PERFORMANCE MANAGEMENT
COACHING AND PERFORMANCE
GEORGIA PERIMETER COLLEGE

Module 2
Coaching and Performance with the GPC Strategic Plan
Agenda

1. Performance Management Process The Next Plateau
2. Aspects of Coaching At GPC
3. Coaching for Performance enhancements / Improvements
4. Leadership Influence Levels

At the end of today's session, please complete the Survey before leaving.
(The survey will also be used for attendance)
✓ Ways to analyze employee performance.
✓ Determining if an employee is able to change a behavior.
✓ The four main parts of the GPC Coaching Model.
✓ Five steps in enhancing/improving employee performance.
✓ Understand why coaching for employees differs from one person to another.
Performance Management Training and Competencies

Performance Conversations
- High Performing Teams
- Performance Management
- Continuous Improvement and Learning
- Planning and Implementation

Supervisor’s Role in Team Communication and Employee Recognition
- Transparency
- Inclusiveness
- Performance Management
- Communication

Goal Setting and Accountability
- Performance Management
- Planning and Implementation
- Innovative Solutions
- Organization Accountability

Improving Problem Performance
- Performance Management
- High Performing Teams
- Planning and Implementation
- Diplomacy

Performance Management Overview
Performance Management Training

Performance Conversations
- Information Gathering
- Recognition
- Feedback
- Enhance/Improve Performance

Supervisor’s Role in Communication and Recognition
- Team communication
- Day-to-day feedback and recognition
- Optimism and emotional intelligence

Goal Setting and Accountability
- Employee strategic goals
- Personal development goals
- Holding employees accountable

Improving Problem Performance
- Coaching for performance improvement
- Plans/goals for improving performance
- Disciplinary action

Performance Management Overview
The magic comes when two people communicate, break through their problems and obstacles, celebrate their success, and plan for more.

-K. McKirchy
Section One

- Coaching and Performance
Activity: Truths and Fallacies
(Supervisor Version)

Handout...
Truths, Fallacies

A.

GPC Performance Management Overview

F  Supervisors are omniscient, they see everything

T  Supervisors do not see everything, miss some things and sometimes take vacations.

Solution:
Train supervisors very well in the science of supervision and require employees to be highly involved in the performance process.
Appraisal instruments contain all the important dimensions of performance

It is not possible to account for all performance dimensions for all positions and for all types of employees on any single appraisal instrument.

Solution:
Performance management systems should consist of a process versus a form with narrowly defined purpose – performance improvement.
F  Coaching is not the managers job.

T  Coaching is a perspective that can be applied to management in any business

S  **Solution:**
Integrate supervision with coaching skill to create the best experience.
Truths and Fallacies Review

GPC Performance Management Overview
Performance Management

refers to the ongoing process of setting goals, self-assessment, manager assessment, coaching, development planning, and evaluation.
Performance Management Process
Outcomes...

Planning
- Position Description
- Performance Standards

Managing/Coaching
- Supplemental Employee Development
- Measurable Results
- Feedback/conversations

Evaluation
- Completed Performance Evaluation
- Goals
New Rating Scale

Did Not Achieve Results

Partially Achieved Expected Results

Achieved Expected Results

Achieve More Than Expected Results

Exceptional Achievement
Performance Management Features

1. GPC Performance Management Overview

<table>
<thead>
<tr>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Oriented</td>
</tr>
<tr>
<td>Non-Evaluative</td>
</tr>
<tr>
<td>(Does not only Evaluate)</td>
</tr>
<tr>
<td>Feedback Based</td>
</tr>
<tr>
<td>Dialogue Driven</td>
</tr>
</tbody>
</table>
1. Performance Management Features

<table>
<thead>
<tr>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
</tr>
<tr>
<td>Operational</td>
</tr>
<tr>
<td>Investigative</td>
</tr>
<tr>
<td>Continuous</td>
</tr>
</tbody>
</table>
Performance Management Features

GPC Performance Management Overview

Features

Multidimensional

Corrective

Integrative
Integrative:

To form, coordinate, or blend into a functioning or unified whole: unite
Section Two

- Performance Conversations
Performance Management

Prerequisites

Before the performance conversation model can be fully employed, there are several prerequisites...

1. Work should be designed to keep employees engaged.
2. Supervisors must partner with employees in a way that allows them to do their best work.
3. The performance management process must be aligned and coordinated to work with the GPC strategic plan in achieving optimal performance.
Starting with the end in mind!

- You have completed (or updated) the Position Description.
- You have contacted HR and checked into any concerns in regards to Position Descriptions changes.
- Together, you and each team member have drafted a set of goals that support organizational Objectives and Goals.
- Each team member has formulated Plans; and depending upon the amount of research this entails, you have decided to either finalize immediately or meet in two or three weeks to finalize.
Activity: What is X Theory Management?

Please list aspects of X Theory Management:

- Sticks and Carrots
- Negative Reinforcement
- Boss and Employee
- Control
- Machine Models of Productivity
What is X Theory Management

X Theory
- Sticks and Carrots
- Negative Reinforcement
- Boss and Employee Control
- Machine Models of Productivity

Y Theory
- Empowerment
- Engagement
- Employee Involvement
- Knowledge Management
- Job Enrichment
- Coaching

Please write answers on your Handout!
Analyzing an Employee’s Performance

- Personal Observation
- Reports / Performance related data
- Speaking with Others, Internal / External
Determining if an employee is able to change...

In addition, your employee may be restricted by other types of deficiencies which contribute to poor performance, but which cannot be resolved through coaching....

For example the situation may include a:

• Lack of technology
• Lack of policies / procedures
• Lack of vision / strategic intent of the organization
• Lack of tools
• Poor Process
• Lack of support / cooperation from other departments / work groups
Before you can offer the appropriate direction or support, you must first understand and diagnose the type of problem each employee is facing.

For example the team member may not:

• Understand how to find the information he needs
• Have the competence to compete the task
• Have access to a complete set of directions
• Want to do the assignment in the way it was designed
• Believe the task is valuable in the organization
• Have the ability to complete the assignment
Recognizing Behaviors

In each situation the reason the employee is not performing differs;

For example the team member may have a:

• Lack of knowledge
• Lack of skill
• Lack of motivation
• Lack of confidence
Recognizing Behaviors

In each situation the reason the employee is not performing differs;

For example the team member may have a:

• Lack of tools, eg. technology
• Lack of policies / procedures
• Lack of knowledge
• Lack of skill
• Lack of motivation
• Lack of confidence

Discussion…
Creating the Best Opportunity for Success...

Other Considerations

- Changing the performance objective
- Adjusting the performance measurement
- Altering the inputs or information supplied to the employee to achieve the objective
- Changing the requirements around the completion of the objective
- Altering the process
Creating the Best Opportunity for Success...

Other Considerations

- Changing other requirements that impact the employee’s time
- Providing more continuous feedback
- Introducing new consequences for deficient performance
- Introducing new learning opportunities
- Allowing more focus / practice time
Enhance / Improve Performance

Only ask an employee to enhance / improve performance, if it is in the employee’s control to do so!
$x + y^2 = \text{Great Performance}$

GPC Jaguars celebrate their third consecutive Georgia Junior College Athletic Association Region XVII soccer championship.

Fall 2007
LET'S TAKE A BREAK...
Section Three

Coaching
If Managers have a theory X perspective, nothing can be done to produce a high performing organization, because the employees will not give their very best performance to an organization they believe doesn't deserve their very best.

High performing organizations of the future will have one thing in common— they will treat employees well…
Activity: Coaching Challenge

List aspects of coaching, what great coaches do...
Write the terms below in the squares in the matrix. One term per square. You choose the square where you want the term. When you are finished you will have created your own individual "Coaching Challenge" game card.

<table>
<thead>
<tr>
<th>Listening</th>
<th>Appraisal</th>
<th>Delegating</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Expectations</td>
<td>Recognition</td>
<td>Training</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Counseling</td>
<td>Networking</td>
<td>Goal</td>
</tr>
<tr>
<td>Feedback</td>
<td>Communications</td>
<td>Orientation</td>
<td>Mentor</td>
</tr>
</tbody>
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Before the performance conversation model can be fully employed, there are several prerequisites...

1. Work should be designed to keep employees engaged.
2. Supervisors must partner with employees in a way that allows them to do their best work.
3. The GPC Strategic Plan must be aligned and coordinated to work with the Performance Management Process in achieving optimal performance.
Aspects of: Coaching At GPC

1. Information Gathering
2. Recognition
3. Feedback
4. Enhance / Improve Performance
Coaching employees means different things to different people. People usually mention two or three of the following items.

- Providing and clarifying direction
- Encouraging the development of performance and goals
- Giving feedback and listening to create Trust
- Serving as a source of expert guidance and advice
- Making suggestions for improvement
- Helping people with their work
- Providing encouragement and building self-confidence
- Enhancing / Improving Performance
Coaching: **The Four Primary Task**

- Providing and clarifying direction
- Encouraging the development of performance and goals
- Giving feedback and listening
- Serving as a source of expert guidance and advice
- Making suggestions for improvement
- Helping people with their work
- Providing encouragement and building self-confidence
- Motivating and keeping up morale
- Removing barriers and providing resources
- Providing technical training (develop skills, knowledge, abilities)
- Assisting and guiding career development (advancement and education)
- Supporting people in personal development (e.g. relationship, political issues)

1. Information Gathering
2. Recognition
3. Feedback
4. Enhance / Improve Performance
Understanding the Coaching Model

- **Information Gathering**
  - Monitor Employee Performance

- **Recognition**
  - Determine Ways To Motivate/Improve The Situation

- **Feedback**
  - Share Constructive Feedback

- **Enhance / Improve**
  - Guidance and Direction
Understanding the Coaching Model

• Monitor Employee Performance

In the first component of the Coaching Model, you will use the output of the planning phase. **Position Description, Performance Objectives, and Performance Plans.**

You will observe each team member’s performance in these area's, and note behaviors indicating success or growth potential in carrying out these duties. Talk with others who interact with the employee to get feedback as well.
Understanding the Coaching Model

As the behaviors are monitored, you will need to determine if the behaviors you observed are appropriate for recognition.

Module 3 brings more focus to this area.

• Determine Ways To Recognize Motivate
Understanding the Coaching Model

• Share Constructive Feedback

Sharing feedback is ongoing and continual; therefore, it should be developed and delivered in a constructive, caring way. However, ultimately it is important to determine if the direction and or/support you provided helped or not. If it did, celebrate together. (If not, provide constructive feedback and then return to the first component of the coaching model) (Info Gathering) to observe new behaviors, diagnose requirements, determine new ways to support, determine if employee has the ability to change based upon internal and external factors.
In moving towards performance conversations, consideration must be given to key aspects in advance. Follow the GPC model to ensure each detail is covered leading to the *Five Steps in Enhancing / Improving Employee Performance*. 
GPC Coaching  Considerations for Conversations

Preparing the performance conversations

Observe employee behavior / job performance

Provide recognition of behavior you wish to sustain, accomplishments, progress towards goals

Provide constructive feedback including useful information, guidance, clarification / re-direction, changes in process / procedure, etc.

Determine if there maybe problems that require improvement or opportunities to enhance performance

If Yes

Seek additional information from employee and others
GPC Coaching  Considerations for Conversations

1. Seek additional information from employee and others
   - Does the employee have what is needed to change behavior?
2. Does employee have the knowledge, tools/resources required to make the desired change?
3. Can the employee control/change process?
4. Have any identified obstacles been addressed and eliminated?

If yes to all 4 questions
- If no to any question

Determine what you can do to change any no’s to a YES
If yes to all 4 questions

Work with employee to enhance / improve performance

- OPEN
- Clarify & Confirm
- Explore
- Agree
- Close
**GPC Coaching Considerations for Conversations**

**OPEN**
- Set the stage
- Review the agenda
- State the purpose & why it is important
- State the desired outcome & why it is important

**Clarify & Confirm**
- Fact find, discuss, listen
- Exchange background information
- Outline issues, concerns, objections
- Respond to questions

**Enhancement**
- Focus on getting even better
- Focus on how they do it now, what works, what could be even better

**Improvement**
- Focus on improving a problem
- Focus on what they do now and why it is better to change
GPC Coaching  Considerations for Conversations

Explore
- Ask questions
- Seek & share ideas & suggestions
- Develop alternative solutions and actions
- Challenge assumptions

Agree
- Check for mutual understanding: agree to solutions & actions. Develop a plan: who will do what and when

Enhancement -&gt; focus on ways to do it even better for efficiency / effectiveness

Improvement -&gt; Focus on ways to improve in order to eliminate problems

Enhancement -&gt; Ensure there is understanding of the value of change

Improvement -&gt; Ensure understanding of why things must change
Close

Summarize understanding, agreements, & follow-up actions
End on a positive note: express appreciation, confidence, enthusiasm, etc.
Establish time to follow-up

Enhancement-> focus on positive impact on efficiency, services to students / continuous improvement

Improvement-> Focus on job performance, process, team work!
**OPEN**
- Set the stage
- Review the agenda
- State the purpose & why it is important
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- Enhancement -> focus on getting even better
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**Agree**
- Check for mutual understanding: agree to solutions & actions
- Develop and action plan: who will do what and when
- Enhancement -> Ensure there is understanding of the value of change
- Improvement -> Ensure understanding of why things must change

**Close**
- Summarize understanding, agreements, & follow-up actions
- End on a positive note: express appreciation, confidence, enthusiasm, etc.
- Establish time to follow-up
- Enhancement -> focus on positive impact on efficiency, services to students / continuous improvement
- Improvement -> Focus on job performance, process, team work!
Understanding the Coaching Model

• Guidance and Direction

Five Steps in Enhancing / Improving Employee Performance

1. Open
2. Clarify & Confirm
3. Explore
4. Agree
5. Close
Understanding the Coaching Model

• Guidance and Direction

✓ Set the stage
✓ Review the agenda
✓ State the purpose & why it is important
✓ State the desired outcome & why it is important
Understanding the Coaching Model

• Guidance and Direction

Clarify & Confirm

✓ Fact find, discuss, listen
✓ Exchange background information
✓ Outline issues, concerns, objections
✓ Respond to questions
Understanding the Coaching Model

• Guidance and Direction

[Image]

Explore

✓ Ask questions
✓ Seek & share ideas & suggestions
✓ Develop alternative solutions and actions
✓ Challenge assumptions
• Guidance and Direction

Agree

✓ Check for mutual understanding: agree to solutions & actions
✓ Develop a plan: who will do what and when
Understanding the Coaching Model

• Guidance and Direction

Close

✓ Summarize understanding, agreements, & follow-up actions
✓ End on a positive note: express appreciation, confidence, enthusiasm, etc.
✓ Establish time to follow-up
What Are You Gonna Do?

1. A person’s performance, which has been good, begins to slip;
2. A person is having trouble meeting commitments;
3. A person obviously needs help resolving a problem or
4. A person comes to you and ask for assistance.
Section Four

- Leadership
- Influence
- Levels
Influencing People...

**Influence Levels**

1. Position
2. Permission
3. Production
4. People
Influencing People...

1. **Position Level:**

People follow you because they have to.

Certain “rights” given like at work
Influencing People...

2. Permission Level:

People follow you because they want to. This is the first relationship level.

People like you
Influencing People…

3. **Production Level:**

Results…now things are better because of your influence.

You are growing the organization.

Morale and momentum kicks in.
Influencing People…

4. People Level:

Results…now people are better personally because of your influence.

You are growing the people.

Loyalty kicks in.
Influencing People the Real Difference…

3. *Production Level*: growing the organization

4. *People Level*: You are growing the people personally

*How do you get to Level 3 and 4?*

*Coaching...*
Situational Leadership...

- Supporting Behavior:
  - D3: Supporting
  - S3: Directing
  - S4: Delegating

- Directing Behavior:
  - D2: Coaching
  - S2: Supporting
  - S1: Directing
  - D1: Delegating
Situational Leadership...

Handout...

D1
Low Competence
High Commitment

D2
Low to Some Competence
Low Commitment

D3
Moderate to High Competence
Variable Commitment

D1
High Competence
High Commitment
1. Make an overview per employee of his/her tasks
2. Assess the employee on each task (D1…D4)
3. Decide on the **leadership** / (**management**) style per task (S1…S4)
4. Discuss the situation with the employee
5. Make a joint plan
6. Follow-up, check and correct
**Steps in Situational Leadership.**

Strengths of the Situational Leadership model. Benefits

- Easy to understand
- Easy to use

Considerations of the Situational Leadership model.

- The model fails to distinguish between leadership and management.
- Leadership is not primarily about making decisions – it is about inspiring people to change direction behavior.
Testing.../ Learning Objectives

- Ways to analyze employee performance.
- Determining if an employee is able to change a behavior.
- The four main parts of the GPC Coaching Model.
- Five steps in enhancing/improving employee performance.
- Understand why coaching for employees differs from one person to another.
How Do You Rate?

Activity:

On the provided tent card, write your coaching Strength on the outside and your Area of Growth on the inside. Place your card tent in front of you on the table...

Strengths / Area's of Growth
GPC Performance Management Process (PMP)

- Vision
- Mission
- Goals
- Core Values

GPC Strategic Plan

- Planning
- Managing
- Evaluating

The Process
What’s Next?

• Manager’s Role in Communication and Employee Recognition (Module 3)
✓ Performance Conversations and Coaching (Module 2)
• Goal Setting and Accountability (Module 4)
• Improving Problem Performance (Will be offered in May or June)
Please Complete Our Survey