We want to extend a warm and enthusiastic welcome to each of you today. We are grateful for the time you are taking away from your team and customers to be here with us today. We thank you for your commitment to this training series and are confident you will be glad you came.
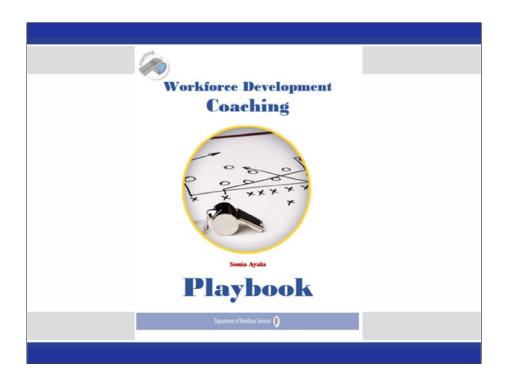
Before we dive head first into the material, a few necessary and important items.
1. Attendance – Please sign the role that is going around the room. We are capturing this training series in CMS. We did not ask you to register for each course prior to coming here today. We intend to assign you credit behind the scenes for your attendance not only today, but also when you attend course 2 and course 3.
2. Restrooms – Give participants an idea where the restrooms and drinking fountains are found. Also inform them where the vending machine may be located
3. Seating Arrangement – As you have noticed we created an assigned seating arrangement. Our intent in doing so is to possibly get you acquainted or reacquainted with someone you may not know well. Although there is a seating arrangement, we will provide you with opportunities to branch out and get to know each other when we divide into the activities.
4. Cohort – We divided all of WDD's managers, supervisors, and the OPS team into four different cohorts. We took the liberty of randomly assigning everyone to a cohort. We attempted to divide the service areas up as equally as we could into the four cohorts.

Our intention in doing so is to expose you to ideas, resources, and lessons learned from your peers across the state. You will be completing the coaching series as a cohort. We encourage you to get to know each other over the next few days. Feel free to pick each other's brains on what they are doing differently on their team and share ideas. Please know that if conflicts arise that impacts your attendance in the two courses yet to come, please let us know as soon as possible and we'll work through them the best we can.

5. Camera – In some of the courses we will have the opportunity of filming the course for future purposes. We encourage you to act normally and participate as much as you can. After a little time you may altogether forget that its here.

Now that we've had an opportunity to get some things out of the way, let's embark on our long awaited journey into the wondrous world of Coaching!
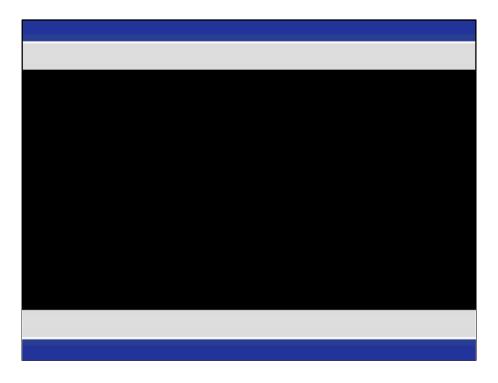
In front of you is a binder entitled "Playbook." This Playbook is designed to be a repository of coaching information you receive during our time together as well as in the coming months. We hope you will place the handouts and monthly activities you receive in this training in the playbook. We also plan to post the materials and resources for today and as well as the future activities on the DWS Intranet under the Family Focused page. As a resource review the Playbook often in an effort to keep your skills and knowledge fresh and vibrant.

Take a minute and look around the room. We have gathered together in one location all of WDD's managers, supervisors, and OPS. Each one of you brings a unique perspective and skill set. We have in this room a tremendous breadth of experience and knowledge. Just for fun, we'd like to take a moment and get to know everyone here today. Please take a few seconds to tell us your name, job title, and where you work. We also want you to tell us the number of years (okay to round up) of experience you have managing, supervising, and coaching employees in the department.

As participants are introducing themselves, capture the experience of each participant. Add the number of years for the group**

This group represents _____ years of experience as a manager, supervisor, or OPS in the department. Think about that for a moment. Think about what that means for you newer managers and supervisors. It is safe to assume there may not be many situations someone in this group today has not already encountered along the way. We are so excited for the opportunity of gathering together the collective WDD leadership body to discuss the important topic of Coaching. Please feel free to use this group to explore ideas to the complex situations you see on a daily basis.

Not only are we excited to welcome you here today, but a few other people are equally as excited. These folks are committed to this coaching training and to your individual success. Unfortunately Stephen Lisonbee, Karla Aguirre, and others are unable to be here with us today, but they care enough to film a message special for you!

Display video…

The link to the video is as follows in the event it does not play as intended: https://youtu.be/xR7aaIRQa0Y

Emphasis parts of the message that are important. For example, we encourage participants to engage in the process. They are the assets in this training. In addition to participation we emphasize the importance of the evaluation process to come.

On December 22, 2014 our executive director Jon Pierpont introduced the new philosophy of a Family & Work Focused department. That message was delivered nearly a year ago. Since that message in 2014, we've all had the opportunity of learning what this new philosophy entails by attending the FEP Refocus kickoff conference or viewing the recorded messages this past May. Coaching is the next phase in the Family Focused philosophy. Everything we discuss will have an emphasis on helping you coach your employees as they coach their customers.

Over the three day's of courses you will have an opportunity to learn what coaching is and how it is different from mentoring and managing. We recognize you currently possess many coaching skills already. You will notice there won't be anything earth shattering presented in this training. You already know the principles and concepts we will be discussing as a group in each of these courses. Our goal is to remind you of what you already know and to inspire you to take action when you return to your offices.

We echo the comments from Stephen Lisonbee and Karla Aguirre. Your participation today and over the next two courses will be invaluable. As we endeavored to stress at the beginning, the real assets in this training is you! We have created activities and discussions in context of the topics we will present to you today. We encourage you to step outside of your comfort zone and share your thoughts, ideas, what has worked for you, and what has

not worked for you.

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.
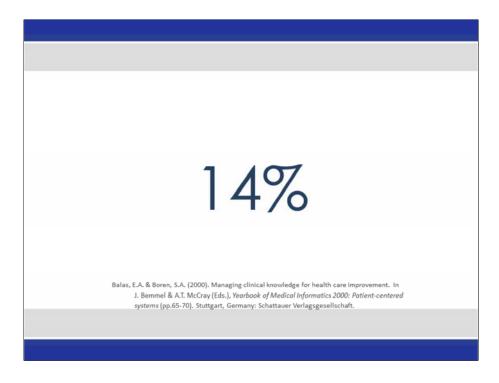
You may be wondering to yourself, "Is this everything?" "Am I expected to know how to coach my team after these three courses?" The answer to those questions is an emphatic "No!" The purpose of our time together these three courses is to begin building a foundation of coaching. Additional skill development will come in the form of monthly skill building activities we will call "Workout Wednesdays" and will be included in next phase of the Family Focused philosophy.

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.

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

An exciting aspect of FEP Refocus is the training opportunities that will be available in the future to all to employees. Topics include: 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.

14%

Balas, E.A. & Boren, S.A. (2000). Managing clinical knowledge for health care improvement. In J. Bemmel & A.T. McCray (Eds.), *Yearbook of Medical Informatics 2000: Patient-centered systems* (pp.65-70). Stuttgart, Germany: Schattauer Verlagsgesellschaft.

---------**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.

What does this percentage mean to the group? It has meaning in the number of successful social service programs that experience a successful program implementation after a period of 17 years. With this staggering statistic before us, how is Coaching going to be different? Before we tell you how this training series is going to be different, take a look at the following two slides to further illustrate the need for a planfull training program.
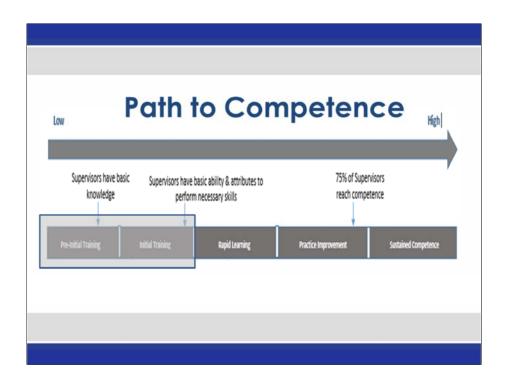
Self-Rated Competence After A One Day Training

Scale	N	Rating
UFACET efficacy (post)	16	72%
SFPF Efficacy (post)	71	71%
SFPF Self-rated competence (post)	70	87%

This slide illustrates what we call the "train and hope" approach. A survey was conducted to measure the perceived effectiveness of a one-day training program. A total number of 70 participants were asked to measure or rate their competence after attending training for a single day. As evidenced by this slide, these participants gave themselves a rating of 87% competent in the material trained. The next slide is very interesting in comparison to this slide.

Knowledge After A One Day Training

Pre Post Test Caseworker Training

	Pre	Post
UFACET Administration	49%	67%
UFACET Scoring	47%	57%
SFPF Knowledge	26%	37%*

*pre-post change p<.05

In the previous slide participants assigned themselves a rating of 87% competent in the material trained. When participant competence is tested or measured, the results paint an entirely different story. As you can see the Post test results in a rate of 37%, which is a difference of 50%. A pretty big difference!

With this information in your minds, we are pleased to share with you how this training series is going to be vastly different from anything else you've received.
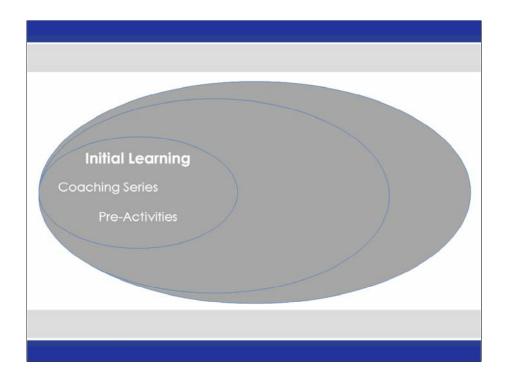
This slide has an animation

One of the chief reasons this training series is going to be different is its design. The Coaching series has been built upon the design of successful programs. This is what we mean by evidence-based programs. Remember back to the 14%? We have taken the time to research successful coaching programs across the country, in both the private and public sectors. The training series we present to you in these three courses are predicated on a continuum of five stages, beginning with the Pre-Initial Training.
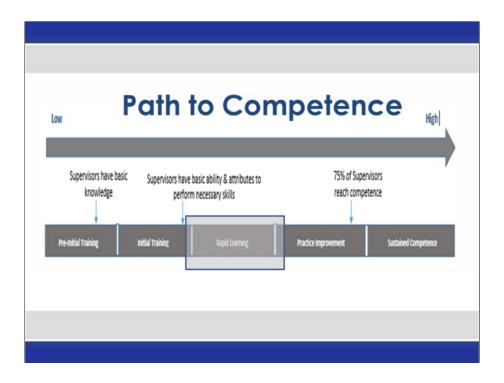
75% competency would be considered an outstanding success. So yes that would be the target goal for a successful implementation. One way to think about it is the number of folks that just won't get it no matter what you do could be half that 25%. The other half could be people that would not be in the right position and maybe need to do something else.

On the knowledge and attitude , the idea is that basic knowledge leads to attitude changes. This is a bit of a simplification. So if anyone asks you can tell them that this is more just illustrating how it can go or usually goes.
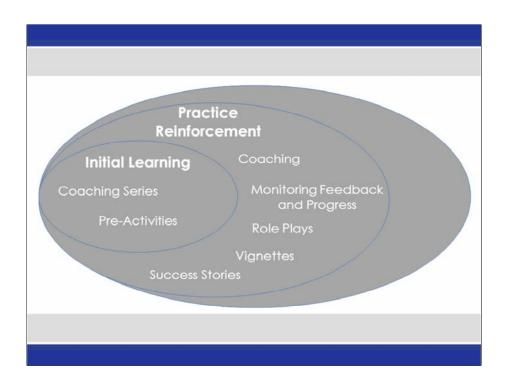
There is an animation on this slide

The pre-activities and this training series is the first part of this evidence-based training model.
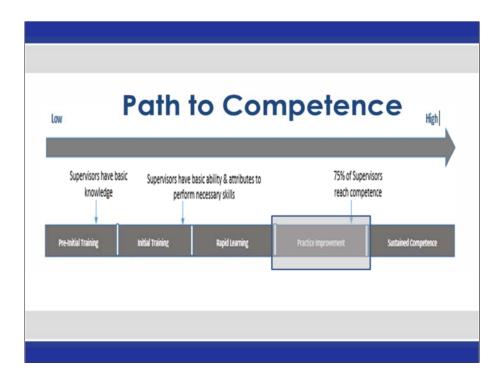
The next phase in the Path to Competence continuum is the Rapid Learning phase.
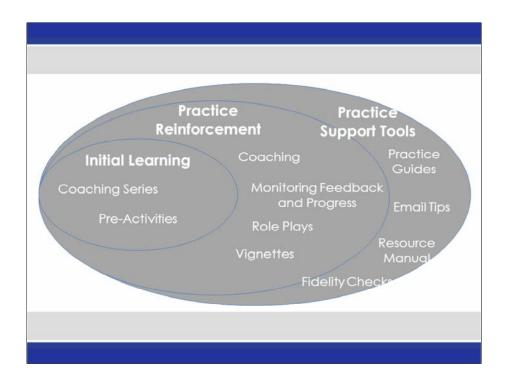
There is an animation on this slide

These are the activities that are represented in the Rapid Learning phase. As you can see it's an time for practice reinforcement. It's a time for coaching opportunities and deliberate practice. It's a time for monitoring feedback and progress. Of role playing and vignettes of variety. It is a time of sharing success stories and lessons learned.
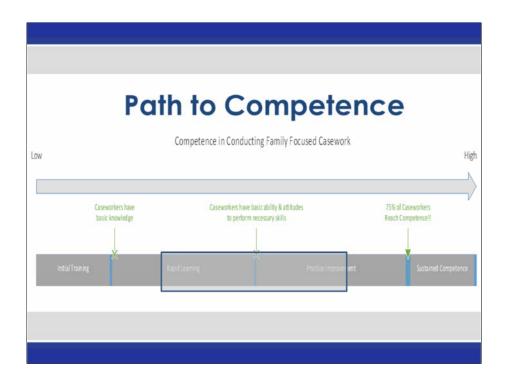
The next learning phase is entitled, Practice Improvement.

There is an animation on this slide

These are the activities that fall within the Practice Support Tools. These activities will take place during the follow up activities to ensure in the coming months. They will take place in the form of practice guides, email tips, resource manual, and of course fidelity or competency checks.

The area on this slide represents where most of the learning takes place. The area where skill development occurs.

The training you are going to receive will help you become an effective coach who can assist your case managers to become competent in the skills needed for the FEP refocus initiative.

You will be shown processes, like the coaching steps shown on this slide, that you can use to effectively incorporate deliberate practice.
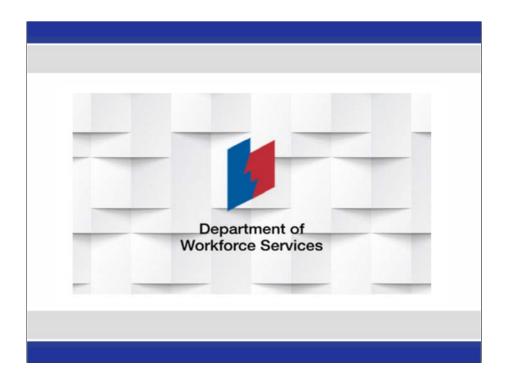
---------**What is Coaching**---------

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 from the University of Utah 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 survey the field. You may think of a person huddled around a group of swimmers instructing and encouraging them. 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.

Slide Transition: Note there is a slide transition built in here. The DWS logo will appear upon clicking. The image behind the DWS image is the google image.

If you were to google the word, "Coaching" 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 in Hollywood.

Question to Group: Has anyone seen the television series, "The Voice?" Ask a volunteer 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 in athletics, music, or drama, there seems to be a demand 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.

What can a coach do for you? Here is a sample of ideas of why people aspiring to higher levels of performance look into acquiring a Coach:

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 large sums of 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*

Effective Coaches:
➤ "Let's go!"
➤ Share knowledge
➤ Approachable
➤ Encouraging
➤ Partnership

Effective Coaches:
➤ Build relationships
➤ Learn from failure
➤ Get results by doing
➤ Provide opportunities for growth

A coach helps members of their team perform better than they are currently performing, 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
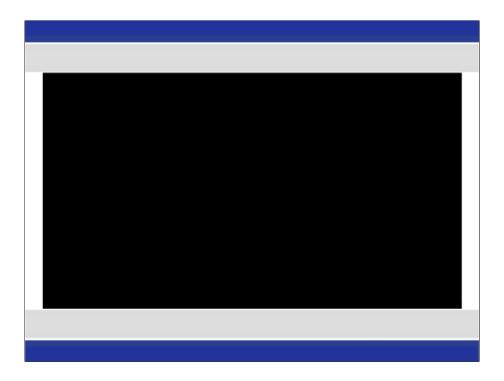• See's the relationship as a partnership

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 something, 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.

We'd like to show you a video of a coach in action with his team.

Ask the group to share their thoughts on whether they thought this man's coaching style of effective or ineffective.

---------**Coaching Myths**---------

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.

This slides contains a transition

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.

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.

Discussion: What do you think will happen if we implement coaching principles with our teams? Do you think we can replicate the same outcomes? What are some things we can do to have the same results?

There are transitions on this slide

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."

Discussion: What can this result mean for our department? How do we see coaching preparing future supervisors and managers and program specialists?

There are transitions on this slide

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.

There are transitions on this slide

Myth: Coaching takes too much time
Reality: You are already coaching your employees. You just may not realize it

---------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 or explained 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.

There are transitions on this slide

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."

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?

Please note there are animations in this slide

<u>Coaching is not mentoring:</u>

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.

The two boxes in this slide highlight some of the key differences. Reference the document entitled, "Supplemental Table: Slide 13 in Course 1" for the full table.

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

<u>Coaching</u>

<u>Mentoring</u>

Coaches are experts in specific areas

A mentor is a developmental facilitator

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
Mentoring is for your exceptional employees, people who show promise but

need help to become top performers

Coaches use terminology such as, "How can I support your learning?
Mentors use terminology such as, "My experience is....., and I know how….."

And Where would you like to go from here?"

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?

There are transitions on this slide

How does coaching supporting Leadership & Managing:

Leading (text in the slide is displayed in blue font) – 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:

> 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.

> 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 that individual performance, which translates directly into team performance. Coaching focuses on accomplishing the specific tasks that are directly tied to the vision.

> 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 that 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 is at the heart of coaching.

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

Managing (these activities are displayed in red text on the slide) – 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 leader and see how coaching compliments them:

Make Time for Employees – Above all, managing is a people job. When an employee needs to talk to you with, being available and approachable is imperative.   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.

Communication – Effective communication skills are paramount in managing people. Managers 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.

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 these skills in the employee. Delegation provides an opportunity for an employee to learn and practice a new skill

Motivating Your Team – 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.

Discussion - Explore with participants where they see leadership and coaching crossing over. How does coaching compliment leadership 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 that contains a worksheet with three columns. They are encouraged to write down the activities from the board.

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<p style="text-align:center">**Coaching Compliments Managing**</p>
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 leader and see how coaching compliments them:

> Make Time for Employees – Above all, managing is a people job. When an employee needs to talk to you with, being available and approachable is imperative.   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.

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<div align="center">---------A Case for Coaching---------</div>

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

Benefits to the department:
- Managing continuous change – 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.
- Building personal capability to match performance demands – 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;

    What new skills have you had to master?

    What new responsibilities have you added to your job?

    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 coachees to stretch beyond perceived personal limits and provide the guidance and feedback indispensable for skill mastery.

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

- <u>Improve retention</u> – Employees are more loyal and motivated when their bosses take time to help them improve their skills
- <u>Talent development</u> – 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.

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Benefits to employees:

</div>

- <u>Skill building</u> – Employees develop valuable skills and knowledge they can use to advance in their individual careers
- <u>Feeling of support</u> – Employees feel supported and encouraged by their supervisor and the department
- <u>Personal satisfaction</u> – 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.*

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.
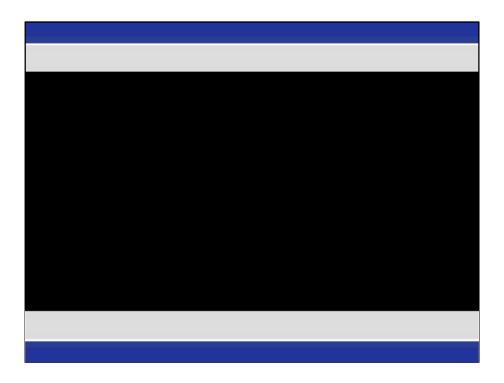
In addition to comparing ways in which coaching is different from managing, we also compared how it is different from mentoring. Coaching is designed for each member of a team, whereas mentoring is generally reserved for high performing employees looking to advance in the organization. The relationship 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.

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.

Discussion: What are some ways these coaches motivated and inspired their team? What

specific things did they do? What are some ways managers and supervisors are currently inspiring their teams? How can we start doing these activities?

Coaching quotes

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