

# **Abridged Preview**

# **Coaching Performance Facilitator's 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.

## Contents

Facilitator Kit .....	3
Overview of the Facilitator Kit.....	3
Logistics, Materials, and Supplies.....	4
Suggested Room Setup.....	5
Copy for Flip Charts and Masters for Activities and Handouts .....	6
Training Schedule.....	11
Coaching Performance: Facilitator Guide with PowerPoint Thumbnails and Participant Guide .....	13
Introduction .....	14
Module 1: Determine Expectations .....	21
Module 2: Communicate Expectations .....	24
Module 3: Provide Feedback on Performance .....	28
Conclusion.....	54

## Facilitator Kit Overview

Components of the kit

This facilitator kit includes the following items:

- Facilitator guide, including copy for flip charts and masters for case studies and handouts
- Facilitator copy of the participant guide
- Black and white reference copy of slides
- CD with PowerPoint file of slides

### How to Use the Facilitator Guide

The facilitator's copy is on the left-hand pages and participant copy w/ answers as appropriate is on the right-hand pages. The facilitator guide is formatted in two columns: The right column contains teaching notes, including such information as content points, possible examples, how to set up and process exercises, and suggested answers to exercises. The left column includes media notes, such as the related overhead slides.

### Using the PowerPoint Slides

The slides for this course are on the enclosed CD and included a color file as well as a black-and- white hard PowerPoint file.

### Design of the Facilitator Guide

The Facilitator guide is designed to give facilitators both directions and content. Sidebars provide a visuals to help you know at a glance what media you will be using to convey specific content. The **references to slide numbers, titles of flip charts, and names of activities** are set in a different type from the content. Content is written from a conversational, first-person perspective. [Directions are in brackets.] Page numbers for the participant guide are give in a box above the page numbers for each page in the facilitator guide.

## Flip Charts and Other Materials to Prepare

**Supplies for each table:** crayons, colorful flip chart markers

**Flip Charts/Tear Sheets:** Prepare tear sheets with text as indicated below.

### Agenda

- Introduction & Overview of Coaching Model
- Determine Expectations
- Communicate Expectations
- Provide Feedback on performance
- Conclusion

Page 14

### 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.

Page 14

### Helpful Information

Page 22

**Where do you get info to determine job expectations?**

Page 22

**What are the advantages of setting expectations?**

Page 22

**What are the consequences of not setting expectations?**

Page 22

**Why some don't praise**

Page 36

**Feedback Trap #1**  
Consequences of falling into this trap?

Your experiences that illustrates this trap:

Tips to avoid this trap:

Page 38

**Feedback Trap #2**  
Consequences of falling into this trap?

Your experiences that illustrates this trap:

Tips to avoid this trap:

Page 38

**Feedback Trap #3**  
Consequences of falling into this trap?

Your experiences that illustrates this trap:

Tips to avoid this trap:

Page 38

**Feedback Trap #4**  
Consequences of falling into this trap?

Your experiences that illustrates this trap:

Tips to avoid this trap:

Page 38

**Feedback Trap #5**  
Consequences of falling into this trap?

Your experiences that illustrates this trap:

Tips to avoid this trap:

Page 38

**Thank-You Card Activity (Page 32)**

Copy the following instructions and paste on card stock. Attach to gift bags to be used during Thank-You Card Activity.

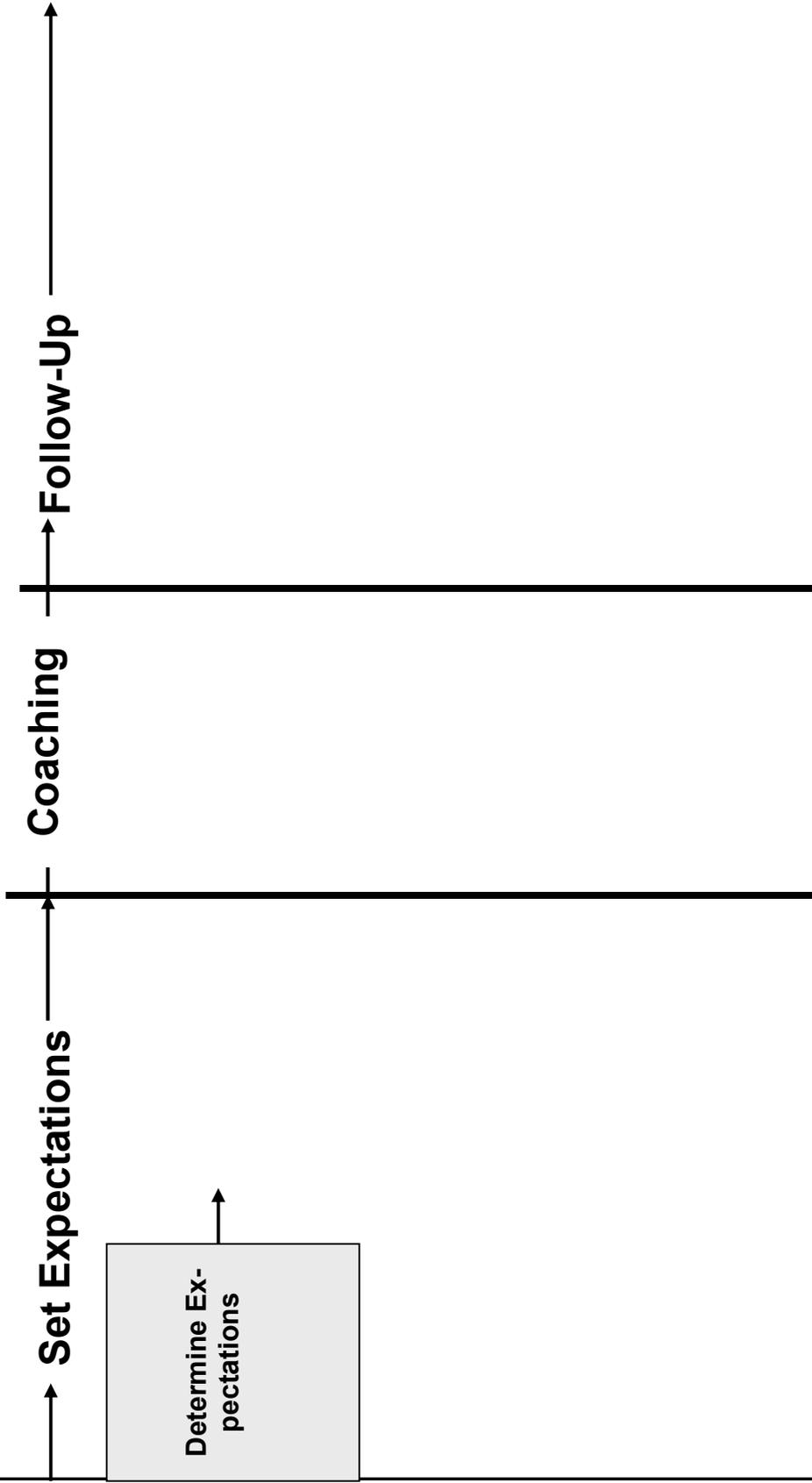
**Thank-You Card Activity Instructions**

- Pass the bag around the table.
- Each person takes one card from the bag. Read it without commenting on it.
- Plan the appropriate commending feedback based on the situation given on your card. Write your commending feedback on page 11.
- Each person gives commending feedback to the person on his/her left.
- You have 10 minutes to complete this activity.
- At the end of the activity, return the cards to the bag.

Copy the following situations and paste on attractive blank cards or cards with “Thank You” on the front. Make one set of six cards for each group.

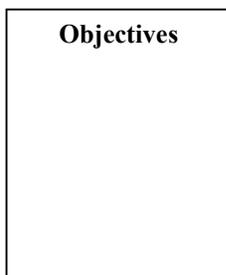
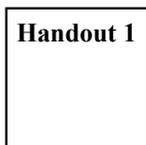
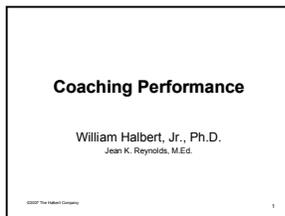
# Coaching Performance

Handout 2



## Training Schedule

<b>Schedule for Full Day (6 Hours)</b>		<b>Schedule for Half Day (4 Hours)</b>	
<b><i>Introduction</i></b>		<b><i>Introduction</i></b>	
Welcome	5	Same as Full Day	5
Activity: Face	10	Leave out drawing	5
Agenda & Objectives	5	Same as Full Day	5
Coaching Model Overview	10	Same as Full Day	10
	30		25
Break	15	Break	10
<b><i>Module 1: Determine Expectations</i></b>		<b><i>Module 1: Determine Expectations</i></b>	
Coach: A Definition	10	Shorten brainstorming	5
Praise: A Definition	30	Leave out building exercise	15
Coaching Model--Standards	30	Limit discussion	20
	1:10		40
<b><i>Module 2: Communicate Expectations</i></b>		<b><i>Module 2: Communicate Expectations</i></b>	
Pre-Call	20	Same as Full Day	20
Feedback Loop	10	Same as Full Day	10
5 Step Training Process	45	Leave out demonstration	20
	1:15		50
Lunch		Quick break	5
<b><i>Module 3: Provide Feedback on Performance</i></b>		<b><i>Module 3: Provide Feedback on Performance</i></b>	
Feedback: A Definition	10	Limit brainstorming	5
Feedback that Commends	30	Limit discussion & reporting time	20
Break	5	Quick break	5
Why Some Don't Praise & Feedback Traps	30	Limit discussion & reporting time	20
Commending Feedback Model & Examples	45	Cut When Feedback Is Needed Activity	20
	2 hrs		1:10
<b><i>Conclusion</i></b>		<b><i>Conclusion</i></b>	
Coaching Model Review & Activity	30	Cut Review Activity	10
What do you know?	15	Same as Full Day	15
Full Coaching Model	5	Same as Full Day	5
	50		30



## Introduction

### Slide 1: Coaching Performance

[Welcome participants as they arrive. Introduce yourself. Start class on time even if all participants aren't present.]

I'm glad you're here today to explore coaching performance—specifically coaching through praise.

On your tables are handouts with an oval (face) for you to finish drawing. Use the [markers, crayons] at your table and quickly draw a picture of what you look like when you receive praise from your boss for a job well done. <30 seconds>

Hold up your pictures and look at each others' pictures. <30 seconds>

It looks like praise makes you feel good, brings a smile to your face. A few of your pictures look like you're more skeptical when you receive praise from your boss, even if you know you've done a good job. Today we'll discuss the reasons for praise and the reasons we may not be ready to accept praise.

[Handle housekeeping matters: Location of rest rooms, water fountains, emergency exits, etc. Share information about when breaks are scheduled. Ask participants to silence all cell phones and pagers.]

Let's look at today's agenda and objectives.

### FC: Agenda

We'll start with an overview of the coaching model we'll be using throughout this seminar, then we'll examine the individual steps within the model that focus on praising. You'll have a chance to work individually and in small groups.

### FC: Objectives

Here are the learning objectives for this session. At the bottom of page 1 in your workbook is space for you to write your personal learning objective. What do you need to get from our study today to make the time spent together worthwhile? Please write your objective on page 1. [Allow 1-2 minutes.]

[Next: Slide 2: Coaching Performance: Set Expectations . . .]

## **Agenda**

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

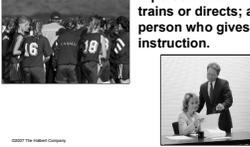
## **Objectives**

- Examine a coaching model that supports ongoing conversations about performance.
- Define feedback and its use in coaching.
- Explore how to use praise to reinforce positive performance and how to coach to seek improvement.

## Module 1: Determine Expectations

**Coach: A Definition**

A person who trains or directs; a person who gives instruction.



©2007 The Halbert Company

### Slide 3: Coach: A Definition

[Click to bring in two graphics. DO NOT bring in definition yet.] What do coaches of athletic teams do?

[Click to bring in definition of coach] Based on what you've said, we could define a coach as someone who trains or directs; a person who gives instructions.

[Click to bring in second graphic] How can you apply this concept in the business world? How are you like a coach to people who report to you?

**Praise**

? ? ?  
? ?

©2007 The Halbert Company

### Slide 4: Praise

We're going to explore one aspect of coaching in today's class. We'll look in -depth at coaching for performance and giving feedback that commends.

What do you know about *praise*? [Possible responses on facing page.]

**Praise: A Definition**



- Express approval or commendation.
- Express warm commendation for.

©2007 The Halbert Company

### Slide 5: Praise: A Definition

[Click to bring in graphic. DO NOT bring in definition yet.] How would you define *praise* or *praising*? [Click to bring in definition and read: "Expression of approval or commendation. To express warm commendation for."]

If you dump on a person most of the time, praising becomes difficult. When praising is done well and appropriately, it is being done within the context of overall good management practices.

How do you know when and what to praise? [Rhetorical question; don't allow time for responses.] Let's try something. [Press b on the keyboard to go to a blank screen.]

### Activity

[Divide the large group into smaller groups. Give each small group one of the bags of building supplies you prepared ahead of time.]

Now that you're in groups and have all the resources you need, please build a \_\_ [fill in the blank based on the kind of material given for building; specify a kind of structure]. [Don't ask for questions or answer any questions once you tell the groups to begin building. Call time after 3-5 minutes.]

[Next: Flip chart: Helpful Information.]

**Facilitation Tip:**  
Have participants move to other tables or another part of the room for some small-group activities like this. This helps you change groupings and gives participants a chance to move.

## Coach: A Definition



### Athletic coaches . . .

Teach skills.

Encourage.

Teach sportsmanship.

How to play.

How to win.

**Coach: A person who trains or directs;  
a person who gives instruction.**

### I'm a coach on the job because I . . .

I teach business skills.

I set expectations for "winning."

I encourage employees who may be discouraged about a project.



**I know this about praise:** Like to give it and receive it. Helps when working on a tough project.  
Not sure how to use it so it doesn't seem manipulative. Don't understand the need for it.  
It's telling people they did something well.  
Thanking someone for doing a good job.

## Praise: A Definition

"Expression of approval or commendation. To express warm commendation for."

**Helpful Information**

**FC: Helpful Information**

I can see that each group built something, or at least started to build something. However, none look like what I expected when I said to build a [whatever the assignment was]. How can I praise you for your work? What could I have done to help you be more successful builders and to help me know what success to praise? [Record responses.] [Possible responses include: *Dimensions of the structure to be built. Whether we were to use all the building material. If we needed to create a color pattern. How much time we had. How we would know if we were successful. How you would measure/evaluate our structures.*]

What would you have been able to do with that kind of information? [Possible responses include: *We would have used all the material. We might have divided the task so someone was checking to be sure the length and width were as specified. We would have used all the colors.*]

Thank you for your work on these structures and this list. Now let's apply your experience to determining expectations at work and see how the model can help you polish your coaching skills, especially related to commending or giving praise. [Press b to get Slide 5 back on the screen and move to Slide 6. Participants go to page 5.]

**Slide 6: Coaching Model: Determine Expectations—Standards**

The first step is to Determine Expectations for events being delegated or assigned to team members. Determining expectations answers the question, What do I want this person/group to do and how will I/they know the event has been completed successfully.

**FC Activity: Determine Expectations**

[Divide into different groups from the first activity. Give each group a tear sheet with its brainstorming topic on it. ]

1. Brainstorm and record your ideas/answers for your assigned question.  
*Where do you get information to determine job expectations?*  
*What are the advantages of determining expectations for assigned or delegated events?*  
*What are the consequences of not determining expectations?*
2. You'll have five minutes to complete this assignment.
3. Select a spokesperson who will share your ideas with the large group.

What questions do you have about this activity? [Handle questions appropriately. Start timing activity.]

[Debrief. See possible responses for each question on facing participant page. Thank participants.]

[Next: Module 2: Communicate Expectations; Slide 7: Coaching Performance: Communicate Expectations.]

Where do you get info?  
Advantages?  
Consequences

## Determine Expectations

**Activity:** Check which topic/group you will be exploring during this activity. Make notes here when groups share information.

- Where do you get information to determine expectations?  
*Job description.*  
*Customer requirements and expectations.*  
*Organizational business objectives and values.*  
*Past performance. Employee input.*
  
- What are the advantages of determining expectations for assigned or delegated events?  
*People know up front what to do.*  
*People will be able to know when they are successful. You get the right product at the right time to the right customer.*  
*Employee will know when the event is completed successfully.*  
*Manager will know when the event is completed successfully.*
  
- What are the consequences of not determining expectations?  
*Losing a customer.*  
*Losing an employee.*  
*Conflict in the workplace.*  
*Frustration in the workplace.*  
*Decline in sales.*  
*Decline in morale.*

Slide 20  
Text deleted from pre-  
view

Feedback Trap #1  
Feedback Trap #2  
Feedback Trap #3  
Feedback Trap #4  
Feedback Trap #5

**Facilitation Tip:**  
If possible, collect  
tear sheets at the end  
of class, type or have  
someone type  
information, and send  
it to participants as a  
reminder of their  
thinking on this  
subject. This can be  
done easily by  
e-mail.

**Slide 20: Feedback Traps**

[Bring in each trap and read aloud.]

**Feedback Traps Activity**

**FC: Feedback Traps**

Let's examine each of these traps with the goal of understanding them well enough to avoid them in the future. To do this, you'll work in groups. Each group will explore its assigned trap. Select a spokesperson who will give a 1-2 minute report to the large group.

[Direct groups to tear sheets already on walls.]

For your feedback trap, answer these questions:

What might be the consequences of falling into this trap?

What experience have you had or observed that illustrates this trap and its consequences?

What tips do you have for ways to avoid this trap?

You have 7 minutes to discuss your feedback trap and answer these questions. What questions do you have about this activity? [Handle questions.]

[Circulate through the room as groups are working. Clarify the assignment if necessary. Announce when 5 minutes have passed; call time at 7 minutes. Move to debriefing if groups complete the assignment sooner.]

[Debrief by letting each group's spokesperson report. Hold spokespersons to 1-2 minutes. Thank the spokespersons and the groups for their good work. ]

[Next: Slide 21: Commending Feedback Model.]

## Commending Feedback Traps

- *Trap #1: [copy deleted from preview]*
- *Trap #2:*
- *Trap #3:*
- *Trap #4:*
- *Trap #5:*

My group's assigned trap is Trap # \_\_\_\_\_.  
 What might be the consequence of falling into this trap?

\_\_\_\_\_

\_\_\_\_\_.

What experience have I had or observed that illustrates this trap and its consequences? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

What tips do I have for avoiding this trap? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**Reflection:** I sometimes fall into Trap # \_\_\_\_\_.  
 I'll use the following tips from class to avoid this trap:

\_\_\_\_\_

\_\_\_\_\_

**Activity: When Feedback Is Needed**

On page 16 of your workbook are 2 scenarios where supervisors have opportunities to offer commending feedback. [Number off or otherwise pair participants for this activity. Assign scenario 1 to 1s and scenario 2 to 2s.]

1. Read your assigned scenario and record in your workbook the commending feedback you would offer if you were the supervisor.
2. Share your response with your partner.
3. Be prepared to share your responses with the large group.
4. You will have 7 minutes for this activity.

What questions do you have about this activity? [Handle questions appropriately. Start the activity. Let participants know when 4 minutes have passed. Call time at 7 minutes.]

**Scenario 1**

[Expected responses include: *I must begin by apologizing for not being about to help you as you started this task. You learned the task quickly, thought of an improvement, collaborated with a colleague, and exhibited both initiative and skill. Thank you for such an outstanding performance.*]

**Scenario 2**

[Expected responses include: *Over the years I've seen you grow in your problem-solving skills. You've gone from meeting standards to exceeding them! Thank you for your commitment to professional growth and your application of that growth to the job and our organization. I'm proud of you.*]

You've completed several activities that have helped you identify opportunities to give commending feedback. You've practiced developing commending feedback in structured exercises and applied the commending feedback model to a real-world opportunity.

How are you feeling about your confidence and competence for giving commending feedback?

What questions do you have about the commending feedback model? [Handle questions appropriately.]

[Next: Feedback that Seeks Improvement.]

**Facilitation Tip:**

When handling questions on a topic like this, repeat a question and ask the group to provide an answer. This gives participants another opportunity to learn from peers.

## When Feedback Is Needed

Mark the scenario below that you are to read and respond to as if you were the supervisor. Plan your commending feedback and share it with your partner.

- Scenario 1:** A supervisor delegated work on a job to an employee who was unfamiliar with the task. . . . .  
[abridged for preview]

What would you say if you were her supervisor? \_\_\_\_\_

---

---

- Scenario 2:** A staff person worked with one supervisor on the same engagement for three consecutive years in three positions: as a “B,” as an “A,” and now as a “Senior.” While this person’s work was always more than adequate, the supervisor notices this year that there was a leap to outstanding. . . . [abridged for preview]

What would you say if you were his supervisor? \_\_\_\_\_

---

---

### Feedback that Seeks Improvement

It's your responsibility as coach to correct performance that's off the mark – to explain what has been done (or not done) in a constructive manner.

Feedback that corrects performance must communicate information that will help the other person improve. And this information must be presented in a way the person can "hear" and accept.

*When should you give it?*

Give feedback that corrects performance when you discover that some aspect of the other person's work is inadequate and needs improvement. This may occur while you're monitoring progress, coaching the other person, or evaluating results for actions that must be repeated in the future.

In what kind of situations in your work world would an employee need feedback that helps her or him improve?

[Possible responses include: *getting off track with a new assignment, making a mistake in a report, not being at work on time, returning from lunch or breaks late, problems with coworkers*]

### Slide 23: Negative behavior occurs because of a lack of . . .

Let's examine why behavior that needs improvement happens.

[Click to bring in each statement.]

- Understanding of mutual goals
- Commitment to goals.
- Involvement in process.
- Trust and respect of supervisors and others.
- Loyalty to the organization.
- Self-confidence or self-worth.

Think about your experiences with situations requiring feedback for improvement. Which statement would you say is the reason for most of the feedback for improvement that you have given? [Expected responses include: *All of them. None of them because the main problem I find is a bad attitude.*]

Let's look at some questions that you can ask yourself to help you determine when to give someone feedback for improvement. On page 17, check the questions that you already ask yourself before giving feedback for improvement.

In the space provided, jot down your biggest concern or fear about giving feedback for improvement. [Allow 1-2 minutes.]

With a partner at your table, share your concerns. Ask if the other person has ideas to overcome that concern. Reverse roles. [Allow 5-7 minutes.]

Everyone has some concerns when giving feedback for improvement. Turn to page 18 for a model that may help you overcome some, if not all, of your concerns.

[Next: How do you give feedback that corrects performance?]

**Feedback for Improvement**  
 Negative behavior occurs because of a lack of . . .

- Understanding of mutual goals
- Commitment to goals
- Involvement in process
- Trust and respect of supervisors and others
- Loyalty to the organization
- Self-confidence or self-worth

©2007 The Halbert Company 23

## 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?
- Will the feedback for improvement decrease desired performance as well as undesired performance?
- What consequences are likely to follow?
- Can I manage this feedback opportunity effectively?
- Can the feedback be specific and helpful enough to make a difference?
- Will I become a reminder of reprimand or support and encouragement?

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

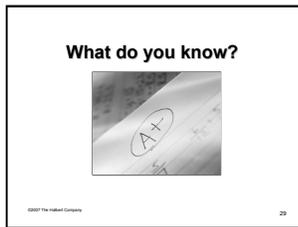
---

---

---

---

---



**Slide 29: What do you know?**

***What do you know?*** Take 10 minutes to answer the questions on page 18 in your workbook.

***True/False***

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

***Multiple Choice***

6.   A   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 doesn't 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.  
*Share how you feel about the performance you are commending.*  
*Give specific examples of what you like.*  
*State resulting benefits.*

[Next: Answers continued.]

## Conclusion: What Do You Know?

Directing  
Performance  
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.

---



---



---