



Coaching & Developing Others

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Agenda

- Introduction
- Definition of coaching
- Continuum of coaching
- Benefits
- Coaching checklist
- Components of coaching
- Criteria for effective coaching
- Negative coaching outcomes
- Turknett Leadership Group
- Leadership Character Model



A Coaching Case

- Successful coaching experience as coach and client
- Components of coaching
- Success factors



Definition of Coaching

- Coaching is the process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more effective (Peterson & Hicks, Personnel Decisions, Inc., 1996)



Elements of Good Development

- Accurate assessment of strengths and opportunities for development
- Assessment-based development plan
- Informed by career plans and aspirations
- Limited to 3-4 goals
- Coaching
- Feedback



Learning Theory

- Spacing the practice
- Maintaining contact and momentum between sessions
- Promote active experimentation
- Break the habit cycle



The Habit Cycle

- Identify situations where habits exist
- Help learn and practice new behaviors
- Set specific goals of when to use new skills
- Help individual reflect on experience and progress (Monday Morning QB)
- Promote persistence and resilience



Coaching Continuum

- Manager/Peer
- HR Professional
- Targeted Coaching
- Comprehensive Coaching
- Therapy
- Executive Coaching



Manager/Peer

- Drives overall development
- How to do the job
- Technical and functional skills
- Performance expectations and feedback
- Preparation for the future



HR Professional

- Complex challenges
- Confidential situations
- Facilitation of teams and relationships
- Cross-functional



Targeted Coaching

- Transaction-based
- Skills training
- Career counseling
- 360-degree feedback including action planning



Comprehensive Coaching

- Transformational
- Complex situations
- Difficult people and issues
- Rapid development
- High-potential



Therapy

- Emotional and personality issues
- Family problems
- Substance abuse



Executive Coaching

- Consultative
- Independent perspective
- HR professional
- Targeted Coaching
- Comprehensive Coaching



The coaching solution

- Genuine development need
- Linked to improved business performance
- Issue is not an organizational symptom
- Person is open to learning & feedback
- Motivation is high
- Coaching is the best option



Benefits of coaching

- Individualized
- Customized
- Speed and efficiency
- Power and efficacy
- Learning principles can be used
- Opportunity for accountability and follow-through



Coaching Checklist

- Insight: Know what to develop?
- Motivation: Personal payoff
- Skills and knowledge: How to acquire
- Real-world practice: Opportunities
- Accountability: Performance & results



Components of coaching

- Intervention agreement
- Building of relationship
- Creation and managing expectations
- Provide an experience of behavioral mastery and cognitive control of problems and issues
- Evaluation of impact



Criteria of Effective Coaching

- Process
- Expectations
- Exercises and activities
- Systems perspective



Criteria of effective coaching: Process

- Specific, detailed behavioral feedback
- Empathy & trust
- Open-ended process of data gathering
- Extended time-lines (12 or more months)
- Vision of desired outcome
- Quality: Balance of challenge/support



Criteria of effective coaching: Expectations

- Make clear it is an on-going process
- Documentation: Outline process in writing
- Client participation in design
- Set expectations with boss and organization
- Ensure no hidden agenda



Criteria of effective coaching: Exercises & activities

- Variety
- One-on-one meetings
- 3-way meetings (boss, peers, subordinates, clients, suppliers)
- Observation and viewing client at work
- Homework: Exercises outside of work
- Journal
- Combine case studies, role plays, analysis of real world examples, observations



Focus of coaching

- Requires self-awareness
- Fosters learning environment
- Integrates and synthesizes data
- Translates insight into action
- Teaches self-development
- Finds opportunities for applying new skills
- Manages mundane aspects of development
- Addresses fears



Contraindications

Factors contributing to negative
coaching outcomes



Contraindications: Clients

- Severe psychopathology
- Severe interpersonal problems (protracted negative transference)
- Lack of motivation
- Unrealistic expectations of coaching
- Lack of follow through on homework or interventions



Contraindications: Coaching

- Lack of empathy for the client
- Lack of interest or expertise in client's problem or issue
- Underestimating the severity of the client's problems
- Overestimating the coach's ability to influence the client



Termination Issues

- Goals reached
- Evaluation completed
- New goals
- Coaching skills
- Sponsor changes
- Renewal and refreshment



An Approach to Leadership Coaching: Turknett Leadership Group

www.turknett.com

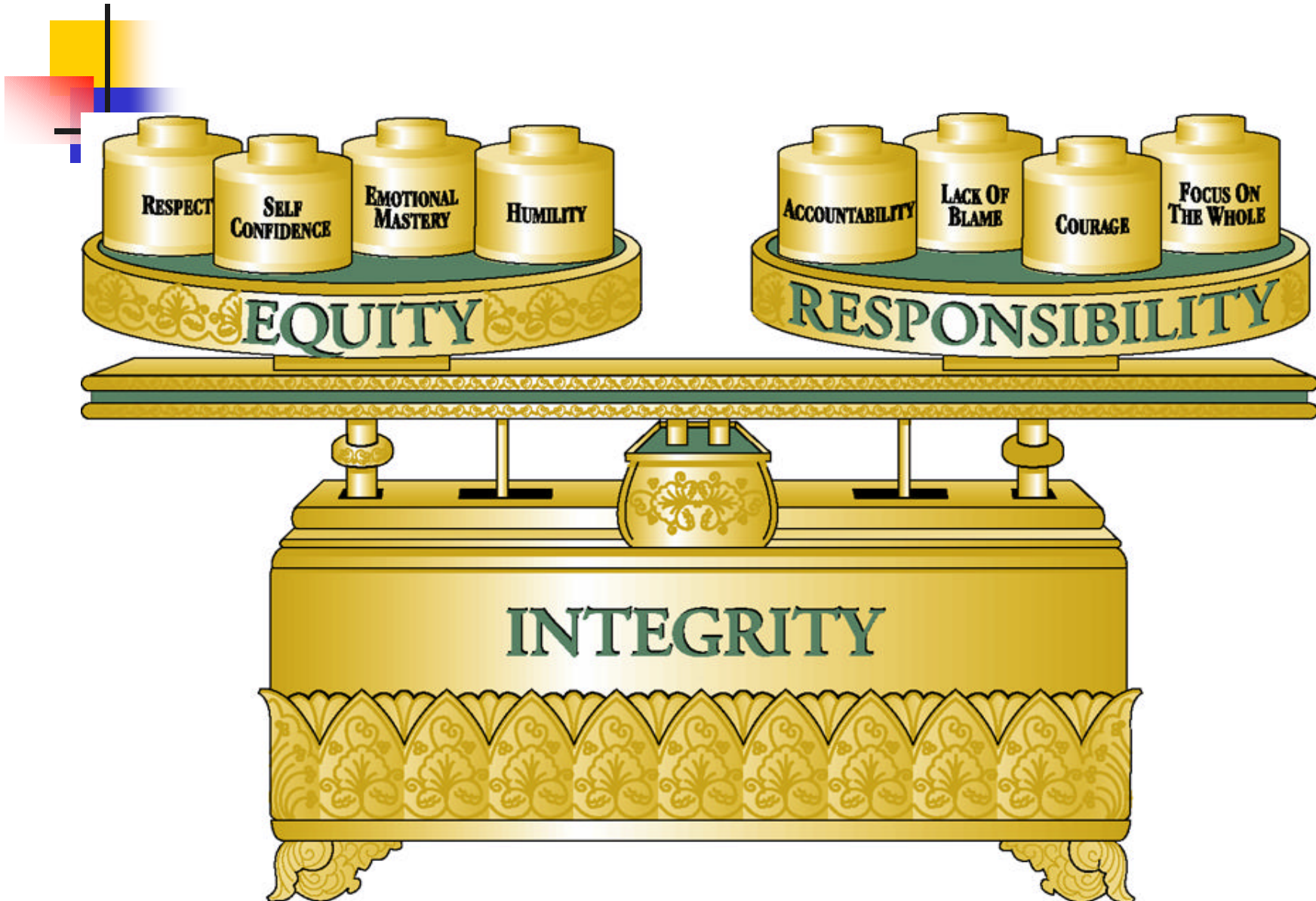
- The “Executive Development Program” - is geared to development and growth, not turnaround
- Is one-on-one - individualized and personal
- Begins with extensive assessment - personality and 360
- Includes a video-taped life history interview
- All sessions include feedback and coaching

Turknett Approach to Leadership Coaching (cont.)



- Extends over time - four to six months
- Is done under the supervision of a licensed psychologist
- Includes coaching from someone with a business background
- Links with position and organizational priorities - company is our client

Leadership Character Model



Leadership Character is based on:



Integrity

A person with **Integrity** . . .

- Can be counted on to tell the truth
- Keeps all promises
- Doesn't twist facts for personal advantage
- Is willing to stand up for what is right.



Integrity

***“Leaders with Integrity talk
TO people, not ABOUT
them.”***



Equity

A person who shows **Respect** . . .

- Listens to others
- Shows genuine interest in others
- Values the opinions of others
- Is respectful even when he or she has nothing to gain from the relationship.

A person with **Self Confidence** . . .

- Has a self-assured bearing
- Is flexible and willing to change
- Easily gives others credit
- Is willing to express an opinion.



Equity

A person with **Emotional Mastery** ...

- Says what he or she thinks, but never berates others
- Stays calm even in crisis situations
- Doesn't let anxiety interfere with public speaking or with other things that need to be done
- Is able to be proactive, not reactive.

A person with **Humility**

- Listens to others with an open mind
- Doesn't brag or name drop
- Clearly sees and admits own limitations and failings
- Is not afraid to be vulnerable.



Humility

“Humble people don’t think less of themselves - they just think more of other people.”



Responsibility

A person who is **Accountable** . . .

- Takes initiative to get things done
- Is not afraid to hold others accountable
- Is always willing to help others in a crunch
- Takes personal responsibility for the success of the organization.

A person who **Doesn't Blame**

- Is willing to admit mistakes
- Does not look for a scapegoat in a crisis
- Spends time fixing problems, not assigning blame
- Is free from "us versus them" thinking.



Responsibility

A person with **Courage** . . .

- Is willing to act; avoids getting caught up in analysis paralysis
- Is willing to champion new or unpopular ideas
- Lets people know where they stand
- Takes the ball and runs with it, even when there are obstacles
- Is brave enough to accept feedback
- Is brave enough to talk to others when there is a problem, not about them

A person who **Focuses on the Whole** . . .

- Sees how the work in their area affects the entire project or the entire company
- Gathers information from all stakeholders when making decisions
- Shares information throughout the company and understands the value of a knowledgeable workforce.



Accountability

Accountable people take 100% responsibility for the success of the organization.

“Jobs discourage accountability.”



Accountability

“Now, people do what needs to be done, whether it's stocking bread, helping in floral, or bagging groceries. Employees take ownership of the store now - they come in smiling.”



Accountability

“I used to worry when I left the store. Now when I leave the store, I have fifteen or twenty people who have my interest and the store’s interests at heart.”