Coaching, Mentoring and Managing

Breakthrough Strategies
to Problem Solving
and build award Winning Teams

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Preface

Human Capital, People, Workforce are the most valuable asset of any enterprise. Their performance, commitment and motivation determines the rise and fall of any enterprise be it a small start up, personal business or a global giant. No amount of mechanization can replace the Human's attention to detail, ability to respond, adapt to changing environment, think, improvise or innovate. It is widely acclaimed that even the fastest computer in the world today is slower than the 1% of the brain power we are gifted with.

As the old world saying goes

Cultivate plants for yearly income
Cultivate Trees for 5-40 years income
Cultivate People for Generations of Income

Millions of people from thousands of companies around the world turn spend billions of dollars yearly to train people to perform as per their expectations. And Not necessarily they are successful. Teaching Mankind to take responsibility and perform is one of the most difficult things to do. And because of their sensitivity, they are influenced by all miniscule changes in their environment for better or worse.

Coaching, Mentoring and Managing is designed to teach you — what it takes to be successful … how to build the skills to make it happen … how to translate learning into results…. how to improve on your people Skills to make them believe in you, your vision and perform as per your expectations.

This book is a part of finest self-study and continuous-learning resources available anywhere. These products present our industry-acclaimed curriculum and training expertise in a concise, action-oriented format you can put to work right away. Packed with real-world strategies and hands-on techniques, these resources are guaranteed to help you meet the career and personal challenges you face every day.

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Good luck on your journey to make people into a formidable workforce.

Rishi Sehdev
Managing Director
DewSoft Academy

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*I*NTRODUCTION

Value the person and enjoy the results.

There are two realities in business today: Get results and keep your result-getters! This is becoming increasingly difficult as globalization, technology and demographic changes bombard today's managers. Add to this the increased roles and responsibilities placed on the manager and chaos erupts.

First, managers were hired to manage — take care of the business. Then, managers had to be leaders — provide vision and mission. Now, they must recruit and train, inspire and motivate, correct and empower. What's a poor manager to do?

The answer is to coach. As a 21st-century manager, you are continually challenged to shift how you, as a leader, manage your most important and only unlimited resource: your people. Henry Kissinger once said, "Leaders take their staff from where they are to where they've never been before." That's what the role of coach lets you do — take a diversely proficient group of people, expand and grow their skills, keep them satisfied and motivated, and, most importantly in this competitive environment, retain their talent.

Reinventing Success

Sports teaches organizations the value of a coach. Whether coaching a team or an individual, different approaches require different skill levels, attitudes and motivation. Business, industry,

government and the not-for-profit sectors, likewise, have been faced with the sad truth that people just aren't as motivated and accepting as they were in the last century. Mary Kay Ash noted the change when she said, "There are two things people want more than sex and money … recognition and praise."

Coaching is the process of using that wisdom to help employees experience and work through the changes required of them.

Societal change caused management to shift from an authoritarian "my way or the highway" style to an all-inclusive approach that requires the manager to be a coach, cheerleader, mentor, trainer, disciplinarian and counselor. Coaches in sports do what organizations must do: create environments where individuals are motivated to produce results. That environment must be supportive, instructive and satisfying to the degree that employees want to grow within it.

The StaffCoaching Model™

The purpose of this book is to give you a model that directs the many roles demanded of your job: getting results, retention and creating a positive environment. Trademarked by National Seminars StaffCoach™ Model, the word "coach" encompasses three distinct roles or approaches: coaching, mentoring and counseling. How you respond to people and choose a specific action depend on your employees' proficiency. Not all your employees need your assistance to change, develop or improve. Often your people can create new behaviors and attitudes themselves. It's a good news/bad news scenario: The good news is that very few people need constant coaching, and the bad news is that all three roles of coaching are needed continuously.

Coaching is an excellent activity for your people who are performing okay. They meet goals and perform tasks at standard — no more, no less. A coach, by definition, helps workers grow and improve their job performance by providing suggestions and encouragement. Mentoring is the best approach for your above-average performers, those who are excelling. The mentor, by definition, is an individual with advanced experience and

knowledge who is committed to giving support and career/job advice to a less experienced person. With your people who are performing below average, counseling is the appropriate choice. By definition, counseling is a supportive process to define and correct personal problems or skills that affect performance. The counselor rectifies behaviors and provides direction and discipline as needed for as long as necessary.

This model provides you with a guide to coaching performance. It helps you get around the reality of increasing demand for specialized skills in the workplace and a decreasing talent pool from which to draw. This challenge is captured in the book title by author Jennifer White: The StaffCoach™ Model will allow you to drive your people wild without driving them crazy.

Investing in the Real Resources

Balance sheets and Return on Investment (ROI) statements prove that business typically wastes its greatest resource: the people who work for it. The StaffCoach™ Model teaches you techniques, steps and actions to take as a manager and coach to tap into this asset. Remember the following three critical facts:

1. Management means getting things done through others. Your job, as a leader, is to work through the people who work for you. That's how you'll get results from your team.

    Ferdinand Fournies, who wrote *Coaching for Improved Work Performance*, said, "When you do everything yourself, you're just a technician. When you get things done through others, that's when you become a leader."

    If, as a manager, you are doing any part of your job because "No one else is doing it so I have to" or because "No one does it as well as I do, so I do it," you're probably not getting the best results you could. You're spending time on things that other people ought to do.

2. You need your people more than they need you. Why? Because the only way you're going to get results is through them. You can't do every job. Your time is a limited resource. Only your team can get everything done.

3. You get paid for what your people do … not for what you do. This is crucial to understand. If it's true that the people who work for you are helping you get results, then you're getting paid for what they're doing.

   In light of these three facts, you can begin developing your skills in coaching, mentoring and counseling. You can best invest your time and energies as a leader in those who produce results. No other investment pays higher dividends than an investment in your people.

It All Comes Down to Winning

Managers who assume the role of coach immediately begin changing attitudes and perspectives, which in turn change behavior and results. Based on the principles used by winning coaches to inspire their teams to excel, *The Manager's Role as Coach* will guide you in making the most of each employee's special talents and harness your group's combined energy to create a results-focused team. The confidence you have in your own abilities and the respect you gain from your staff and management alike will increase. As you use the principles in this manual, you will create an environment where employees enjoy their work, exude positive attitudes, "buy in" to company policies and team goals, and willingly take on added responsibilities.

The benefits of StaffCoaching™ are many. Managers and leaders who can inspire, persuade, influence and motivate can spearhead organizational changes. The model guides you in doing those things necessary to ensure success. The benefits to you personally are equally powerful.

- You increase productivity and get results.
- You increase quality work.
- Your stress level decreases.
- You take less home with you.
- You avoid surprises about poor performance.
- Your job becomes easier as your people build their skills.
- You can increase your delegation, giving you more personal time.

- You become known as a developer of people.
- You build empowerment through sharing leadership.
- You increase team unity and support, allowing more to get done.

As a coach, you bring an enthusiasm and sense of accomplishment into your workplace. When you are mentoring, you are teaching and developing your people and the organization's future. By counseling, you are eliminating the problems and barriers to real job satisfaction.

Having noted the organization's and your own gains from The StaffCoach™ Model, there remains the "*what's in it for me"* for your people. What's in it for them is simple: excellence, doing their best, reaching their potential. Your coaching means that your people can achieve their goals and take their jobs and careers where they want.

To summarize, The StaffCoach™ Model directly addresses the myriad changes occurring in the workplace today. Diverse demographics, altered needs and increased demands for a fun, enjoyable, self-fulfilling and individualistic work environment can be accommodated to everyone's gain.

Enjoy the manual and your soon-to-increase abilities to persuade, influence, change and grow. Whether your team numbers three or 300, the principles you learn will deliver winning results for you and some of your proudest accomplishments!

*C*HAPTER 1

Getting Results Is All About You

Value the person and enjoy the results.

Understand Your Role as Coach

"One more job and I quit!" "What do they think I am, a magician?" "I can't juggle any more responsibilities." Sound familiar? Well, get used to it in this frenzied, get-more-done-with-less marketplace. There is a lot more to do and a lot less people to do it; there are a lot more demands from the customers and a lot less ability to fulfill them all; and, there are a lot more questions on how to manage and a lot less answers. There is also a bad news/good news response: The bad news is that you are expected to juggle another role. The good news is that role is to be a coach.

Coaching is not an ability you are born with. Neither does it only relate to sports. It is more than leading a team on the court or the troops in the field. It's more than pumping people up. It is, however, about getting the results that let you sleep at night. It is about how you manage an effective team and a productive group. It's about how you are successful.

Coaching implies motivating, inspiring, taking people to greater heights. It is a directive process by you, a manager, to train and orient an employee to the realities of your workplace, and to assist in removing the barriers to optimum work performance. Coaching is high-level leadership; it's communicating the what, the why and then helping with the how — whether behavioral or attitudinal. You push people

and encourage them to push themselves to the highest possible performance. Note the word optimum used earlier to describe the desired result of coaching. There is a difference between optimum and optimal. Optimum is what you want, the best, the most favorable. Optimal is best at that time, given those conditions. You want and must take your people to where they can take the organization: to the greatest levels of productivity.

You take your people to greater levels through understanding your role as a coach. It's more art than science. Just as knowing how to provide good customer service doesn't guarantee that someone will provide that service, so it is with all the management tools you have. Knowing how to create a vision, teaching how to set goals, telling people what their accountabilities are, setting measures, talking career — none of these guarantees optimum performance. The art, the finesse, the skill are found in how you perceive your people, how you dig and probe and discover — no matter how hard and how long — where their strengths are and then get them to buy into that brilliance they possess. Sound like a cheerleader? It's that too! The essence of coaching is getting your people to become what you know they can become. The tools are necessary and valuable, but it's your understanding of coaching that is the impetus for success.

Cultivate the 10 Values of a Successful StaffCoach™

Since coaching isn't something innate, but a skill you can hone and excel in, the StaffCoach™ Model identifies values that great coaches throughout history exhibit. Whether it's Patton or Eisenhower pushing their troops to superhuman feats, Jack Welch or Sam Walton teaching their people how to be the best in their fields, or Arthur Ashe showing his followers how to break out of stereotypes — they share values that underpin their successes. Whatever your role, whatever your field, the following 10 values will guarantee results.

The 10 values of a successful StaffCoach™ include:

1. **Clarity** — giving and receiving accurate communication.

2. **Supportiveness** — a commitment to stand with and behind team members.

3. **Confidence building** — a personal commitment to build and sustain the self-image of each team member.

4. **Mutuality** — a partnership orientation where everyone wins or no one wins.

5. **Perspective** — a total focus on the entire business enterprise.

6. **Risk** — the encouragement of innovation and effort that reduces punishment for mistakes and fosters learning by doing.

7. **Patience** — going beyond the short-term business focus to a view of time and performance that balances long-term gain and business imperatives.

8. **Involvement** — a genuine interest in learning about individuals in order to know what incentives, concerns and actions will inspire them.

9. **Confidentiality** — an ability to protect the information of all team interactions and cause a sense of trust and comfort with the individuals.

10. **Respect** — a giving and receiving of high regard to and from the staff as individuals and members of the team.

Study these values, consider the degree to which you possess them, and make plans to develop them within you.

"First say to yourself what you would be; then do what you have to do."

— Epictetus

Clarity

Successful StaffCoaches™ make sure they communicate clearly. If your communication isn't clear, what happens? People start to fail, do nothing or worse, make assumptions. Huge wastes in money and time often occur because someone *thought* they got it. If you want to make sure your communication is clear, NEVER assume your team members know what you want.

Clarity is the number one tool for success in management. The problem often is that managers think they are clear, that they made sense, but the reality is that they are talking in shorthand. Many managers actually believe they communicate clearly; they hire, assign a task and say, "Go to it, pencils are over there, computer is plugged in, yell if you need anything. Bye." When an associate asks a question, the manager responds, "Sure, that's right" or "You know … ." And you, dear reader, know what likely happens.

Assumptions always cost time and money.

Example

Printer on phone:

Ben, we're ready to print this rush job of yours now, but I thought you said you wanted us to print it in three colors.

Ben/Manager:

I do want three colors.

Printer:

Well, we only got two sets of film from your department. They say that's all you ordered. They gave us film for the red and the yellow.

Ben/Manager:

So, what's missing?

Printer:

It's not all here. Did you tell them to provide black film?

Ben/Manager:

Everyone in the department saw the color layout. Obviously, they knew I would be using black. I certainly wouldn't print photos of people in red or yellow with red and yellow text. That is idiotic!

Printer:

I don't think they understood that or realized that I needed all three sets of film. Whatever! If I have to wait for more film, I can't deliver when you said you needed it …

An understandable oversight? It's easy to forget that black is a color to people who work with film. In this case, however, an understandable assumption cost everyone involved time and money. How can you be sure you're not assuming? Ask questions

that reveal what people are thinking. Check for understanding rather than concluding with "Is that clear?"

> *"What have I said that might still be a little unclear?"*
>
> *"How do you think this approach will work?"*
>
> *"What kinds of problems do you think we should anticipate?"*
>
> *"What might you add to this process that would improve it?"*
>
> *"Tell me what you believe you and I have agreed that you will do."*

Remember, what you "think" you say and what you "actually" say (not to mention what they "think" they hear and what they "actually" hear) are very different things! Clarity isn't exclusively how you communicate to your team members — it's listening and responding to their attempts to open revealing lines of communication.

Example

Coach:

So you and Jim feel good about making this deadline, Mary?

Mary:

We've done it dozens of times.

Coach:

I just want to make sure I can promise the client we'll be there as agreed.

Mary:

Well, you can promise we'll do our part — I can't promise the equipment will hold up under that kind of volume. But we'll find a way. We always do.

Did you hear two messages in that dialogue? The first message was, "We'll do it." The second was, "We might not do it." It's tempting to assume that the first message will prevail, especially when schedules are tight and the client is important or impatient … or both. It's also easy to not hear the hidden message.

"You only succeed when people are communicating, not just from the top down but in complete interchanges. Communication comes from fighting off my ego and listening."

— Bill Walsh

But an attentive, realistic coach will look into inconsistent messages communicated by his people. If you don't, you risk more than deadline surprise. You risk having your people hear two messages from you: 1) Don't bother me with particulars, just get it done, and 2) Your problems aren't as important to me as how we look to the client.

In this example, the coach may have equipment problems that are about to create client headaches — and may have already created morale problems. Valuing clarity corrects the problem.

Supportiveness

Supportiveness means standing behind the people on your team … providing the help they need, whether that help means advice, information, materials, or just understanding and encouragement. It's important to communicate your intention to be supportive and it's critical that the team knows it.

Let your team know that honest mistakes or problems aren't terminal.

Let your people know early (individually or in a group setting) that they are part of a unit … a team whose members pull together. Support emphasizes the value of synergy: that 2 + 2 can equal 6 or 8 or 11. Tell the team how you manage: that honest mistakes or problems aren't terminal. Problems will only make the team better as you learn to solve them together. Most importantly, make sure your people know that you are behind them all the way. You exist to help the team win by maximizing individual skills, not by forcing members to do their jobs exactly as you or someone else might. Knowing you will support them, your people can more easily rise to higher levels of performance.

This may have sounded "soft" not too long ago. Many people thought that to be a boss you had to be tough and had to know all the answers, and if you didn't, you had to act like it anyway; if you showed a weakness, you'd lose their respect. Not so today! Those beliefs are no more accurate in a union shop than they are in an administrative office. An example of how you can show responsible support follows.

Lead:

This design modification I tried didn't work, Terry. I was sure it would, but they tell me we've got to come up with a new design. That will slow us down at least three days. I guess I blew it.

Coach:

Isn't this the job where you have been trying some different approaches?

Lead:

Yes. We've seen this problem before.

Coach:

Well, naturally, I wish the design had worked — but you're trying things that are new. And this project's been a problem from the start. What if we put two additional people on it? Could we cut a day off the delay time?

Lead:

We probably could.

Coach:

Let's try it. If we make it, we break even timewise. And if we don't, well, you gave it your best shot. Next time, when the time is this tight, let's try brainstorming the design approach with some others before committing to an approach.

Lead:

Good idea. Thanks, Terry.

A different approach, support is midway on a leadership continuum. With control, you call all the shots, and delegating is letting them run it. Managers who control all the time are the ones who don't get the best from their people. If you control the project or plan indiscriminately, people will feel mistrusted and stifled. This is especially true with the Generation X'ers on your staff. Likewise, delegating isn't always teaching by doing. There has to be consideration given to skill level. If they know what they are doing, then let them do it. If they haven't a clue, let them know how to do it. With either, be constant with your support.

Example

Ted (customer service rep on phone):

Hello. This is Ted Stevens.

Customer (on phone):

Mr. Stevens, this is Phil from ACME. We have a problem with the shipment we received this morning from you.

Ted:

Let me get your records up on the computer, Phil. Okay, I've got it. What's the problem?

Customer:

It's incomplete! I spoke with your department head yesterday afternoon and explained how we just had a rush order come in. He promised that he would put an extra 200 shafts on the truck this morning with our regular order.

Ted:

Hmm. I don't see any record here of that. You say Mr. Ingles approved the extra parts to be shipped?

Customer:

I don't know his name, but I told the department head personally that we need them TODAY!

Ted:

Well … I really don't know what to do for you. My records don't show Mr. Ingles approving the add-on, and I can't ship out more without his signature.

Customer:

Then get Mr. Ingles on the phone for me. We need those parts NOW!

Ted:

Well, uh, Mr. Ingles isn't here right now.

Customer:

Then you take care of it! After all, we've been customers with you for more than 10 years!

Ted:

I'm sorry. I know this is ridiculous, but Mr. Ingles has a strict policy that special orders MUST have his approval, and he won't be in until …

Customer:

Well, you tell Mr. Ingles for me that we won't be bothering you again with orders when they are important to us!

Ted didn't provide very good customer service. He may have been told "the customer comes first," but his boss has made such an issue of "policy" that Ted is afraid, unable or unwilling to break the rules. When managers set down inflexible rules, are they working with their staff or controlling them? When managers control their employees, service can be rendered nil and the customer made to feel totally unimportant. Staff morale also suffers when control erodes support. With retention and recruitment being the number one and number two business challenges today, supportive environments are a real marketplace attractor.

When managers control their employees, service often goes down the tubes.

Confidence Building

Let the people on your team know you believe in them and what they're doing. This is the essence of the coach role: Help people see, feel and intuit their brilliance. Point to past successes … to their individual and team accomplishments. Review with them the actions that caused success and praise the commitment to excellence behind each victory.

One way to do this is to publish a regular list of individual and team accomplishments over the past week or month. Make sure the list is posted in a visible area. Another idea is to have a newsletter distributed to your team members and other key organizational people that summarizes accomplishments. Most importantly, compliment individuals often for jobs well done. One-on-ones are an effective confidence builder. Such actions accomplish three things:

Let the people on your team know you believe in them and in what they're doing.

1. They let team members know you are aware of their efforts to excel.

2. They provide "performance exposure" for members within and beyond the team environment.

3. They encourage people to have a can-do attitude.

Commit to bolstering your people's confidence. Let people know that you know they can do the job and you'll see something wonderful happen: They'll start to get confidence in themselves. They'll start to believe in themselves and accomplish more than even they thought they could.

Mutuality

Mutuality means sharing a vision of common goals. If you as a leader have goals that head one way and your people have goals heading another, the team will fall apart. All too often employees (and sometimes managers) don't have clear-cut goals that everyone understands.

To make sure your team goals are "mutual" — shared by every member — you must take the time to explain your goals in detail. Make sure your team members can answer questions like: Why is this goal good for the team? For the organization? How will it benefit individual members? What steps must be taken to achieve the goal? When? What rewards can we expect when the goal is achieved?

Here's a good example of establishing mutuality in memo form that answers all of those questions. Can you find the answers?

To: Team

From: Marty

Subject: Inventory

As you know, the warehouse is full of new stock we acquired from the recent merger, which has never been inventoried. Our CEO has asked that we conduct an inventory as soon as possible without affecting our production schedule.

So I propose an inventory on the first and third Saturdays of next month from 10 a.m. to 3 p.m. Eight of us should be able to do the entire inventory in that time frame — with time out for company-paid lunches! Attendance isn't mandatory. No pressure. But I would rather not hire temporaries to do this because the funds will have to come out of our miscellaneous account (summer picnic, company nights at the ballpark, etc.).

The suggested inventory schedule allows participants to sleep late on Saturday and leave early enough to have some R&R. Also, volunteers will receive time-and-a-half pay, plus one Friday off between now and Christmas. When this inventory is finished, the CEO estimates that the company could see a 5 percent to 6 percent increase in sales and that our production load for the holidays will be significantly less!

Sign-up sheet is on the bulletin board. To join the fun for one or both Saturdays, you must sign before Friday at 5 p.m.

See you there!

Without goals, mutuality is impossible. You and your team won't go anywhere special. With them, you are destined for greatness!

Perspective

Psychologist George Kelly calls perspective "understanding from the inside out." It's getting inside a person and seeing things from his perspective. Looking at people from the outside in too often results in labeling them. Do you have words and names for people who work for you? Little terms you use to describe them

sometimes? Grumpy … Johnny-come-lately … The Complainer … etc.? When we do that, we're understanding people from the outside in instead of the inside out. That means we probably don't understand them at all.

To understand someone from the inside out, you have to ask questions.

To understand someone from the inside out, you have to ask questions.

> *"What's new in your life, Paul?"*
>
> *"Anything I could do to make it easier for you to complete this project?" (or be at work on time? or feel better about your assignment? etc.)*
>
> *"Why don't we have lunch, Al, and get caught up on how things are going?"*

These kinds of get-involved questions can ultimately reveal who your team members really are. They often disclose medical or family struggles that would make anyone "grumpy" — especially if the boss cares little about employee life beyond the office. These questions reveal the reasons why Johnny comes late and the complainer complains … reasons for which you might spot obvious and immediate remedies! They allow you to share your perspective with the staff — to grow their outlook so they, also, can see the bigger picture.

For instance, if project delays spring from uncertainties about how to do the job, you might schedule training to provide needed skills and confidence.

If tardiness is the result of having no money to fix an ailing car, you might recommend some creative ways the employee could earn extra dollars, or ask personnel for a list of "carpools" near the employee's home.

If the employee feels resentful about unpleasant job assignments, you might explain in detail the need for the assignment and/or rotate the task between two or more employees.

The more questions you ask, the more you will understand what's going on inside your people. Don't assume that you know what they're thinking and feeling — ask them!

Risk

Risk taking is how you grow, learn and excel. The only way you can advance is by taking risks and that is why it is so important to let your people know it's okay to fail — sometimes. Some people who work on your team may do nothing because they're afraid — afraid that if they take a risk and fail you'll be upset. As you learned earlier, to be an effective coach you must communicate that failure is not terminal, as long as everyone learns from it! That's the key. Establish a clear, unthreatening way to deal with errors … a way that starts with the individual. Such a process might have the following five key steps:

1. Outline the specifics of the error with the employees concerned, asking for their help with the details.

2. Identify the cause-and-effect principle involved. (What was the domino that, when pushed, started the process necessary for the error?)

3. Determine at least two ways the same error could always be avoided.

4. Agree on one measurable step (one you can check periodically) that the employees involved will take to avoid making the same error again.

5. Determine logical rewards for correcting the behavior — as well as the exact consequences of continued failure to correct the error.

Example

Employee #1/Bob:

There's no getting around it. We let a typographical error get by in the Annual Report, and all 10,000 are printed already.

Supervisor/Keith:

How did the proofreading phase miss that?

Employee #2/Karen:

Well, because the schedule was so tight, we only spell-checked it through the computer. One of us usually does a final proof, and that didn't happen. So instead of the word

> *The only way you can grow is by taking risks.*

If you never make mistakes, you'll never make discoveries.

"sales," we typed the word "sale." The computer can't tell that's not a correct word.

Supervisor/Keith:

So we skipped a needed project phase to meet the project deadline?

Both:

Yes.

Keith:

How do you think we can avoid this with upcoming projects?

Karen:

I think we need a "check-off" system requiring verification of each phase before the job can move to the next one.

Bob:

That would work. Two of us could do a final proof on critical print projects. Some external projects like the Annual Report might warrant that.

Keith:

Those both sound like great ideas. Karen, could you sketch up what one of those "check-off" forms might look like?

Karen:

Sure.

Keith:

I'll take it with me when I tell Mr. Wells about the mistake. He isn't going to like this, but I think he will appreciate knowing we are taking concrete steps to avoid future errors.

If we can't avoid them, by the way, we might need to hire someone to do nothing but proofread, and there probably wouldn't be enough money in the budget to do that and still have Christmas bonuses.