

Five Steps to a Higher Standard of Excellence

Coaching:

- Motivating people to prepare and work hard to play as a team.
- It is guiding them to find their strengths and utilize those strengths to achieve their personal and professional aspirations.

WHAT COACHING DOES

- A successful coach challenges and supports people (and/or themselves) to become extraordinary.
- Coaching starts with a vision...one which is clear and which people care about. A coach offers them powerful assistance to become who they need to be to achieve.
- Coaching requires building new skills to bring out the best in ourselves and/or those around us. It means fostering individual excellence AND creative collaboration (of the group).

- Coaching is based on being committed to the persons you are coaching (and/or yourself) and engaging them in conversations that leave them inspired, empowered and enabled with respect to their concerns.
- Communication (self-talk or with others) is most effective when it ends on a high note.
- Coaching helps people reach their highest goals while linking those goals to the needs of the organization (or self actualization). This includes the belief that each person can and does make a difference.

- Creating a positive self-fulfilling prophesy:
- Determine expectations
 - Establish if they are realistic
 - Get an agreement on expectations/goals
 - Give people a way to make it happen

- When you hit a roadblock:
- Back up
 - Redesign the next step
 - Move forward

Three behavioral principles

- Positive acknowledgment leads to repetition of behavior
- Negative acknowledgment leads to unpredictable behavior
- Absence of acknowledgment leads to negative behavior

Personal assessment

strengths

struggles

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Using strengths/struggles assessment:

- What do we have to work with (present strengths)?
- Where do we want people to be?
- What does it take to get them there?
- Do they want to go there?

5-step Coaching Process

- Tell people what you want them to do
- Show them what a good performance looks like
- Let them do it
- Observe performance
- Praise progress or redirect

LEVELS OF KNOWLEDGE
(driving a car as the example)

Unconsciously – Unskilled
(as a child we didn't know that we had to learn to drive a car)

Consciously – Unskilled
(we realized we didn't know how to drive a car so we had to learn)

Consciously – Skilled
(we learn to drive but have to think about what we're doing)

Unconsciously – Skilled
(we drive without thinking about it)

Skill development process:

- What do we need to know?
- What do we need to learn?
- When do we need to know it?
- What old habits could get in our way?
- Do it.
- Make corrections.
- Do it again.
- Go back to "skills needed" and determine what additional skills we need that we didn't realize earlier.

Eight fears brought on by change

- Fear of failure.
- Fear of inadequacy
- Fear of the unknown
- Fear of loss of control
- Fear of something new
- Fear of no longer fitting in
- Fear of being fired
- Fear of having to learn something new

Why staff resists change

- The change isn't self-initiated.
- Their routine is disrupted.
- Change creates fear of the unknown.
- The purpose of the change is unclear.
- Change creates fear of failure.
- The rewards for change don't match the effort change requires.
- The followers lack respect for the leader.
- Change may mean personal loss.

The evolutionary process of successful change in the workplace.

Step 1) **Ignorance.** No unified direction or sense of priorities is felt. People are in the dark.

Step 2) **Information.** General information is given to people. Initially the ideas for change are not embraced.

Step 3) **Infusion.** The introduction of new ideas into the status quo may cause confrontations. The general tendency is to focus on problems.

Step 4) **Individual change.** The “early adopters” begin to see the benefits of the proposed change and embrace them.

Step 5) **Organizational change.** Two sides of the issue are being discussed. People are less defensive and more open to proposed changes. The momentum shifts from anti-change to pro-change.

Step 6) **Awkward application.** Some failures and some successes are experienced as the change is implemented. The learning process is rapid.

Step 7) **Integration.** Awkwardness begins to decrease and the acceptance level increases. A growing sense of accomplishment and a secondary wave of results and successes occur.

Step 8) **Innovation.** Significant results create confidence and a willingness to take risks. The result is a willingness to change more rapidly and boldly.

Four step process for introducing change

What is going to happen.

What is expected from staff.

What the time line is (including adjustment periods).

The follow up/adjustment process

Four change influences

- Unknowns
- Challenges
- Hidden Agendas
- Loss equals change and change equals loss

Help staff stay productive

Inform people in advance so they have time to consider the implications of the change and how it will affect them.

Explain the overall objectives of the change – the reasons for it and how and when it will occur.

Show people how the change will benefit them (What's in it for them.). Be honest about who may be affected as a result of the change.

Keep communication channels open.

Get input from appropriate staff – particularly those most affected by the change.

Be flexible and adaptable throughout the change process. Admit goofs and make changes where appropriate.

Demonstrate your belief in the commitment to the change. Let them know you are confident in their ability to implement the change.

Reassure them that they will receive guidance through the transition.

Recognize those implementing the change.

Follow through.

Through word and deed, show them that you will not abandon them.

Employee empowerment steps

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| 1) What we did right today. | 6. Allow the positive benefits of humor/lightness. |
| 2) A positive forward-thinking mindset is a process versus event. | 7) Help employees understand how their respective jobs impact on others. |
| 3) When something isn't working, change the process. | 8) Use coaching to capitalize on employee strengths. |
| 4) Divert negatives. | 9) Within reason, meet employee wants/needs. |
| 5) Be aware of what people see. | 10) Create a "we are in this together" atmosphere. |
