BUILDING HUMAN RESOURCE MANAGEMENT SKILLS
Leadership Development For Managers

COACHING EMPLOYEES FOR POSITIVE OUTCOMES

National Food Service Management Institute
The University of Mississippi
University, Mississippi
www.nfsmi.org

2001
ACKNOWLEDGMENTS

Sincere appreciation is expressed to the following people who contributed their time and expertise in reviewing the human resource modules during various stages of development.

Dee Baker, Executive Director, Child Nutrition Programs Section
Oklahoma Department of Education, Oklahoma City, Oklahoma

David Bowman, Program Administrator, Summer Food Service Program
Nutrition Education Training, Delaware State Department of Education, Dover, Delaware

Carla Broadnax, Associate, Child Nutrition Program Administration
New York State Department of Education, Albany, New York

Barbara Chang, RD, School Lunch Director
Massapequa Schools, Massapequa, New York

Lynne Fellin, School Foodservice and Nutrition Specialist
School Nutrition Programs, Virginia Department of Education, Richmond, Virginia

Mary Jane Getlinger, Program Coordinator, Nutrition Education and School Meal Programs
USDA Food & Nutrition Service, Midwest Regional Office, Chicago, Illinois

Rosie Jackson, Interim Director, Child Nutrition Programs
New Orleans Public Schools, New Orleans, Louisiana

Gail M. Johnson, Administrative Director, Child Nutrition Programs
East Baton Rouge Parish School System, Baton Rouge, Louisiana

Sandra Kangas, Director, Child and Adult Nutrition Services
Department of Education and Cultural Affairs, Pierre, South Dakota

Linda Miller, RD, Staff Specialist, Nutrition and Transportation Services
Maryland State Department of Education, Baltimore, Maryland

Lorita T. Myles, Director, Child Nutrition Services
Ohio Department of Education, Columbus, Ohio

Peggy Reich, Area Coordinator, Food and Nutrition Service
Cobb County Schools, Kennesaw, Georgia

Cynthia Sevier, Director of Child Nutrition
Stokes County School District, Danbury, North Carolina

Bill West, Regional Consultant
Ohio Department of Education, Columbus, Ohio
PROJECT TEAM

This project was developed under contract between the National Food Service Management Institute and The Steritech Group, Inc., Charlotte, North Carolina.

National Food Service Management Institute

Jane Logan, PhD
Executive Director

Ellen Leppa, MEd, CFCS
Project Coordinator

The Steritech Group, Inc.

Mary Anne Hogue, MS, RD, LDN, FADA
Administrator

Technical Expert and Content Design:
Kathleen Moloney-Tarr
Leadership Dynamics, Charlotte, North Carolina

Nay Malloy Howell
CR8VE Solutions, Charlotte, North Carolina

Pamela Bullard Vaughan
Florence School District One Food Services, Florence, South Carolina

Libby Post, MS, RD, LDN
Rowan/Salisbury Child Nutrition Program, Salisbury, North Carolina

This project has been funded, at least in part, with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through a grant agreement with the University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U. S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.
The University of Mississippi complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law because of age, color, disability, national origin, race, religion, sex, or status as a veteran or disabled veteran.
INTRODUCTION

The National Food Service Management Institute developed this series of modules on human resource management to meet a need for relevant materials that would provide directors and supervisors the tools to teach managers effective management skills. Learning to work with and lead employees is a never-ending journey. These materials were designed to assist the learner in developing effective people skills in the Child Nutrition Programs. A task force of state agency personnel, food service directors, and university faculty identified the topics to include in this resource.

Building Human Resource Management Skills was designed by a team of experienced child nutrition and adult learning professionals. A group of volunteer reviewers from the task force also made significant contributions to the development of this project. We are most grateful to them for sharing their time and expertise.

All of the human resource modules have been approved for continuing education credits by the American School Food Service Association.

Steps to follow in using materials:

**Step 1.** Review the entire module and think about its relevance to the participants. There may be resources within the community that you may want to use to enhance the learning experience. A lesson plan template has been provided for your use to facilitate teaching the human resource module content.

**Step 2.** Check the Trainer’s Toolbox section in the modules for a list of materials planned for the session. The modules may require the use of policies and procedures, job descriptions, form, or standards specific to Child Nutrition Program personnel.

**Step 3.** Review the Suggested Time Frames and Comments to determine time allotted for each topic in the modules.

**Step 4.** Ensure that the learning environment, media center, classroom, cafeteria, or auditorium is comfortable for adults and conducive to learning and discussions.

**Step 5.** The purpose of the videotapes provided in the kits is to model practices, inspire discussion, and stimulate thoughts about personal practices. Always review videotape at least once before using in class to be familiar with the content and to determine how to use it with the group. Consider the following options:

- Use the tape to focus on a specific point during the session.
- Encourage interaction by showing all or part of the tape, and divide the group into comfortable discussion groups of no more than 6-7 per group.

The tapes were created to provide real-life practice situations and to precipitate discussion. There are no right or wrong answers, but better and best ways to handle human relations in Child Nutrition Programs.
HUMAN RESOURCE MODULE LESSON PLAN

Date:  
Module No.:  
Estimated Time: 1.5 Hours  
Certification Credits: 1.5  
Category: **U**_Leadership Development for Managers

<table>
<thead>
<tr>
<th>Module Title:</th>
<th>Coaching Employees for Positive Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> Building Human Resource Management Skills</td>
<td></td>
</tr>
</tbody>
</table>

**Instructor:**

**Module Content:**
What is to be taught? At the completion of the module, participants will be able to meet the following objectives:
1. 
2. 
3. 

**Instructional Aids, Materials, or Tools Needed:** Check Trainer’s Tool Box

**Instructional Procedures:**
- Personal Check-In
- Icebreaker
- Video Segment (if applicable)
- Group activities and role playing
- Checking Out

**Suggested Readings:** Use *Suggested Readings* to increase knowledge base concerning a given module topic.

**Evaluation Procedures:** How the instructor will determine if the material has been learned. Participants can complete evaluation form included in handout packet.

**Notes:** Insert notes as to revisions, additions, and deletions. What went wrong/right with the module lesson plan?
# Coaching Employees for Positive Outcomes

## Table of Contents

- Overview, Objectives ................................................................. 2
- Definitions ....................................................................................... 3
- Suggested Time Frames and Comments ........................................... 4
- Outline and Trainer’s Tactics ......................................................... 5
- Handouts ....................................................................................... 13
- Transparency Masters ..................................................................... 24
Trainer’s Notes
As a facilitator of this learning process, be prepared to share your experiences to clarify the key learning points. Some suggested guidelines or ground rules to establish at the beginning of the session are listed below.

Ground Rules
- Share from your own experiences, feelings, and opinions.
- Listen to understand, not to judge.
- Respect others’ opinions and feelings.
- Keep an open mind.
- Keep confidentiality.
- Accept the option to pass.

Overview
At the heart of coaching is a partnership between two people who share responsibility for developing the best strategies, decisions, or practices for completing their work. Each manager has technical skills or specialized expertise essential for an organization or team’s effectiveness. Yet, coaching and employee development provides the greatest leverage for significant movement toward organizational excellence. Coaching includes everything from helping the weakest performers improve to strengthening the commitment of employees with seniority who need new challenges to expand their skills. By providing support for individual growth and development, a coaching Child Nutrition manager increases productivity of the person and the team or program.

Objectives
At the completion of this module, participants will be able to:
- Recognize and use guidelines for giving positive feedback and constructive criticism.
- Discuss manager actions which build strong interpersonal relationships.
- Develop a plan for coaching an employee.
Coaching Employees for Positive Outcomes

Definitions

*Coaching relationship*- a partnership with an employee in order to strengthen and to expand the employee’s skills in specific areas of job performance.

*Trust*- the glue of all relationships. When we work in a climate of trust, we know that we can predict the positive actions and attitudes of another person. We know that she cares about us and will support our efforts.

*Feedback*- positive recognition of a job well done or constructive criticism of a skill or task which could use improvement.

*Desired behaviors*- the actions or skills that provide the most effective completion of a task.

*Replacement behaviors*- new behaviors to replace ineffective or inappropriate behaviors.

*Paradigm*- mental model one has about how and why people work.
## Suggested Time Frames and Comments

**Total Time = 1 hour 40 minutes**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comments</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Purpose and Objectives</td>
<td>Provide quick understanding of the desired outcomes.</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Personal Check-In: Coaches Who Make a Difference</td>
<td>Have individuals self-assess and then share with one other participant.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Icebreaker: The Game Plan</td>
<td>Ask small groups or the entire group to list steps for beginning to coach; have small groups put the steps in appropriate order; share to the large group.</td>
<td>10 minutes; small groups (5)* + large group (5)*</td>
</tr>
<tr>
<td>Definitions</td>
<td>Review key words and meanings.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Creating a Coaching Plan</td>
<td>Review steps and discuss examples; begin first draft of coaching plan; share with a partner.</td>
<td>25 minutes; review (10), plan (15)</td>
</tr>
<tr>
<td>Feedback with Meaning</td>
<td>Review guidelines for positive work climate; consider guidelines for positive and negative feedback.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Video Segment</td>
<td>Introduce the video segment entitled “Coaching.”</td>
<td>7-10 minutes</td>
</tr>
<tr>
<td>Reality Practice: Case Study</td>
<td>Discuss case study.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Checking Out: Manager Self-Change</td>
<td>Identify individual areas to improve coaching capacity; share with a partner.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

* Note: The numbers in parentheses ( ) refer to the estimated number of minutes.
Coaching Employees for Positive Outcomes

Outline

Personal Check-In: Coaches Who Make a Difference

The greater effort a manager makes to develop and sustain respectful, productive working relationships, the greater the motivation, commitment, and ongoing support.

Consider the following list of characteristics. Which are your areas of strength? Which need improvement?

Effective coaches will:

- Establish a trusting relationship with all employees.
- Listen more than talk.
- Speak directly.
- Value and model continuous learning.
- Recognize their own limitations.
- Make an effort not to overuse strengths.
- Offer chances to take risks.
- Remain curious rather than defensive.
- Model accountability and ownership.
- Meet others where they are and help them move forward.
- Keep an optimistic attitude about people.

 Trainer’s Tactics

Personal Check-In: Coaches Who Make a Difference

Write the characteristics of the positive coach on a flip chart or transparency. Ask participants to provide an example of a person who coached them (team, church, job).

An effective coach has a set of acquired skills, attitudes, and beliefs in human potential which allows him/her to create a learning environment to nurture individual development. An effective coaching partnership exists when the partners have a healthy relationship. Building solid work relationships is critical for a manager who must rely on others to support the work toward an organization’s or team’s goals.

Have participants complete the checklist. Ask them to identify the coaching behaviors which are most difficult for them and the ones which are the easiest for them.

Use the handout on page 16.
## Coaching Employees for Positive Outcomes

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Check-In: Coaches Who Make a Difference</strong></td>
<td><strong>Personal Check-In: Coaches Who Make a Difference</strong></td>
</tr>
<tr>
<td>Effective coaches will:</td>
<td>Use the handout on page 16.</td>
</tr>
<tr>
<td>□ Offer immediate positive recognition.</td>
<td></td>
</tr>
<tr>
<td>□ Help others view mistakes as learning opportunities.</td>
<td></td>
</tr>
<tr>
<td>□ Help employees work on one skill at a time.</td>
<td></td>
</tr>
<tr>
<td>□ Smile!</td>
<td></td>
</tr>
<tr>
<td>□ Meet individually with employees to identify ways to help them be more effective.</td>
<td></td>
</tr>
<tr>
<td>□ Use common courtesies (please, thank you).</td>
<td></td>
</tr>
<tr>
<td>□ Apologize for mistakes or for treating others without respect.</td>
<td></td>
</tr>
<tr>
<td>□ Plan social events with co-workers.</td>
<td></td>
</tr>
<tr>
<td>□ Confront the issue, not the person.</td>
<td></td>
</tr>
<tr>
<td>□ Demonstrate friendly, positive, and upbeat behaviors to others.</td>
<td></td>
</tr>
</tbody>
</table>
### Coaching Employees for Positive Outcomes

#### Outline

**Icebreaker: The Game Plan**

You and your new assistant managers are at your first planning meeting before you meet your employees for the new high school. Your employees have a mix of experience, expertise, and motivation.

1. Consider the steps listed below. Which steps will you take to provide the best coaching?
2. In what order will you take these steps? Rank the items from 1-5 with 1 being the first step you would take.

- Note future skills that may be needed.
- Identify employees who have the respect of other employees.
- Ask employees what they do best or need to improve.
- Determine the most important skills.
- Evaluate each individual’s strengths and weaknesses.

#### Trainer’s Tactics

**Icebreaker: The Game Plan**

Have participants work in small groups to determine the steps for coaching. Discuss and share ideas as a large group.

The purpose of the Icebreaker is to offer participants the chance to consider that coaching involves the steps of a process and to begin to consider how to prioritize these steps.

Use the handout on page 17.
## Coaching Employees for Positive Outcomes

### Outline

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Coaching relationship- a partnership with an employee in order to strengthen and to expand the employee’s skills in specific areas of job performance.</td>
<td>Definitions</td>
</tr>
<tr>
<td>✓ Trust- the glue of all relationships. When we work in a climate of trust, we know that we can predict the positive actions and attitudes of another person. We know that she cares about us and will support our efforts.</td>
<td>These definitions are found on page 15. Coaching is a leadership behavior. A manager who coaches recognizes his or her responsibility to provide professional development opportunities for all employees.</td>
</tr>
<tr>
<td>✓ Feedback- positive recognition of a job well done or constructive criticism of a skill or task which could use improvement.</td>
<td>In a coaching relationship, trust is a critical factor. Unless the relationship is based on a belief in each other’s abilities and on the genuine and sincere motives of both parties, progress or improvement or growth will not occur.</td>
</tr>
<tr>
<td>✓ Desired behaviors- the actions or skills that provide the most effective completion of a task.</td>
<td>To provide effective feedback, a manager must establish a trusting relationship and treat the employee with appropriate respect and support.</td>
</tr>
<tr>
<td>✓ Replacement behaviors- new behaviors to replace ineffective or inappropriate behaviors.</td>
<td>In coaching, these behaviors are specified within the context of the work so that the employee can target his or her improvement or strengthening areas.</td>
</tr>
<tr>
<td>✓ Paradigm- mental model one has about how and why people work.</td>
<td></td>
</tr>
</tbody>
</table>
## Creating a Coaching Plan

1. Determine the employee’s strengths and weaknesses:
   - List job competencies, behaviors, or skills most important for success.
   - Compare the individual’s observable performance with the desired behaviors.
   - List future skills that may be needed.
2. Invite the individual to self-assess according to competencies.
3. Discuss the plans for improvement or growth.
4. Identify the best situations for new learning to take place.
5. Identify the best times for the coach to observe new behaviors.
6. Observe the employee and note what is effective and ineffective.
7. Provide immediate feedback with examples and describe replacement behaviors.
8. Model respect for the individual.

## Trainer’s Tactics

### Creating a Coaching Plan

When a manager prepares to coach an employee, she makes a commitment to stretch the individual’s capabilities. A coach must consider two things:

- the tasks to be accomplished.
- the employee’s motivation and skills.

First, assess the TASKS and answer questions such as:

- “How difficult is the task?”
- “How important is the task?”
- “Who usually does this task and why?”

Second, assess the EMPLOYEE to check motivation and skills with questions such as:

- “Have I given chances to try a new task or learn new skills?”
- “Does this employee have the desire to grow and learn?”
- “Does this employee have the potential to learn and to be successful in this new task or skill?”

A conversation with the individual to be coached is critical. Remember, this is a partnership, so the time spent exchanging ideas and suggestions is valuable. To develop a coaching plan, consider these steps.

Use the handout on page 18.
Coaching Employees for Positive Outcomes
## Feedback with Meaning

Here are some guidelines which ensure a positive work climate for coaching success.

- Explain the purpose of coaching.
- Be trustworthy (have integrity) so you can build trusting relationships.
- Listen to understand, not to judge.
- Share information.
- Be yourself. Let others know who you really are.
- Respect and maintain confidentiality.
- Use feedback as information, not as a tool for judgment.
- Be willing to give feedback.
- Offer feedback quickly.
- Operate from a belief which encourages taking risks.

### To provide positive feedback:
- Describe the behavior, such as producing a certain quantity in a set time.
- Explain the impact of the behavior for the person, for the job, and for the organization or team.
- Be clear in communicating what is effective or successful so it will continue.
- Give recognition for positive behavior.

## Trainer’s Tactics

### Feedback with Meaning

For a strong coaching relationship to exist, the manager creates a collaborative, safe work climate which nurtures the learning process.

When you believe that everyone wants to work where unique abilities are valued and where job satisfaction is high, you may be ready to coach. The mental model or paradigm one has about how and why people work is the basis for an empowering environment, effective delegation practices, and coaching for individual growth to increase organizational success.

Use the handout on page 19.

Introduce the video segment entitled “Coaching” to participants. It supports the guidelines that ensure a positive work climate for a coaching success.
## Coaching Employees for Positive Outcomes

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feedback with Meaning</strong></td>
<td><strong>Feedback with Meaning</strong></td>
</tr>
<tr>
<td>To provide constructive criticism:</td>
<td>For a strong coaching relationship to exist, the manager creates a collaborative, safe work climate which nurtures the learning process.</td>
</tr>
<tr>
<td>- Be specific and focus on the behavior, not the person.</td>
<td>- When you believe that everyone wants to work where unique abilities are valued and where job satisfaction is high, you may be ready to coach.</td>
</tr>
<tr>
<td>- Describe the significance of behaviors for the team or team goals.</td>
<td>The mental model or paradigm one has about how and why people work is the basis for an empowering environment, effective delegation practices, and coaching for individual growth to increase organizational success.</td>
</tr>
<tr>
<td>- Remain calm.</td>
<td>Use the handout on page 19.</td>
</tr>
<tr>
<td>- Be selective in choosing only what a person can receive.</td>
<td></td>
</tr>
<tr>
<td>- Watch for non-verbal cues.</td>
<td></td>
</tr>
<tr>
<td>- Listen to the individual’s perspective of the behavior and/or situation.</td>
<td></td>
</tr>
<tr>
<td>- Identify the benefits of improving the behavior.</td>
<td></td>
</tr>
<tr>
<td>- Balance positive and negative feedback.</td>
<td></td>
</tr>
</tbody>
</table>
Coaching Employees for Positive Outcomes
## Outline

**Reality Practice: Case Study**

### The Coaching Plan

1. Name the person you want to coach.
2. List the skills and abilities of the individual.
3. List new or desired skills.
4. Invite employee’s self-assessment.
5. Set time for discussion of employee’s self-assessment.
7. Determine criteria for observation.
8. Plan for positive feedback and for constructive criticism with replacement behaviors.
9. Note ways to respect the uniqueness of this employee.

### Trainer’s Tactics

**Reality Practice: Case Study**

### The Coaching Plan

This is an opportunity for participants to work through a coaching plan with your guidance.

Think of a specific coaching need in your Child Nutrition Program. This may be using a new recipe file, a new computer system, or a new piece of equipment. Work through a sample coaching plan with group input. Then assign participants to complete the reality practice handout on page 20.

---

### Coaching Employees for Positive Outcomes
### Outline

**Checking Out: Manager Self-Change**

- Consider the Personal Check-In. Select and list three personal changes you could make which could significantly increase your effectiveness as a coach:
  1. 
  2. 
  3. 

- Describe specific actions and appropriate times for you to implement these changes.

- Select a coach to help you ensure your success. Explain your goals for self-change.

### Trainer’s Tactics

**Checking Out: Manager Self-Change**

Participants can select and analyze three changes which would improve their coaching abilities. Ask them to select another participant as their coach for follow-up and support.

Use the handout on page 21.
Handouts: Table of Contents

- Objectives and Definitions ................................................................. 15
- Personal Check-In .................................................................................. 16
- Icebreaker: The Game Plan ................................................................. 17
- Creating a Coaching Plan ................................................................. 18
- Feedback with Meaning ........................................................................ 19
- Reality Practice: Case Study ............................................................ 20
- Checking Out: Manager Self-Change .................................................. 21
- Evaluation Form .................................................................................... 22
- Suggested Readings .............................................................................. 23
Objectives

At the completion of this module, participants will be able to:

- Recognize and use guidelines for giving positive feedback and constructive criticism.
- Discuss manager actions which build strong interpersonal relationships.
- Develop a plan for coaching an employee.

Definitions

*Coaching relationship*- a partnership with an employee in order to strengthen and expand the employee’s skills in specific areas of job performance.

*Trust*- the glue of all relationships. When we work in a climate of trust, we know that we can predict the positive actions and attitudes of another person. We know that she cares about us and will support our efforts.

*Feedback*- positive recognition of a job well done or constructive criticism of a skill or task which could use improvement.

*Desired behaviors*- the actions or skills that provide the most effective completion of a task.

*Replacement behaviors*- new behaviors to replace ineffective or inappropriate behaviors.

*Paradigm*- mental model one has about how and why people work.
**Personal Check-In: Coaches Who Make a Difference**

Here is a rating scale to assess your skills in building positive relationships. Consider the following list of characteristics. Assess your areas of strength or improvement and mark the appropriate column for each characteristic. 1 = very strong in this behavior, 2 = somewhat strong in this behavior, 3 = not too strong in this behavior, 4 = weak in this behavior, 5 = very weak in this behavior—needs improvement.

<table>
<thead>
<tr>
<th>Effective Coaches…</th>
<th>1 very strong</th>
<th>2 somewhat strong</th>
<th>3 not as strong</th>
<th>4 weak</th>
<th>5 very weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a trusting relationship with all employees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen more than talk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak directly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value and model continuous learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize their own limitations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make an effort not to overuse strengths.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer chances to take risks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remain curious rather than defensive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model accountability and ownership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet others where they are and help them move forward.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep an optimistic attitude about people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer immediate positive recognition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help others view mistakes as learning opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help employees work on one skill at a time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smile!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet individually with employees to identify ways to help them be more effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use common courtesies (please, thank you).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apologize for mistakes or for treating others without respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan social events with co-workers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confront the issue, not the person.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate friendly, positive, and upbeat behavior to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Star the effective coaching behaviors that are the most difficult for you.
- Check the behaviors that are the easiest for you.
Icebreaker: The Game Plan

You and your new assistant managers are at your first planning meeting before you meet your employees for the new high school. Your employees have a mix of experience, expertise, and motivation.

1. Consider the steps listed below. Which steps will you take to provide the best coaching?

2. In what order will you take these steps? Rank the items from 1-5 with 1 being the first step you would take.

<table>
<thead>
<tr>
<th>Order</th>
<th>Steps in Coaching Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Note future skills that may be needed.</td>
</tr>
<tr>
<td>2.</td>
<td>Identify employees who have the respect of other employees.</td>
</tr>
<tr>
<td>3.</td>
<td>Ask employees what they do best or need to improve.</td>
</tr>
<tr>
<td>4.</td>
<td>Determine the most important skills.</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluate each individual’s strengths and weaknesses.</td>
</tr>
</tbody>
</table>

What additional steps would you add? Discuss in small groups.
Creating a Coaching Plan

1. Determine the employee’s strengths and weaknesses:
   - List job competencies, behaviors, or skills most important for success.
   - Compare the individual’s observable performance with the desired behaviors.
   - List future skills that may be needed.

2. Invite the individual to self-assess according to competencies.

3. Discuss the plans for improvement or growth.

4. Identify the best situations for new learning to take place.

5. Identify the best times for the coach to observe new behaviors.

6. Observe the employee and note what is effective and ineffective.

7. Provide immediate feedback with examples and describe replacement behaviors.

8. Model respect for the individual.
Feedback with Meaning

Here are some guidelines which ensure a positive work climate for coaching success.

- Explain the purpose of coaching.
- Be trustworthy (have integrity) so you can build trusting relationships.
- Listen to understand, not to judge.
- Share information.
- Be yourself. Let others know who you really are.
- Respect and maintain confidentiality.
- Use feedback as information, not as a tool for judgment.
- Be willing to give feedback.
- Offer feedback quickly.
- Operate from a belief which encourages taking risks.

To provide positive feedback:
- Describe the behavior, such as producing a certain quantity in a set time.
- Explain the impact of the behavior for the person, for the job, and for the organization or team.
- Be clear in communicating what is effective or successful so it will continue.
- Give recognition for positive behavior.

To provide constructive criticism:
- Be specific and focus on the behavior, not the person.
- Describe the significance of behaviors for the team or team goals.
- Remain calm.
- Be selective in choosing only what a person can receive.
- Watch for non-verbal cues.
- Listen to the individual’s perspective of the behavior and/or situation.
- Identify the benefits of improving the behavior.
- Balance positive and negative feedback.
Reality Practice: Case Study

The Coaching Plan

1. Name the person you want to coach.

2. List the skills and abilities of the individual.

3. List new or desired skills.

4. Invite employee’s self-assessment.

5. Set time for discussion of employee’s self-assessment.

6. Together, identify the best situations for learning and times for observation.

7. Determine criteria for observation.

8. Plan for positive feedback and for constructive criticism with replacement behaviors.

9. Note ways to respect the uniqueness of this employee.
Checking Out: Manager Self-Change

- Consider the Personal Check-In. Select and list three personal changes you could make which could significantly increase your effectiveness as a coach:
  1. 
  
  2. 
  
  3. 

- Describe specific actions and appropriate times for you to implement these changes.

- Select a coach to help you ensure your success. Explain your goals for self-change.
Coaching Employees for Positive Outcomes
Handout: Evaluation Form

Please check the response below that best describes your feelings about this program:

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Topic</strong> is of interest to me as a manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Topic</strong> is important to my job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Content</strong> is useful in my job as a manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Handouts</strong> help me understand the topic better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. List one or more things you plan to do differently in your job after attending this in-service:
   
   
   
   

6. My supervisor can help me coach my employees by:
   
   
   
   

General Comments:

Thank you for taking the time to complete the evaluation form. Have a great day!
Suggested Readings


Transparency Masters

Transparencies are available in two formats. Landscape formatted transparencies are provided using Microsoft Word™. A PowerPoint™ presentation format is also available.

1. Objectives
2. Definitions
3. Definitions
4. Personal Check In: Coaches Who Make a Difference
5. Icebreaker: The Game Plan
6. Effective Coaches Have Helped Me in the Past
7. As a Manager, My Strongest Skill Is
8. As a Manager, My Goal Is to Improve This Coaching Skill
9. Creating a Coaching Plan for our School
10. Creating a Coaching Plan for our School
11. Feedback with Meaning
12. Feedback with Meaning – Positive Feedback
13. Feedback with Meaning – Constructive Criticism
14. Reality Practice: Case Study
15. Checking Out: Manager Self-Change