

Supervisor Boot Camp

Essential tools for todays workplace leader



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INC.

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Supervisor Boot Camp

Welcome and Objectives

Welcome to Supervisor Boot Camp!

This workshop provides managers, supervisors, and team leaders with essential skills for leading others in the workplace.

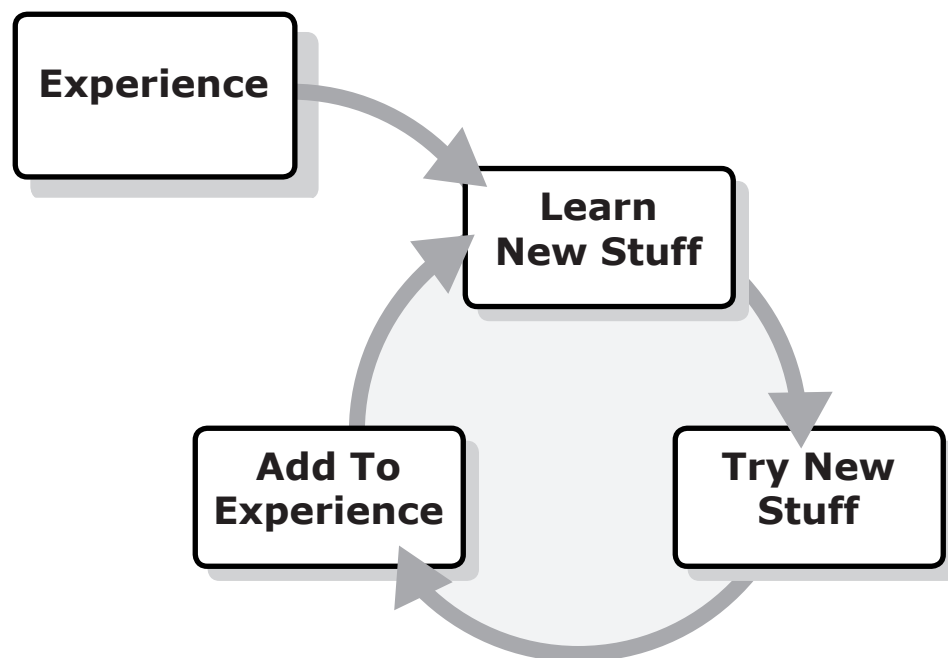
The interactive learning process within Supervisor Boot Camp will enable you to actually practice key leadership skills in fun, non-threatening exercises. You will walk away with several proven tools that you can apply immediately to your job.

Objectives:

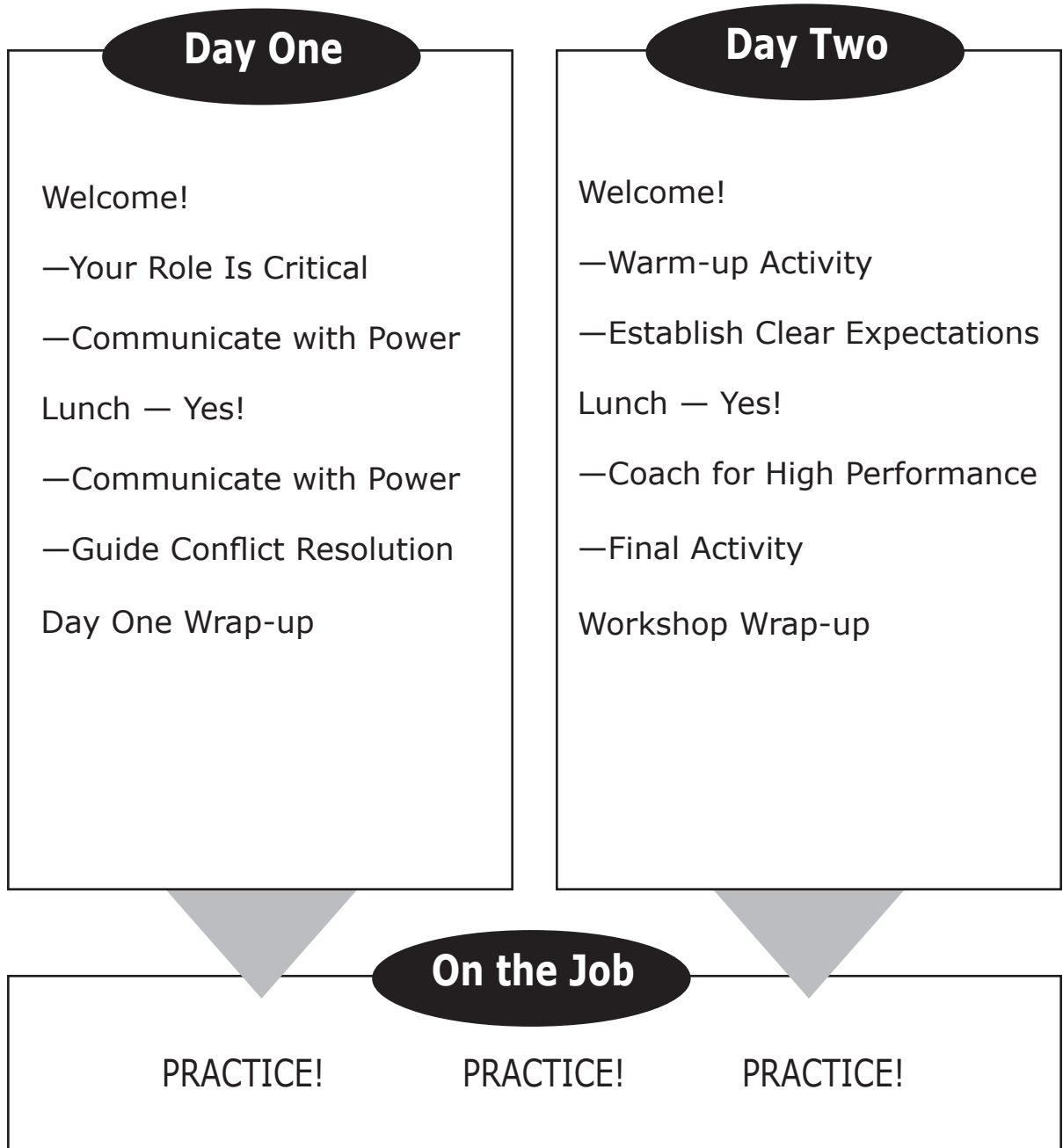
This hands-on workshop will help you:

- 1 Define your role as a supervisor and leader within the context of your team and organization.
- 2 Build your capacity to communicate effectively in all directions.
- 3 Establish crystal clear expectations with those you lead and supervise.
- 4 Identify, diagnose, and address coaching opportunities with those you lead and supervise.
- 5 Effectively guide others in conflict resolution.
- 6 Build and sustain a strong workteam.

Getting Results From Training



Supervisor Boot Camp Agenda



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Your Role Is Critical

*“Frontline supervisors, not senior managers,
are the opinion leaders in your organization.”*
Larkin & Larkin



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Statements on Supervision

The role of supervisor is absolutely essential to an organization's success.

- Supervisors possess much of the operational knowledge it takes to keep the business going.
- Most performance problems never go beyond the first level of supervision.
- Most employees prefer to receive organizational information from their immediate supervisor.
- Most employees will share their ideas and concerns with coworkers first, then with supervisors. Very few are willing to share them with people in "top management" positions.
- Supervisors are in the best position to take the pulse of the organization.
- Supervisors speak the language that employees understand.
- Supervisors usually feel the ill-effects of poor communication first.

Supervision is not leadership. But Leadership should be central to good supervision.

- You are appointed to the position of supervisor, but you must earn the right to lead.
- There are several leaders within the organization who are not managers or supervisors.
- There may be managers and supervisors within the organization who, in reality, are not providing any leadership.
- Leadership is mostly about what you SAY and DO.
- Leadership can be learned.
- The product of a good leader is the commitment, competence, and collaboration of individuals and teams.
- What works best for one leader may not work best for another.

Heroic Supervision What Would You See?

Heroic Supervision

“I’m responsible . . . I make decisions . . .
I solve problems . . . I deal with the consequences”

What would you see in the supervisor?

What would you see in the workers?

Shared Leadership What Would You See?

Shared Leadership & Supervision

“We are responsible . . . We make decisions . . . We solve problems
. . . We deal with the consequences together”

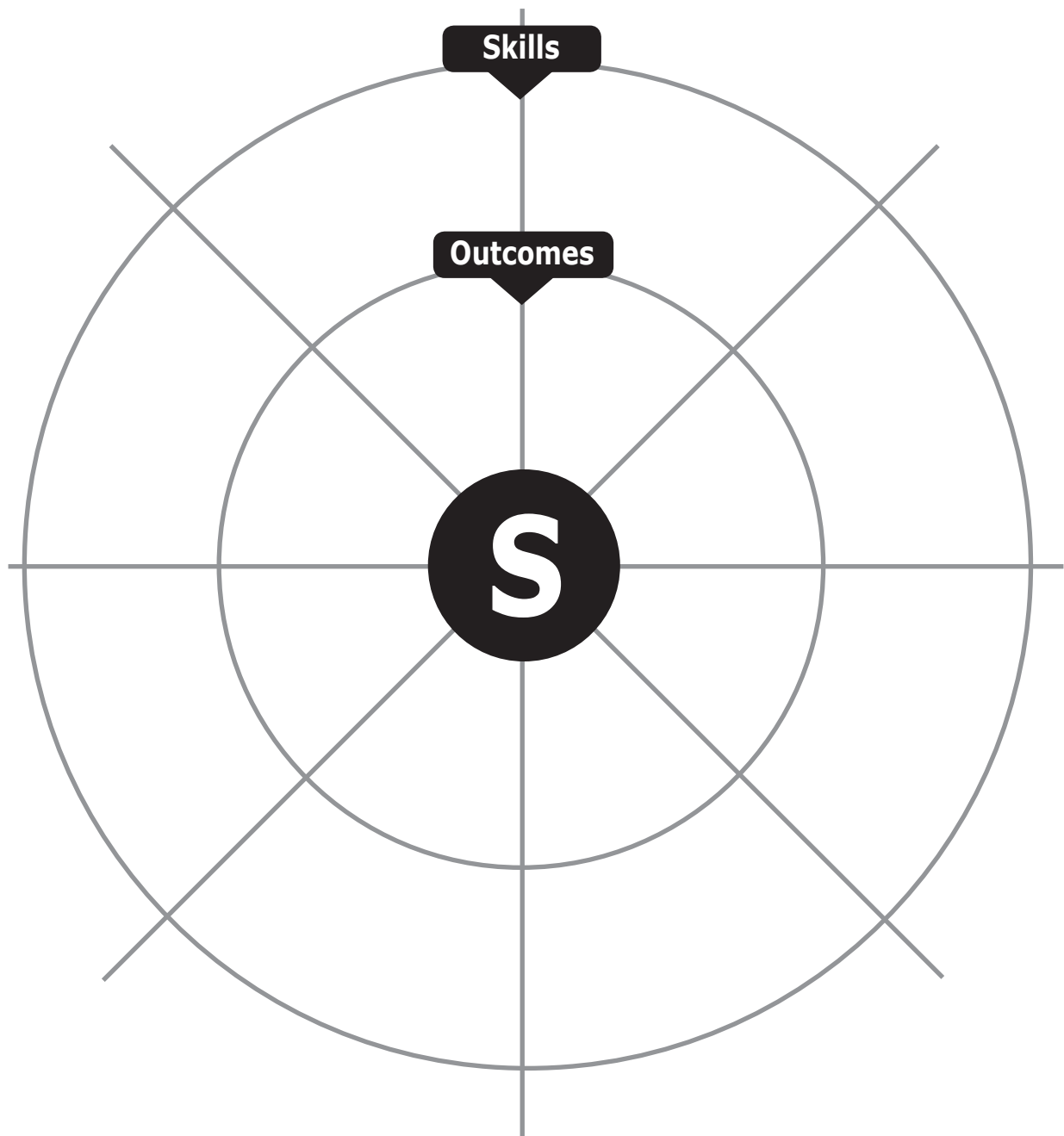
What would you see in the supervisor?

What would you see in the workers?

Supervisor Outcomes & Critical Skills

STEP 1: List the outcomes (results or end products) that you would expect from excellent supervision.

STEP 2: List the skills and abilities that you feel a supervisor must possess or develop in order to produce the expected outcomes.



YOUR ROLE IS CRITICAL



Additional Resources

Core Practice #1

Stay focused on purpose.

What: Staying focused on purpose means constantly reminding yourself and others of what is ultimately most important. It means that every member of the team knows the “why” behind the team’s actions and decisions. It means that distractions and non-value activities are kept to minimum.

Why: A clear sense of purpose gives you power. Your choices and options become more clear. Your strength in influencing others is enhanced. You can remain objective. As you develop a sense of purpose in others, you create synergy and minimize the potential for disruptive behaviors, hidden agendas, and personality conflicts.

Specific Behaviors What specific behaviors should you see in a supervisor who is reinforcing this core practice?	Self Assessment How well are you currently demonstrating this behavior?
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Core Practice #2

Maintain relationships of trust and respect.

What: Maintaining relationships of trust and respect means that you treat others professionally and expect the same in return. It does not mean you have to be everyone’s best friend. Nor does it mean that you must always agree. It does mean that you work to build trust and protect the self-esteem and confidence of others. It also means that you are committed to each other’s success.

Why: Relationships of trust and respect create energy and teamwork. They also provide strength and stability when the work becomes stressful. Commitment is high because there is mutual trust. This makes it much easier to stay focused on doing a great job.

Specific Behaviors What specific behaviors should you see in a supervisor who is reinforcing this core practice?	Self Assessment How well are you currently demonstrating this behavior?		
	Weak <input type="radio"/> 1	Average <input type="radio"/> 2	Strong <input type="radio"/> 3
	Weak <input type="radio"/> 1	Average <input type="radio"/> 2	Strong <input type="radio"/> 3
	Weak <input type="radio"/> 1	Average <input type="radio"/> 2	Strong <input type="radio"/> 3
	Weak <input type="radio"/> 1	Average <input type="radio"/> 2	Strong <input type="radio"/> 3
	Weak <input type="radio"/> 1	Average <input type="radio"/> 2	Strong <input type="radio"/> 3

Core Practice #3

Continually look to improve the process.

What: All work is a set of processes—steps and procedures aimed at producing a desired output. There are always opportunities to improve those processes. As a leader, it is essential that you constantly look for cues, warning signs, and trends that indicate an opportunity for improvement. It is also important to instill this practice within your team.

Why: An important key to manufacturing excellence comes through process improvement. You and the teams you lead are in the ideal position to both identify and act on opportunities to improve processes. Those you lead will look to your example. The benefits of this practice include problem prevention, increased quality, reduction of waste, clear communication, and peace of mind.

Specific Behaviors What specific behaviors should you see in a supervisor who is reinforcing this core practice?	Self Assessment How well are you currently demonstrating this behavior?
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
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	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Core Practice #4

Lead by example.

What: Leading by example means that you demonstrate in your own actions the same behaviors, skills, and work methods that you expect from others. It is the simple principle of practicing what you preach.

Why: What you do will always be more powerful than what you say. Your example not only demonstrates your commitment to important values and priorities, it is also a powerful teacher of skills, techniques, and processes. If you want people to do something, show them.

Specific Behaviors What specific behaviors should you see in a supervisor who is reinforcing this core practice?	Self Assessment How well are you currently demonstrating this behavior?		
	Weak 1	Average 2	Strong 3
	Weak 1	Average 2	Strong 3
	Weak 1	Average 2	Strong 3
	Weak 1	Average 2	Strong 3
	Weak 1	Average 2	Strong 3

Core Practice #5

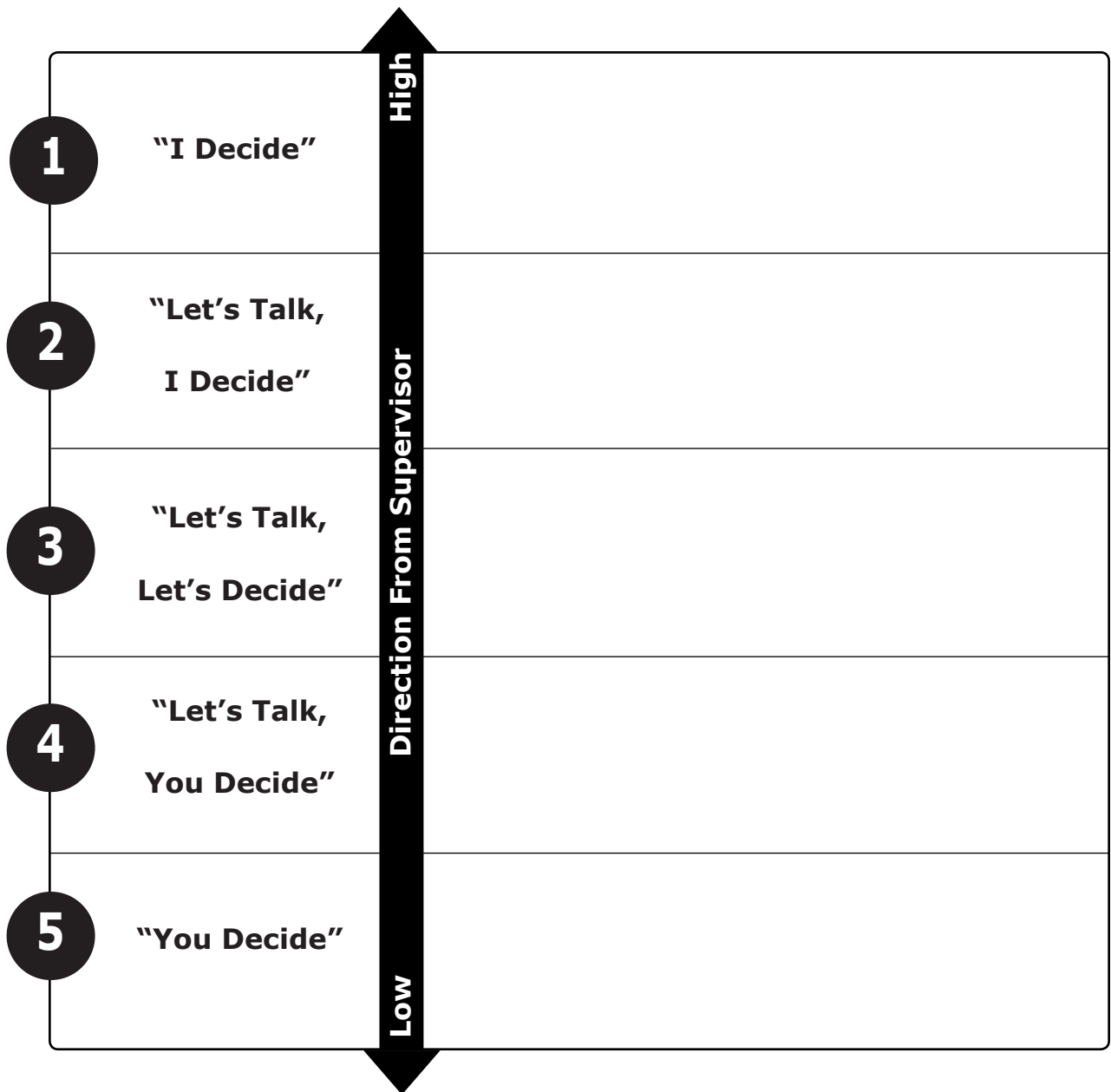
Match your approach to the situation.

What: One size does not fit all. Matching your approach to the situation means that you adjust your leadership style to meet the needs of the person(s) you are leading in a given situation. For example, the approach you take with an experienced, highly motivated team member will be different than that taken with a team member who is new to the job. The experienced person may need lots of latitude and behind-the-scenes support; whereas the new person may need a lot of direction.

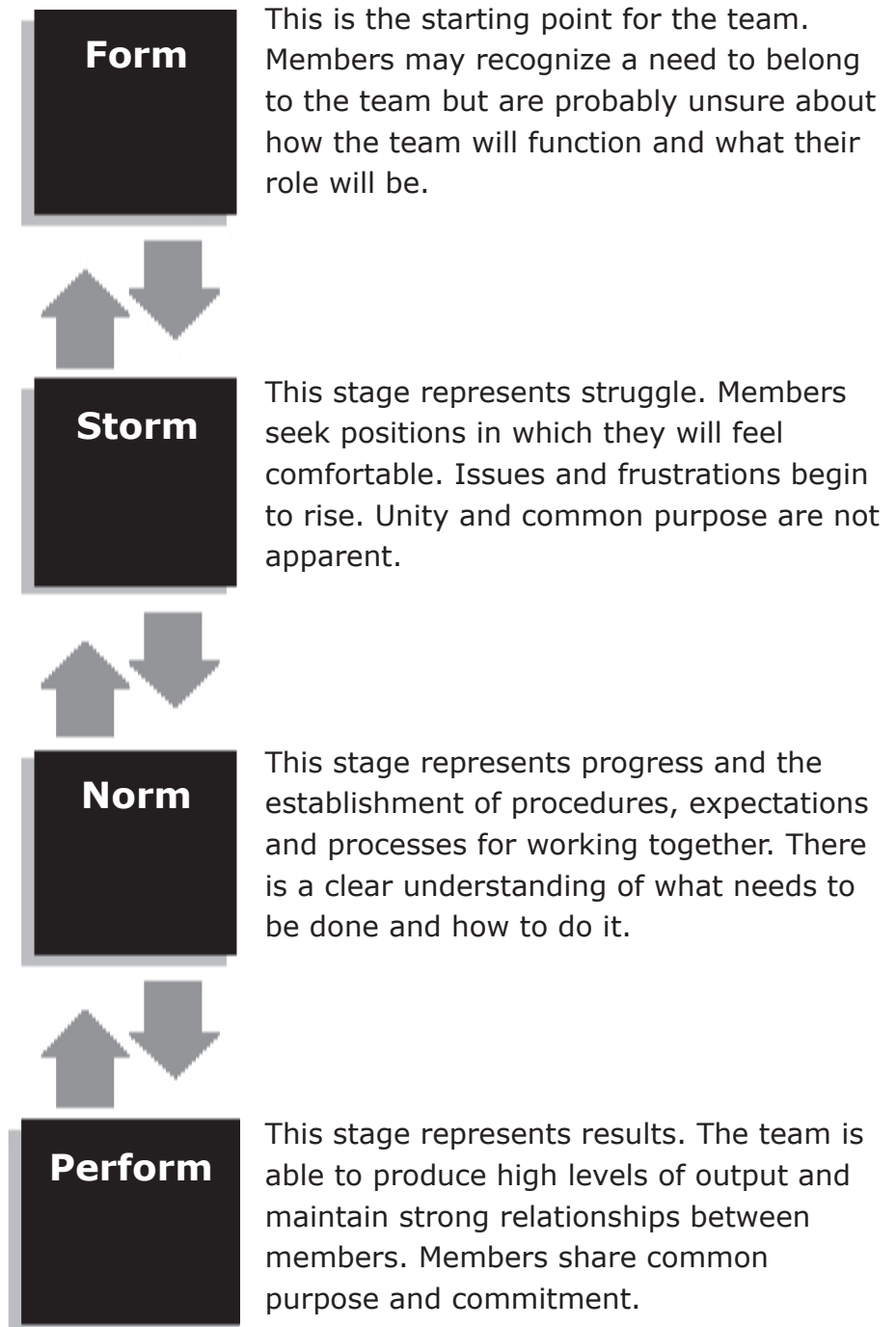
Why: Matching your approach to the situation helps to ensure that your leadership interaction is targeted and effective. You will enjoy increased credibility and respect from those you lead, because they will see that you are perceptive to their needs. Most importantly, you will get the results you are after.

Specific Behaviors What specific behaviors should you see in a supervisor who is reinforcing this core practice?	Self Assessment How well are you currently demonstrating this behavior?
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
	Weak Average Strong <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Match Your Approach



Stages of Team Development



My Role Clearly Defined

What is my role as a supervisor?

Who specifically do I lead?

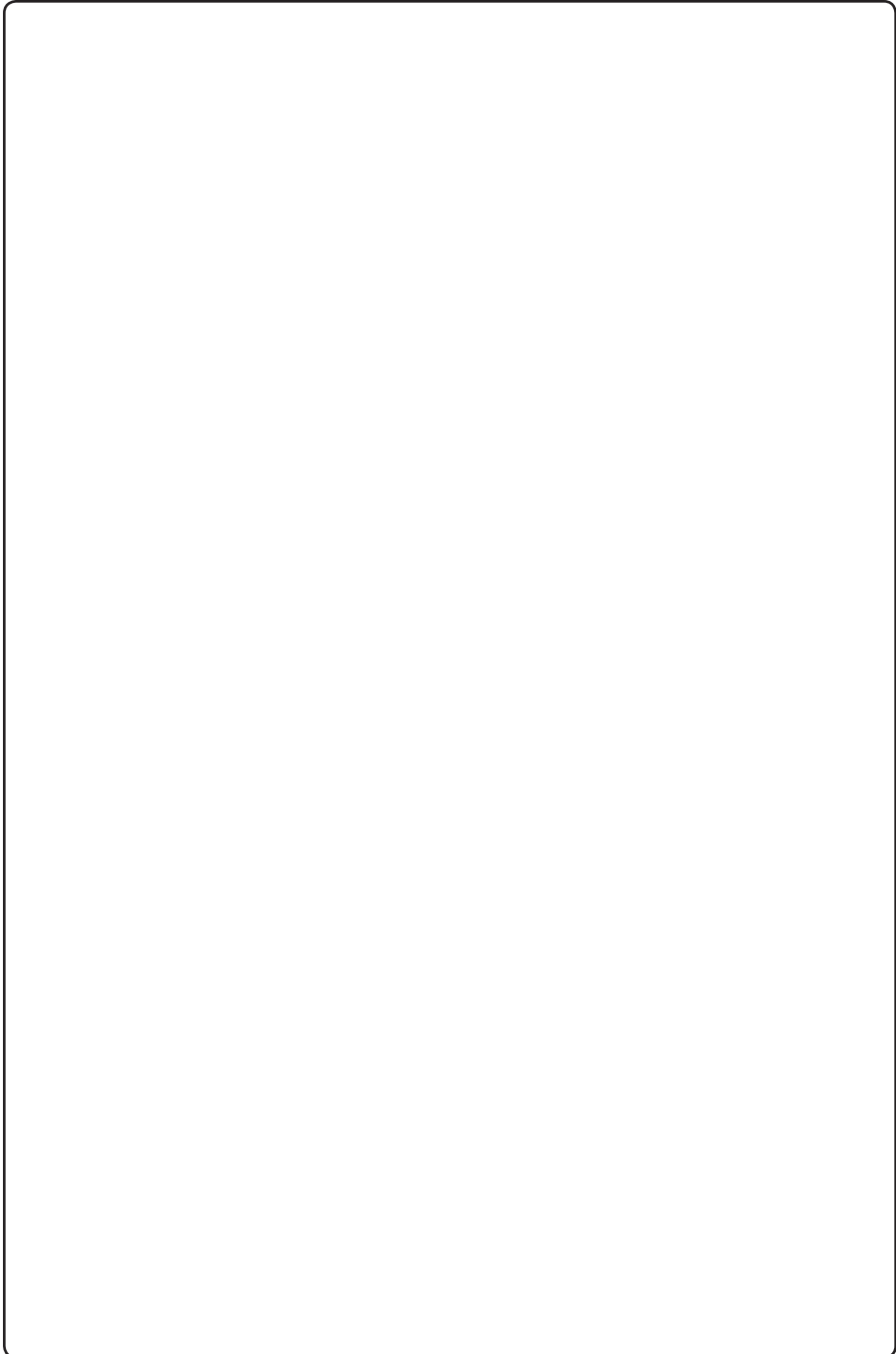
To whom am I accountable?

What are the expected outcomes or products of my leadership?

What style of leadership is most appropriate for those I lead?

What strengths do I possess?

Where will I focus my ongoing learning?



Communicate with Power

*“As soon as you move one step up from the bottom,
your effectiveness depends on your ability to reach
others through the spoken word.”*

Peter Drucker



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Communication Opportunities

What communication situations await you right now as a supervisor that could be challenging or present an opportunity for improvement? See if you can identify three.

How would you describe the nature or purpose of each communication situation?

Situation / Purpose?	With Whom?
1	
2	
3	

Why Is Communication So Important?

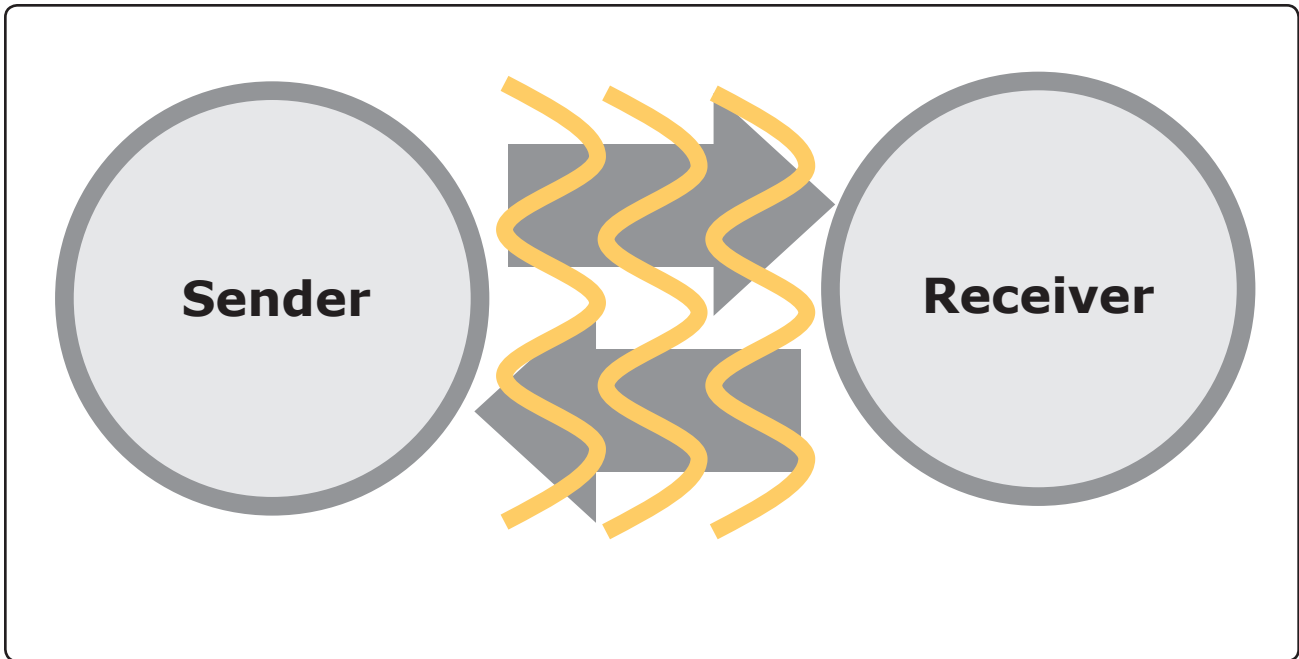
Describe below one of the worst experiences you have had trying to communicate with someone else at work.

- ❖ What message were you trying to get across?
- ❖ What message was the other person trying to get across?
- ❖ What got in the way of good communication?
- ❖ What did that experience cost you, the other person, and the organization?

Communication Process



Workplace Communication Process



Barriers to Communication

What do you see as the biggest barriers to workplace communication? What role can you play as a leader in breaking through these barriers?

- 1. _____

- 2. _____

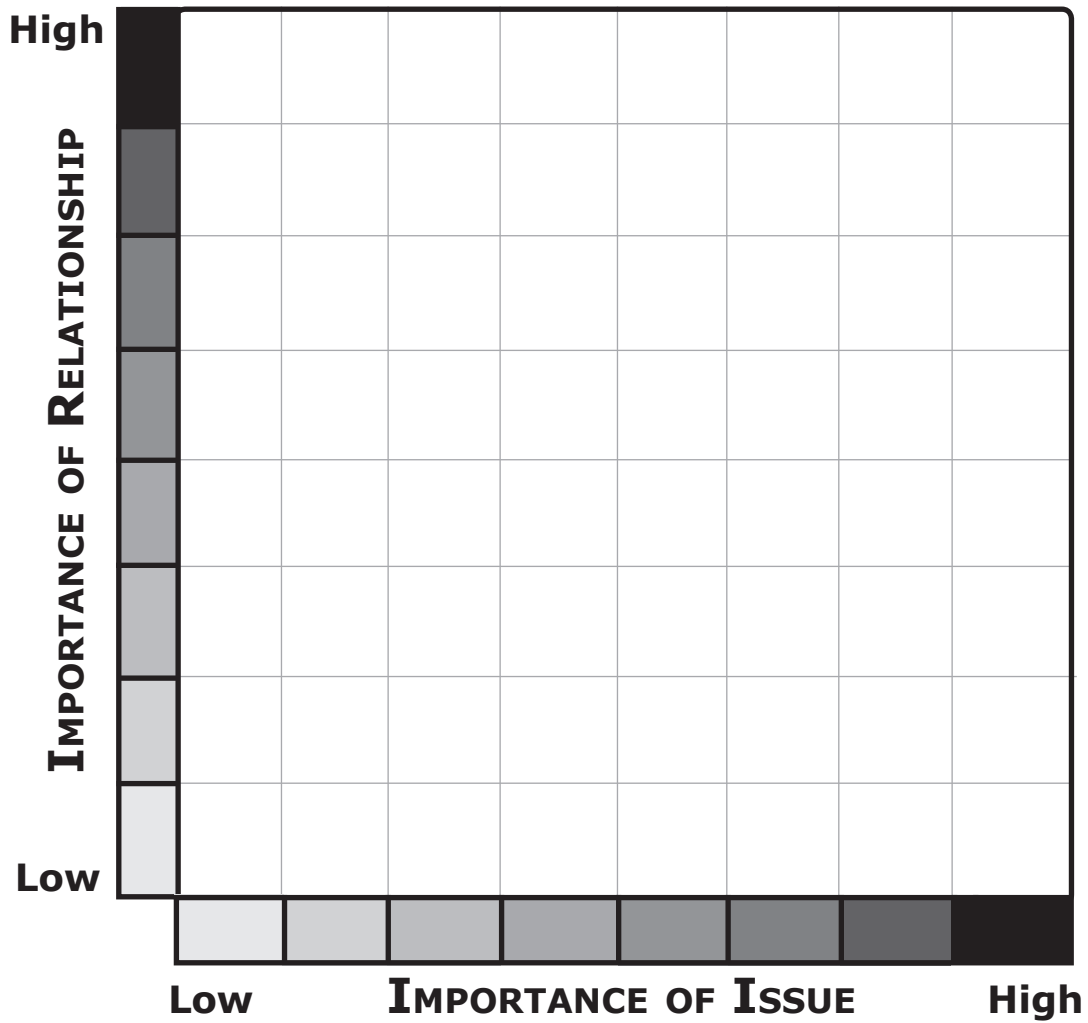
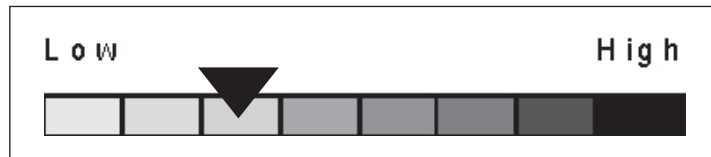
- 3. _____

- 4. _____

- 5. _____

- 6. _____

Issue versus Relationship



Sizing Up the Issue & Relationship

Sizing Up the Relationship

- | | |
|---|---|
| <p>1. To what extent do you rely on this person in your job?</p> | <p>5. To what extent are you interested in seeing this person succeed?</p> |
| <p>2. To what extent does this person rely on you in his/her work?</p> | <p>6. To what extent do you feel this person is interested in seeing you succeed?</p> |
| <p>3. To what extent do you share common goals and performance expectations?</p> | <p>7. To what extent will this person impact your success in dealing with others?</p> |
| <p>4. To what extent do you normally value this person's ideas and the quality of this person's work?</p> | |

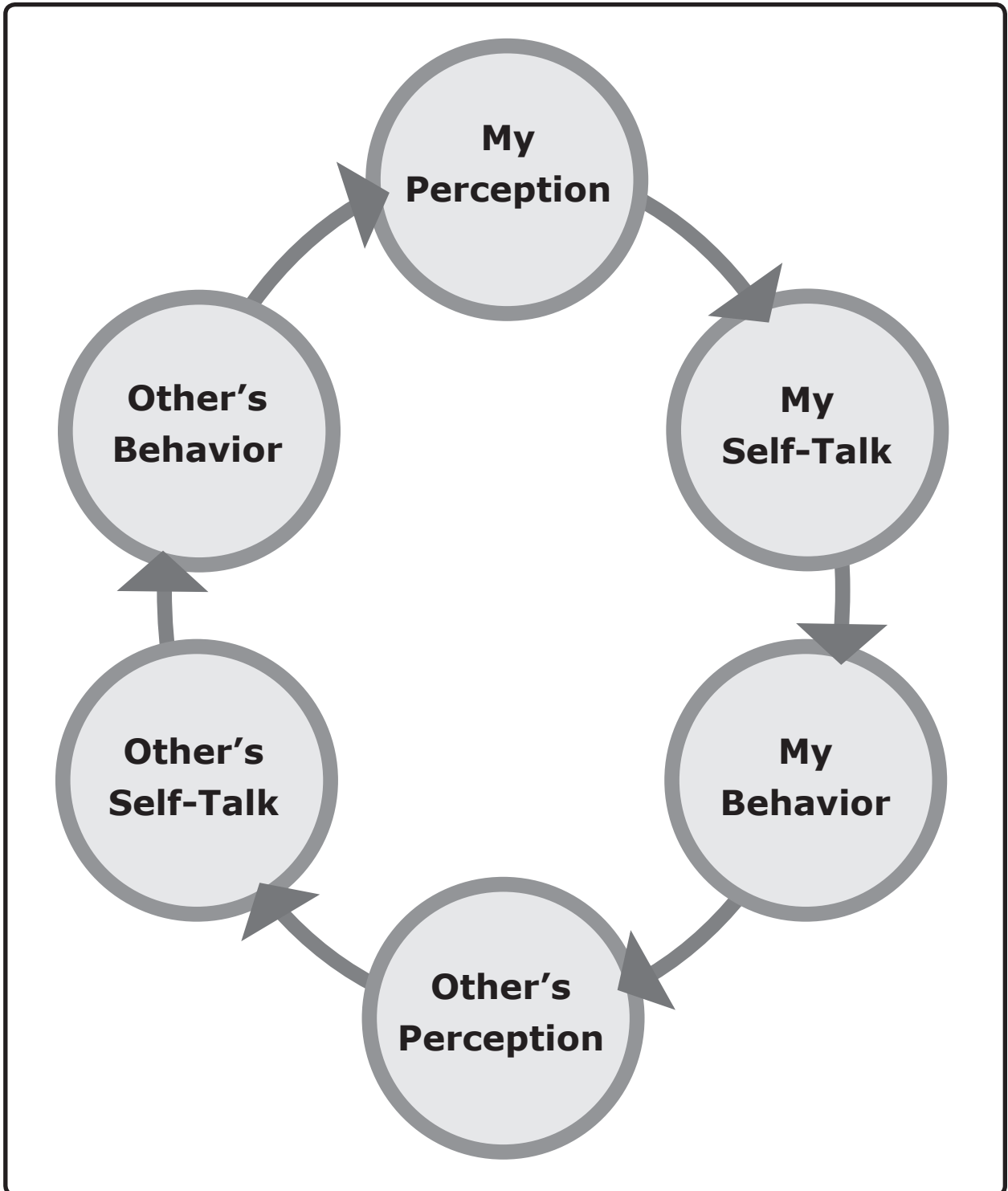
Sizing Up the Issue

- | | |
|--|--|
| <p>1. To what extent could this issue threaten your personal values and ethics?</p> | <p>5. To what extent does this issue put at risk the safety and welfare of others?</p> |
| <p>2. To what extent could this issue potentially violate company policy?</p> | <p>6. To what extent could this issue impact customer relations?</p> |
| <p>3. To what extent could this issue impact the accomplishment of business goals?</p> | <p>7. To what extent could this issue jeopardize the company legally?</p> |
| <p>4. To what extent could this issue result in major costs to the business?</p> | <p>8. To what extent could this issue set a precedent for future issues or problems?</p> |

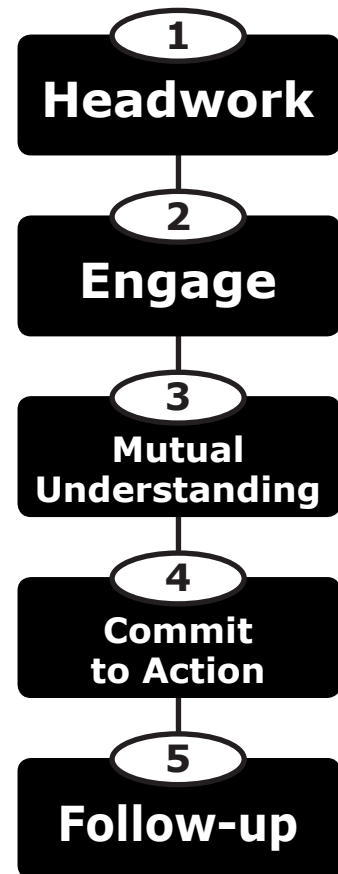
Managing Self-Talk

The most immutable barrier in nature is between one person's thoughts and another's.

—William James



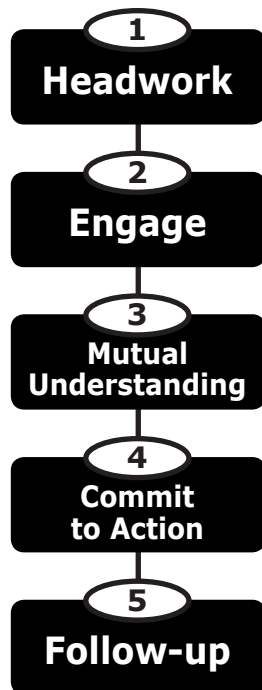
Five Steps to Communication



Five Step Communication Process



Step 1: Headwork



Purpose

Gather information, assess the situation, and determine the best approach, before attempting to communicate.

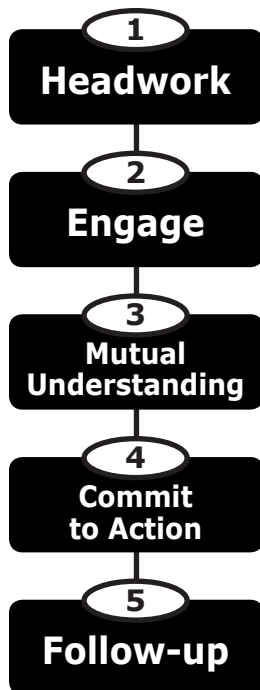
Key Actions:

- ❖ Define the situation
- ❖ Manage self-talk
- ❖ Plan your approach

Success Criteria:

- Can you clearly state the issue or opportunity?
- Do you have all the information you need?
- Have you weighed the importance of the issue and the relationship?
- Have you planned out how to approach the other person(s) in terms of timing, place, process, and style?

Step 2: Engage



Purpose

Approach the other person and establish the purpose and process for communicating with him/her.

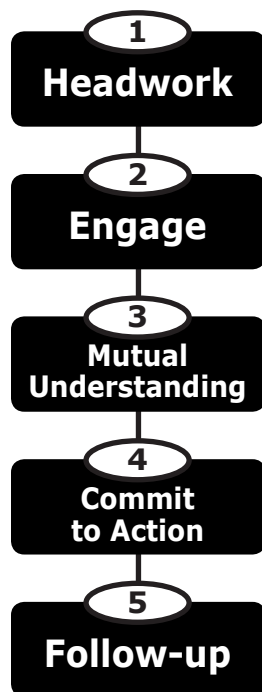
Key Actions:

- ❖ Set the tone
- ❖ Explain the purpose of your interaction
- ❖ Establish a process

Success Criteria:

- Did you choose a good time and place to approach the other person?
- Were you clear on the purpose and desired outcome of your communication?
- Were you both clear on how you were going to proceed?

Step 3: Mutual Understanding



Purpose

Reach a level of understanding between the parties involved so that productive work can resume and progress can be made.

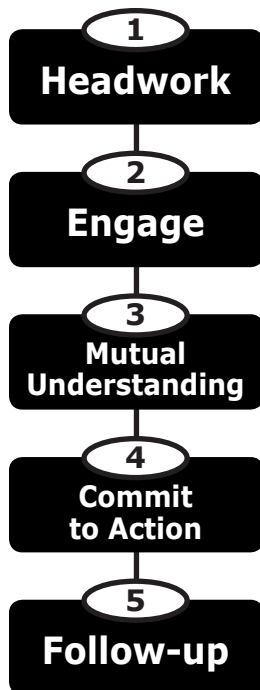
Key Actions:

- ❖ Establish the purpose of your discussion
- ❖ Listen to understand other points of view
- ❖ Express your point of view
- ❖ Summarize and gain closure

Success Criteria:

- Do I fully understand the views of others involved?
- Do the others involved fully understand me?
- Can we move forward to resolution and action planning?

Step 4: Commit to Action



Purpose

Define and commit to realistic action steps for moving forward.

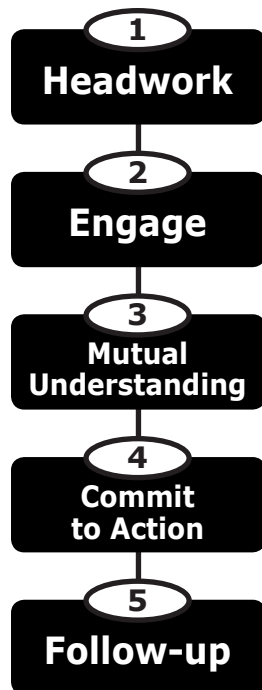
Key Actions:

- ❖ Express your desire to move to action planning
- ❖ Agree on a general solution or course of action
- ❖ Get commitment on specific actions (what, who, and when)
- ❖ Set a follow-up date

Success Criteria:

- Do you have a clear course of action?
- Are you clear on what each person will do and by when?
- Do you know what kind of help and support to expect from each other?
- Is there commitment from both parties to follow-through on the action plan?
- Did you set a follow-up date?

Step 5: Follow-up



Purpose

Ensure progress is made on agreements and action items.

Key Actions:

- ❖ Build the relationship
- ❖ Reinforce accountability
- ❖ Learn from the experience
- ❖ Hold the follow-up discussion

Success Criteria:

- Do we have a set date for reviewing progress?
- Have I met my commitments and obligations?
- Have I looked for ways to offer help and support?
- Have I given feedback to the other person?
- Have I listened to feedback from the other person?

Notes



Notes section containing 20 horizontal lines for writing.

Skill Focus



**Purpose
Statements**

Purpose Statements

Purpose statements communicate:

WHAT you want to discuss

WHY it is important

HOW you would like to proceed

Examples:

- ❖ Jim, you have a minute? I'd like to talk to you about the argument we had this morning in the team meeting. I'd like to see if we can figure out a way to avoid that in the future. Maybe we can both sit down and explain our point of view and then come up with a workable solution. Fair enough?
- ❖ I think we need to talk about the shift change problem before it gets any worse. I'd like to see if we can't reach a solution this afternoon. Is that okay with you?
- ❖ Hey Bert, I've got a great idea regarding cross-training that would involve the other shift. I'd like to explain it to you and then hear your input. Is that okay?
- ❖ Look, I don't want to jump into any more consensus stuff until we clarify everyone's commitment to the team. I've seen some things this past week that have me concerned. Can we take some time now to discuss this?
- ❖ Time out! I'm not happy with where this conversation is going. I get the idea that you have some issues to get off your chest. Do you want to let me know what's bugging you?
- ❖ Robin, I have some feedback for you. Do you want to hear it?

Practice Activity

Purpose Statement

For a given situation, develop a purpose statement in the box below. Be sure to include what you want to discuss, why it is important, and how you prefer to proceed.

WHAT you want to discuss

WHY it is important

HOW you wish to proceed

Notes

Skill Focus



**Impact
Statements**

Components of an “Impact” Statement

<p>OBSERVATION The behaviors and results I see.</p>	<hr/> <hr/> <hr/>
<p>FEELINGS How I feel about what I see.</p>	<hr/> <hr/> <hr/>
<p>IMPACT The impact on me, the team, the business.</p>	<hr/> <hr/> <hr/>

Putting It Into Words

“When . . .

Description of **OBSERVATION**

“I feel . . .

Description of how you **FEEL**

“Because . . .

Description of **IMPACT** on you, team, and/or business

“Impact” Statement Examples

Example 1

When you called Jerry an idiot in our meeting this morning, I was disappointed and angry. We were just beginning to make progress on some big issues. I’m afraid that name calling and personal attacks will cause others on the team to clam up even more.

Observation

Feelings

Impact

Example 2

Melissa, when you dive in and help out to get the work done, I feel elated. You are setting an example that will rub off on the rest of the team. As a result, our whole shift runs more smoothly.

Observation

Feelings

Impact

Example 3

I saw that you copped a major attitude this morning and it cranked me big time. That kind of crap will smoke our team faster than you can say layoff.

Observation

Feelings

Impact

“Impact” Statement Scenario

One of your team members has been doing very sloppy work the past three weeks. Others have had to step in and correct this person’s errors. It is affecting the goals of the whole team.

OBSERVATION

The behaviors and results I see.

FEELINGS

How I feel about what I see.

IMPACT

The impact on me, the team, the business.

“Impact” Statement Personal Example

OBSERVATION
The behaviors and results I see.

FEELINGS
How I feel about
what I see.







IMPACT
The impact on me, the team,
the business.

Skill Focus



**Listening
Skills**

Levels of Listening

	Shutting Out	Making deliberate effort to not listen and/or respond to a work associate.
	Ignoring	Making no effort to listen or respond to a work associate.
	Pretending	Giving the appearance that you're listening when in reality you are concentrating on something else.
	Selecting	Hearing and connecting to only the parts of your associate's message that interest you.
	Attending	Paying attention to and focusing on what your associate is saying. Empathizing with what they are feeling.
	Exploring	Actively seeking information from your associate and facilitating their ability to successfully communicate to you.

Three Key Listening Skills

1

Reflecting Meaning

Reflecting back in your own words the meaning of the other person's message (issue and impact).

2

Reflecting Feeling

Reflecting back the feelings the other person is expressing through their words and actions.

3

Attending Body Language

Using body language that shows you are listening and encourages open conversation.

Notes

Skill Focus



**Summary
Statements**

Summary Statements

Summary statements are used to:

VERIFY mutual understanding

BRING CLOSURE to a conversation

TRANSITION to action planning.

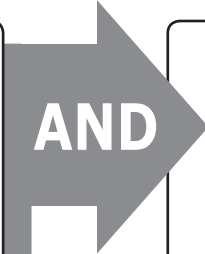
Examples:

- ❖ Okay. Let me see if I understand. You feel we will lose credibility by moving the delivery date out one more week. And I feel we will lose credibility by delivering a defective product, even if it is on time. It looks like we both agree that we do not want to lose credibility. Is that right?
- ❖ Let me summarize what we've been discussing. You said that you would be very interested in working on the safety task force. And I said that would be okay as long as the task force meetings did not occur during your normal shift schedule. Do we have clarity on that?
- ❖ We've covered a lot of ground. Let me list the key points. You explained that the reason you have been late to work four out of the last five days is because you've taken on a second job. Is that right? Okay, and I pointed out that your other job cannot interfere with your being to this job on time. Do you understand that?
- ❖ Let's see if we can't bring this together. You feel the company party should be on Saturday afternoon so that employees can bring their families. And I was hoping we could do something different this year, just for adults, maybe a Friday night dinner and dance. Where do we go from here?
- ❖ Let's summarize. You want to make sure we cover the new delivery schedules in our meeting on Monday and I want to make sure we get a decision on the new design changes. Is there anything else?

Components of a Summary Statement

Lead in . . .
"Let me see if I can summarize . . ."

"You said . . ."
Summarize their key points



"I said . . ."
Summarize your key points

Check . . .
"Do I have that right?"



Additional Resources

Personal Learning Plan

1. What is the one most important thing I learned from this module?

2. What one action will I take because of what I have learned?

3. How will my team, my organization, or myself benefit as a result?

Communication Worksheet

Name: _____

Date: _____

Location: _____

1. Headwork

Define the Situation

Current Situation	↔	Desired Situation
What do you see?		What would you like to see?
How does it make you feel?		How would that change how you feel?
What is the impact?		What would be the impact?

Barriers

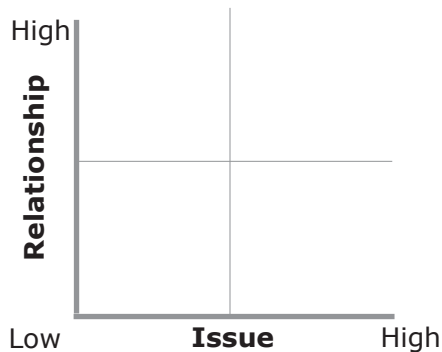
Self Talk

- _____
- _____
- _____
- _____

Hindering Self Talk

Helping Self Talk

Issue & Relationship



Plan Your Approach

Timing: _____

Place: _____

Tone: _____

Communication Worksheet

Name: _____

Date: _____

Location: _____

2. Engage

Tips

- Make it safe
- State the purpose
- Establish the process

Purpose	Desired Outcome

3. Mutual Understanding

Tips

- Stay focused on purpose
- Listen to understand
- Use Impact Statements
- Use Summary Statements

My View	Associate's View

4. Commitment to Action

Tips

- Stay focused on purpose
- Agree on course of action
- Commit to what, who, when
- Set a follow-up date

Action Plan		
Course of Action:		
What	Who	When
Follow-up Date:		

5. Follow-up

Tips

- Build the relationship
- Reinforce accountability
- Learn from the experience
- Hold a follow-up discussion

Follow-up Notes

Communication Worksheet

Name: _____

Date: _____

Location: _____

1. Headwork

Define the Situation

Current Situation	↔	Desired Situation
What do you see?		What would you like to see?
How does it make you feel?		How would that change how you feel?
What is the impact?		What would be the impact?

Barriers

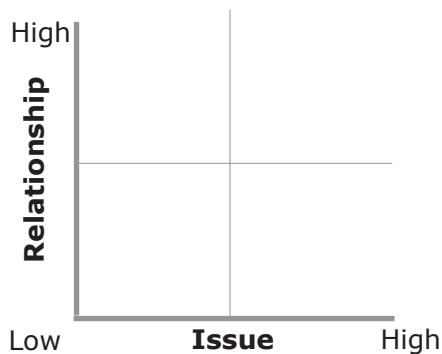
Self Talk

- _____
- _____
- _____
- _____

Hindering Self Talk

Helping Self Talk

Issue & Relationship



Plan Your Approach

Timing:

Place:

Tone:

Communication Worksheet

Name: _____

Date: _____

Location: _____

2. Engage

Tips

- Make it safe
- State the purpose
- Establish the process

Purpose	Desired Outcome

3. Mutual Understanding

Tips

- Stay focused on purpose
- Listen to understand
- Use Impact Statements
- Use Summary Statements

My View	Associate's View

4. Commitment to Action

Tips

- Stay focused on purpose
- Agree on course of action
- Commit to what, who, when
- Set a follow-up date

Action Plan		
Course of Action:		
What	Who	When
Follow-up Date:		

5. Follow-up

Tips

- Build the relationship
- Reinforce accountability
- Learn from the experience
- Hold a follow-up discussion

Follow-up Notes

Resolve Conflict

*“Conflict is an excellent opportunity to show
your associates what you are truly made of.”*
Mark Christensen



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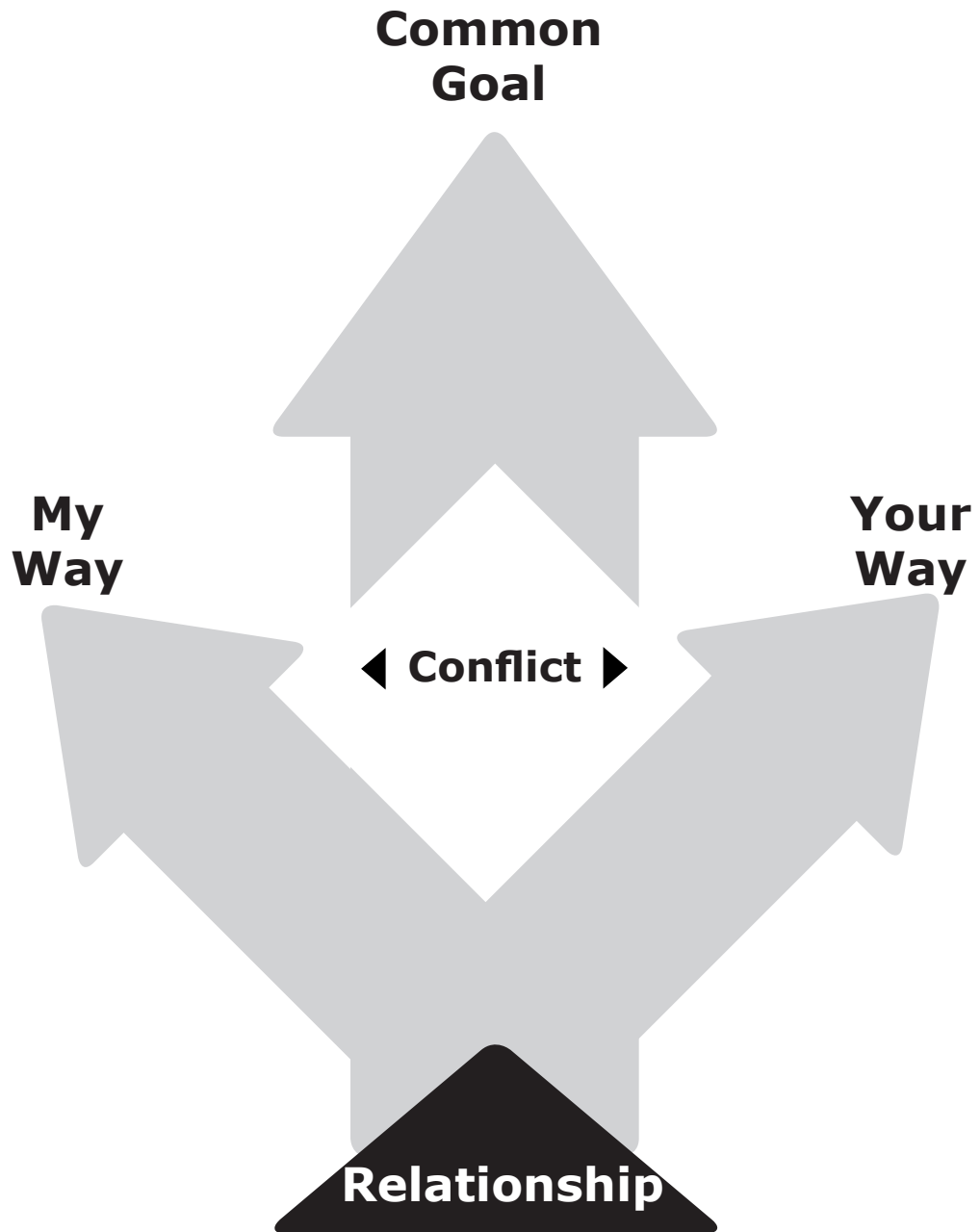
Three Words on Conflict

THREE WORDS

Conflict that arises in the workplace can be the result of not only anger and emotion, but also differing goals, needs, priorities, opinions, behaviors, styles, preferences, and perceptions.

A leader's success at managing conflict should not be measured by how often conflict arises, but by how the leader turns conflict to the advantage of the work unit when it does arise.

Conflict Model



Principles for Managing Conflict

1 Reasonable people can disagree.

2 Conflict provides an opportunity to build relationships.

3 Seek for understanding first.

4 Focus on needs and interests; not positions.

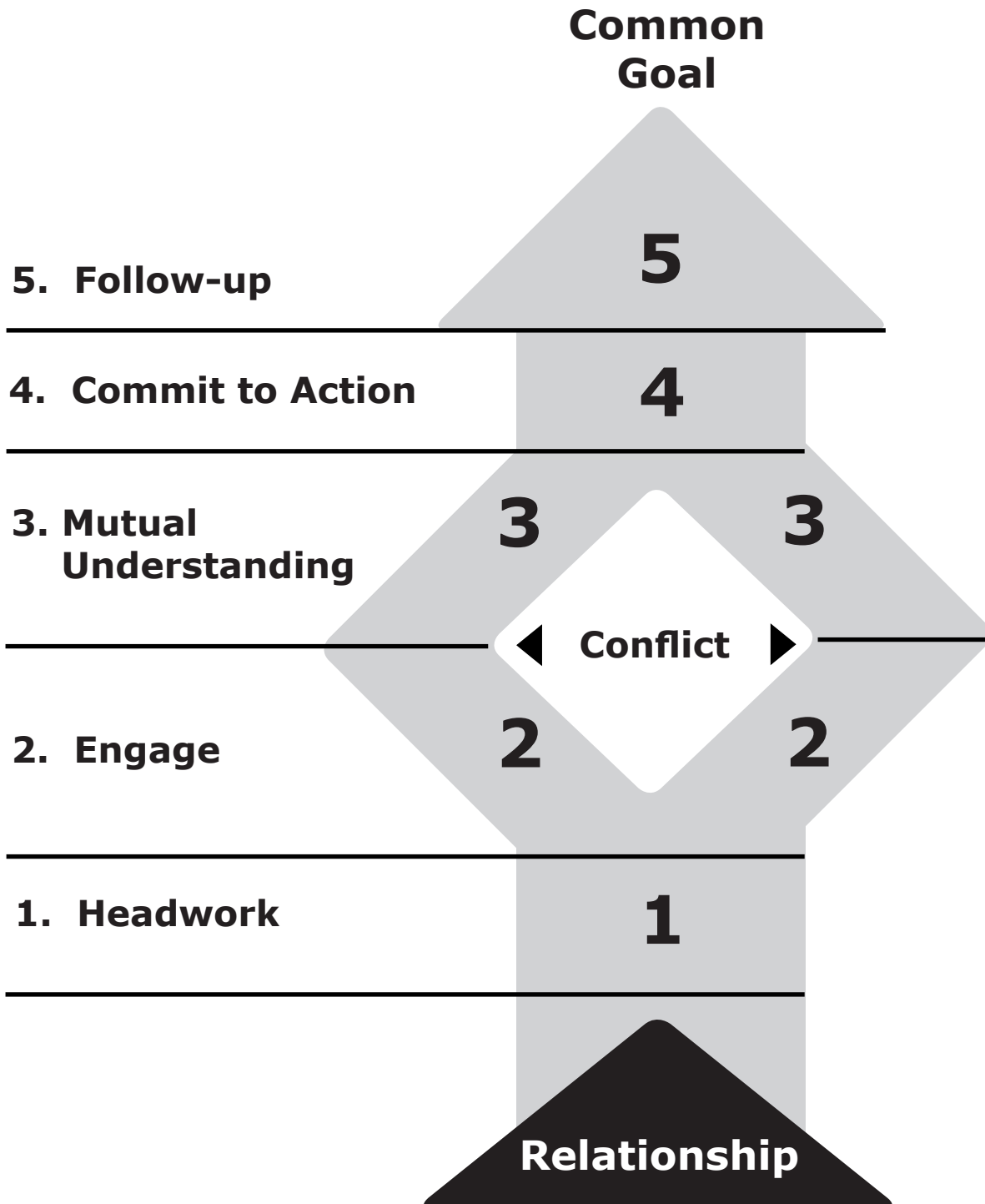
5 Attack the issues and not each other.

6 Help the other person succeed in the conversation.

7 Be flexible and open.

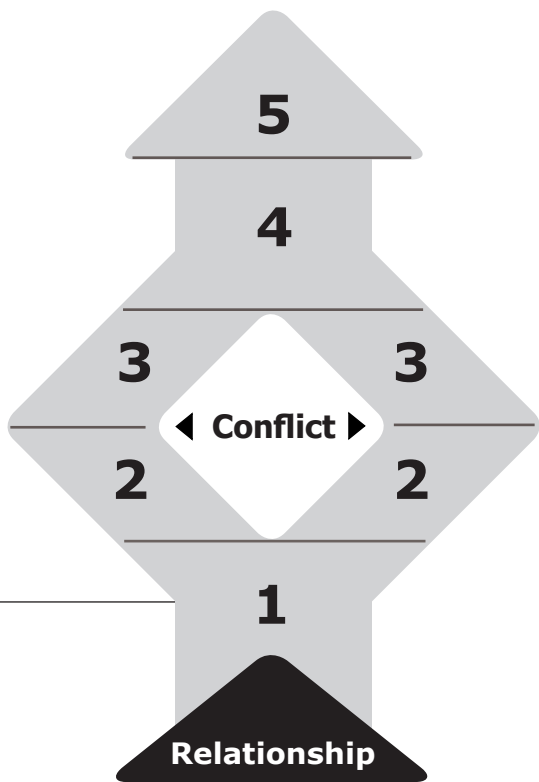
8 Learn from the experience.

Applying the Five Steps



Step 1: Headwork

- A. Recognize SIGNS**
- B. Define the Situation**
- C. Manage Self Talk**
- D. Plan Your Approach**



Main Objective

Recognize that a conflict exists and figure out in your own head how to approach the situation.

Key Actions

A. Recognize the signs

- Exhibited by you
- Exhibited by others
- Exhibited by the work environment

B. Define the situation

- Define current situation
- Define desired situation
- Size up the issue and relationship

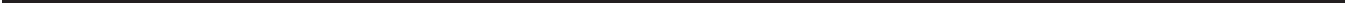
C. Manage self talk

- Stop negative self-talk
- Check your assumptions
- Take constructive action

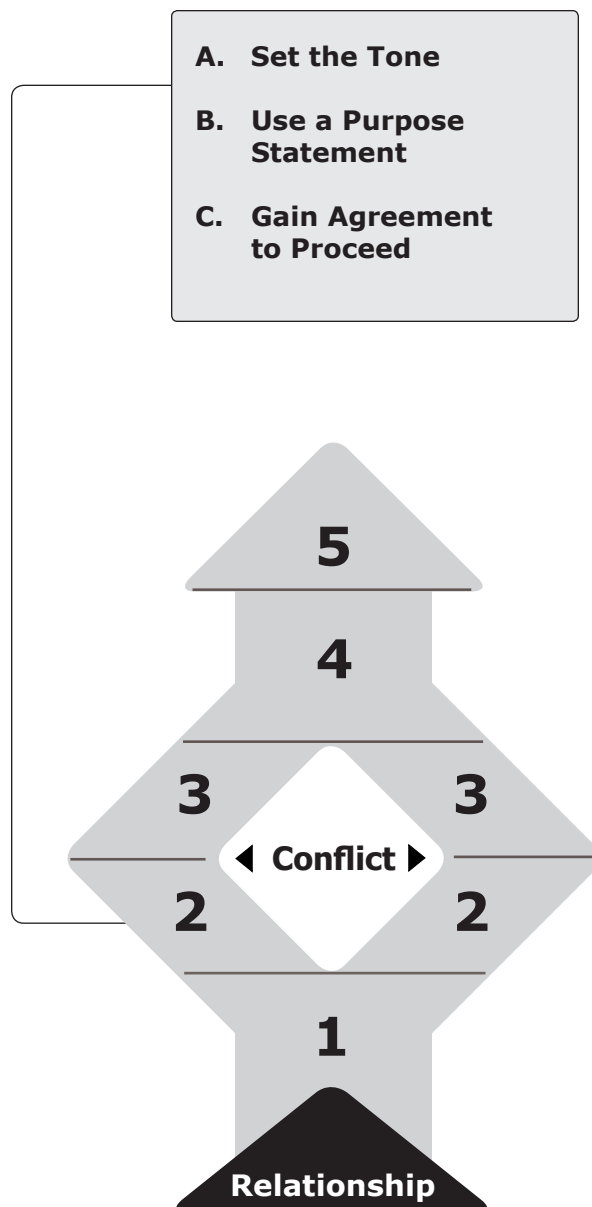
D. Plan your approach

- Timing
- Place
- Process
- Style

Notes



Step 2: Engage



Main Objective

Acknowledge that there is a conflict and put in motion a process to discuss and resolve it.

Key Actions

A. Set the tone

- Manage self-talk
- Maintain mutual respect
- Watch the body language
- Manage the emotions

B. Use a purpose statement

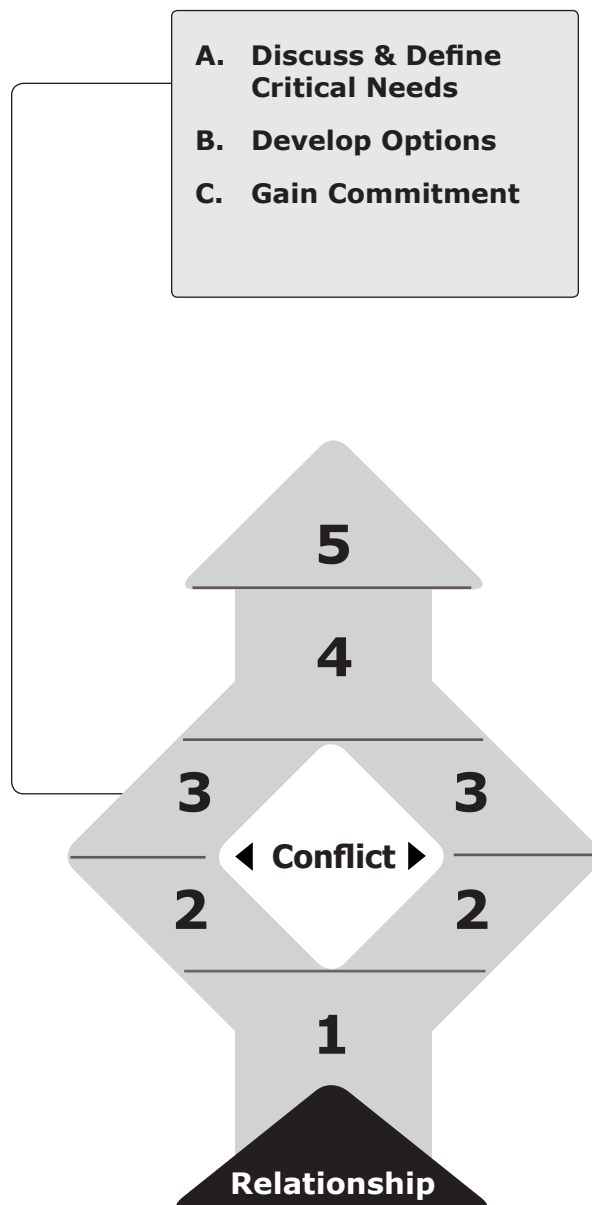
- Describe WHAT you see and WHAT you want to discuss
- Explain WHY it is important to discuss it
- Suggest HOW you would like to proceed

C. Gain agreement to proceed

- When—now or later?
- Where?
- Who?
- How?

Notes

Step 3: Mutual Understanding



Main Objective

Understand each other's point of view and develop options to meet the critical needs.

Key Actions

A. Discuss & define needs

- What is the current situation?
- What is the desired situation?
- What are the critical needs?

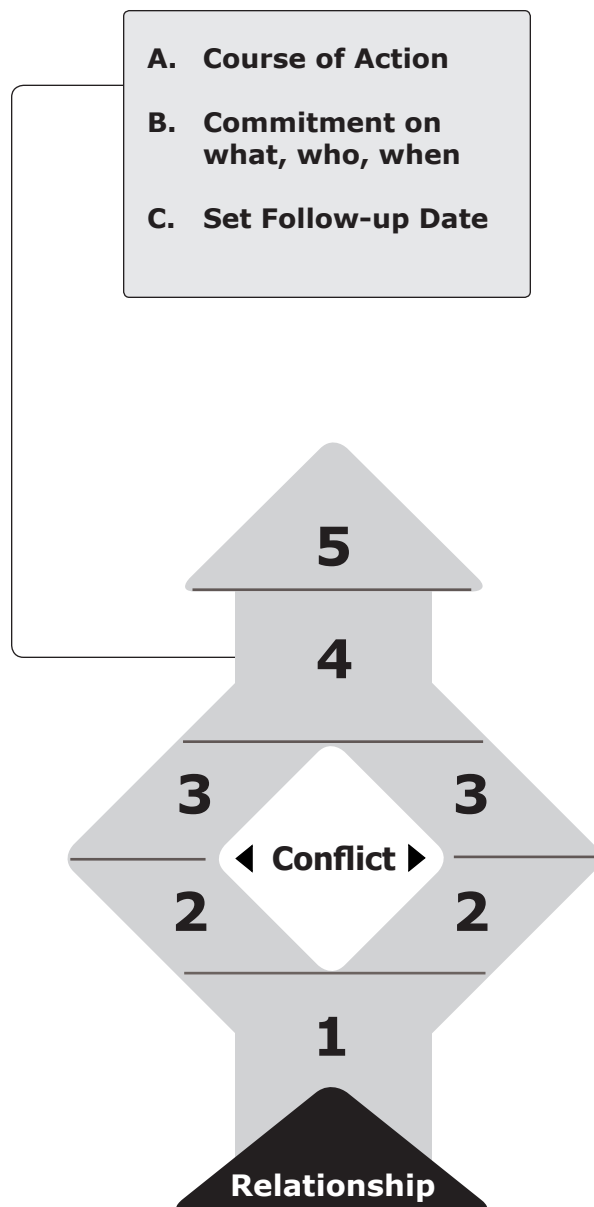
B. Develop options

- Brainstorm possible options and solutions
- Build on each other's ideas
- Suspend judgement

C. Gain commitment

- Review and refine critical needs
- Review and refine proposed solutions
- Evaluate options against needs
- Gain commitment

Step 4: Commit to Action



Main Objective

To agree on action steps to implement agreed upon solution.

Key Actions

A. List actions to be taken

- Actions I will take.
- Actions you agree to take.
- Actions we agree to take together.

B. Set target dates

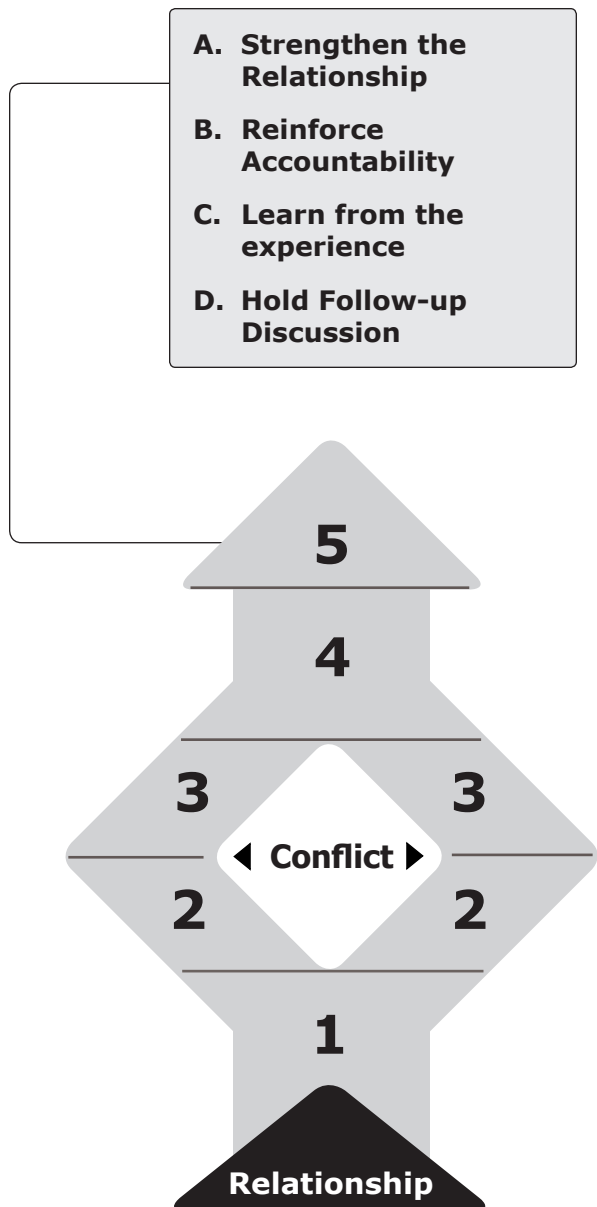
- Target dates are milestones.
- Target dates ensure accountability.
- Target dates encourage action.

C. Set a follow-up date

- "When can we meet again to review the progress of this issue?"

Notes

Step 5: Follow-up



Main Objective

Ensure a successful solution and establish a long-term process for maintaining a strong collaborative relationship.

Key Actions

A. Strengthen the relationship

- Reaffirm common goals
- Maintain open communication
- Show trust and respect

B. Reinforce accountability

- Live up to your commitments
- Discuss consequences
- Ask how things are going

C. Learn from the experience

- What benefits came as a result of this process?
- What did we do well?
- What will we do differently next time?

D. Hold follow-up discussion

- Come prepared
- Review progress
- Gain commitment

Notes





Additional Resources

Personal Learning Plan

1. What is the one most important thing I learned from this module?

2. What one action will I take because of what I have learned?

3. How will my team, my organization, or myself benefit as a result?

Conflict Resolution Guide

Use this tool when resolving conflict situations within your work unit.

Step 1 - Headwork

- A. Recognize signs of conflict
- B. Size up the situation
- C. Plan your approach

Recognize the signs of conflict

What signs have you seen that indicate a need to resolve conflict?

Who is involved?

Size up the situation

CURRENT SITUATION

What do you currently see?

How does it make you feel?

What is the impact?

DESIRED SITUATION

What would you like to see?

How would that change the way you feel?

What would be the impact?

Barriers

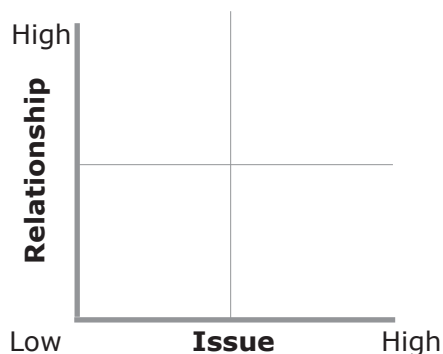
1. _____
2. _____
3. _____
4. _____

Self Talk

Hindering Self Talk

Helping Self Talk

Plan your approach



Timing:

Place:

Tone:

Step 2
Engage

- A. Reduce Tension
- B. Purpose Statement
- C. Gain Agreement

Step 3
Mutual Understanding

- A. Discuss & Define Situation
- B. Develop Options
- C. Summary Statement

**THE SITUATION
AS WE SEE IT**

Facts:

Assumptions:

POSSIBLE OPTIONS

Ideas for achieving de-
sired situation:

DESIRED SITUATION

“Must haves”

“Nice to haves”

“What I can live without”

Step 4
Commit to Action

- A. Gain Consensus
- B. Commit to Action Steps
- C. Set a Follow-up Date

AGREED-UPON COURSE OF ACTION

KEY ACTIONS

WHO

**TARGET
DATE**

Follow-Up Date:

Follow-Up Date:

Follow-Up Date:

Step 5
Follow-Through

- A. Strengthen the relationship
- B. Reinforce accountability
- C. Learn from experience

HOW CAN I STRENGTHEN THE RELATIONSHIP?

Common Goal

Trust

Clear Expectations

Open Communication

Diversity

Task/Relationship Balance

Action Ideas:

WHAT CAN I LEARN FROM THIS EXPERIENCE?

1. What benefits came as a result of this experience?

2. What did I do well? (Consider each conflict management step.)

3. What will I be sure to do differently next time?

Conflict Resolution Guide

Use this tool when resolving conflict situations within your work unit.

Step 1 - Headwork

- A. Recognize signs of conflict
- B. Size up the situation
- C. Plan your approach

Recognize the signs of conflict

What signs have you seen that indicate a need to resolve conflict?

Who is involved?

Size up the situation

CURRENT SITUATION

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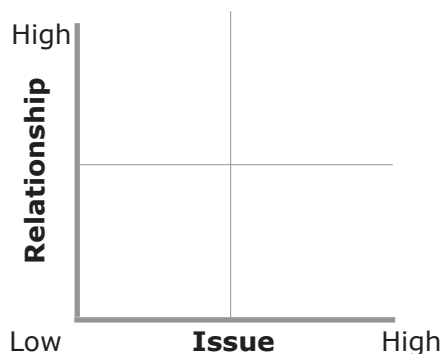
1. _____
2. _____
3. _____
4. _____

Self Talk

Hindering Self Talk

Helping Self Talk

Plan your approach



Timing:

Place:

Tone:

**Step 2
Engage**

- A. Reduce Tension
- B. Purpose Statement
- C. Gain Agreement

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- A. Discuss & Define Situation
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- A. Gain Consensus
- B. Commit to Action Steps
- C. Set a Follow-up Date

AGREED-UPON COURSE OF ACTION

KEY ACTIONS

WHO

**TARGET
DATE**

Follow-Up Date:

Follow-Up Date:

Follow-Up Date:

Step 5
Follow-Through

- A. Strengthen the relationship
- B. Reinforce accountability
- C. Learn from experience

HOW CAN I STRENGTHEN THE RELATIONSHIP?

Common Goal

Trust

Clear Expectations

Open Communication

Diversity

Task/Relationship Balance

Action Ideas:

WHAT CAN I LEARN FROM THIS EXPERIENCE?

1. What benefits came as a result of this experience?

2. What did I do well? (Consider each conflict management step.)

3. What will I be sure to do differently next time?

Recognizing the Signs of Conflict

	Early Signs	Chronic Signs
You		
Others		
Work Environment		

Define the Situation

- What type of conflict am I dealing with?
- What specific needs, wants, values, expectations or styles are an issue?
- What evidence do I have that a conflict exists? What are the signs?

ISSUE & RELATIONSHIP

IMPORTANCE OF ISSUE

Could this issue...

- Threaten your values and ethics?
- Violate company policy?
- Impact business goals?
- Risk the safety and welfare of others?
- Impact customer relations?
- Jeopardize the team or company legally?
- Impact the success of the team?

IMPORTANCE OF RELATIONSHIP

Is relationship such that...

- You must work together to accomplish goals?
- You need each other to accomplish work?
- You can impact each other's success?
- You normally value the others' views and contributions?
- You are interested in seeing the other person succeed?
- The other party is interested in seeing you succeed?

Reducing Tension

Ideas for Reducing Tension

- ◆ Count to ten
- ◆ Focus on the desired end result
- ◆ Breathe deeply through your nose
- ◆ Calmly stand-up and walk around
- ◆ Compliment the other person
- ◆ Reflect back on past successes
- ◆ Call time out
- ◆ Look at the humor in the situation
- ◆ _____
- ◆ _____

What Is Consensus?

What Consensus Is

Consensus means **commitment**. In conflict situations, consensus means that both parties are fully committed to work for and jointly support a given solution or course of action. Consensus means that you will do all within your means to not only “consent” to the solution, but carry it forth as well.

What Consensus Is Not

Consensus does not mean that you and the other person must see eye-to-eye on all aspects of a given issue. It does not mean that you necessarily agree on the ideal solution. Consensus does not mean verbally agreeing to a solution when you have no intention to carry it out or support it.

“Mutual commitment to a mediocre decision often has more value than mediocre commitment to the best of decisions. Disagree but commit!”

Reaching Consensus

Consensus Test

1. Have we all been heard and understood?
2. Does the proposed decision violate any of my values or leave any of my priority needs unmet?
3. Does the proposed decision violate any of my team members' values or leave any of my team members' needs unmet?
4. Is the proposed decision good for business?
5. Do we all believe that the proposed decision has a realistic chance for success?
6. Can we all support the decision and commit to its success?

If Consensus Is Not Forthcoming

1. Listen some more.
2. Seek more information.
3. Take a break, step back.
4. Renew joint commitment to find a solution.
5. Consider a third-party facilitator.
6. Realize that resolution cannot always be had and resort to the next best alternative.

Strengthen the Relationship

Elements of a Collaborative Relationship

Establish a Common Goal

Relationship Building Ideas

- Review department and company goals and strategies
- Express commitment to shared ideals or principles
- Build on common interests and talents
- Identify and discuss common customers or suppliers

Sustain Trust

- Live up to your commitments
- Ask for forgiveness when you make mistakes
- Guard confidences at all costs
- Watch out for each other's well being
- Confront issues and voice concerns

Maintain Open Communication

- Set up routine information sharing mechanisms
- Confer with each other on actions and decisions that affect both parties
- Let the other person know when something is bothering you
- Listen to understand

Manage Expectations

- Constantly clarify expectations
- Write down important commitments
- Maintain a positive balance in terms of give and take
- Be willing to discuss misunderstandings regarding expectations

Balance Task & Relationship

- Hold periodic review sessions
- Be aware of the signs that indicate too much of one over the other
- Play off each other's natural tendencies
- Seek to understand each other's background, skills, and interests

Leverage Diversity

- Draw on each other's unique qualities to enhance the work you do together
- Show respect and expect respect
- Be flexible and forgiving with each other

Establish Clear Expectations

“High achievement always takes place in the framework of high expectation.”
Charles F. Kettering



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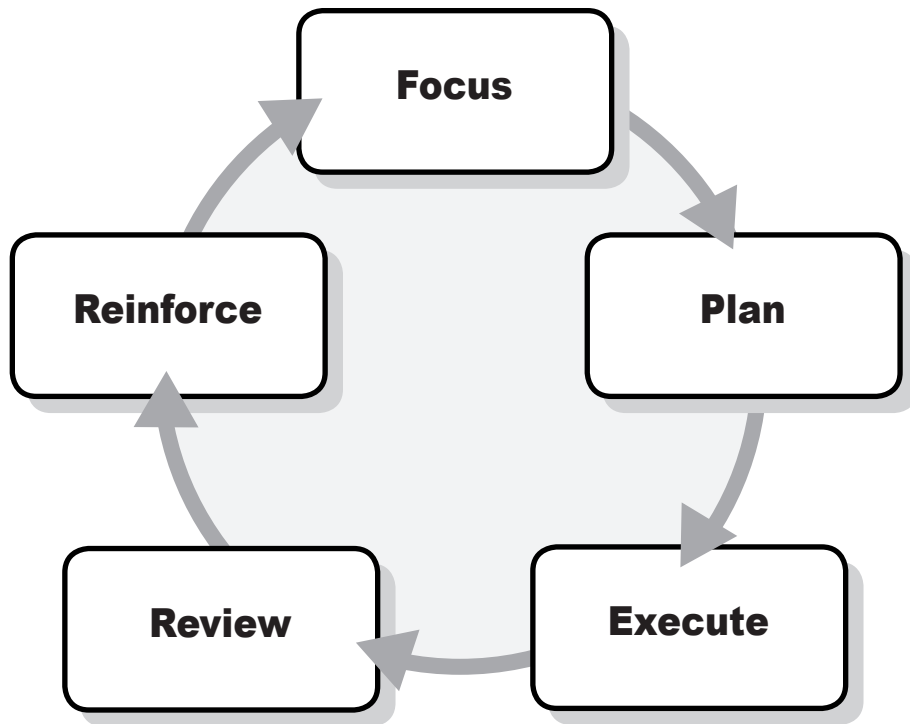
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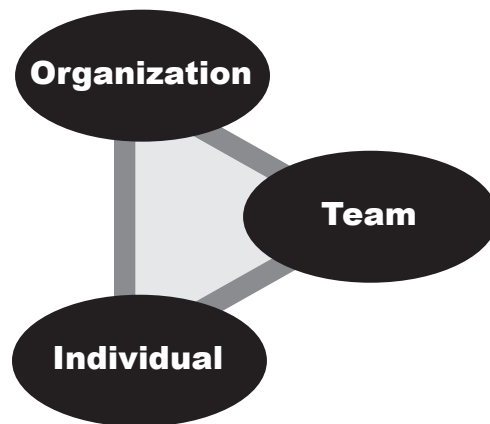
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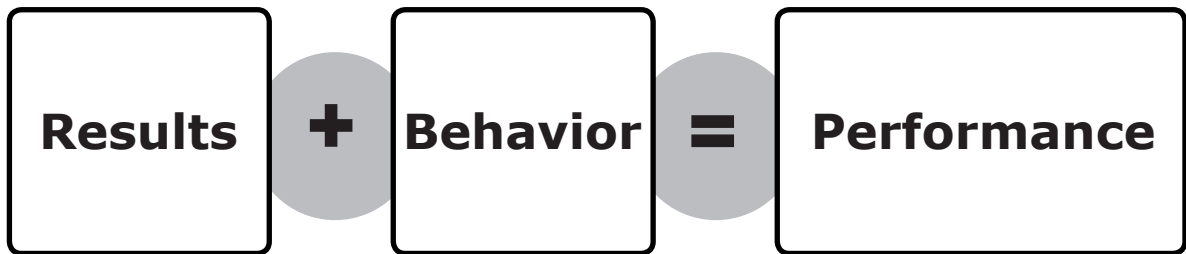
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Performance Cycle





Formula for Excellent Performance



Results—The output of your work. What you are actually able to produce or deliver.

Behavior—How you go about achieving results. Your actions and your words.

Criteria for Clear Expectations

When establishing work expectations with employees, it is helpful to use the following six criteria to ensure the expectations are clearly understood.

Does the employee clearly understand:

- #1 What performance is expected?
- #2 Why is the performance important?
- #3 How will successful performance be measured?
- #4 What authority, resources, and information will be provided?
- #5 How can the performance best be accomplished?
- #6 How will the performance be reviewed?

Types of Work Expectations

Results Based

- ▼ Increase market share to 10% by the end of the third quarter.
- ▼ _____

Project Based

- ▼ Create a new data storage system by the end of the year.
- ▼ _____

Behavior Based

- ▼ Be to work by 8:00 a.m. each morning.
- ▼ _____

Duty Based

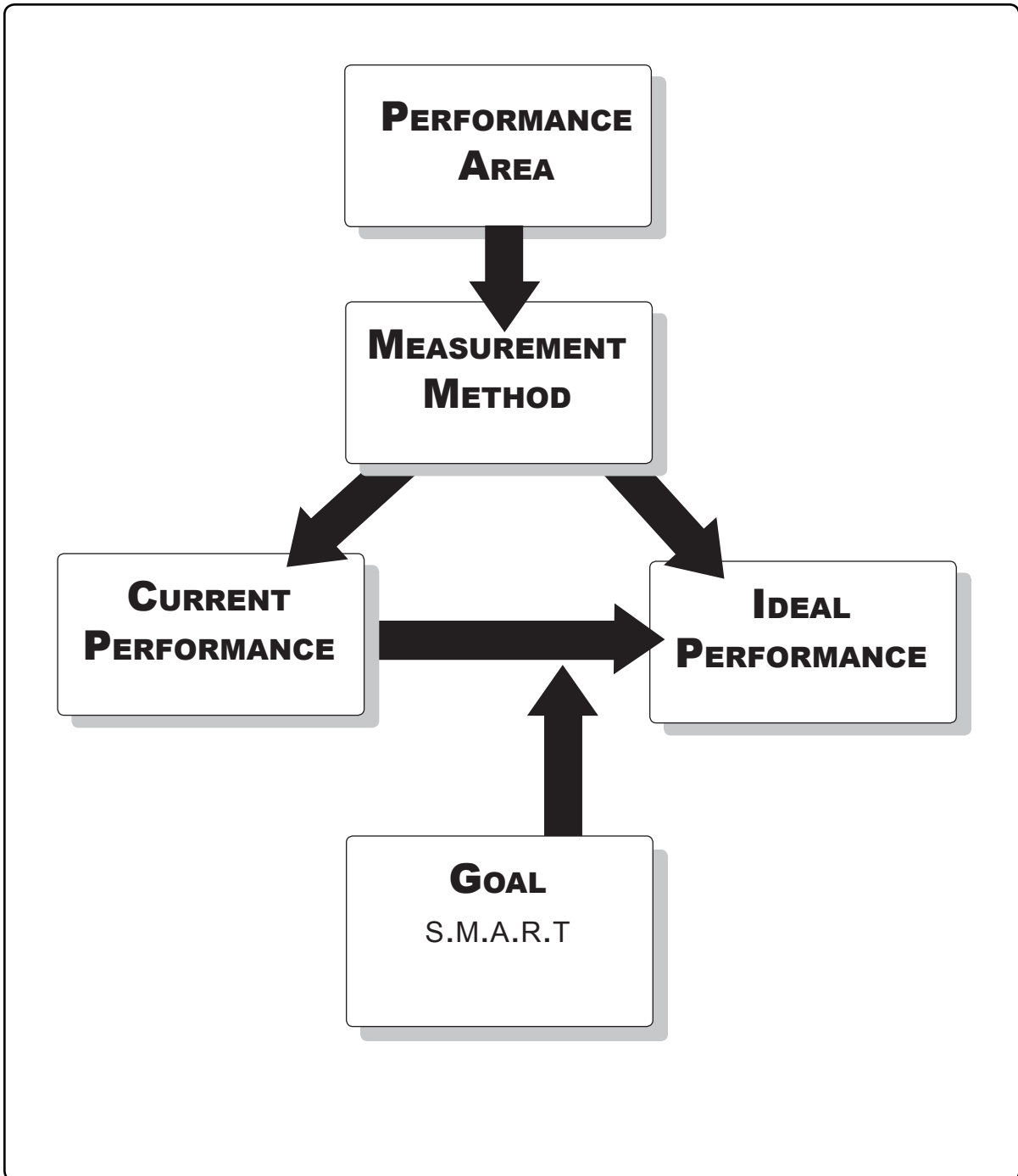
- ▼ Distribute budget variance reports by the second Tuesday of each month.
- ▼ _____

Creating S.M.A.R.T. Goals

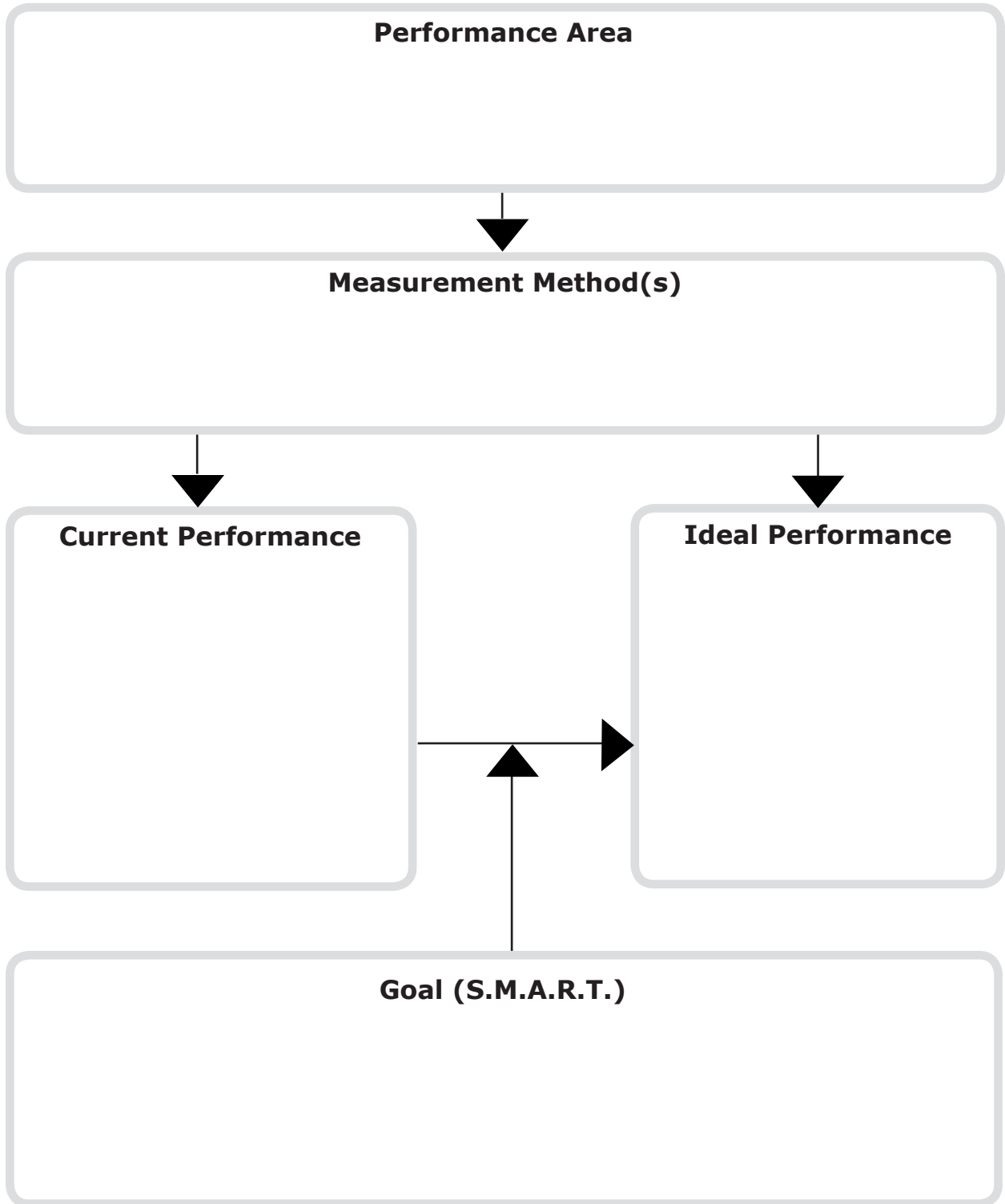
A SMART goal is:



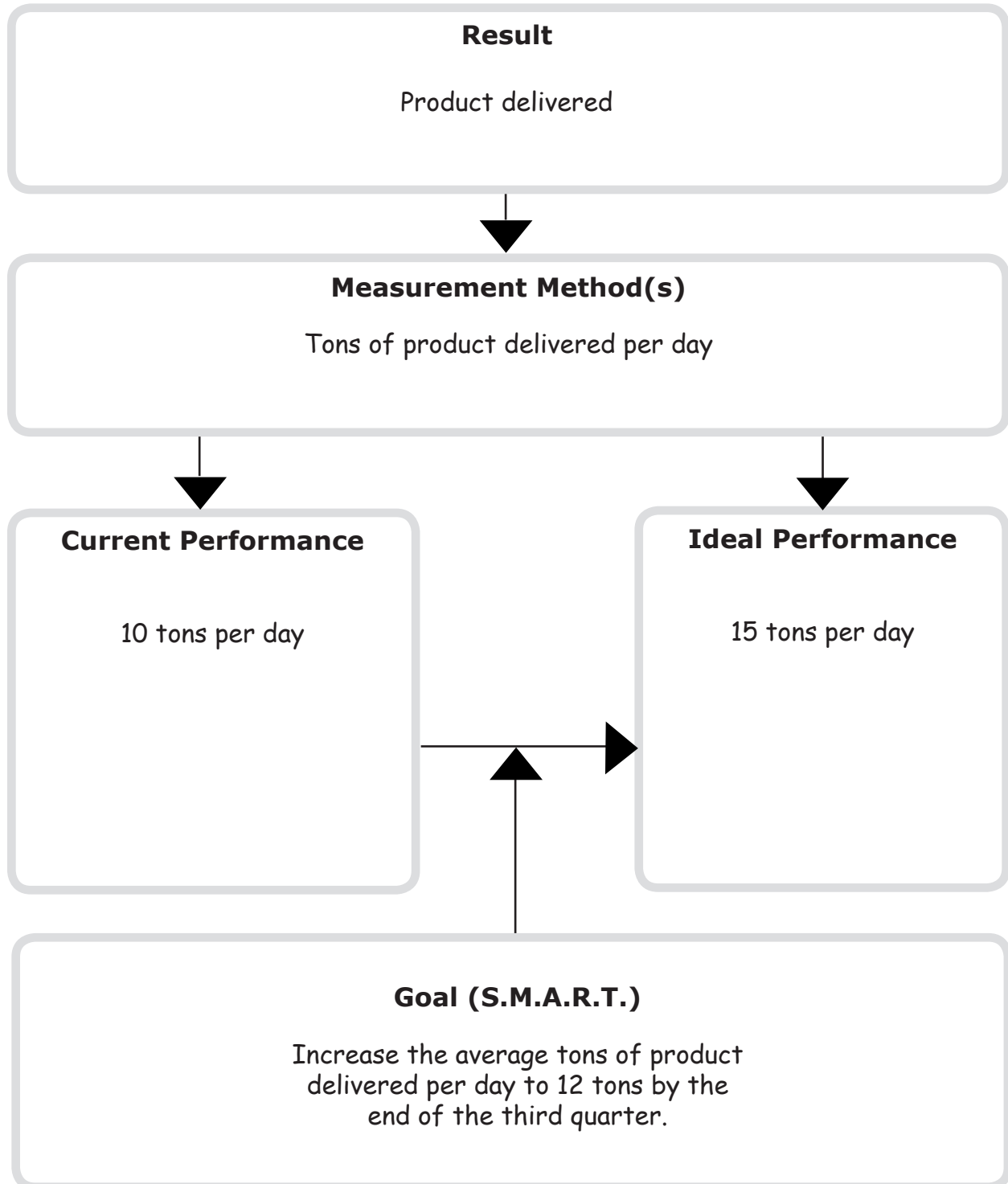
Setting SMART Expectations



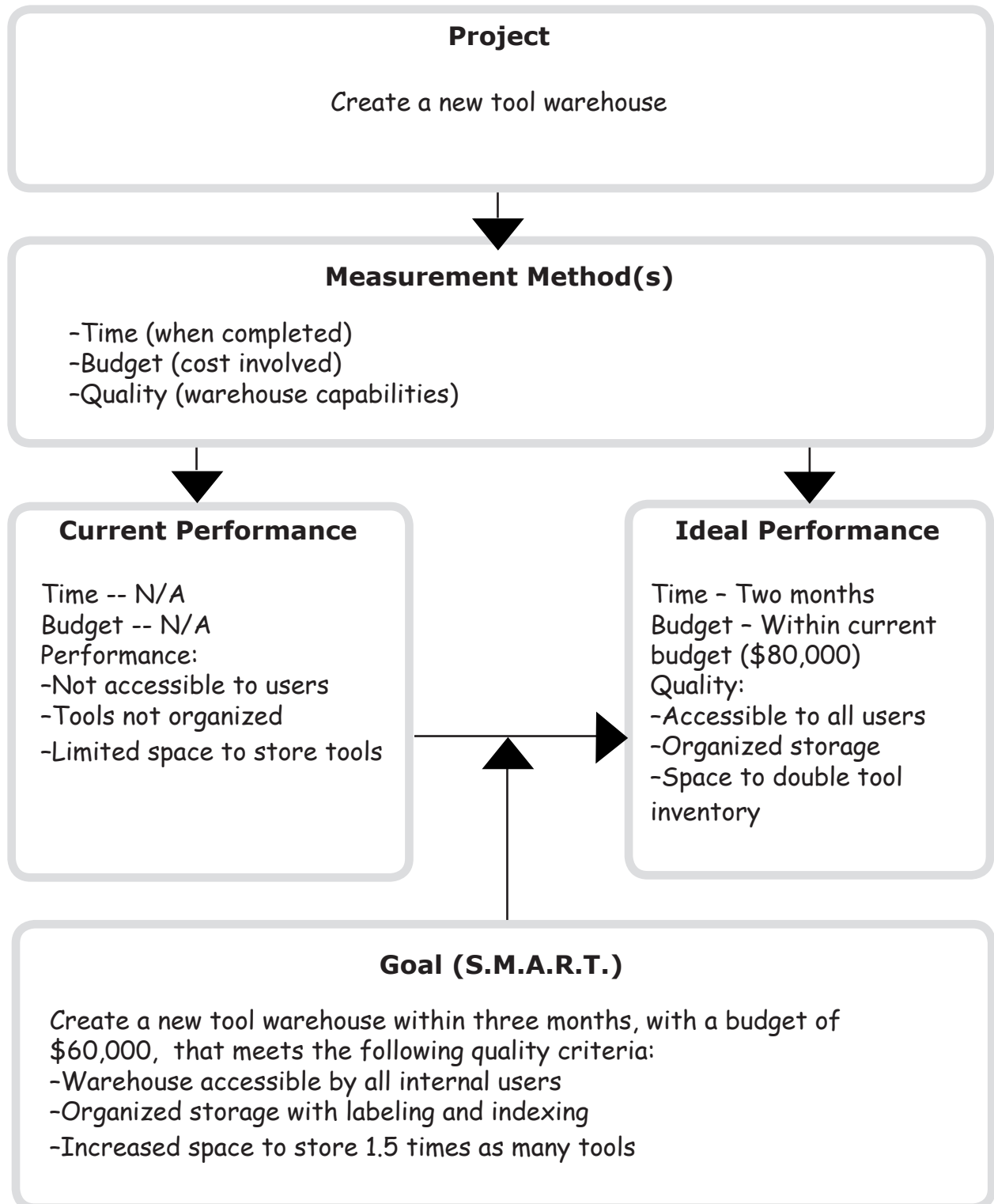
Expectation Worksheet



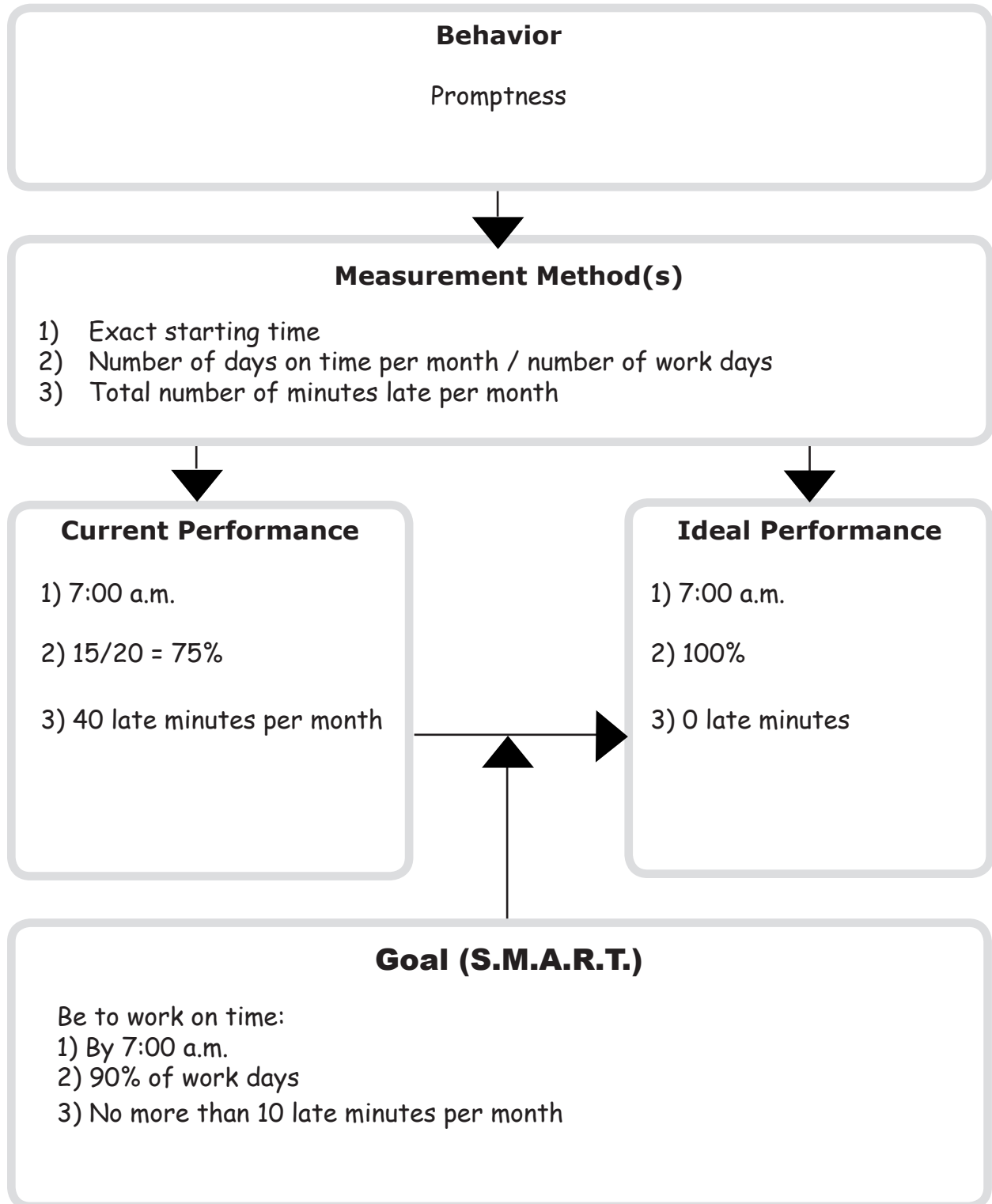
Example – Results Expectation



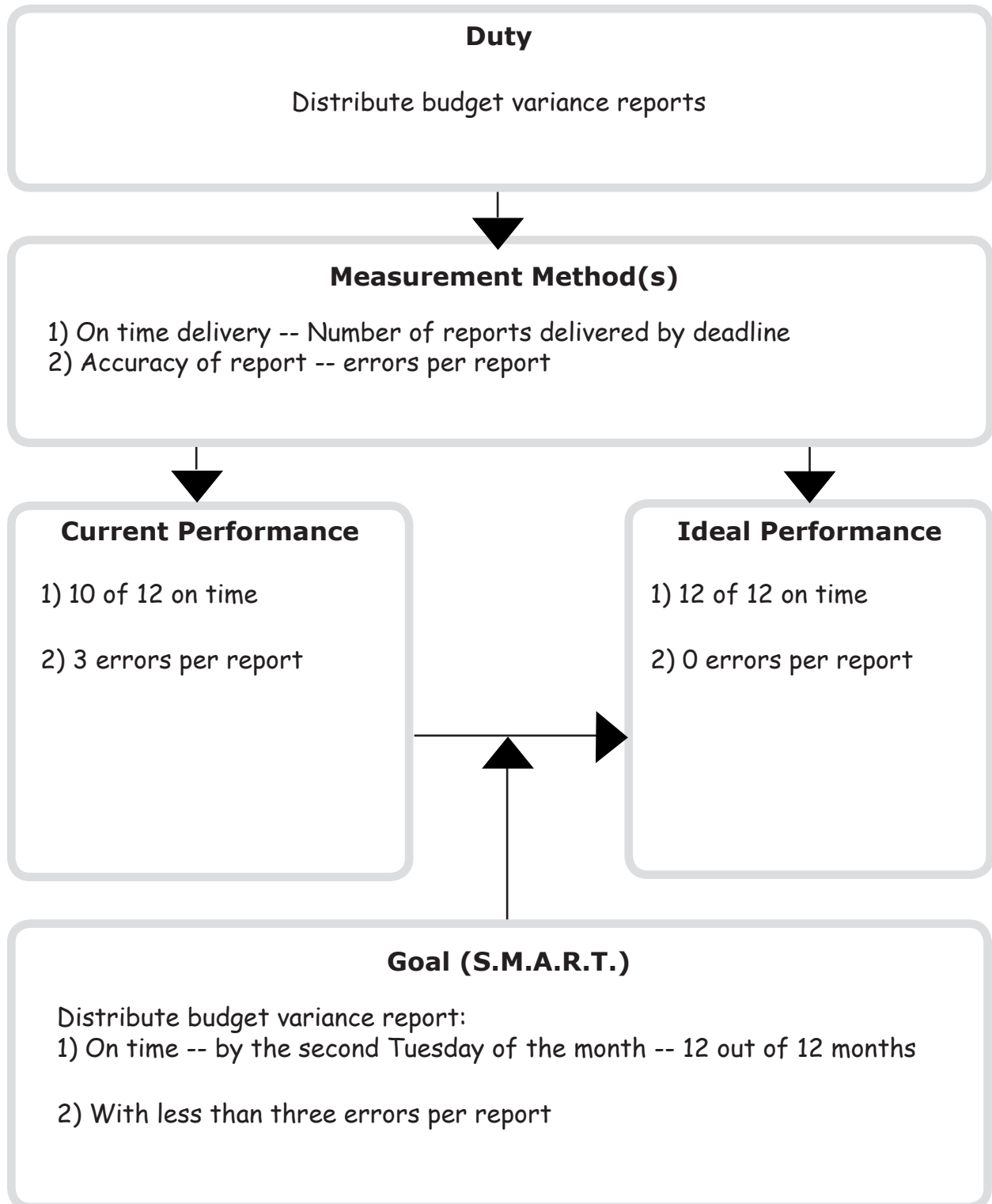
Example – Project Expectation



Example – Behavior Expectation



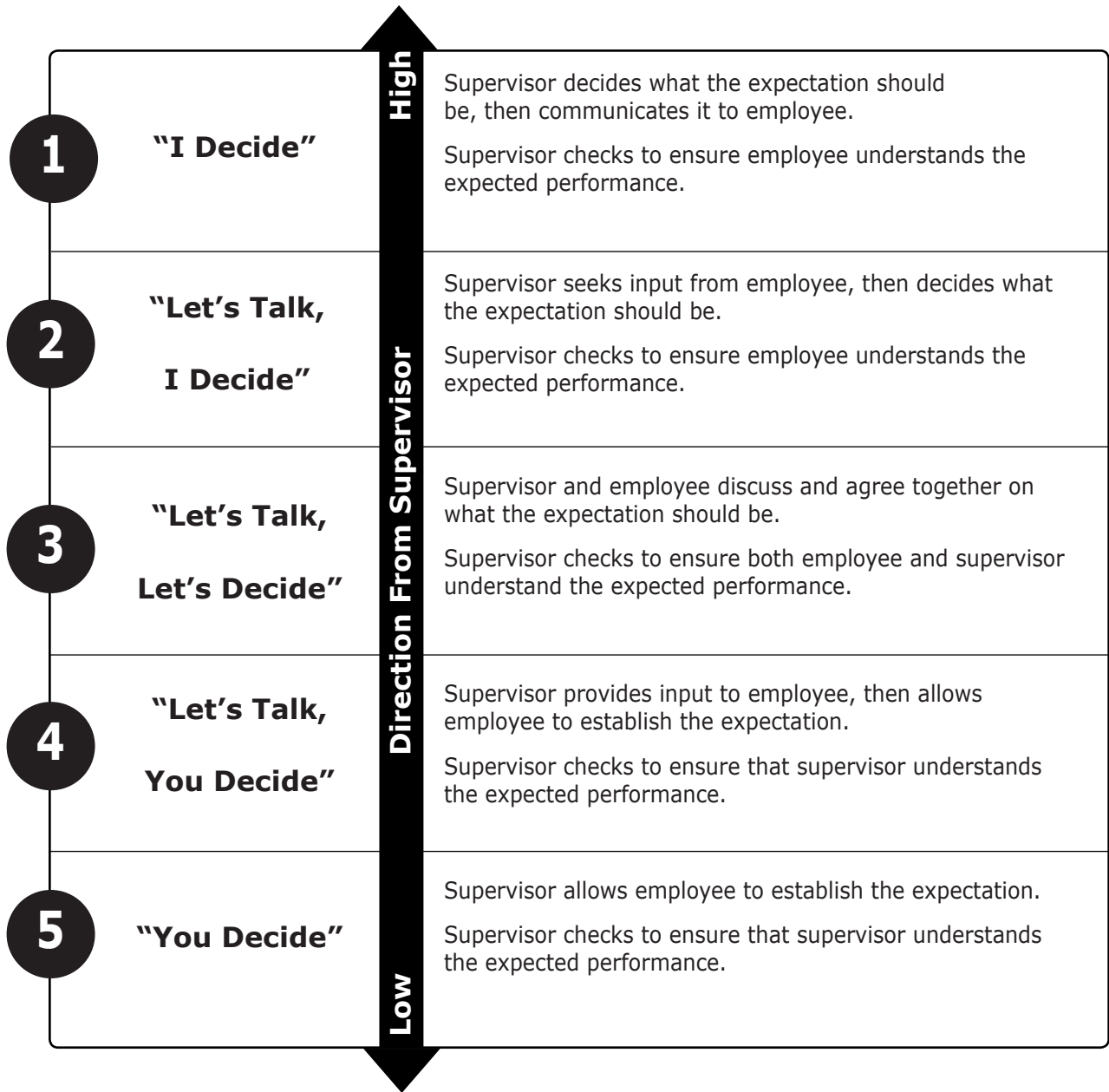
Example – Duty Expectation



Expectations for a Super Hero

AREA OF RESPONSIBILITY					
RATING SCALE	<i>Agility</i>	<i>Timeliness</i>	<i>Resilience</i>	<i>Adaptability</i>	<i>Ability to Communicate</i>
ALWAYS EXCEEDS EXPECTATIONS	Leaps tall buildings in a single bound	Is faster than a speeding bullet	Stronger than a locomotive	Walks on water consistently	Talks with angels
EXCEEDS EXPECTATIONS	Leaps tall buildings with a running start	Is as fast as a speeding bullet	Stronger than a bull elephant	Can part water when need be	Talks with other heroes
MEETS EXPECTATIONS	Can get to the top of building without getting winded	Is fast enough to avoid a speeding bullet	Stronger than a bull	Avoids getting wet	Talks effectively to self and others
NEEDS IMPROVEMENT	Struggles to find the right building	Is fast enough to avoid a slow bullet	Shoots the bull	Gets wet occasionally	Argues with self
UNACCEPTABLE	Is not allowed anywhere near the building	Wounds self with the bullet	Smells like a bull	Wets self in emergencies	Loses arguments with self

Match Your Approach



Performance Factors

SUCCESS DEPENDS ON

ABILITY



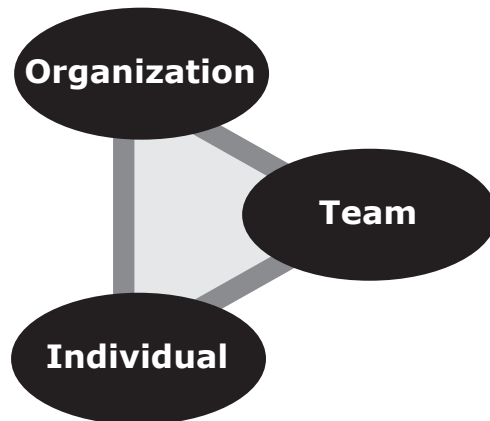
MOTIVATION

ABLE
to excel?

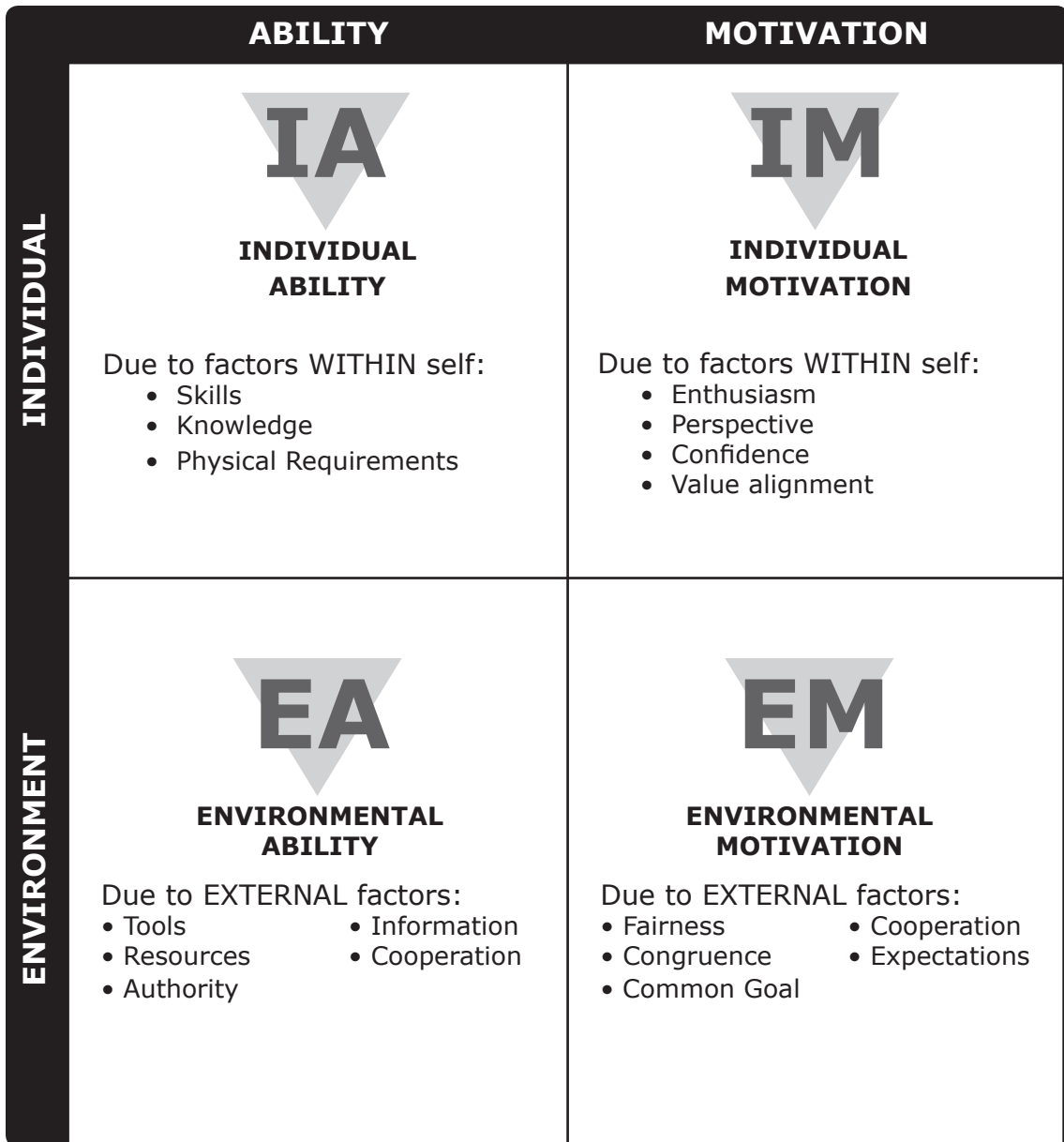
WILLING
to excel?

- Skills
- Knowledge
- Tools
- Resources
- Authority
- Information
- Cooperation

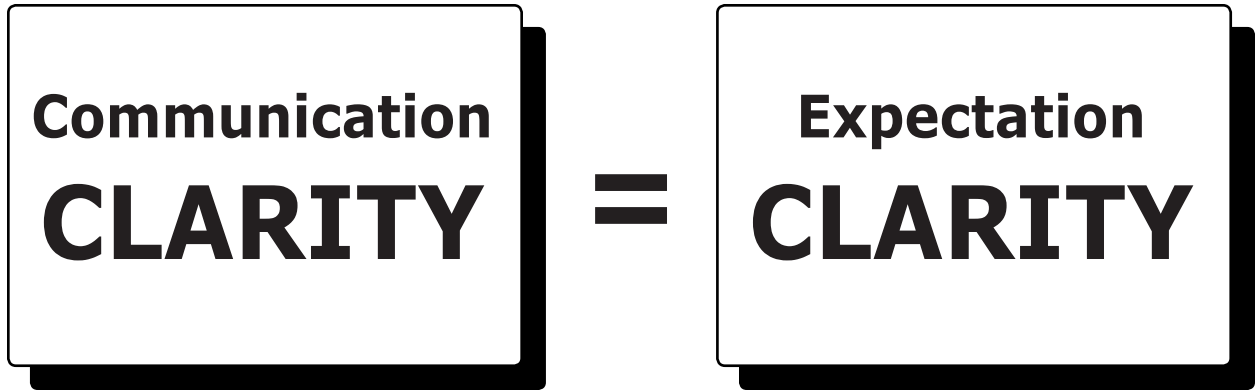
- Enthusiasm
- Perspective
- Value alignment
- Social alignment
- Consequence alignment
- Cooperation



Ability and Motivation



Clarity Is The Key



Communication Steps

1: Headwork

- ▼ Align the expectation to business goals.
- ▼ Determine the standard (SMART goal).
- ▼ Assess employee's ability and motivation.

2: Engage

- ▼ Explain that you wish to discuss a work expectation.
- ▼ Establish a time and place to discuss the expectation.

3: Mutual Understanding

- ▼ Gain clarity on the expectation.
- ▼ Gain clarity on why it is important.
- ▼ Gain clarity on the measure/standard.
- ▼ Gain clarity on the authority and resources available.
- ▼ Gain clarity on the work plan.
- ▼ Gain clarity on the development plan.

4: Commit to Action

- ▼ Gain commitment to the expectation and the plan.
- ▼ Communicate how you will support the employee.
- ▼ Establish a tracking/monitoring process.

5: Follow-up

- ▼ Set a follow-up date.
- ▼ Monitor performance.
- ▼ Follow-up and give feedback.

ESTABLISH CLEAR EXPECTATIONS



Additional Resources

Personal Learning Plan

1. What is the one most important thing I learned from this module?

2. What one action will I take because of what I have learned?

3. How will my team, my organization, or myself benefit as a result?

Work Expectations Worksheet

Name: _____

Date: _____

Location: _____

Define the Expectation

1. WHAT is the expectation?

2. WHY is the expectation IMPORTANT?

3. HOW will the performance be MEASURED (what will success look like)?

4. WHAT authority, resources, and information will be PROVIDED?

5. HOW can the expectation best be accomplished? What will be the METHOD or plan?

6. How will we FOLLOW-UP and REVIEW the expectation?

Success Factors

	Ability	Motivation
Individual		
Environmental		

Match Your Approach

1	"I Decide"	High ↑ Supervisor Direction ↓ Low
2	"Let's Talk, I Decide"	
3	"Let's Talk, Let's Decide"	
4	"Let's Talk, You Decide"	
5	"You Decide"	

SMART Expectations Worksheet

Name: _____

Date: _____

Location: _____

Translate an Expectation Into a SMART Goal

Performance Area



Measurement Method(s)



Current Performance



Ideal Performance



Goal (S.M.A.R.T.)

Work Expectations Worksheet

Name: _____

Date: _____

Location: _____

Define the Expectation

1. WHAT is the expectation?

2. WHY is the expectation IMPORTANT?

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	Ability	Motivation
Individual		
Environmental		

Match Your Approach

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4	"Let's Talk, You Decide"	
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SMART Expectations Worksheet

Name: _____

Date: _____

Location: _____

Translate an Expectation Into a SMART Goal

Performance Area



Measurement Method(s)



Current Performance



Ideal Performance



Goal (S.M.A.R.T.)

Coach for Results

“I never cease to be amazed at the power of the coaching process to draw out the skills or talent that was previously hidden within an individual, and which invariably finds a way to solve a problem previously thought unsolvable.”

*John Russell, Managing Director,
Harley-Davidson Europe Ltd.*



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Coaching Defined

What Is Coaching?



Reasons Why People Don't Always Succeed

1.

2.

3.

4.

5.

6.

7.

8.

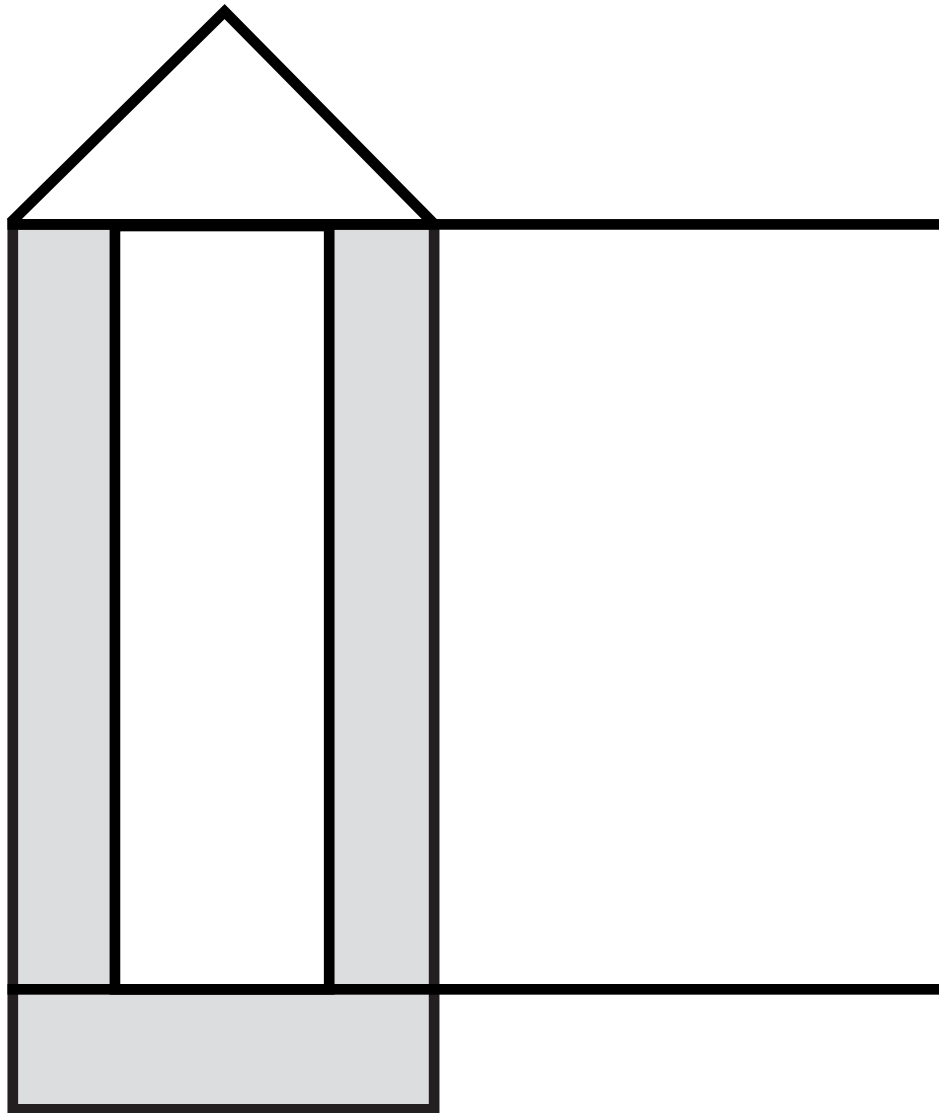
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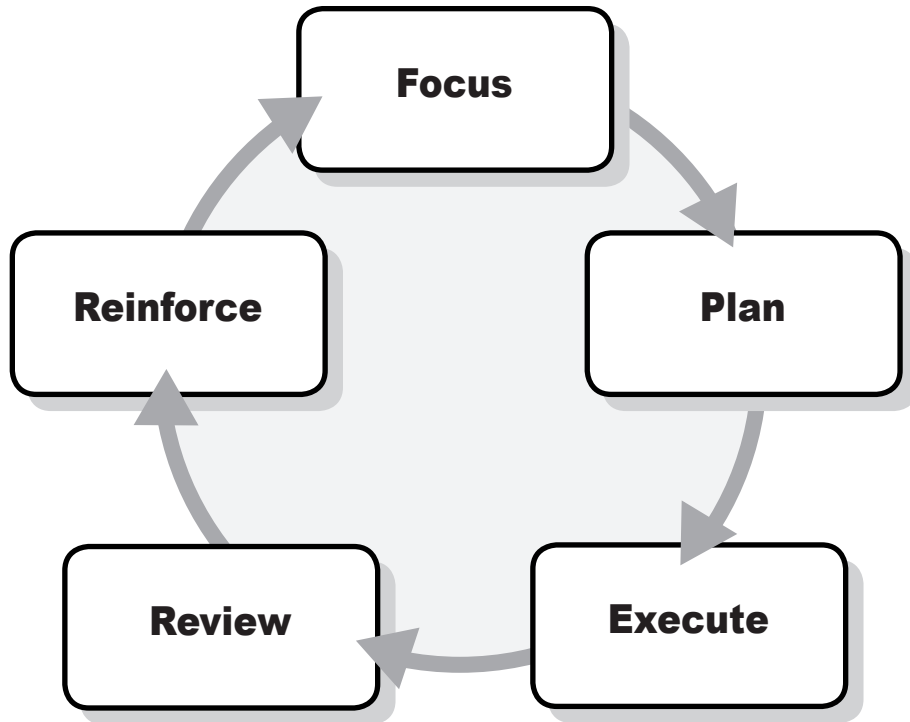
Coaching Principles

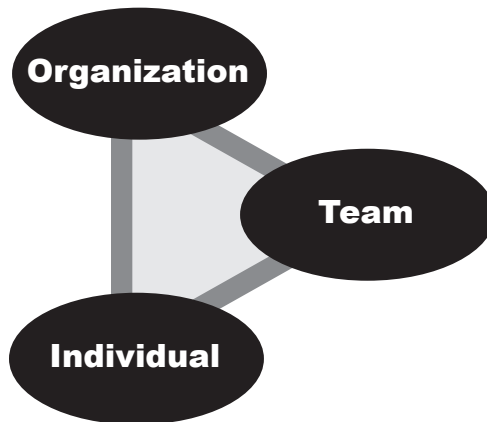
1. Coaching requires trust.
2. Coaching is essential to success in today's business environment.
3. In most cases, teams and individuals will appreciate good coaching.
4. People have the right to know how well they are doing.
5. Coaching requires a balance of business results and human needs.
6. Coaching is situational.
7. The coach need not always be the expert nor the judge.

Performance Framework



Coaching Is a Process





Formula for Excellent Performance



Results—The output of your work. What you are actually able to produce or deliver.

Behavior—How you go about achieving results. Your actions and your words.

Key Performance Factors

EXCELLENCE REQUIRES

ABILITY



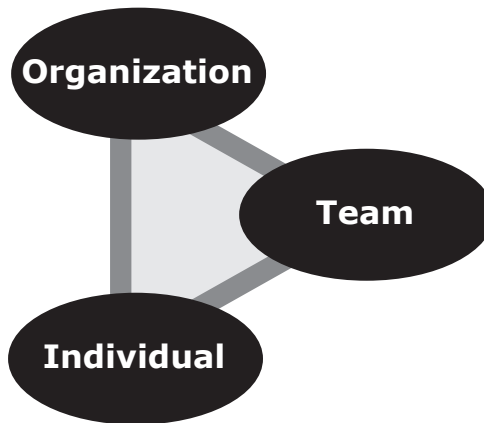
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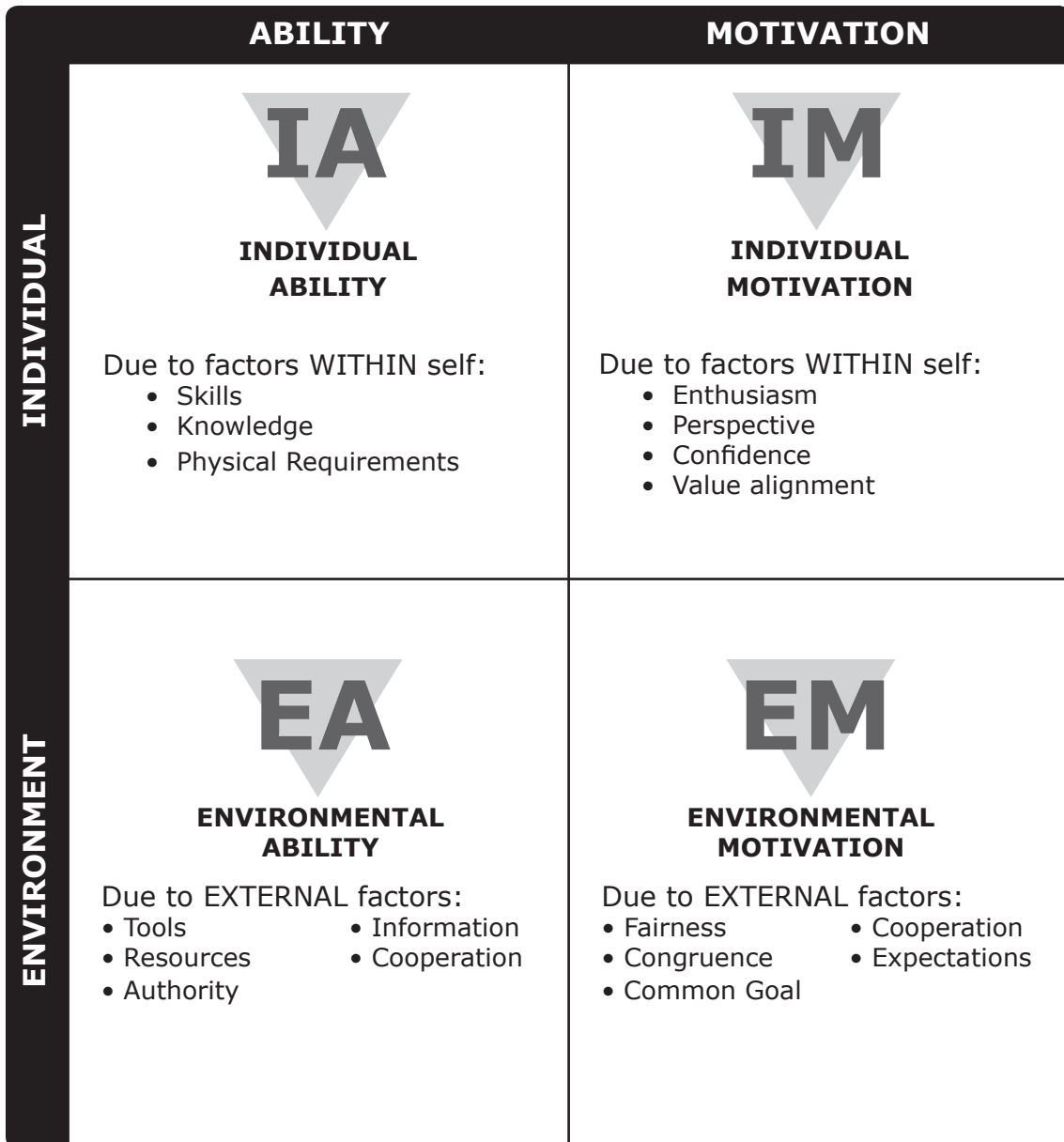
WILLING
to excel?

- Skills
- Knowledge
- Tools
- Resources
- Authority
- Information
- Cooperation

- Enthusiasm
- Perspective
- Value alignment
- Social alignment
- Consequence alignment
- Cooperation



Ability & Motivation



Five Basic Coaching Steps

1. Headwork

Headwork involves organizing what you need to think about before coaching someone. It also means diagnosing the situation to make sure that the type of coaching you provide truly addresses the needs of the other person.

2. Engage

This step involves approaching the other person and setting up the coaching discussion. The other person should know what it is you wish to discuss, why it is important, and how/when you wish to hold the discussion.



3. Mutual Understanding

This step is at the core of the coaching discussion. It involves both giving information (informing) and seeking information (exploring). The diagram on the following page provides a template for holding a coaching discussion that results in mutual understanding.

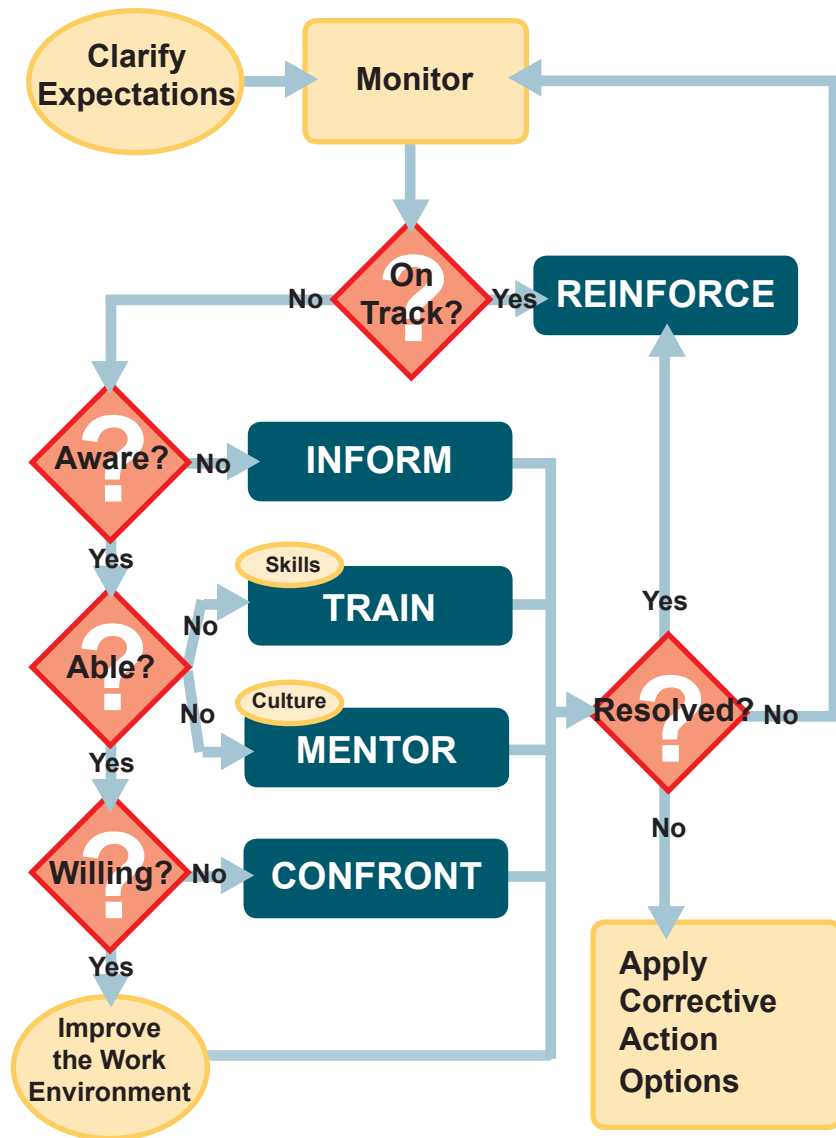
4. Commit to Action

This step involves defining what action should be taken as a result of the coaching discussion. At times, the person you are coaching will come up with the action items. At other times, you may need to tell the other person what the action items will be.

5. Follow-up

Follow-up is essential to any coaching discussion. Follow-up should include tracking and monitoring to make sure progress is being made. It can also include providing resources and support. All coaching sessions should end by establishing a follow-up date to formally review progress made.

Coaching Roadmap



Types of Coaching

▼ OUTCOMES ▼

<p>Reinforce</p>	<p>To acknowledge progress toward expected performance, recognize desired behaviors, and encourage the employee to continue the desired performance.</p>	<ul style="list-style-type: none"> • Sustained performance at or above target levels • New opportunities identified • Increased sense of appreciation and contribution • Commitment to continuous improvement
<p>Inform</p>	<p>To make the employee aware of a gap between expected performance and actual performance.</p>	<ul style="list-style-type: none"> • Accurate description of issue and causes • Personal insight into own feelings and behavior • Increased self-sufficiency and self-esteem • Strong feelings released
<p>Train</p>	<p>To build the skill and/or knowledge of an employee so that they meet or exceed the expected level of performance.</p>	<ul style="list-style-type: none"> • Increased ability to meet target performance • Motivation for continuous learning • Increased technical competence • Development of expert status • Positive attitude about learning
<p>Mentor</p>	<p>To provide personalized, trusted direction to an employee about organizational, cultural, and political issues that could impact the employee’s job and career.</p>	<ul style="list-style-type: none"> • Political savvy developed • Self-management skills developed • Increased sensitivity to organizational culture • Increased commitment to organizational goals and values
<p>Confront</p>	<p>To firmly address performance and behavior issues with an employee when the primary cause of the problem appears to be the employee’s lack of willingness to perform.</p>	<ul style="list-style-type: none"> • Performance expectations clarified • Performance deficiencies owned • Performance consequences clarified • Strategies established to improve performance • Commitment to continuous improvement

Five Coaching Approaches



Reinforce

Inform

Train

Mentor

Confront



Reinforce

Reinforce: Overview

Purpose

To acknowledge progress toward expected performance, recognize desired behaviors, and encourage the employee to continue the desired performance.

Approach

Positive, genuine, supportive, enabling, encouraging.

Indicators

- Employee is meeting target performance.
- Employee is on track to meeting target performance.
- Employee demonstrates desired behavior.
- You receive positive feedback regarding employee.

Outcomes

- Desired behavior reinforced.
- Employee recognized for doing well.
- Increased motivation and commitment.

Reinforce: Basic Steps

Headwork

- Define the performance success.
- Identify causes for success.
- Plan your approach.

Engage Employee

- State the purpose of your discussion.
- Review both target performance and actual performance.
- Describe specific examples or evidence of performance.
- Invite the employee to respond and discuss success factors.

Mutual Understanding

- Ask for and listen to the employee's assessment of key success factors.
- Note and highlight key points that you agree with.
- Describe the positive impact on the unit and the organization.
- Point out and discuss new opportunities that may exist.
- Summarize.

Commitment to Action

- Jointly develop actions to maintain strong performance.
- Learn from the employee how to further support performance.
- Establish a plan to take advantage of new opportunities.
- Express appreciation and encouragement.

Follow-up

- Set a follow-up date.
- Continue to recognize desired performance.
- Live up to your commitments to support the employee.

Reinforce: Example Dialog

**What did
Rusty do
well in this
example?**

**How would
you improve
the coaching
provided in
this example?**

Paul: Rusty, you called me this morning. What's up?

Rusty: Yeah, I wanted to talk to you about the safety training. It's obvious that there's been a big improvement in your area. Average training time is up to one hour per month and three additional topics have been covered. This puts you back on target. Great job!

Paul: Well, we've tried hard to make it a priority.

Rusty: Good, so what did you do specifically?

Paul: For starters I followed the original schedule we committed to. We also created a checklist for supervisors to ensure that all employees are getting the safety training they need. The thing that's probably helping the most is we're relying on certain employees to deliver the training. It takes the heat off me and the supervisors, and we found that it makes the training a lot more down to earth.

Rusty: That's a great idea. I'm glad it's working for you. In fact, that may be a good way to train people on the new ergonomics guidelines next year. What do you think?

Paul: Yeah, I'm way ahead of you. I've got the implementation plan sketched out with a suggestion of using employees to deliver the training. I was planning on sharing it at our next task force meeting.

Rusty: I look forward to seeing it, and thanks for the effort on the safety training. You know better than me just how important it is to reinforce safety in all we do. Keep up the good work.



Inform

Inform: Overview

Purpose

To make an employee aware of a gap between expected performance and actual performance.

Approach

Forthright, objective, helpful, firm.

Indicators

- Employee is unaware that a problem exists.
- You receive feedback from others regarding the employee's performance.
- Employee is unsure about what to do.

Outcomes

- Accurate description of problem/issue and causes.
- Personal insight into feelings and behavior.
- Increased self-sufficiency and self-esteem.
- Opportunity for employee to resolve issue and grow.

Inform: Basic Steps

Headwork

- Define the performance issue.
- Assess employee awareness.
- Plan your approach.

Engage Employee

- State the purpose of your discussion.
- Describe current performance and target performance.
- Suggest a process for discussing the issue.

Mutual Understanding

- Ask for and listen to employee's assessment of possible causes and factors.
- Paraphrase and ask clarifying questions.
- Provide necessary insight and feedback.
- Jointly discuss possible solutions.
- Summarize.

Commitment to Action

- Help employee identify and agree to specific actions to resolve the issue.
- Set time frames.
- Offer support and encouragement.
- Document discussion as appropriate.

Follow-up

- Set a follow-up date.
- Provide necessary support.
- Watch for and recognize improved performance.

Inform: Example Dialog

What did Jim do well in this example?

How would you improve the coaching provided in this example?

Jim: Charley, do you have a minute? I'd like to talk with you about the new project schedule.

Charley: Sure Jim. What's up?

Jim: Charley, we agreed to have the schedule done by the first of the month. That's a week away. From what I understand from your status report, you've barely begun.

Charley: That's right, but I've had a lot of things going on this month. I've had two people out sick and a string of fires to fight. We're doing the best we can given the circumstances.

Jim: I can appreciate the fact that things are hectic right now. But, it is critical that the schedule get out on time. How can we make that happen?

Charley: Now that I know how important it is, I'll make sure it gets done.

Jim: How are you going to do that?

Charley: Well, it may require some late hours on my part, but I'll get it done. I'll have the schedule to you by Friday .

Jim: That would be fine. I'd like to touch base with you on Wednesday, however, to see how things are going. Be sure to let me know right away if there is anything you need. We simply cannot afford to get it out late. If there's any problem, get a hold of me right away, okay?

Charley: You got it! I won't let you down.



Train

Train: Overview

Purpose

To build the skill and/or knowledge of an employee so that he/she can meet or exceed the expected level of performance.

Approach

Developmental, supportive, specific, concise, applicable.

Indicators

- Employee agrees on issue/problem.
- Employee has never performed this task/skill.
- The job has changed requiring new knowledge or skill.
- Feedback indicates that this is a development need.

Outcomes

- Increased competence.
- Increased confidence and motivation.
- Development of expert status.
- Reinforcement of continuous learning.

Train: Basic Steps

Headwork

- Define the learning need.
- Determine learning methods and resources.
- Plan your approach.

Engage Employee

- Point out the learning need.
- Build desire to learn.
- Suggest a process for addressing the learning need.

Mutual Understanding

- Consider an overview of the skill or task.
- Consider on-the-job instruction.
- Consider demonstration and examples.
- Consider learning aids and resources.

Commitment to Action

- Help employee create a learning plan.
- Discuss ways employee can apply learning to the job.
- Identify ways for employee to practice new skills.
- Set time frames for learning to occur.

Follow-up

- Set a follow-up date.
- Make it possible for employee to spend time learning and practicing new skills.
- Watch for and recognize the application of new skills to the job.
- Look for ways to encourage continuous learning.

Train: Example Dialog

What did Betty do well in this example?

How would you improve the coaching provided in this example?

- Betty:** Wilma, I've got an idea for you. Do you want to hear it?
- Wilma:** Maybe, is this a trick question?
- Betty:** No, it has to do with what we were talking about yesterday. Remember you told me how you stepped in to solve a problem one of your employees was having. I got to thinking about the frustration this causes you to have to take your time to solve something we both know the employee should solve.
- Wilma:** Yeah, but it needed to be taken care of.
- Betty:** That's my point. Next time the employee has a problem, who will he expect to solve it?
- Wilma:** Well, I guess me again. You could say I'm known far and wide for being the one with all the answers.
- Betty:** I think you're right. But what you need to be known for is your ability to delegate. Just think how much time you'd save if you didn't have to solve all the problems in your unit.
- Wilma:** I hadn't thought of it like that. I mean, my employees all have assignments but they still look to me to solve their problems.
- Betty:** When's the last time you had training on delegating, you know, not just assigning work, but truly delegating and letting go?
- Wilma:** I don't think I ever have. Does such training exist?
- Betty:** I happen to know of a few sources. Are you interested?
- Wilma:** You bet! Believe me, my ego does not ride on my ability to solve my employees' problems.
- Betty:** I'll get you the information. Then maybe after the training we can talk about how you can make it work in your area. Fair enough?



Mentor

Mentor: Overview

Purpose

To provide personalized, trusted direction to an employee about organizational, cultural, and political issues that impact their job and career.

Approach

Supportive, helpful, candid, honest, open-ended.

Indicators

- Employee agrees on issue/problem.
- Counseling and training are not the answer.
- Employee seems earnest and demonstrates necessary skills.
- Employee is discouraged by organization realities.
- Employee's behavior seems inconsistent with the company's changing values.
- There is an opportunity for career growth.

Outcomes

- Political savvy developed.
- Self-management skills developed.
- Increased confidence and self-sufficiency.
- Sensitivity to organization culture.
- Increased commitment to organizational goals and values.

Mentor: Basic Steps

Headwork

- Define the need for mentoring.
- Identify key factors.
- Plan your approach.

Opening Dialog

- Clarify the purpose of the discussion.
- Clarify need to address organizational issues.
- Suggest a process for discussion.

Mutual Understanding

- Clarify immediate performance targets and priorities.
- Discuss broader issues affecting the employee.
- Ask open ended questions.
- Listen, clarify, and confirm.
- Offer insights and experiences.
- Point out red flags and pitfalls.
- Reinforce formal and informal values and norms.

Commitment to Action

- Brainstorm ideas and actions.
- Jointly problem solve.
- Help employee develop an action plan.

Follow-up

- Set a follow-up date.
- Check in with employee.
- Provide ongoing advice and information.
- Lead interference when appropriate.

Mentor: Example Dialog

What did Frank do well in this example?

How would you improve the coaching provided in this example?

Gretchen: Hey Frank, you got a minute? I'd like to talk to you about my meeting tomorrow with Ben and his team. I'm a little anxious about the whole thing. I heard there's been some bad blood between our two groups. I hope I'm not walking into a snake pit.

Frank: I don't think so. However, I know you haven't had much of a chance to work with Ben's group. Are you open to some tips from a seasoned pro?

Gretchen: Hey, I'll take all the help I can get.

Frank: Our history with Ben's group has caused us all plenty of heartburn. I see this project as a great opportunity to turn things around. We need to keep in mind that we're all working toward a common goal and what hurts Ben, in the long run, hurts us.

Gretchen: Well, as a newcomer, I certainly don't want to do anything that might make the situation worse.

Frank: Believe me. I see your meeting with Ben's group as a great opportunity to make things better. I do know that Ben's group likes to get to the point quickly and not waste time. I'd encourage you to lay your cards out on the table right off the bat.

Gretchen: What do you mean exactly?

Frank: I think it would give you credibility if you let them know right up front that you are aware of the history between our two departments and recognize their efforts to build a common ground. Also, I know they'd love a quick summary of the purpose of your meeting and exactly what you want to accomplish. I guess what I'm suggesting is that you go in there very well prepared and well organized. What are your thoughts on this?

Gretchen: Your insight is helpful. Let me think about how I can do this. Although I understand the issues, I want to make sure I don't seem too contrived. Give me a couple of days to think about this.

Frank: You bet. I trust your judgment and want to help if I can. Would it help to get back together in a few days?



Confront

Confront: Overview

Purpose

To bring up difficult, possibly painful issues with an employee that need to be overcome, corrected or improved.

Approach

Forthright, objective, helpful, firm.

Indicators

- Employee is aware of the issue/problem.
- Unable to solve problem through informing, training, or mentoring.
- Employee shows no sign of improvement.
- Problem persists and has negative impact on work unit.

Outcomes

- Motivational factors identified and addressed.
- Performance problem owned by employee.
- Actions necessary for improvement are clear and documented.
- Performance is on track to meet target.

Confront: Basic Steps

Headwork

- Define the performance issue.
- Identify and define performance related consequences.
- Plan your approach.

Engage Employee

- State the purpose of your discussion.
- Describe current performance and target performance.
- Emphasize that the employee is able to perform the task/skill.
- Outline the process for discussing the issue.

Mutual Understanding

- Ask for and listen to employee's assessment of causes contributing to lack of willingness.
- Clarify, explore, and substantiate employee responses.
- Point out and discuss relevant consequences.
- Summarize.

Commitment to Action

- Prescribe corrective actions for employee.
- Set time frames.
- Offer support and remind employee of the seriousness of the issue.
- Document discussion and action plan.

Follow-up

- Set a follow-up date.
- Provide necessary support.
- Watch for and recognize improved performance.

Confront: Example Dialog

**What did Pat
do well in this
example?**

**How would
you improve
the coaching
provided in
this example?**

- Pat:** Bud, we need to talk about what happened this morning in the group meeting. From what I understand you got up and walked out because you didn't agree with Tony's proposal. Is that right?
- Bud:** Yeah, you could say that. To be honest with you, I don't agree with Tony period.
- Pat:** Bud, do you understand that it is not acceptable to simply walk out of a meeting because you don't agree with something or someone?
- Bud:** Yes, you've made that very clear in the past.
- Pat:** Listen. I don't expect you to agree with everyone else in our group. And I guess I can't force you to like them necessarily. But I do expect you to respect them. Not doing so runs against what we stand for as a workgroup and as an organization. We simply will not tolerate disrespectful behavior from anyone.
- Bud:** Look Pat, I've worked here a long time and I've always done a good job. Are you telling me that my job is in jeopardy because I don't warm up to the likes of Tony?
- Pat:** What I'm telling you is that your job responsibility includes showing respect for everyone you work with. Whether you accept or like Tony is your business. But when your actions show disrespect toward Tony or anyone else, like they did this morning, we have a problem. If the problem continues then I will take formal disciplinary action and your job could very well be in jeopardy. Do you see how that choice is up to you?
- Bud:** I suppose so.
- Pat:** Can you commit to me that what happened this morning will not happen again?
- Bud:** Look Pat. I don't want to cause trouble.
- Pat:** Good. I'll expect to see a change then. Bud, I know you can handle this if you choose to. I'd like for us to get together again in a month to go over how things have gone.



Additional Resources

Personal Learning Plan

1. What is the one most important thing I learned from this module?

2. What one action will I take because of what I have learned?

3. How will my team, my organization, or myself benefit as a result?

Preparation Tool for
Coaching Performance.

Coaching Worksheet

- REINFORCE
- INFORM
- TRAIN
- MENTOR
- CONFRONT

1. Headwork

Define the Performance Situation

Current Performance

Expected Performance

Identify Key Factors

Helping Factors
(IA / IM / EA / EM)

Hindering Factors
(IA / IM / EA / EM)

Plan Your Approach

- Coaching Approach:
- Reinforce
 - Inform
 - Train
 - Mentor
 - Confront

Timing:

Place:

Coaching Discussion Sheet

Name _____

Date _____ Time _____

Location _____

2. Engage

- Use a purpose statement
- Review target and actual performance.
- Describe specific examples.
- Suggest a process for discussing the situation.

My View	Employee's View

3. Mutual Understanding

- Clarify the GOAL.
- Discuss the current STATUS, inform and explore.
- Discuss KEY FACTORS.
- Develop a PLAN.
- Determine how you will FOLLOW-UP.

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4. Commitment to Action

- Help employee identify specific actions to improve or address the situation.
- Set a target date for completion.
- Offer support and encouragement.
- Document discussion as appropriate.

Employee Action Plan	Target Date

5. Follow-Up

- Set follow-up date.
- Provide necessary support.
- Watch for and recognize desired performance.

Follow-Up Date:	Follow-Up Notes

Preparation Tool for
Coaching Performance.

Coaching Worksheet

- REINFORCE
- INFORM
- TRAIN
- MENTOR
- CONFRONT

1. Headwork

Define the Performance Situation

Current Performance

Expected Performance

Identify Key Factors

Helping Factors
(IA / IM / EA / EM)

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(IA / IM / EA / EM)

Plan Your Approach

- Coaching Approach:
- Reinforce
 - Inform
 - Train
 - Mentor
 - Confront

Timing:

Place:

Coaching Discussion Sheet

Name _____
 Date _____ Time _____
 Location _____

2. Engage

- Use a purpose statement
- Review target and actual performance.
- Describe specific examples.
- Suggest a process for discussing the situation.

My View	Employee's View

3. Mutual Understanding

- Clarify the GOAL.
- Discuss the current STATUS, inform and explore.
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- Determine how you will FOLLOW-UP.

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4. Commitment to Action

- Help employee identify specific actions to improve or address the situation.
- Set a target date for completion.
- Offer support and encouragement.
- Document discussion as appropriate.

Employee Action Plan	Target Date

5. Follow-Up

- Set follow-up date.
- Provide necessary support.
- Watch for and recognize desired performance.

Follow-Up Date:	Follow-Up Notes