



PHASE II
PERFORMANCE
COACHING

ePerformance Manager Guide
2009

Module Objectives

At the end of this module, you will:

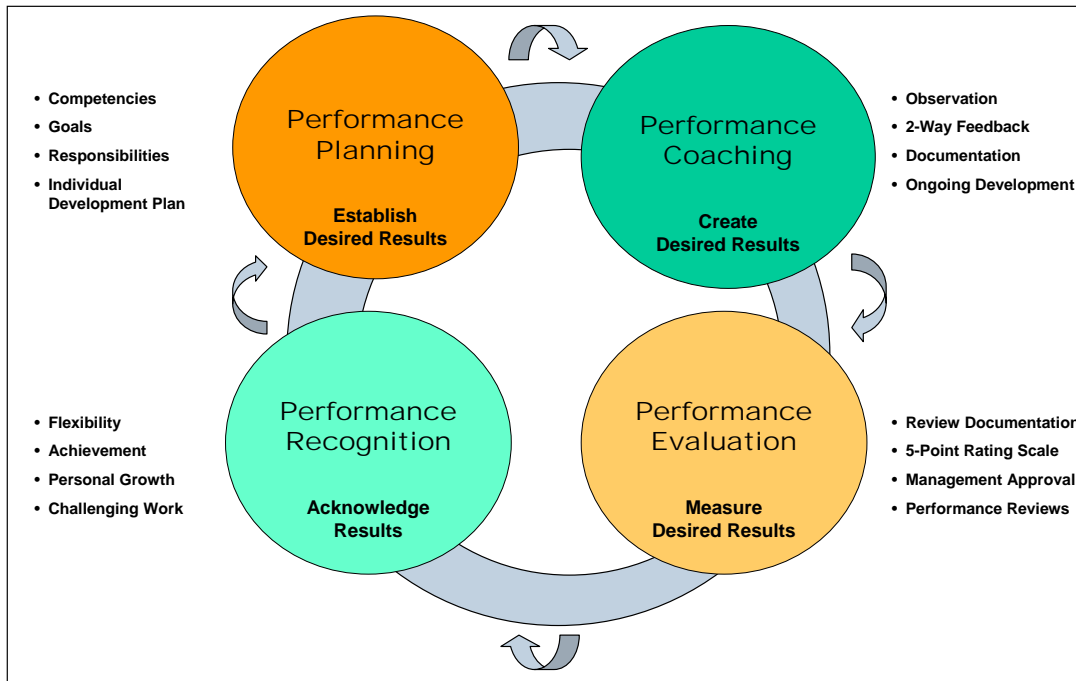
- Understand the value of coaching in managing and developing performance
- Know how to create a supportive and motivational feedback process
- Understand the appropriate feedback approaches and guidelines
- Create and practice a coaching discussion
- Examine the role of documentation in performance coaching

Phase II: Performance Coaching

- The Performance Coaching phase allows the manager and employee to participate in ongoing discussions to create desired performance results.
- The manager observes employee performance during the year and provides ongoing feedback.
- The IDP is used to identify and track activities that contribute to employee development.
- Development activities are created and implemented to support employee performance needs.



Performance Coaching 4-Phase Model





Overview

Performance management is not a once-a-year evaluation and planning session. It is a year-round process in which the employee executes on their performance plan and the manager provides ongoing coaching and development.

Employees receive one formal review period. However, informal feedback sessions are conducted throughout the year. Coaching and development is an 11-month process, culminating into the 12th month of evaluation.



Performance Coaching Overview

- Coaching performance of employees is expected of all managers.
- Performance management is not a once-a-year evaluation and planning session.
- It is a year-round process in which the employee executes on their performance plan and the manager provides ongoing coaching and development.
- Informal feedback sessions are conducted throughout the year.
- Coaching and development is an 11-month process, culminating into the 12th month of evaluation.



Goals of Coaching

Coaching is used for three general purposes:

- To **initiate** a desired competency or goal
- To **maintain** successful performance
- To **stretch** performance to the 'next level'



Performance Coaching Goals of Coaching

- To initiate a desired competency or goal
- To maintain successful performance
- To stretch performance to the 'next level'





Group Exercise

- Take a moment to reflect on all of the coaching experiences in your life. These experiences can relate to work relationships, youth sports teams, home/parenting or community activities
- Create a flipchart with 1 or 2 word adjectives that describe those experiences
- Place a (+) and (-) beside each adjective that resulted in positive or negative outcomes



3 Steps to Performance Coaching

The most effective coaches...

Describe behavior (observation) vs. interpret behavior (opinion)

- What do I see? vs. What does the behavior mean?

Provide and Encourage balanced/2-way feedback

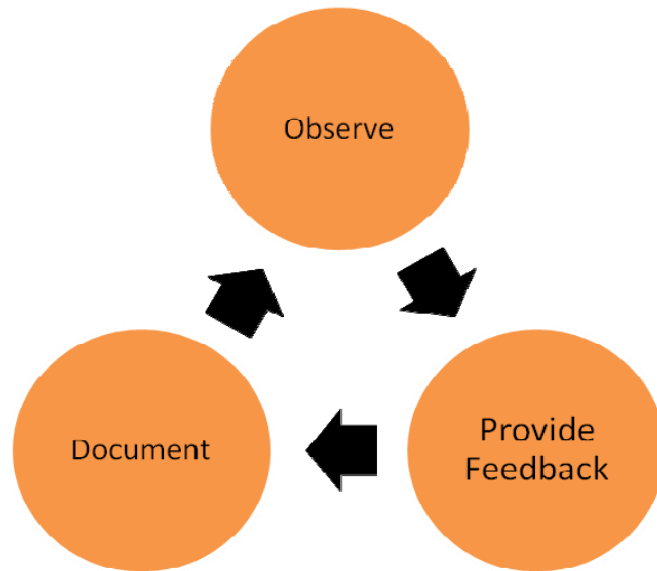
- Positive
- Corrective

Document and record signification actions, changes, and behaviors

- Employee work results
- State and/or Agency change initiatives
- Formal/informal discussions
- Individual Development Plan updates (IDP)



Performance Coaching 3 Steps to Performance Coaching





Step 1: Observe

An effective coach determines WHAT they are observing prior to the observation. The observations should align with the competencies, goals and responsibilities explained during the Planning Phase.



Performance Coaching Step 1: Observe

■ Prepare for the Observation

- Review the employee’s IDP
- Focus on one competency, goal or responsibility
- Review the “successful performer” behavioral competencies
- Create a checklist of desired behaviors to observe
- Analyze data on current performance results
- Schedule and prioritize your observation sessions
- Choose the most appropriate method to observe

■ During the Observation

- Explain the coaching process to the employee so they know what to expect
- Use the checklist and record what you see and hear
- Focus on observables, not judgment and/or opinions
- **List the observable behaviors**
- Recognize successful performance and offer ‘on-the-spot’ praise





Performance Coaching Opinion v. Observation

Opinion/Judgment	Observables
Subjective	Objective
<ul style="list-style-type: none">Based on standards internal to the observer	<ul style="list-style-type: none">External to the observer
<ul style="list-style-type: none">Ego driven/based on 'self'-interpreted by the observer	<ul style="list-style-type: none">Actually happened
<ul style="list-style-type: none">"What does my manager want me to do?"	<ul style="list-style-type: none">"I know exactly what my manager expects from me!"
<ul style="list-style-type: none">Example: "You should work on the way you talk to your co-workers."	<ul style="list-style-type: none">Example: "One option is to demonstrate active listening by asking clarifying questions and taking notes."



Step 2: Provide Feedback

An effective coach takes every opportunity to provide balanced feedback on HOW the employee is performing. Balanced feedback allows a manager to discuss the employee's strengths and development opportunities.



Performance Coaching Step 2: Provide Feedback

■ Prepare for Feedback Session:

- Review the employee’s IDP
- Base feedback on observation checklist
- Review the “successful performer” behavioral competencies
- Analyze data on current performance results
- Schedule and prioritize your feedback sessions

■ During the Feedback Session:

- Explain that notes will be taken
- Allow employee to identify successes and challenges first
- Ask questions to gain understanding or agreement
- Compare actual performance to desired performance
- Share the observable behaviors with the employee
- Identify how the employee’s performance helped/hindered Agency goals
- Recognize successful performance



Feedback and the Multi-Generational Workforce

Below is a general approach to understanding the multi-general workforce.

	HELPFUL HINTS	STRATEGIES
Senior and Silent	<ul style="list-style-type: none"> Electronic forms of communication are impersonal and complex. Formal communication is preferred using proper channels View of Feedback: <i>“No news is good news” and “As long as I am not hearing from the boss, I am doing okay”</i> Will conform to feedback 	<ul style="list-style-type: none"> <i>One on One communication in person, by phone or personal note</i> <i>Prepare worker (in advance) for feedback session and explain “why”. Provide reports to review in advance.</i> <i>Tie individual performance to the State and agency acknowledging their experience and dedication to service</i> <i>Speak positively to the ‘history’ of the agency</i> <i>Refrain from references to their ‘age’</i>
Baby Boomer	<ul style="list-style-type: none"> Uncomfortable with conflict and autocracy. Somewhat formal communication is preferred through a structured network by mixing electronic with face to face. View of Feedback: <i>“Play nice”</i> Will compete during feedback 	<ul style="list-style-type: none"> <i>Provide a variety of communication methods (meetings, email, reports, conference calls)</i> <i>Allow employee to add their suggestions and observations before giving feedback and allow them to accept ownership</i> <i>Tie individual performance to the importance function or position</i> <i>Create time for informal conversations</i> <i>Acknowledge that they are carrying a ‘lions share’ of the agency workload</i>
Generation X	<ul style="list-style-type: none"> Casual and direct. Somewhat skeptical and prefers electronic communication methods. View of Feedback: <i>“I’m not sure if this is in my best interest”</i> Will challenge during feedback 	<ul style="list-style-type: none"> <i>Utilize all types of electronic tools (PDA, online calendar, shared networks, webcasts, conference calls)</i> <i>Allow employee to collaborate (and possibly lead) the discussion</i> <i>Tie individual performance to individual career goals</i> <i>Communicate perceived negative news quickly and refrain from ‘sugar coating’ the message. Use logic and reason</i> <i>Save meetings for issues that truly require face to face interaction</i>
Generation Y and Millennial	<ul style="list-style-type: none"> Fast, casual, and direct and high tech. Eager to please and prefers electronic communication methods. View of Feedback: <i>“Okay”</i> Will comply during feedback 	<ul style="list-style-type: none"> <i>Provide a variety of communication methods (meetings, email, reports, conference calls)</i> <i>Offer opportunities to broaden skills</i> <i>Tie individual performance to the people involved with the project</i> <i>Acknowledge their talents and fresh perspectives and be willing to learn from them</i> <i>Keep conversations to a minimum and periodically follow-up</i>



Group Exercise

- Table groups will be assigned one of the workforce generations
- Discuss the employee 'needs and wants' and determine strategies that a manager can use to 'customize feedback' that results in an effective and efficient session.



Approach to Positive Feedback

Providing positive feedback encourages the employee to strive for even better performance and is crucial for good manager-employee relationships. The guidelines for giving positive feedback:

1. Recognize good performance when it happens

When you catch someone “doing it right,” let him or her know. Mention the positive performance immediately to the employee.

2. Be specific about what was good

Telling the employee that he or she “did a good job” is not specific enough. Ensure that the employee understands how the expected level of performance was achieved so that repeat performance is possible.

3. Relate performance to goals

Explain to the employee how his or her good performance relates to the goals of the work unit and the wider organization. Such discussions can add to the employee’s feeling of self-worth. This is more important for new or inexperienced employees.

4. Offer public or private praise

Giving praise in a public setting allows other employees to see that good performance is acknowledged. Realize, however, that some individuals do not like to be praised in public. It is helpful to ask individual employees how they like to be recognized.

5. Mean what you say

Provide honest feedback for specific achievements; never give positive feedback because “it’s this employee’s turn.” Support the employee and demonstrate that you appreciate his or her efforts.



Performance Coaching Approach to Positive Feedback

- Describe the behavior/result
- Describe why the behavior is important
- **Ask employee for input**
- Encourage repeat performance



Approach to Corrective Feedback

Providing corrective feedback is extremely difficult, especially if it revolves around a sensitive issue. When performed effectively, corrective feedback will solve day-to-day productivity problems and help to prevent future occurrences. The guidelines for providing corrective feedback include:

1. Address problems as soon as possible

Acknowledge immediately so that the employee understands the importance of the performance issue.

2. Be specific about what was unsatisfactory

It is just as important to be specific about the unsatisfactory performance as it is to be specific about the satisfactory performance. Ensure that the employee understands why his or her performance is not meeting the expectations. Cite examples of the employee's performance and provide examples of how to meet expectations.

3. Use the opportunity to improve skills

Rather than being punitive, use the experience as an opportunity to help the employee improve his or her performance. Ask the employee to describe the facts and circumstances surrounding the situation, identify what caused the problem, and offer suggestions on how to fix the problem.

4. Describe the effect on goals

Describe the impact of the unsatisfactory performance on the individual, the work unit or department, as applicable. Restate the cascaded goals and show the significance of the contributions and the benefits to others when the performance meets or exceeds expectations.

5. Aim at commitment

Secure a commitment from the employee to do better and to work toward meeting the desired expectations. This is the surest way to make sure that the performance improves.

6. Protect the employee's self-esteem

The focus of corrective feedback is identifying and correcting unacceptable results or behaviors. It is not "fixing" the individual. Acknowledge what happened, how it happened and why it happened.



Performance Coaching Approach to Corrective Feedback

- Describe what the employee is doing or not doing that is unacceptable
- Describe the effects of the behavior/results
- **Ask for the employee's input (listen/probe)**
- Describe/restate the expectation
- **Ask for a solution**



Step 3: Documentation

Documenting performance provides information and reminders of what occurred throughout the entire review period.



Performance Coaching Step 3: Documentation

■ Prepare Documentation:

- Update the IDP
- Enter notes into ePerformance (Performance Notes)
- Encourage the employee to document their performance results and actions
- Refrain from documenting 3rd party observations

■ During Documentation:

- Document **OBSERVABLES**, not opinion
- Record the accomplishments and achievements as well as corrective actions
- Share you observations with the employee at the time
- Document significant informal discussions



3 Areas of Documentation

- Managers are required to keep a separate file for each employee. Employees have access to their personal productivity file upon demand. No employee is allowed to see another employee's file.
- A manager can keep performance notes for each employee in ePerformance. The employee does not have access to the manager's performance notes. Likewise, an employee can keep performance notes throughout the year to document his or her accomplishments and activities. The manager does not have access to the employee's performance notes.
- The method used to record the manager's observation is up to the manager as long as the appropriate confidentiality is observed.
- Managers are encouraged to document noteworthy incidents of employee performance (positive or negative).
- Observations can be shared with the employee either verbally or in writing



Performance Coaching 3 Areas of Documentation

- An **employee's work results and behaviors** using the expectations that were developed during the planning phase
- Any **significant discussions** related to an employee's performance. This may include positive performance and corrective feedback
- **Development plans** initiated during the performance period



Types of Manager Documentation

Managers are encouraged to maintain performance notes as an aid to coaching and developing employees.



Performance Coaching Types of Manager Documentation

- Strengths or areas for improvement in performing the job
- Self-development initiatives and activities
- Progress in coaching sessions
- Cooperative efforts with others
- Failure to complete tasks
- Suggestions, ideas or actions to make workflow efficient
- Verbal or written complaints you have verified
- Compliments you have received about an employee
- Self-evaluation given to you by the employee about his or her performance
- Records of adherence to and violations of employment policies and procedures



Types of Employee Documentation

Employees are encouraged to maintain performance notes as an aid to track and monitor performance, etc.



Performance Coaching Types of Employee Documentation

- Observations concerning the work or the working conditions
- Ideas and suggestions for improving performance
- Self-improvement initiatives
- Responses to the manager's documentation
- Progress in special assignments, delegations, or development plans



Ongoing Development in the System Process

- Georgia ePerformance allows a manager to keep performance notes for each employee in one location
- The employee does not have access to the manager's performance notes
- An employee can keep performance notes throughout the year to document his or her accomplishments and activities
- The manager does not have access to the employee's performance notes

