Coaching Pre-Training Self-Assessment

Instructions: For each statement, circle the number which best reflects the attitude you typically exhibit. Don't worry, this is confidential.

After you respond to all the statements, turn to the score sheet, transfer your ratings, and calculate your total score. Next, read the interpretation; it will provide insight into your effectiveness as a coach.

Finally, you will have a better understanding of areas you may want to focus on to improve your coaching skills.

Purpose: To help you understand more about the attributes of an effective coach and gain insights into which behaviors you now practice and where you need to develop stronger skills.

To what extend do you typically exhibit the following attitudes? You:

		Almost Never	Occasionally	Frequently	Very Frequently	Almost Always
1	Understand what my employee needs.	1	2	3	4	5
2	Take a goal-focused approach.	1	2	3	4	5
3	Help the employee see mistakes as opportunities to learn to do things better.	1	2	3	4	5
4	Encourage the employee to do his or her best.	1	2	3	4	5
5	Are willing to teach an employee something new.	1	2	3	4	5
6	Avoid distractions when coaching others.	1	2	3	4	5
7	Take the time to understand the employee's important concerns.	1	2	3	4	5
8	Help set goals for improvement.	1	2	3	4	5
9	Ask an employee, "What do you think you need to do differently?" or similar questions.	1	2	3	4	5
10	Openly express a desire to see the employee succeed.	1	2	3	4	5
11	Provide specific ideas or suggestions during a coaching session.	1	2	3	4	5
12	Listen to what the employee needs from me at the moment.	1	2	3	4	5
13	Make sure I listen to the employee's issues and concerns.	1	2	3	4	5
14	Work with the employee to create a clear plan for achieving coaching goals.	1	2	3	4	5
15	Talk through how to overcome blind spots or obstacles.	1	2	3	4	5

		Almost Never	Occasionally	Frequently	Very Frequently	Almost Always
16	Encourage the employee to stretch his or her skills.	1	2	3	4	5
17	Share my experience with the employee.	1	2	3	4	5
18	Maintain employees' confidentiality.	1	2	3	4	5
19	Help the employee assess strengths and weaknesses.	1	2	3	4	5
20	Carefully consider what I want to accomplish in a coaching session.	1	2	3	4	5
21	Help the employee think through difficult issues.	1	2	3	4	5
22	Tell the employee you believe he/she can take performance to the next level.	1	2	3	4	5
23	Carefully decide what suggestions to make during the coaching session.	1	2	3	4	5
24	Value employees' ability to solve their own problems.	1	2	3	4	5
25	Explain your rationale when advising the employee what he/she should do to solve a problem.	1	2	3	4	5
26	Show employees how their performance impacts the entire work unit, even to the bottom line.	1	2	3	4	5
27	Listen to the employee in order to identify good ideas.	1	2	3	4	5
28	Let the employee know you have confidence in what he/she can do.	1	2	3	4	5
29	Advise the employ how to overcome performance blocks.	1	2	3	4	5
30	Devote the time needed for coaching.	1	2	3	4	5
31	Talk with employees about lessons learned to provide insight about what to do in the future.	1	2	3	4	5
32	Discuss long-term professional goals.	1	2	3	4	5
33	Give employees lots of time to express their views when discussing performance improvement.	1	2	3	4	5
34	Make sure employees know how you will support them.	1	2	3	4	5
35	Wait to give advice until the employee is open to hearing what you have to say.	1	2	3	4	5
36	Respect who the employee is as a person.	1	2	3	4	5

Coaching Pre-Training Self-Evaluation—Score Sheet

Discerns Needs	Demonstrates Results Orientation	Works as a Thinking Partner
1_____	2_____	3_____
7_____	8_____	9_____
13_____	14_____	15_____
19_____	20_____	21_____
25_____	26_____	27_____
31_____	32_____	33_____
Subtotal	Subtotal	Subtotal

Encourages the Employee	Provides Advice	Demonstrates Respect
4_____	5_____	6_____
10_____	11_____	12_____
16_____	17_____	18_____
22_____	23_____	24_____
28_____	29_____	30_____
34_____	35_____	36_____
Subtotal	Subtotal	Subtotal

TOTAL SCORE (Add the six Subtotals): _____

(Adapted from American Management Association's The Importance of Coaching)

Analysis of Pre-Training Self-Assessment

The self-assessment is based on the following attributes of an effective coach.

Discerns Needs. Effective coaches discern what an employee needs by:

- Seeking to understand what the employee needs to do to turn performance around
- Uncovering what the employee needs to do to move to the next level of performance
- Identifying the employee's strengths and weaknesses
- Identifying gaps between actual performance and desired performance

Demonstrates a Results Orientation. Effective coaches demonstrate a results orientation by:

- Encouraging the employee to see new possibilities
- Helping the employee set goals for improvement or growth
- Creating and executing a coaching plan
- Showing the employee how his/her performance impacts the entire team

Works as a Thinking Partner. Effective coaches act as a thinking partner by:

- Listening deeply and with empathy
- Helping employees thing through issues and identify what thy need to do
- Drawing out ideas and knowledge
- Asking questions and reframing issues when the employee has made incorrect assumptions

Encourages New Behaviors. Effective employees encourage new behaviors by:

- Encouraging employees to change
- Talking about how to close performance gaps
- Brainstorming ways to overcome performance obstacles
- Encouraging employees to stretch their skills

Provides Advice. Effective coaches provide advice by:

- Advising employees what to do in a way that is candid and caring
- Being sensitive to timing and providing advice when employees are open to hearing it
- Listening carefully to the employees before giving advice
- Being willing to teach the employee something new

Demonstrates Respect. Effective coaches demonstrate respect by:

- Devoting full attention to the employee during coaching discussions
- Listening carefully to the employee needs
- Maintaining confidentiality
- Seeking and valuing the employee's input

(Adapted from American Management Association's The Importance of Coaching)

Score Analysis

108-144:   Your score indicates strong coaching attributes. You demonstrate skills in discerning the needs of an employee, maintaining a ==results orientation==, and showing a willingness to act as a ==thinking partner==. You also encourage new behaviors and, as needed, are willing to provide advice. Finally, you work with the employee to stretch skills, you express confidence in the employee, and you demonstrate respect for the employee as an individual.

143-115:   Your score indicates you have good coaching skills. Review your assessment and note any patterns with respect to the question where you scored 3 or less.

114-92:   Your score indicates a need to improve your coaching approach. There are several areas in which you need to focus on development. Think about the aspects of coaching which you find most difficult to deal with. This will give insight into which areas to focus on.

Below 92:   Your approach to coaching needs considerable improvement. It is likely you find coaching difficult, or perhaps you have not had much experience coaching. Your scores indicate an opportunity to improve. Select one or two areas that are most important and set goals around them.

(Adapted from American Management Association's The Importance of Coaching)

Coaching Course 1:

---------Coaching Series Training Design – Breakdown of Coaching Series---------

Over the next three day courses you will have an opportunity to learn what coaching is and how it is different from mentoring and managing. We are excited to present this training series to you in an effort to enhance your supervisory skills. We've spent countless hours exploring evidence-based coaching models and programs. We've done our very best to integrate these models into a training series we know you will find valuable as you work to develop your coaching skills. We recognize you currently possess many coaching skills already. Our goal is to remind you of these skills and will work on enhancing them. We ask upfront for your participation and comments. One of the important elements of this training series is YOU! You sharing what works and what you've tried that may not have worked. We are going to ask that you step outside of your comfort zone a bit and engage in role playing and sharing with your peers. After all, aren't we in this together! We hope you each will feel comfortable enough to share your success stories, and lessons learned.

During Course 1 we will explore coaching and define what it is and what it is not. We will look at elements of effective coaching and where mistakes will be made. We will explore the reasons behind coaching and ways in which it will be powerful for you and your team.

During Course 2 we will be exploring the world of communication: what are the effective elements and common stumbling blocks. We will look at ways in which we can develop effective working relationships with our team. We will explore ways to motivate and praise our team. And finally, how to conduct effective coaching sessions.

In Course 3 we will get active!!! This is where we will have an opportunity to practice the principles we have undertaken in the last two coaching courses. You may be wondering to yourself, "Is this everything?" "Am I expected to know how to coach my team after these three courses?" The answer to those questions is an emphatic "No!" The purpose of our time together these three courses is to begin building a foundation of coaching. Additional skill development will come in the form of monthly skill building activities we will call "Workout Wednesdays" and will be included in each of the upcoming trainings associated with FEP Refocus. During the upcoming months you will have the opportunity to practice the concepts you learn here as well as everything else we couldn't share with you in nine hours. This is where the growth takes place. There will be activities for self-reflection as well as activities you will do in management meeting and team meetings. There will be follow up discussion encouraged with your direct supervisor. These activities will be sent to you in an email and they will also be posted on the DWS Intranet.

In front of you is a binder entitled "Playbook." This Playbook is designed to be a repository of coaching information. You will place the handouts and monthly activities you receive in this training in the playbook. As a resource review the Playbook often in an effort to keep your skills and knowledge fresh and vibrant. The monthly activities you receive each month will be entitled, "Drills."

---------Coaching Series Training Design – Implementation Science---------

Each of us has had the opportunity to listen to the FEP Refocus Kickoff videos from earlier this year. One of the videos shown was pertaining to coaching and how it will be different from the program specific training we're all familiar with. We made the coaching training series different from anything we've ever done in the past.

---------Coaching Series Training Design – Future Training Topics---------

An exciting aspect of FEP Refocus is the training opportunities that will be available to all to employees in the form of Motivational Interviewing, Case Management, Trauma Awareness, and Executive Functioning. As WDD leadership you will be expected to be knowledgeable in these areas. With that said, you will not be left alone during the learning process. As part of Implementation Science and the coaching design, we will be developing the monthly Workout Wednesday skill building activities to coincide with the training topics received across the state. This means when Motivational Interviewing and Case Management are rolled out, the Workout Wednesday activities will be centered on helping you effectively coach your team through the implementation of those topics. We will be asking you to participate in training by taking an active role in leading discussions.

With all of that now behind us, let's get to the reason for which we've all gathered here today….Coaching!

---------What is Coaching?---------

Coaching Analogy Activity: Divide participants into small groups, based on their seating arrangements. The purpose of the activity is to get participants thinking about what coaching is to them without first providing any context or additional information. Instructions for the activity, for both the facilitator and participants are outlined in a separate handout!

Over the past six months you've known Coaching is coming. You had the opportunity of viewing a brief clip on coaching as presented by Matt Davis in the FEP Refocus videos.

Question/Discussion: What kinds of thoughts come to mind when you hear the word "Coach?"

You may have thought of a person wearing a headset, pacing up and down the sideline as they anxiously surveys the field. (Display picture of a coach in a headset) You may think of a person huddled around a group of swimmers instructing and encouraging them (show picture). When you hear the word "Coach" you may think of athletes on a field, or of musicians or actors/actresses. You may also think of a business or life coach.

If you were to google the word, "Coach" on the internet your returned results would be 248,000,000. The topics may range from "What is coaching," "How to coach," to available jobs across the globe. A search in available jobs on jobs.utah.gov would result in approximately 676 employment opportunities with the keyword of "coach." "Coaching" seems to be a buzzword in today's business world and even Hollywood.

Question to Group: Has anyone seen the television series, "The Voice?" With participants ask them to summarize the background and purpose of the show. The below text may be helpful to the presenter…

You may have heard of the television show known as, "The Voice." You may even be one of the millions of viewers watching the show each week. The premise of the show is to allow amateur singers to compete on a stage for a large cash prize and possibly a music contract. Each contestant auditions in front of a panel of four "coaches." These "coaches" are individuals who are successful in the music industry. The "coaches" are seated in chairs in front of the stage with their backs turned to the contestant. They are judging each person based on their singing ability only. The goal of each contestant is to get as many coaches to turn around in their chair, indicating they are desirous for the contestant to be a part of their team. If two or more "coaches" turn around in their chair, they each in-turn attempt to persuade the contestant to join their team. The contestant then chooses his or her coach, who will help them enhance their singing ability, stage presence, etc in an effort to win the show.

 In today's world of competition, whether athletics, music, or drama, there seems to be a demand for an individual to help get a team or individual to the next level. For these teams and individuals finding the right coach can make all the difference.

A coach can help a team or individual:

- Find opportunities in every mistake
- Build on their successes
- Work on sharpening skills and improving technique
- Plan tactics ahead of important events
- Stay at the top in a very competitive world

Athletic teams and individuals are willing to go to great lengths and money to find the best possible coach for their organization.

> *Question/Discussion: What are the characteristics of an effective coach? Explore with participants how they currently view an effective coach. Brainstorm with participant's ways an effective coach can benefit the department and its employees. The following are several characteristics that may be added to the list compiled by the cohort:*

- *Is committed to the players*
  - *Work as a partner, and provide ongoing encouragement and respect*
- *Concentrates on improving performance*
  - *They are able to discern the needs of all team members*
  - *Addresses both mistakes and successes as learning opportunities*
- *Talks of 'we' and 'us', not 'you' and 'them'*
- *Imposes no limits to the performance of individuals and teams*
- *Acts a role model for others to follow*
- *Patiently works with individuals on the specific details of their performance*
- *Stands back and let's others take the credit*
- *Possesses the desire and willingness to be a coach*

A coach helps members of their team perform better than they are currently doing, and assists in the development of their skills and confidence over a period of time. Coaches know that results rarely happen overnight. They take time to develop. But there is good news. With practice comes competency, and a greater chance the skills or behavior is learned and engrained.

A coach thinks and operates in a way that: (Think of yourself in this role)

- Let's go rather than follow me
- Shares knowledge rather than keeps it private
- Adopts an open style with others by being available
- Encourages others to go beyond their current level of ability
- See's the relationship as a partnership

An effective coach:

- Builds a relationship of mutual respect
- Learns from failure, or what went wrong, as well as success
- Gets results by doing rather than simply talking
- Provides opportunities for growth

Coaching is the key to unlocking the potential in your employees, the department, and yourself. It is based on the concept that individuals learn most from the everyday application of skills and by trying things out in deliberate practice. Coaching is an interactive process that helps another person learn something, improve, and take performance to the next level.

Coaching is an interactive process, which means it is a dialogue of give-and-take between the coach (you) and the players (your employees). Coaching is not a monologue, and effective coaches listen as much as, and sometimes more, than they talk. Coaching has multiple purposes. Sometimes the purpose is improvement, and the coach helps an individual overcome a problem. Sometimes coaching is about learning, and the coach enables the employee to master a new skill, task, or behavior. Sometimes coaching is about growth, helping good performers maximize their potential. Coaching usually takes place in the context of a conversation – it is a conversation with a purpose. But coaching also occurs when you invite an employee to sit in on a meeting to observe how you handle it, or when you assign a special project that stretches the individual's skills. (Put these last two paragraphs in a summary that is post card size)

Video: *https://youtu.be/zYcn4GHxnD0*   *We'd like to show you a video of a volleyball coach in action. After you view this video we'd like your thoughts on this coach's style and effectiveness.*

---------What Coaching is Not: Coaching vs. Mentoring & Managing---------

Activity: To better help us understand what coaching is, let's talk about what coaching is NOT. Brainstorm with participants at your table and make a list of the daily activities a manager and supervisor engages in. The groups may use the sheets of paper found on their tables. Ask participants to categorize these activities as either Coaching, Mentoring, or Managing. Encourage participants to retrieve the handout in their Playbook and use the worksheet to document where the activities fall (this document is entitled What is Coaching. Tell participants we recognize they haven't had these three activities defined to them beyond what they may have read in the pre-activity. This is intentional. We want to see how they would categorize their activities based on their current understanding of coaching/mentoring/managing.

Coaching is not managing: Last week you were sent two separate articles that touch on the subject of Coaching, and what it is. We added the two articles in the playbook for you to reference. These two articles specifically dealt with coaching versus mentoring and coaching versus managing. Continuing in your small groups, we would like you to discuss any new insights you had as a result of those articles highlighting the differences between coaching and managing. Please discuss your thoughts as a group. As a supervisor there may be an appropriate time to manage certain aspects or activities on your team. To continue with the sports theme, consider this:

The head of a baseball team is called a "manager" and the head of a basketball team is called a "coach." The reason is not for the obvious differences in the sport itself. Rather, it is how the players are coached and managed during the games. Just as baseball and basketball are two very different sports, coaching and managing are two very different activities. One has to do with "telling them what to do" and the other has to do with "helping them do it better."

Add these boxes to ppt---

Coaching involves learning and improving a skill that will lead to a long-term improvement of an outcome	Managing is all about telling, directing, authority, immediate needs, and a specific outcome

During a baseball game the manager focuses primarily on strategy and managing the flow of the game. They decide who pitches and when. They position the player in the field based on the tendencies of the batter. They relay commands to coaches, who then tell players when to swing, when to take a pitch, and how to run the bases.

In basketball the coach has the same authority as a baseball manager, but they get more involved in the action on the court. They call out plays and defensive schemes to the players, but they are then free to implement those plays (using their skills and knowledge of the game) as they see fit. During time outs, the coach draws up a play on the clipboard. They offer encouragement, support, and checks for understanding. They also instruct players on how to react to the many possible outcomes depending on what the other team does.

In our daily work we have to be both coaches and managers. To lead effectively, we need to know when to wear each hat. Managing involves a more directive, task-oriented style that is best used under certain conditions. It usually produces the best results in a crisis situation, when someone has never done the task before, or when they have little or no confidence in their ability to get it done.

Knowing when to direct, delegate or develop is critical to managerial effectiveness. Determine which style is appropriate based on the task at hand rather than the individual. Often, people will need a combination of styles depending on the complexity of the task assigned, their experience with the task, and the competency levels required to complete it with excellence.

> *Return to Activity: based on what we talked about you may want to make changes to your lists. Take 2 minutes to make any needed changes.*
> *Guiding questions: what did you change on your lists and why?*

Coaching is not mentoring: We'd like you to get back into your small group and discuss the article you read regarding the differences between coaching and mentoring. We defined coaching as: The interactive process that helps another person learn something, improve something, and take performance to the next level.

The scope of mentoring is vastly greater than coaching – coaching is a subset of mentoring. It addresses the whole person and their career.

Just like we said there are some Key Differences between coaching and managing. There are also differences between coaching and mentoring:

Make a hand out for these but add managing--

Coaching	Mentoring
Coaches are experts in specific areas - Content expertise is a requirement for effective coaching. The coach is the one who guides and directs the employee in learning	A mentor is a developmental facilitator - Content expertise is not as critical for the mentor. What is more important is to have the interpersonal skills to create a safe learning environment
Coaches use terminology such as, "How can I support your learning? And Where would you like to go from here?"	Mentors use terminology such as, "My experience is….., and I know how….."
To correct inappropriate behavior, improve performance, and impart skills	To support and guide personal and career growth
The coach directs the learning	The protégé is in charge of the learning
Focuses on immediate problems and opportunities	Long-term personal career development
Short-term and as-needed	Long-term
Coach is often the boss	Mentor usually is not the boss
Coaching helps all your employees or team members - When you coach employees, you improve their ability to do their current jobs and increase their potential to do more in the future	Mentoring is for your exceptional employees, people who show promise but need help to become top performers - Give pep talks - Give instruction on the political waters - Provide contacts and resources

Discussion: Using the list of activities previously categorized, reassess the identified activities to see if what you are currently doing fits more within mentoring or coaching. Have members of the workgroup adjust any of the activities as needed by re-categorizing them under the desired heading.

Wrap up activities, guiding questions: what did you change on your lists and why?

How does coaching support Leadership & Managing:

- Leading – There are several different skills that make an individual a good leader. Let's take a look at a few skills that are identified as making a person an effective leader and see how coaching compliments them:
    - o Honesty and Integrity – Effective leaders create an organizational culture built on these two core values and hold all employees accountable to them. Effective leadership must

also be trustworthy. Coaching compliments honesty, integrity and trustworthiness. These three values are at the heart of coaching. We will have an opportunity to explore these values in greater detail in course 2. An individual who is an effective coach also demonstrates effective leadership.

- o Vision - Effective leaders see the whole picture and are able to convey this picture to employees. They are excellent at establishing clear goals for their teams. Coaching compliments vision. It is the engine of individual performance, which translates directly into team performance. Coaching focuses on accomplishing the specific tasks that are directly tied to the vision.

- o Communication – Effective communication skills are paramount in leadership. Leaders communicate in a way that generates buy-in and support. Effective communication skills are essential in effective coaching. Coaches are able to demonstrate active listening, asking open-ended questions, and are cognizant of non-verbal communication.

- o Team Builder – Leaders must have outstanding team building skills. A good leader is often more of a facilitator of the team, able to generate discussion and consensus. They know that if the team believes in, and is committed to a plan, the chance of success goes up immensely. Coaching is about the employee and team development is at the heart of coaching.

Discussion (5 Minutes)- Explore with participants where they see leadership and coaching crossing over. How does coaching compliment leadership in their minds?

- Managing – To help distinguish the differences between "Leadership" and "Management," consider the following: Leadership involves creating a compelling vision of the future, communicating that vision, and helping people understand and commit to it. Managing, on the other hand, is responsible for ensuring that the vision is implemented efficiently and successfully. Let's take a look at a few skills that are identified as making a person an effective manager and see how coaching compliments them:

- o Delegation – The top priority of team managers is delegation. No matter how skills you are, there's only so much that you can achieve on your own. With a team behind you, you can achieve so much more. Coaching compliments and support delegation by giving employees an opportunity to learn new skills and grow. Coaching is a process that allows the employee an opportunity to reflect on their own strengths and areas of improvement, and sets out to develop specific skills in the employee. Delegation provides an opportunity for an employee to learn and practice a new skill

- o Motivation– The ability to inspire and motivate employees towards a common vision is part of managing. These values are also at the heart of coaching. Effective coaches are able to build energy in employees and inspire them in accomplishing the tasks assigned to a goal.

- o Communication – Effective communication skills are paramount in managing people. Managers communicate in a way that generates buy-in and support. Effective communication skills are essential in effective coaching. Coaches are able to demonstrate active listening, asking open-ended questions, and pay attention to non-verbal communication.

- o Approachable– Above all, managing is a people job. When an employee needs to talk to you with, being available and approachable is critical. Just as approachability is crucial

for managing a team, it is equally imperative when coaching. In fact the skills learned as an effective coach are transferrable to managing.

How will coaching help you do these activities better.

We will discuss more of these in more detail in Course two.

> *Discussion - Explore with participants where they see managing and coaching crossing over. How does coaching compliment managing in their minds?*

> *Discussion: Now that we've defined coaching/mentoring/managing let's re-examine our list of daily activities. Do we want to change any of the activities? Inform participants they have a handout in their Playbooks entitled What is Coaching that contains a worksheet with three columns. They are encouraged to write down the activities from the board.*

<p align="center">---------Coaching Myths---------</p>

In 2002 a television series made its debut on the Discovery channel known as MythBusters. The idea behind the show was to take popular myth's and either prove or disprove them using the scientific method. The myths commonly portrayed in this television series were popularized by Hollywood movies. We would like to do our own version of myth busting, even though there won't be things exploding and people jumping out of airplanes.

Myth: Coaching is a nice employment perk
Reality: Coaching is as much a perk to your employees as their computers are. If done correctly coaching can drive employee engagement, creativity, workplace satisfaction and program improvement. In a study conducted in 2011 by a Manchester Consulting Group, Wellness programs have been shown to provide approximately a 300 percent return on investment. The return on investment for coaching is even more astonishing. According to this group in their study of Fortune 100 executives, the Economic Times reports "coaching resulted in a return on investment (ROI) of almost six times the program cost as well as a 77 percent improvement in relationships, 67 percent improvement in teamwork, 61 percent improvement in job satisfaction and 48 percent improvement in quality.

Myth: Coaching is for "problem" employees
Reality: Coaching used to be a euphemism for, "you're doing lousy work, but, before we can fire you, we need to first show we've done everything we can to support you." According to Paul Michelman, editor of Harvard Business School's Management Update, "Whereas coaching was once viewed by many as a tool to help correct underperformance, today it is becoming much more widely used in supporting top producers. In fact, in a 2004 survey by Right Management Consultants, 86 percent of companies said they used coaching to sharpen the skills of individuals who have been identified as future organizational leaders."

Myth: Coaching is the same as training.
Reality: Training and coaching are different activities, although sometimes the skills are similar. Training is normally giving someone new information, skills or knowledge. Coaching is not giving anything, it is allowing the employee to formulate their way forward, aligning their energy with their goals. It is working with the skills and knowledge they already have and applying them to the real world in a business environment.

Research has demonstrated the importance of coaching within an organization. We would like to highlight several benefits to both the department and its employees as a result of coaching:

> *Discussion: How do you see coaching effecting the department? What are the benefits?*

Benefits to the department:

- <u>Managing continuous change</u> – Coaching plays a vital role in equipping individuals to adapt, to learn quickly, and to master behaviors required to deal with continuous change. Coaches use their communication skills to overcome resistance. Once a coach understands where there may be resistance in an employee, they can build the individual's confidence in their ability to meet the demands of change.

> *Discussion: How does coaching assist in managing change?*

- <u>Building personal capability to match performance demands</u> – As demands for higher performance continue to rise, the gap between performance expectations and personal capabilities widens. Take a minute and think about how your work has changed over the past 12 to 18 months;
  - o What new skills have you had to master?
  - o What new responsibilities have you added to your job?
  - o What challenges are you facing that require you to develop new ways of doing things?
  It takes coaching to fill these performance gaps. Coaches explain not only what new skills are required, but also why they are important. They encourage employees to stretch beyond perceived personal limits and provide the guidance and feedback indispensable for skill mastery.

> *Discussion: How does coaching assist in building personal capability?*

- <u>Boost productivity</u> – Coaching provides the avenue in which teams work smarter, not just harder

> *Discussion: How does coaching assist in managing change?*

- <u>Empowering breakthrough results</u> – Most organizations experience various rounds of cost cutting, reengineering, and similar measures designed to survive, trim expenses, and improve processes. What has become clear is that the leadership skills required for these organizational improvements are very different from leading for breakthroughs. Breakthroughs mean achieving heights the organization has never reached. It means engaging the hearts, minds, and talents of everyone to create innovating solutions.
  Coaches encourage new approaches and challenge old assumptions, as well as facilitate creative thinking. The managing director of a major Boston distribution center said, "In coaching conversations, both one-on-one and with teams, I help people understand they can accomplish things they think are impossible. There's an assumption that only "special people" with "unique talents" achieve breakthroughs. But in reality, most of the important innovations we've seen over the last several years were done by people who had a vision of what's possible and made it happen. Invariably, you find out that the person or team responsible for the breakthrough was

the recipient of strong coaching." Organizations seeking to create a powerful future understand that wherever high performance is required, coaching is essential!

> *Discussion: How does coaching assist in empowering breakthroughs?*

- Improve retention – Employees are more loyal and motivated when their bosses take time to help them improve their skills.

> *Discussion: How does coaching assist in employee retention?*

- Talent development – One of the many responsibilities of a supervisor is developing his or her team members for employment opportunities. This may include a promotion or lateral transfer into a different division or position. Coaching provides tools to supervisors to assist them in developing their team who can step into their shoes. This is one of the rewarding aspects of supervision.

> *Discussion: How does coaching assist in talent development?*

What do you think the individual benefits to the employee are?

Benefits to employees:

> *Discussion: How do you see coaching effecting employees? What are the benefits?*

- Skill building – Employees develop valuable skills and knowledge they can use to advance in their individual careers
- Feeling of support – Employees feel supported and encouraged by their supervisor and the department
- Personal satisfaction – Employees experience the pride and satisfaction that come with surmounting new challenges

---------Course 1 Wrap Up & Summary---------

Summary or Review of what we discussed today -

> *Discussion: Ask participants to summarize the information they learned in course 1. What specifically do they recall from the discussions that took place? As participants to reflect back to the various discussion and answer the following questions:*

> *What is coaching to you? What is an example of when coaching can be used?*

> *What is mentoring to you? What is an example of when mentoring can be used?*

> *What is managing to you? What is an example of when managing can be used?*

> *What are the benefits to the department as a result of implementing coaching principles?*

> *What are the benefits to the employee as a result of implementing coaching principles?*

Let's take a moment to review the information we reviewed today.

What is coaching? – As we've thus far discussed, coaching is the key to unlocking the potential in your employees. It is based on the concept that individual's learn most from the everyday application of skills and by trying things out in deliberate practice.

Coaching is an interactive process between the coach and the player. This means it is a dialogue of give-and-take. Coaching has multiple purposes. Sometimes it is improvement and sometimes it is about growth that enables high performers to maximize their potential.

We compared ways in which coaching is different from managing. We defined managing by telling and directing. It comes from a place of authority and is designed to meet an immediate need with a specific outcome in mind. Coaching on the other hand involves learning and improving a skill that will lead to long-term improvement of an outcome.

In addition to comparing ways in which coaching is different from managing, we also compared how it is different from mentoring. Coaching is designed for each member of a team, whereas mentoring is generally reserved for high performing employees looking to advance in the organization. The relationship is another area where there are differences. A coaching relationship is short-term and as needed. A mentoring relationship is long-term.

Skill Building Take Away Activity - Over the next week you will have an opportunity to engage in interactions with your team. Today you learned the differences between coaching, mentoring, and managing activities and interactions with your team. During your time between Coaching Courses 1 and 2, we ask that you make every effort to change a mentoring or managing interaction with your team into a coaching interaction. We ask that you document your experience in turning these interactions into coaching opportunities. Please fill out this form and bring it next week to Course Two's Coaching training. We look forward to seeing you there! The form we want you to use is found in your Playbook and entitled, "Turning Management/Mentoring Opportunities into Coaching." Please come prepared to discuss your experience when we next meet in a month.

Conclusion of Course 1: As we've talked today one of the characteristics of an effective coach is his or her ability to motivate members of their team despite the current conditions. The following videos portray coaches motivating their teams.

In the first short clip you will see a scene from the movie entitled, We are Marshall. The story is about the Marshall University football team and overcoming a tragic plan crash that killed several players, among others. The setting of this scene is the cemetery memorial where six of the players are buried. The coach is attempting to inspire the team prior to their first game.

Next you will see a short clip from Remember the Titans. In this clip the Titans are behind on the scoreboard. The players are emotionally and physically drained and discouraged. In an effort to inspire his players to action, the defensive coordinator gathers his players together. You will see his message to the team.

The third clip is from the West Virginia football team. Its halftime and you can tell the players are exhausted and tired. Before retaking the field he delivers a rousing message.

The final short clip is taken from the move Miracle. The story in this movie is about the 1980 USA Hockey Team. The setting is the gold medal round, where USA is matched up against Russia. The

Russian team is by far the best team in the world. In this clip you will hear Coach Herb Brooks rally his team before they take the ice.

Show video collage: *https://youtu.be/NGVJTAsc5b0*

Discussion: *What are participants actively doing with their teams to inspire and motivate them? Are they holding a standup meeting each morning to kick off the day? Is there something else they are doing that is working?*

Motivation without substance is fluff and a waste of time. We have to build the skills first before we have the substance. In course 2 you will learn the characteristics.

Let's Coach!

Coaching Steps

Review the Goals or Expectations

Assess the Performance

Skill Development

Provide Feedback & Guidance

Establish Action Plans

Follow-Up & Measure Progress

Review the Goals & Expectations: The first step in the skill development process is to review the current performance goals or expectations. Put simply, does the employee understand what is expected from them?

Assess the Performance: In informal coaching this is quickly accomplished by the observation of the supervisor. For example, a supervisor can quickly assess an employee's performance by listening in on a conversation or phone call, or by statements made by the customer.

Provide Feedback & Guidance: In this step the supervisor has an opportunity to discuss with the employee their individual performance in a specific area. The objective of the coach is to get the employee to self-identify their strengths and weaknesses and formulate their own action plan. For example, an interaction between a customer and an employment counselor didn't go so well. Through a series of questions a supervisor may help the employee review the interaction with the customer and identify where improvements can be made.

Establish an Action Plan: Successful coaches are able to engage their employees in developing an action plan that contains the following elements: Specific goal, Steps to achieving the goal, how to measure progress, resources and support needed, and target dates. In Informal Coaching, these steps do not necessarily need to

be written down; although it may be helpful to write it down. An example of this is when a supervisor observes a meeting between a supervisor and employment counselor. The customer comes into the office visibly overwhelmed and on the verge of tears. She shares her frustrations and concerns with her employment counselor. Unfortunately, her concerns are not validated. The customer leaves the meeting feeling even more frustrated than before. The supervisor assists the employment counselor in identifying a goal to practice active listening and reading non-verbal cues with the next customer. They explore ways in which they can achieve the goal and agree that the supervisor will observe the next appointment.

Follow-Up & Measure Progress: The next step in the skill development process is to follow up and measure progress. This step is crucial in the process. It is an opportunity for the supervisor to demonstrate their commitment to the employee and their growth. Using the example from Establishing an Action Plan, following the next appointment with a customer, the supervisor sits down with the employment counselor and they discuss what went well and areas for additional growth. If necessary, the process is repeated.

What is Coaching?

Note Page

Characteristics of Effective Coaches?

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How Coaching Compliments Leadership

Note Page

Benefits from Coaching

Note Page

Benefits to the Department:

Benefits to the Employee:

Mythbusting Coaching

Note Page

Myth: Coaching is a nice employment bonus

Reality: Coaching is as much a bonus to your employees as their computers are. If done correctly coaching can drive employee engagement, creativity, workplace satisfaction and program improvement.

Myth: Coaching is for "problem" employees

Reality: Coaching used to be a euphemism for, "you're doing lousy work, but, before we can fire you, we need to first show we've done everything we can to support you."

Mythbusting Coaching

Note Page

Myth: Coaching is the same as training.

Reality: Training and coaching are different activities, although sometimes the skills are similar. Training is normally giving someone new information, skills or knowledge. Coaching is not giving anything, it is allowing the employee to formulate their way forward, aligning their energy with their goals. It is working with the skills and knowledge they already have and applying them to the real world in a business environment.

Myth: Coaching takes too much time

Reality: You are already coaching your employees. You just may not realize it

What does it mean to Mentor?

Note Page

**The content found in the table below is portrayed in the presentation. However, because of limited size on the slide, not all of the information is displayed. The table below contains the information in its entirety.

Coaching	Mentoring
Coaches are experts in specific areas - **Content expertise is a requirement for effective coaching. The coach is the one who guides and directs the employee in learning**	A mentor is a developmental facilitator - Content expertise is not as critical for the mentor. What is more important is to have the interpersonal skills to create a safe learning environment
Coaches use terminology such as, "How can I support your learning? And Where would you like to go from here?"	Mentors use terminology such as, "My experience is….., and I know how….."
To correct inappropriate behavior, improve performance, and impart skills	To support and guide personal and career growth
The coach directs the learning	The protégé is in charge of the learning
Focuses on immediate problems and opportunities	Long-term personal career development
Short-term and as-needed	Long-term
Coach is often the boss	Mentor usually is not the boss
Coaching helps all your employees or team members - **When you coach employees, you improve their ability to do their current jobs and increase their potential to do more in the future**	Mentoring is for your exceptional employees, people who show promise but need help to become top performers - Give pep talks - Give instruction on the political waters - Provide contacts and resources

What does it mean to Manage?

Note Page

How Coaching Compliments Managing

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Coaching vs. Mentoring

In the field of employee development, an area that creates much confusion, are the differences between **coaching** and **mentoring**.

The confusion often causes organizations to opt for mentoring or coaching without understanding they serve a different purpose and follow different paths to employee development. A failure to understand these differences often leads to disappointing results and the tendency to blame coaching rather than realizing the incorrect system was implemented.

Mentoring and Coaching Defined

Mentoring systems are designed to promote professional development by linking an employee with a mentor who will focus on the overall development of that employee. **Mentoring is transformational** and involves much more than simply acquiring a specific skill or knowledge. Mentoring is about developing both a professional and personal relationship between the mentor and the employee. In may ways, **mentoring is like counseling**.

Coaching is about skills and knowledge acquisition. The primary focus is professional. In many ways, **coaching is similar to teaching**.

Coaching vs. Mentoring: Six Ways They Are Different

Coaching is task oriented. It seeks to bring the employee to a different level of competence in terms of learning new skills or knowledge. This requires a coach who is capable of teaching the employee how to develop these skills. What is necessary for this to be successful is for the coach to have credibility and be able to communicate effectively with the employee.

Mentoring is relationship oriented. It seeks to provide a safe environment where the employee can share whatever critical issues affect his or her professional and personal success. Although specific learning goals or competencies may be used as a basis for creating the relationship, mentoring's focus goes beyond these areas to include things like work/life balance, self-confidence, self-perception and how a personal life influences the professional life.

Coaching is short term. A coach can successfully be involved with an employee for a short period of time. Coaching lasts for as long as needed depending on the purpose of the coaching relationship.

Mentoring is always long term. To be successful, mentoring requires time in which both partners can learn about one another and build a climate of trust that creates an environment in which the employee can feel secure in sharing the real issues impacting their success.

Coaching is about performance. The purpose of coaching is to improve the individual's performance on the job. This involves either enhancing current skills or acquiring new skills. Once skills are acquired successfully, coaching is no longer needed.

Mentoring is about development. It's purpose is to develop the individual not on the current job, but for the future.

Coaching can be done for remedial purposes. An employee on the verge of low performance can often turn performance around through the intervention of an effective coach.

Mentoring is never remedial. Mentoring does not focus on the employee's immediate job. Mentoring does not get involved in trying to "save" a poor performer.

Coaching is one-directional. Coaching focuses on the employee's needs. Whether a coach gains insight into himself or herself as a coach or learns anything new from the employee is irrelevant to effective coaching.

Mentoring is bi-directional. Both mentors and employees benefit from the relationship. Mentors often articulate they gain new perspectives, a renewed sense of their own abilities, and expertise and the satisfaction in knowing they assisted another person in developing professionally and personally.

Coaching is concerned about behavioral transformation. Coaching focuses on getting someone to do something better and gain new expertise.

Mentoring is concerned about personal transformation. Mentoring is concerned with assisting an employee in maintaining his or her genuine identity a a member of the agency.

Describe three times when you've been coached. (Does not need to be in a professional setting):

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____

Describe three times when you've been mentored. (Does not need to be in a professional setting):

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____

Know when to **Manage** and when to **Coach**

Have you ever wondered why the head of a baseball team is called the **manager** and the head of a basketball team is called the **coach**? The answer has to do not just with the obvious differences between the two sports, but also with how the players are coached and managed during the games. Just as baseball and basketball are two very different sports, coaching and managing are two very different activities. One has to do with directing, the other has to do with teaching.

Managing

Managing is all about **telling, directing, authority, immediate needs** and a **specific outcome**.

During a baseball game, the manager focuses primarily on **strategy** and managing the flow of the game. He decides who pitches, and the positions of the players in the field based on the tendencies of the batter. He relays commands to coaches, who then tell players when to swing, when to take a pitch and how to run the bases.

Managing involves more **authority**, a more **directive**, and a **task-oriented** style. It usually produces the best results in a crisis situation, when someone has never done the task before, or when they have little or no confidence in their ability to get it done.

Coaching

Coaching involves **exploring, facilitating, partnership, long-term improvement** and many **possible outcomes**.

In basketball, the coach has the same authority as a baseball manager, but he gets more involved with the action on the court. He **calls** out plays and defensive schemes to the players, but they are then free to implement those plays using their skills and knowledge of the game as they see fit. During time-outs, the coach **draws up plays** on the clipboard. He offers **encouragement, support** and **suggestions**. He also instructs players on how to react to many possible outcomes depending on what the other team does.

Coaching works best for **performance** purposes, **teaching** and **facilitating**.

Department of Workforce Services

What are 3 work-related examples of when you would need to

manage?

1. _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____
   _____
   _____
   _____

What are 3 work-related examples of when you would need to

coach?

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

What are the Differences?

Coaching	Managing	Mentoring

Coaching Analogy Activity

Purpose:

To assist participants in warming up their thought process in thinking of descriptions, adjectives, and comparisons of the term 'coaching' early on in the course so they are in the right mindset quickly. Participants will be grouped together by seating arrangement. Warm them up in helping them feel comfortable with each other and getting to know each other.

Instructions:

1. Divide participants into small groups.
2. The groups will brainstorm and list all the words associated with coaching.
3. The groups will rank their words by identifying the top 3 words that best illustrate the essence of what coaching is and therefore the most important.
4. They will create an analogy of coaching by completing the following sentence:

    Coaching is like_____ because _____.

    Example: Coaching is like <u>fishing</u> because <u>it takes a lot of practice and patience</u>.

5. They will draw an illustration depicting their analogy on coaching.
6. They will explain their analogy to the large group.

Materials Needed:

Markers
Large Sheets of Paper

Instructions:

1. As a group, brainstorm and make a list of all the words that come to mind associated with coaching.
2. As a group, identify the top three words from your list that best illustrate the meaning of coaching.
3. Create an analogy of coaching by completing the following sentence:

    Coaching is like_____ because _____.

    Example: Coaching is like <u>fishing</u> because <u>it takes a lot of practice and patience</u>.

4. Draw an illustration depicting your analogy on coaching.
5. Explain your analogy to the large group.

Coaching Drills

Coaching Course 1

3) What are **3** things you learned about Coaching vs. Mentoring and using your unique coaching style to Coach?

_____

_____

_____

_____

2) What are **2** things you will put into Practice in the next 30 days?

_____

_____

_____

_____

1) What is **1** thing you would like to learn more about?

_____

_____

_____

Coaching Drills

Module 2

3) What are **3** things you learned about Effective Coaching?

_____

_____

_____

_____

2) What are **2** things you will put into Practice in the next 30 days?

_____

_____

_____

_____

1) What is **1** thing you would like to learn more about?

_____

_____

_____

_____

What is Coaching?
Review of Course 1

Coaching is an interactive process that helps another person learn something, improve something, and take performance to the next level.

A coach helps employees perform better than they are currently and assists in the development of their skills and confidence over a period of time.

Purposes of Coaching:
- <u>Improvement</u> - work on sharpening skills and improving technique; help an employee overcome a problem and find opportunities in every mistake
- <u>Learning</u> – enable the employee to master a new skill, task, or behavior; or build on their successes
- <u>Growth</u> – help good performers maximize their potential and stay on top in a very competitive world

Coaching usually takes place in the context of a conversation – it is a conversation with a purpose. But coaching also occurs when you invite an employee to sit in on a meeting to observe how you handle it, or when you assign a special project that stretches the individual's skills.

<u>Characteristics of Effective Coaches</u>:
- Committed to the players
- Concentrates on improving performance
- Talks of 'we' and 'us', not 'you' and 'them'
- Imposes no limits to the performance of individuals and teams
- Acts a role model for others to follow
- Works patiently with individuals on the specific details of their performance
- Stands back and let's others take the credit
- Possesses the desire and willingness to be a coach

<u>Coaches think and operate as</u>:
- "Let's go" rather than "Follow me"
- Shares knowledge rather than keeps it private
- Adopts an open style with others by being available
- Encourages others to go beyond their current level of ability
- See's the relationship as a partnership

<u>An effective Coach</u>:
- Builds a relationship of mutual respect
- Learns from failure, or what went wrong, as well as success
- Gets results by doing rather than simply talking
- Provides opportunities for growth

Coaching is not Managing:

Coaching	Managing
*Learning a new skill	*Telling
*Improving a skill	*Directing
*Emphasis on long-term improvement	*Emphasis on specific outcome

In our daily work we have to be both coaches and managers. To lead effectively, we need to know when to wear each hat. Managing involves a more direct, task-oriented style that is best used under certain conditions. It usually produces the best results in a crisis situation, when someone has never done the task before, or when they have little or no confidence in their ability to get it done.

Coaching is not Mentoring:

Coaching	Mentoring
*Experts in specific areas	*Developmental facilitators
*Improve performance	*Support & guide
*Coaches direct learning	*Employee in charge of learning
*Short-term & "as-needed"	*Long-term
*Coach is often the boss	*Mentor is not the boss
*Benefits all employees	*Often reserved for exceptional employees

Coaching Supports Leadership & Managing:

Honesty & Integrity: Effective leaders create an organizational culture built on honesty and integrity. Effective leaders are trustworthy. Coaching compliments honesty, integrity and trustworthiness.

Vision: Effective leaders see the whole picture and are able to convey this picture to employees. They are excellent at establishing clear goals for their teams.

Communication: Effective communication skills are paramount in leadership. Leaders communicate in a way that generates buy-in and support. Effective communication skills are imperative in effective coaching. Coaches are able to demonstrate active listening, asking open-ended questions, and are cognizant of non-verbal communication.

Team Builder: Leaders must have outstanding team building skills. A good leader is often more of a facilitator of the team, able to generate discussion and consensus. They know if the team believes in, and is committed to a plan, the chance of success goes up immensely. Coaching is about employee and team development.

Department of Workforce Services

Make Time for Employees:	Above all, managing is a people job. When an employee needs to talk to you, being available and approachable is imperative. Just as approachability is crucial for managing a team, it is equally imperative when coaching.
Delegation:	Coaching compliments and supports delegation by giving employees an opportunity to learn new skills and grow. Coaching is a process allowing employees an opportunity to reflect on their own strengths and areas of improvement. Delegation provides an opportunity for an employee to learn and practice a new skill.
Motivating Your Team:	The ability to inspire and motive employees towards a common vision is part of managing. These values are also at the heart of coaching. Effective coaches are able to build energy in employees and inspire them in accomplishing the tasks assigned to a goal.

Benefits to the Department:

Managing Continuous Change:	Coaching plays a vital role in equipping individuals to adapt, learn quickly, and to master behaviors required to deal with continuous change. Coaches use their communication skills to overcome resistance. Once a coach understands where there may be resistance in an employee, they can build the individual's confidence in their ability to meet the demands of change.
Building Personal Capability:	As demands for higher performance continue to rise, the gap between performance expectations and personal capabilities widens. It takes coaches to fill performance gaps. Coaches explain not only what new skills are required, but also why they are important. They encourage employees to stretch beyond perceived personal limits and provide the guidance and feedback indispensable for skill mastery.
Boost Productivity:	Coaching provides the avenue in which teams work smarter, not just harder.
Empowering Breakthrough Results:	Most organizations experience various rounds of cost cutting, reengineering, and similar measures designed to survive, trim expenses, and improve processes. What has become clear is that the leadership skills required for these organizational improvements are very different from leading for breakthroughs. Breakthroughs mean achieving heights the organization has never reached. It means engaging the hearts, minds, and talents of everyone to create innovating solutions.

Wherever high performance is required, coaching is essential!

Improve Retention: Employees are more loyal and motivated when their bosses take time to help them improve their skills.

Talent Development: One of the many responsibilities of a supervisor is developing their employees for employment opportunities. This may include a promotion or lateral transfer into a different division or position. Coaching provides tools to supervisors to assist them in developing their team who can step into their shoes. This is one of the rewarding aspects of supervision.

Skill Building: Employees develop valuable skills and knowledge they can use to advance in their individual careers.

Feeling of Support: Employees feel supported and encouraged by their supervisor and the department.

Personal Satisfaction: Employees experience the pride and satisfaction that come with surmounting new challenges.

In a study conducted in 2011 by a Manchester Consulting Group, Wellness programs have been shown to provide approximately a 300 percent return on investment. The return on investment for coaching is even more astonishing. According to this group in their study of Fortune 100 executives, the Economic Times reports coaching resulted in a return on investment of almost six times the program cost as well as a 77 percent improvement in relationships, 67 percent improvement in teamwork, 61 percent improvement in job satisfaction and 48 percent improvement in quality

Coaching Activity

Instructions: When you return to your office after participating in Course 1, please take a few minutes to reflect on daily activities. Where do you anticipate time constraints and other challenges to coaching? Please document these challenges in the left column. After you've had a chance to ponder your daily activities and anticipate challenges, please take a moment and ponder potential solutions to each identified challenge. Please come prepared to discuss this activity during
Course 2.

Challenges I Anticipate to Coaching Effectively	Potential Solutions to these Challenges

The Seven Hidden Reasons Employees Leave

The following information is based on an analysis done with the Saratoga Institute in California, the world leader in third-party exit interviewing and employee-commitment surveying. Using a database of 19,700 exit and current employee surveys Saratoga conducted for 17 different industries, Leigh Branham identified the following seven reasons as the hidden reasons employees leave their jobs.

Offered in no particular order. All show employees left due to loss of one or more of the following: trust, hope, worth and competence.

Employees share much of the responsibility for staying engaged, however, most levers increasing employee engagement lie within the power of the direct leadership and senior leaders.

Reason #1

There is too little coaching and feedback. More than 60 percent of employees reported they didn't get enough feedback. Lack of feedback is the number one reason for performance problems. Many managers give feedback once a year at performance reviews, which is like a basketball coach telling his players at the beginning of the season, "You're going to go out and play 30 games, and at the end of the season, I'll evaluate your performance."

Great coaches give timely feedback. XXXXXXXXXXXXXXXXXX

Reason #2

Workers feel devalued and unrecognized. Examples of different reasons why workers feel devalued: inequality of pay for similar work, not being acknowledge for a job well done, being treated with disrespect, having their differences regarded as negative rather than prized, and not receiving the right resources. Also, employees feel they are viewed as interchangeable, disposable, and easily replaceable.

The desire to be recognized, praised, and considered important is part of our human needs, yet 60 percent of employees say they feel ignored or taken for granted.

Great coaches start making people feel important on day one. Hallmark throws welcoming parties for new hires. Another organization puts pastries on the desk of new hires on their first day of work so other employees will have an incentive to drop by and welcome them. There are so many ideas on what can be done to make new hires feel welcome and also to make incumbent staff feel important.

Reason #3

There is a loss of trust and confidence in senior leaders. Companies with high trust levels outperform companies with low trust levels by 186 percent. So why do only 39 percent of American workers trust their senior leaders? Why do only 50 percent of employees believe management is concerned with their well-being of employees?

Employees in too many companies look at their senior executives and see self-interested, short-term forced, ego-driven greed. There are, of course plenty of employee-focused, trustworthy and loyalty-inspiring senior managers, but not enough to go around.

Great leaders have a "give-and-get-back" mindset that is typical of servant leaders. For example, CEO David Neeleman, of Jet Blue Airlines knows many of his 6,000 employees by name, asks about their personal lives, and is constantly thinking about ways to improve the morale of all crew members. He stays behind after planes have landed to help clean the cabins and pitches in to pass out snacks when he flies.

Because only 40 percent of workers believe their companies are well managed, senior leaders need to build and communicate a solid plan and vision for successful employees will follow.

Reason #4

The job was not as expected. Approximately 35 percent of American workers quit in the first six months because they have unrealistic expectations about the job or are misled during the interviewing process. Examples: the employee realizes they have to report to a different boss or won't be advancing to the next position as soon as expected.

It is crucial to give job candidates a realistic preview of the job and not oversell the job or department for fear the candidate won't consider the job.

Reason #5

There is a mismatch between job and person. This can happen when the need to hire quickly leads to hiring warm bodies just to fill spots. Or when hiring managers believe skills make people eligible for the job more than talent. This also happens when hiring managers wrongly think training will transform the wrong people into the right people.

If you cannot find the right person, postpone the hiring. Analyze talents and personality factors. Use behavior-based interviewing and multiple interviews. Check references with skill and persistence. Emphasize quality of hire over time to fill or cost per hire.

Reason #6

There are too few growth and advancement opportunities. Eighty-five percent of employees say career growth is a key reward, only 49 percent say their companies are providing it. Many organizations now provide self-assessment and career-growth workshops for employees, supported by a career-coach training for managers. Such training prepares both parties to initiate meaningful discussion of talents, needs, and new options within the organization.

Reason #7

Workers suffer from stress due to overwork and work-life balance. "Doing more with less" has taken a toll on the American worker. More than 40 percent of Americans say their jobs are extremely stressful. Another 70 percent say they don't have a healthy balance between work and personal lives, and 60 percent would give up some pay in exchange for more personal or family time.

When First Tennessee bank allowed some of its branches to adopt flextime, it found that customer-retention rates were seven percent higher in those offices, and employee-retention rates were twice those without flex time. SAS Institute in Cary, North Carolina saves $67 million per year in avoided turnover costs by constantly dreaming up new ways to take care of its employees.