
<th>Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Play the ball, not the player (focus on the behaviour, not the person).</strong></td>
<td><strong>You weren’t at the meeting this morning. You’re so distracted that someday you’re going to forget your head. Be sure this doesn’t happen again.</strong></td>
<td><strong>You weren’t at the meeting this morning. You’re so distracted that someday you’re going to forget your head. Be sure this doesn’t happen again.</strong></td>
</tr>
<tr>
<td><strong>2. Be specific in your comments.</strong></td>
<td><strong>You’re never clear. What does that mean, “I’ll think about it.”?</strong></td>
<td><strong>You’re never clear. What does that mean, “I’ll think about it.”?</strong></td>
</tr>
<tr>
<td><strong>3. Get personally involved; Take responsibility for your comments; Use ‘I’</strong></td>
<td><strong>You’re always late and the others have to repeat their comments or you no longer know what is being discussed.</strong></td>
<td><strong>You’re always late and the others have to repeat their comments or you no longer know what is being discussed.</strong></td>
</tr>
<tr>
<td><strong>4. talk about observed facts; do not judge.</strong></td>
<td><strong>You’re not easy to work with and you’re not very cooperative.</strong></td>
<td><strong>You’re not easy to work with and you’re not very cooperative.</strong></td>
</tr>
<tr>
<td><strong>5. provide your feedback as soon as possible after a situation has been observed.</strong></td>
<td><strong>Remember six months ago when you told the head of maintenance that his equipment was poorly managed? I found that very poorly handled. I want you to think about other people’s feelings when you give feedback on the quality of their work.</strong></td>
<td><strong>Remember six months ago when you told the head of maintenance that his equipment was poorly managed? I found that very poorly handled. I want you to think about other people’s feelings when you give feedback on the quality of their work.</strong></td>
</tr>
<tr>
<td><strong>6. Check that your feedback has been correctly understood.</strong></td>
<td><strong>Understood? Okay?</strong></td>
<td><strong>Understood? Okay?</strong></td>
</tr>
<tr>
<td><strong>7. provide an opportunity to react and speak out.</strong></td>
<td><strong>If you don’t agree, speak up! You clearly do not agree...</strong></td>
<td><strong>If you don’t agree, speak up! You clearly do not agree...</strong></td>
</tr>
</tbody>
</table>
One of the main objectives of coaching is to generate AWARENESS in the coachee, to help him understand how his behaviour is influencing his performance and his relations with other people.

ACTIVE LISTENING?

People do not always say what they are thinking. This is not because they have something to hide but because they do not always know how to say things clearly or because feelings of anger, fear, etc. stand in the way.

Active listening is a way to show empathy, stand in the other person’s shoes and try to hear what is hidden behind the words.

Active listening is:

- Communicating one’s acceptance and signs of genuine interest through non-verbal signals: nodding the head, eye contact, etc.
- Asking open questions (maintaining the dynamics);
- Restating and verifying: You appear to be fairly anxious about this meeting.

The purpose of active listening is to encourage the coachee to say more, to analyse in greater depth and to share more with you. You must communicate to the other person that:

- His feelings are respected and understood;
- Everything can be said (climate of openness);
- He can trust you;
- You are prepared to help him resolve the problem;
- Your intention is not to manipulate him.
Important criteria for active listening

1. Use mini-motivators to encourage the other person to speak.
2. Repeat the other person’s message using his own words to show that you are listening.
3. Mirror the other person’s emotions. A message consists of content and emotion so by mirroring, we confirm that we understand the whole message.
4. Summarize and ensure that the other person realizes you have clearly understood.

ACTIVE LISTENING IN PRACTICE

One day, a new employee comes to see you and announces: “I don’t think maintenance services are really my thing. I don’t think I would choose to work here.”

Coach: Please tell me what is happening! What makes you say that?

Coachee: Maintenance doesn’t interest me; I would like production better.
ASKING QUESTIONS

remember that you are asking questions because you want to lead the coachee to think, compare, assess, deduce, etc. so as to generate AWARENESS. Your objective should not be to solve the problem in his place.

In hundreds of situations, the questions why and how can prove dangerous for the dynamics of the interview because they force the coachee to justify his actions, which leads him to feel controlled and held responsible for specific problems.

They can be reworded as follows: In your opinion, what are the reasons for... or what are the steps...

Think about asking questions to discover other causes rather than determine why things failed. You can also ask questions to raise awareness of a favourable behaviour and desirable attitude.

Some types of questions adversely affect the dynamics and discourage thinking. The most common questions to avoid are:

- **Closed questions**: Do you understand?, Are you sure? Do you know the oven temperature?
- **Directive questions** that lead the person to answer with what you want to hear as a coach. These often generate feelings of guilt in the coachee because they suggest that he failed. Example: Don’t you think it would have been better to...?

Ensure that your questions are ‘clear’ and that the context and your reasons for asking them are also clear. Otherwise, you risk influencing the coachee to give a diverted answer.

Give the coachee time to think about the question. The silence that follows a question is essential. Do not bombard the other person by repeating the question or restating it immediately as this compromises the coachee’s concentration and thought process.

![Encouraging deliberation](image)

- How did you do that?
- What were the reactions?
- Why did you act that way?
- What are the next steps?
- What could you have done differently?
Case study

Progress through awareness

Pierre detected a fire starting in a building; without quite knowing what to do, he made excellent decisions that probably saved several lives. Here are a few examples of questions to ask to make this ‘instinctive’ knowledge explicit so he will be more aware of how to act and to reinforce his self-confidence.

Pierre, would you please recap for me everything you did when you noticed there was a fire?

- Why did you make that decision?
- What were the immediate effects?
- What would you do differently in a similar case?

As you can see, coaching does not apply only to problem situations. If you want to boost an employee’s confidence or ensure that a beneficial experience is repeated, you can use coaching for reinforcement.

Give three specific examples where coaching might be used for reinforcement!
In groups of 3 or 4, taking turns, practise active listening and then giving feedback. Choose one of the following scenarios while complying with the following criterion.

The situation must be based on a fairly recent actual experience, in the past few weeks. This event must have triggered strong emotions to make the exercise as realistic as possible.

Example: frustration felt toward a co-worker, customer or family member

Important criteria for active listening that you must incorporate into this exercise:

1. Use mini-motivators to encourage the other person to speak.
2. Repeat using the other person's words to show him that you are listening.
3. Mirror the other person's emotions. A message consists of content and emotion so by mirroring, we confirm that we understand the whole message.
4. Summarize and ensure that the other person realizes that you have clearly understood.
ROMISZOWSKI’S BEHAVIOUR WHEEL

WEAKNESSES IN WORK PERFORMANCE

**Case studies – Use Romiszowski’s behaviour wheel**

**Case 1:** You have an employee who, in the past three years, appears to be performing well. However, some major customers have recently complained. This mistakes appear to be minor and are probably due to lack of attention. What should be done?

<table>
<thead>
<tr>
<th>Case 2: During the initial training period, you realize that a new candidate is having difficulty with computer software. He can't keep up with the other participants. How can a candidate pass the tests and interviews with such limited computer skills? You are convinced he will not be able to finish the training at the same time as the others. However, you have a pressing need for new employees. What could you do to facilitate his integration?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case 3:</strong> A work team in your company always appears to finish last and that is affecting sales. You start to consult with the employees and are told that members of this team have no access to samples, unlike the other teams. These members also have no detailed objectives and do not attend weekly meetings like the other groups do. What would you suggest to boost this team's sales?</td>
</tr>
</tbody>
</table>
**COACHING: APPRAISING PERFORMANCE**

This table consists of two questionnaires that can be answered by the coach and coachee respectively. These questionnaires can be used to prepare a feedback moment and improve the quality of coaching.

For each statement, circle the number that reflects your current reality. Ask your coachee to fill out his questionnaire (over). Compare your answers, discuss the differences and choose the areas you want to improve over the coming period.

<table>
<thead>
<tr>
<th>Coaching sessions include an agreement on the objectives and action plan.</th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As a coach...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I meet with my &quot;coachee&quot; regularly on a specified schedule and I am available between coaching sessions as required.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Je give my &quot;coachee&quot; regular feedback based on my observations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Je speak to my &quot;coachee&quot; constructively if I hear a positive or negative comment about him.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I help my &quot;coachee&quot; structure his thinking based on the reality rather than thinking on his own.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I encourage learning opportunities in the workplace and talk about them in formal coaching sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I help my &quot;coachee&quot; learn from his mistakes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>My “coachee”...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...asks me: he doesn't accept everything I say but without provoking reactions, he asks &quot;Why?&quot;, or &quot;What makes you say that?&quot; and tries to explore various subjects in greater detail.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>...shares his concerns with me about disturbing situations [safety, quality, environment, operating procedures...].</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>...prepares coaching sessions and objectives for the next period.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>...acts like a person responsible for his own development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>...plans his time to incorporate as much knowledge as possible into his daily work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>...provides constructive feedback on my role as coach: what is helpful and not helpful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>...speaks directly to the head of training when he needs support in his learning process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
## COACHING: APPRAISING PERFORMANCE

### Coaching sessions include an agreement on objectives and action plans.

<table>
<thead>
<tr>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

### My "coach"

- ...meets with me regularly, on an established schedule, and is available between coaching sessions as required.  
  | 1 | 2 | 3 | 4 | 5 |
- ...gives me regular feedback on my observable behaviour.  
  | 1 | 2 | 3 | 4 | 5 |
- ...speaks to me constructively if he hears a positive or negative comment about me.  
  | 1 | 2 | 3 | 4 | 5 |
- ...helps me structure my approach and actions based on the situation.  
  | 1 | 2 | 3 | 4 | 5 |
- ...encourages learning opportunities in my workplace and talks about these in formal coaching sessions.  
  | 1 | 2 | 3 | 4 | 5 |
- ...helps me learn from my mistakes.  
  | 1 | 2 | 3 | 4 | 5 |

### My "coachee"...

- I ask my coach: I ask questions: why?, what makes you say that?, and I try to explore various topics in greater detail.  
  | 1 | 2 | 3 | 4 | 5 |
- I share my concerns about disturbing situations (safety, quality, environment, operating procedures, etc.).  
  | 1 | 2 | 3 | 4 | 5 |
- I prepare coaching sessions and objectives for the next period.  
  | 1 | 2 | 3 | 4 | 5 |
- I act like a person responsible for my own development.  
  | 1 | 2 | 3 | 4 | 5 |
- I plan my time so I can incorporate as much of the knowledge learned as possible into my daily work.  
  | 1 | 2 | 3 | 4 | 5 |
- I give my coach constructive feedback on his role: what is helpful and not helpful.  
  | 1 | 2 | 3 | 4 | 5 |
- I speak directly to the head of training if I need support in my learning process.  
  | 1 | 2 | 3 | 4 | 5 |
SUMMARY OF A COACHING INTERVIEW

Gather experience (coachee)

- What was the outcome, impact, consequence...?
- What did I do well?
- What could I have done better or differently?
- How do I feel about that?
- What will I do with this experience?

Prepare the coaching session (coachee)

- What type of problem identified when gathering my experience do I want to address?
- What are the factors of the problem that I have already identified? GROW
- What points do I want to discuss? (questions, request and give feedback, other problems)

The coaching interview (coach and coachee)

- See structure for the coaching session
  o Create a climate of trust
  o Talk about the past
  o Talk about the future and the strategy you will use
  o Confirm the strategy at the end of the session.
- Various coaching models
  o GROW model
  o Situational coaching styles
  o Favourable feedback
  o Active listening

Development plan (coach and coachee)

- SMARTT objectives
- Romiszowski's behaviour wheel

Summary of the coaching session (coach and coachee)

It is good to step back from the coaching session and consider how it proceeded. The ultimate purpose of the coaching interview is to help you in your work. It therefore is important that you check whether it is helpful, and if not, you should think about what could be changed to make the coaching more enriching. You can also use a list of questions to give feedback to your coach.

- What did we discuss?
- Specific feedback?
- What did I learn and how will I apply it in my work?
- What can I do to achieve my development objectives?
- How do I feel after this coaching? (energy, desires, frustrations)
- What can I do to make my coaching more beneficial?
- What feedback can I share with my coach that would make the coaching more beneficial?