Coaching and Counseling
The Importance of Relationships

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Objectives

- Overview of coaching, counseling, and importance of relationship building

- Elements and enemies of relationships for effective coaching and counseling

- Introduction of a 3 step model

- Coaching and counseling for performance

- Sideways coaching

Relationships

➤ Basic human need

➤ Provides the foundation for communication

➤ Inherently neither good nor bad

➤ Provides the context for coaching and counseling that takes place

Coaching and Counseling

➤ Coaching

  ▪ Coaching assists individuals in getting from where they are to where they need to be with performance

  ▪ Positive, affirmative, future focused

➤ Counseling

  ▪ Addresses past issues

  ▪ Builds framework for future work

Relationship Elements and Enemies

"You will know (the good from the bad) when you are calm, at peace, passive. A Jedi uses the Force for knowledge and defense, never for attack."
- Master Yoda

Relationship Elements and Enemies

➤ Use the force

- Demonstrate genuine care and concern
- Demonstrate contractual, communication, and competency trust
- Build on what works

➤ Beware of the dark side

- Inconsistent communications or standards
- Judgments vs. pinpoints

Element 1: Demonstrate Care and Concern

➤ Requires ongoing effort and takes time

➤ Must be genuine, know your audience

➤ Consider the boundaries of others

➤ Respect is foundational and continuously built

➤ Consider power imbalances

  ▪ Think about your own emotions
  ▪ Be open to the other side of the story

Element 2: Demonstrate Trust

Contractual

- Keep agreements
- Establish boundaries
- Delegate appropriately
- Manage expectations
- Be consistent
- Encourage mutually serving intentions

Communication

- Share information
- Tell the truth
- Admit mistakes
- Maintain confidentiality
- Speak with good purpose
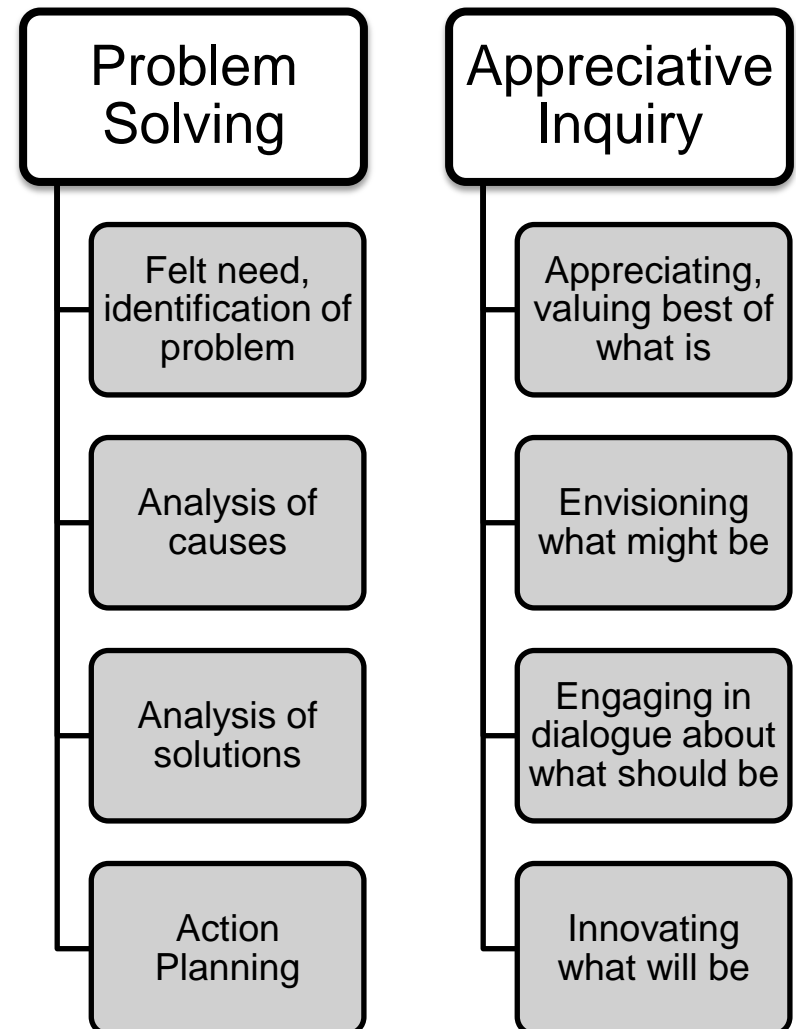- Give and receive constructive feedback

Competence

- Allow people to make decisions that impact their work
- Involve others in decision making and seek their input
- Help people learn skills
- Acknowledge people's knowledge, skills, and abilities

Adapted from Reina , M., and Reina, D.,
Trust and Betrayal in the Workplace, 2006.

Element 3: Build on What Works

➤ Employees need to hear approximately 5 positives for every negative they hear

➤ Use appreciative inquiry

- Gets at individual motivators
- Provides positive focus for discussion
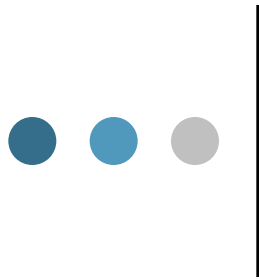- Keeps people from feeling defensive

Problem Solving
Felt need, identification of problem
Analysis of causes
Analysis of solutions
Action Planning

Appreciative Inquiry
Appreciating, valuing best of what is
Envisioning what might be
Engaging in dialogue about what should be
Innovating what will be

Enemy 1: Inconsistencies

➤ While each individual is different, relationships require consistency and predictability

  ▪ Know your own values, operate off of personal values

  ▪ Be aware of different communication styles

  ▪ Use position descriptions and related expectations to discuss work issues

➤ Turn to your neighbor: How can trust be damaged by inconsistency?

Enemy 2: Judgments

➤ Judgments create defensiveness

➤ Blur the message that is being conveyed

➤ Inserts emotion into an otherwise objective situation

➤ Creates conflict instead of collaboration

➤ Turn it around:

  ▪ Step away from the situation to reframe your concerns

  ▪ Pinpoint specific behavior

  ▪ Use clear examples

Judgments vs. Pinpoints

Judgments

➤ Lazy

➤ Unreliable

➤ Unfocused

➤ Conscientious

➤ Hard working

➤ Dedicated

Pinpoints

➤ # of errors

➤ # of times absent

➤ # missed meetings

➤ % attendance

➤ # of OT volunteered

➤ # of tasks completed

Using Pinpoints vs. Judgments

➤ Turn to a partner and pin-point the following statements:

- *Brad is disrespectful.*

- *Jamie is really whiney.*

- *Chris lacked initiative through the whole project.*

The Process

"If you end your training now, if you choose the quick and easy path as Vader did, you will become an agent of evil."
- Master Yoda

SBI - Situation-Behavior-Impact

> Situation

- Describe the situation you have witnessed-tell the story.

> Behavior

- Describe specifically the things you have observed the person doing.

> Impact

- Describe how the behaviors impacted you and others in the situation.

Situation

- Describe the specific situation in which the behavior occurred, for example:

  - "On Tuesday, in the break room with Carol and Fred," *rather than,*
  - "A couple of days ago at the office with some people…"

- Describing the specific location and time of the behavior creates context for your feedback recipients, helping them remember clearly their thinking and behavior at the time.

- Telling the story with specific detail will make your message clearer.

Behavior

➤ Can be difficult to identify and describe.

➤ Most common mistake is communicating judgments by using adjectives rather than pinpointing behavior, for example:

- ▪ *"He spoke at the same time another person was speaking."* **rather than**
- ▪ *"He was rude during the meeting."*

➤ Describe body language and tone of voice

➤ Describe word choice and speaking manner

Impact

➤ Describe what reaction you had to the behavior, for example:

- ▪ "I thought you showed interest when you asked for the group's opinions."
- ▪ "When you told me at the meeting that my concerns about the deadlines were 'overblown', I felt belittled."

➤ By communicating the personal impact, you ask the person to view the behavior from your perspective.

➤ Describe impacts on the department, other staff, customers, processes, and you.

➤ Use the classic feedback phrasing, "When you did (behavior), it caused (impact)…"

Using S-B-I

➤ Turn to a partner. Using an example from your own work experience, create a communication which expresses the situation, behavior, and impact.

Coaching for Performance

"Always pass on what you have learned."
                    - Master Yoda

Coaching/Counseling for Performance

➤ In general, people need to know:
- What is expected of them.

- How they are going to be measured.

- How they are progressing.

➤ Relationships are strengthened when people know what to expect from each other.

➤ Expectations that are not understood, cannot be met, or are not shared, increase the likelihood of disappointment, criticism and conflict.

Purpose of Position Descriptions

➤ Describes the specific duties, functions and responsibilities of a position and the percentage of time spent on each for each position

➤ Defines specific jobs based on needs of the organization not employees holding the positions

➤ Allows supervisors to create performance expectations based on tasks of each position

Clarifying Expectations

➤ Expectations can be defined by four standard elements:

- **Quantity of Work** - How much work needs to be done.

- **Quality of Work** - How well work needs to be done.

- **Dependability -** How dependable the employee is expected to be.

- **Interpersonal Relationships** - Who, when, and how, employee is expected to build working relationships.

Clarifying Quantity

➢ Quantity

- How timely and efficiently is an employee in the position expected to perform?

- During peak periods, how much work is the employee expected to produce?

- Is the employee expected to seek out additional work when work is completed?

Clarifying Quality

➤ Quality

- At what level is the employee expected to utilize, adhere to, and explain policies and procedures?

- What level of independent judgment is expected out of an employee in this position?

- Is the employee expected to take initiative, create new procedures, and inform appropriate personnel when applicable?

- Is the customer satisfied with the quality of the service or product delivered?

Clarifying Dependability

➤ Dependability

- Is the employee expected to develop or fulfill specific work timelines?
- What level of independence must the employee demonstrate on assignments?
- Is the employee having issues of timeliness or absenteeism unrelated to approved medical leave?

Clarifying Expectations

➤ Interpersonal relationships

- How important are communication skills and information sharing to the position?

- Should the employee recognize different communication styles and modify their approach accordingly?

- Is it important for the employee to get along well with others and be seen as a positive team player?

Communicating Expectations

➤ Hold a meeting:

- Review PD at hire, when performance issues arise, and when PD changes.
- Explain that the PD establishes the foundation for assessment of performance.
- Acknowledge need for feedback.
- Be descriptive.
- Discuss potential training needs.
- Document the meeting

Sideways Coaching

"Patience you must have, my young padawan."
        - Master Yoda

Sideways Coaching

- Coaching and counseling that occurs outside of a traditional supervisory relationship
    - Lateral – with peers
    - Leadworkers
- Use appreciative inquiry
- Be aware of differing roles and power imbalances
- Be open to feedback
- Contact a supervisor, HR, or EAP for situations that require more intensive mediation

Sideways Coaching

➤ Step away from the situation

➤ Confirmation

  ▪ Establish the relationship and common purpose
  ▪ Acknowledge the other person's viewpoint

➤ Contradiction

  ▪ Use non-judgment language to embrace discomfort
  ▪ Identify your contradictions in experience

➤ Continuity

  ▪ Provide a pathway forward
  ▪ Encourage forums for ongoing support

Adapted from: Diane J. Goodman (2001)
and Robert Kegan (1982)

Putting it into Place

➤ What did we learn and why does it matter?

➤ What will you practice?

➤ Questions?

➤ Need additional assistance?

  ▪ Contact Human Resources
  ▪ 608-266-4615

"Do or do not. There is no try."
- Master Yoda