



PHASE II
PERFORMANCE
COACHING

ePerformance Trainer Guide
2009

Module: Performance Coaching

Module Total Time: 1 Hour and 20 minutes

- Includes a 10 minute break

Trainer Goals:

- Provide an interactive coaching environment that encourages managers to embrace the role of coaching
- Demonstrate the value of relationships with employees to achieve performance goals
- Stress the importance of using the IDP as an ongoing tool for development

Trainer Flow:

- Objectives
- 4-Phase Model
- Overview
- Goals of Coaching
- Exercise: The Coaching Experience
- 3 Steps to Performance Coaching
- Step 1: Observe
- Exercise: Opinion v. Observation
- Step 2: Provide Feedback
- Feedback and the Multi-Generational Workforce
- Exercise: Feedback Strategies
- Approach to Positive Feedback
- Approach to Corrective Feedback
- Step 3: Documentation
- 3 Areas of Documentation
- Discussion: Types of Manager Documentation
- Discussion: Types of Employee Documentation
- Ongoing Development in the System Process

Trainer Materials:

- Manager Guide
- Trainer Guide
- Appendix
- Easel Pad or Whiteboard
- Markers
- PowerPoint Slides
- Handout: Successful Performer in Customer Service

Manager Materials:

- Manager Guides for all participants

Overview

Trainer Notes:

Provide handouts for the **Successful Performer in Customer Service**

INTRODUCTION AND OBJECTIVES

SAY: Hello. Welcome to the Performance Coaching module of the Georgia ePerformance Management Process training.

REFER TO GUIDE: Module Objectives

SAY: 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

ASK: What questions do you have regarding the objectives of this module? (Responses will vary).

SAY: The next slide illustrates how the coaching phase creates the desired results that were established during the planning phase. Performance coaching is the ongoing component of the performance management process. Remember, performance management is not a once-a-year event.

READ PPT: 4-Phase Model (PERFORMANCE COACHING ONLY).

SAY: Effective performance coaching allows the manager and employee to share the responsibility of performance, eventually creating a 'self-directed' performance based organization. Effective performance coaching **CREATES** the desired performance results for each employee. The 2nd phase of the model is the ongoing development strategy for each employee to be successful in the State of Georgia.

REFER TO GUIDE: Phase II: Performance Coaching

SAY: Take a moment on your own to read the highlights of the performance coaching phase on the left page in your guides.

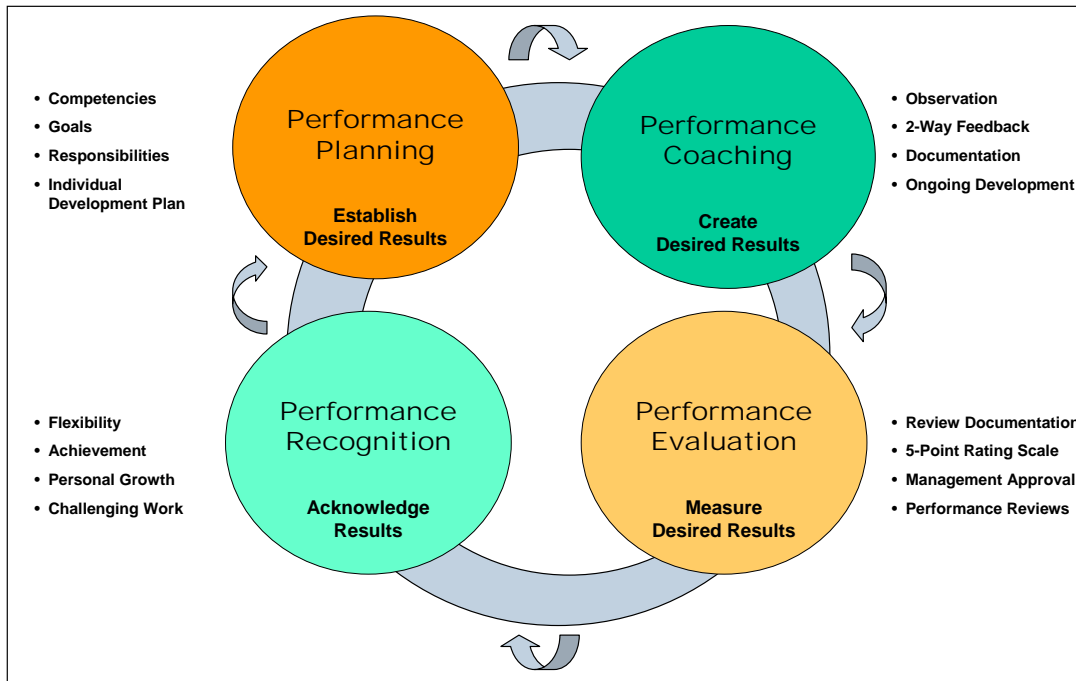
Trainer Note: Allow 1 minute for participants to read the guide.

SAY: Let's take a look at the next slide that provides an overview of the Performance Coaching Phase.

TRANSITION



Performance Coaching 4-Phase Model





Overview

READ PPT: Overview

SAY: Most managers provide performance coaching on a routine basis. The most effective managers use informal and formal methods to coaching their employees on the desired skills, knowledge and behaviors required to be a successful performer.

ASK: Why do you think performance coaching is expected of all managers? (Responses will vary. Goal is to have managers view the expectation as a required skill needed to improve, maintain or stretch employee and Agency performance).

SAY: As indicated in the Performance Planning phase, all managers and leaders with direct reports will be required to 'successfully perform' the 2 leadership competencies (Talent Management and Transformers of Government). Both of the competencies are required of all state leaders to ensure that the State of Georgia becomes the "Best Managed State" in the nation. We will take a look at the 2 leadership competencies during this training module.

ASK: What is the difference between a coach and a manager? (Responses will vary. Goal is to have participants see the coach as a partner/relationship and performance driven and the manager as task driven. Another example is that a manager is a functional position – often the title is inherited as the manager assumes the position; whereas a coach is leadership position – often requiring a shift from management skills (task) to employee skill building (relationship)).

SAY: This training module will provide a deeper understanding of the critical skills, knowledge and behaviors of an effective coach.

SAY: The next slide identifies 3 purposes for performance coaching.

TRANSITION



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

Trainer Notes: Provide each table group with a piece of easel pad paper and markers. Create a easel chart entitled “Coaching Experiences”.

READ PPT: Goals of Coaching

SAY: The most important role a manager can play in managing performance is to be an effective coach. Let’s take a few minutes to learn from the effective coaches in your life. Please turn to the next page in your guide.

TRANSITION



Performance Coaching Goals of Coaching

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



The Coaching Experience

REFER TO EXERCISE for Coaching Experiences

SAY: Our exercise begins with a trip down memory lane. 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.

SAY: In your guide, I would like for you to write down 5 words or phrases that describe those experiences. You will have 1 minute to reflect on your coaching memories and create your list of 5 words or phrases.

Trainer Note: Allow participants 1 minute to complete the exercise.

EXERCISE DEBRIEF for Coaching Experiences

SAY: Now, I would like for you to share your list with the rest of the group. I will begin with one table at a time, asking for your responses. When you hear someone's response that matches your response, feel free to place a check mark beside the match. You will share those experiences that have not been stated by another person in the group.

Trainer Note: Randomly ask for responses to balance the participation and encourage interaction from the entire group (versus one group providing the majority of responses). Place participant responses on the prepared easel pad entitled "Coaching Experiences".

SAY: Now that we have a list compiled with your experiences, let's take a minute to review the results of these coaching experiences. We will place a (+) beside positive outcomes and an (-) beside negative outcomes.

Trainer Note: Quickly review the list and place (+) and (-) indicators beside positive and negative coaching experiences.

ASK: As you glance at this chart, you are able to see the impacts of effective and poor coaching. What types of coaching experiences do you think your employees have endured? (Responses will vary).

ASK: How can this exercise provide you with insight to your employee's understanding of coaching and their perception of you as a coach? (Responses will vary).

SAY: You will participate in a series of exercises and discussions that will allow you to share your successful coaching experiences and best practices while learning the standards and guidelines that the State of Georgia is requiring all coaches to manage during the performance management process.

ASK: What questions do you have at this time? (Responses will vary).

SAY: The next slide provides an overview of the 3 steps required to effectively coach to desired performance results.

TRANSITION



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

READ PPT: 3 Steps to Performance Coaching

SAY: Each step plays an important role in the coaching experience...and the ongoing coaching experiences create the desired results that are established in the performance plan.

SAY: Take a moment to read the left page in your guide.

Trainer Notes: Allow 1 minute for participants to read the left page in the guide. Ask the following questions to assess participant experiences with observation, 2-way feedback and documentation.

ASK: How can a coach accomplish Step #1? (Responses will vary).

ASK: How can a coach accomplish Step #2? (Responses will vary).

ASK: How can a coach accomplish Step #3? (Responses will vary).

SAY: This 3 step approach in performance coaching provides:

- guidance so that employees understand what is expected of them
- flexibility so that an employee's creativity and strengths are nurtured
- understanding so that employee understands what the Agency and State are trying to accomplish
- "built-in" observation so that performance gaps can be identified before they become poor performance habits
- an opportunity to create 'self-directed' employees that "own" their performance

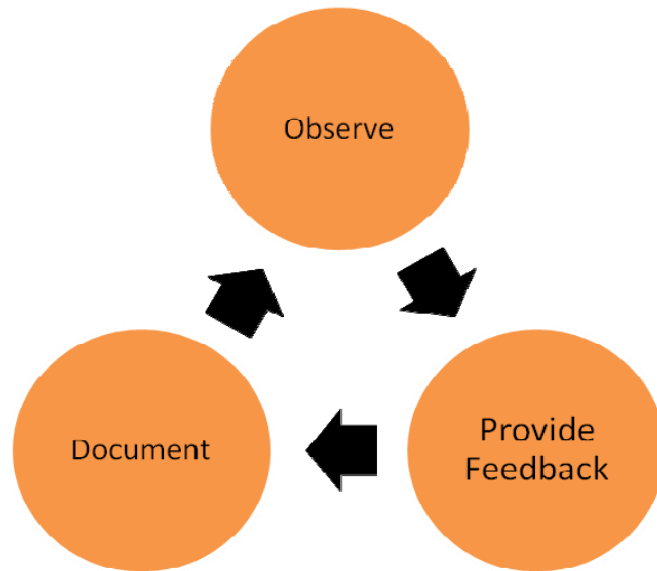
SAY: We will spend the majority of the time in this module on this 3 step approach to effective performance coaching.

SAY: The next slide provides the actions taken during the 1st step of Performance Coaching...Observation.

TRANSITION



Performance Coaching 3 Steps to Performance Coaching





Step 1: Observe

READ PPT: Observe

SAY: 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.

SAY: There are many observable behaviors that employees perform on a daily basis that can assist the coach in identifying WHAT performance results are to be accomplished and HOW performance is to be accomplished. More often than not, the challenge for the coach is identifying the observable behaviors in advance.

SAY: Let's use a practical example to explain.

SAY: Alternative work schedules (i.e. flex-time and tele-work) are great tools that some managers utilize to create employee work/life balance. These tools also require the coach to collaborate with the employee on the measurable and observable behaviors that will establish the employee's performance expectations.

ASK: What would a coach look for when observing "prompt arrival at work". (Responses will vary. Examples include the employee is at their workstation at the start time of work which is 7:30am OR the employee is logged onto the computer workstation prior to 7:30am).

SAY: In your table groups, I would like for you to take a few minutes to create a list of observable behaviors. For this exercise, the focus will be on the behaviors of a successful performer in (internal) customer service.

REFER TO HANDOUT OR APPENDIX A: Successful Performer in Customer Service

SAY: In this exercise, your table groups will use the same tool used in the Planning Phase to identify desired job results and measurable goals of external customer service.

SAY: However this time, we will use the tool to identify observable behaviors of successful performers in internal customer service. Internal customer service is valued in all work groups and departments within Agencies and across Agencies with interdependencies. You may recall that the 5 subgroups of behaviors within the Customer Service core competency are: Helpful, Courteous, Accessible, Responsive and Knowledgeable. **An example of an observable behavior for internal customer service is that an employee asks at least one question to demonstrate how to listen attentively to verify understanding of customer needs (Courteous).**

SAY: Your group will have 10 minutes to create a list of observable behaviors using the Successful Performer in Customer Service handout. Please write your list in your guides. Your group is tasked with identifying as many examples as possible that illustrate successful performance in internal customer service

ASK: What questions do you have for me at this time? (Respond accordingly).

Trainer Note: Allow participants 10 minutes to complete the exercise. Goal is to have as many examples as possible to use in the upcoming Opinion v. Observables exercise.

SAY: At this time, I would like for you to share your group's list of observable behaviors.

Trainer Note: Responses will vary based on work environment.

SAY: Thank you for sharing your lists with everyone. We will return to your list of observables in another exercise. Before we turn the page to gain a deeper understanding of observables, I am curious about your opinions on ...opinions?

ASK: What is the difference between an opinion and an observable? (Responses will vary).

SAY: The next slide compares opinion and observation and provides an example.

TRANSITION



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



Opinion vs. Observation

READ PPT: Opinion vs. Observation

SAY: Notice the difference between the 2 employee remarks in bold print. Subjectivity results in questions...whereas objectivity results in statements.

ASK: How can objectivity improve the communication between a manager and an employee? (Responses will vary. Anticipated responses include clear understanding, save time, minimize frustration, reduces barriers and confusion).

SAY: The goal is to have the employee stating "I know exactly what my manager expects from me!".

ASK: How is performance directly related to the communication between the manager and employee? (Responses will vary. Anticipated responses include improved efficiency, greater effectiveness, minimizes mistakes and errors, uncovers barriers quicker, reduces waste).

SAY: The manager and employee are internal customers to each other. Each serves the other in order to meet Agency performance goals and plans. Since subjectivity results in confusion, frustration and barriers and objectivity results in clarity, efficiency and effectiveness, we will take a few minutes to practice on the skills that result in clarity, efficiency and effectiveness.

SAY: Let's take a moment to review your list of observable behaviors. Your group will have 5 minutes to place a "J" for judgment or an "O" for objective next to each word that results in subjective results (that cannot be measured) or objective results (that can be established, evaluated and measured).

DEBRIEF

ASK: Did this exercise help you to see the difference between objective observation and subjective judgment and opinion?

SAY: Observing performance allows the coach to evaluate and measure employee performance objectively, make decisions effectively and provides fact-based examples during development and/or goal setting sessions.

ASK: What questions do you have at this time?

SAY: Once observable behaviors are identified, a manager can utilize the observables during a balanced feedback session. Our next slide identifies actions taken during the 2nd step in Performance Coaching...Providing Feedback

TRANSITION



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

READ PPT: Step 2: Provide Feedback

SAY: An effective coach takes every opportunity to provide feedback on HOW the employee is performing.

SAY: More often than not, the most effective feedback occurs on a regular, informal basis. An informal method to providing feedback can take as little as 3 minutes to implement from start to finish. Feel free to write this best practice in your guides and practice it when you return to the workplace.

Trainer Note: Prepare easel chart entitled “3 Minute Feedback”. Write the following on the chart:

- STATE what you have observed
- WAIT for a response
- REMIND them of the goal
- ASK for a specific solution
- AGREE on the solution together

SAY: This informal approach can be used on a daily basis.

ASK: What questions do you have for me at this time? (Responses will vary).

SAY: Let's assume that you have the 3-Minute Feedback drill memorized. Now, imagine that you have 3 feedback sessions scheduled this afternoon. Your goal is to use the most effective feedback approach possible in all of the sessions.

ASK: Do you think all of the sessions will turn out effectively? Anticipated response is no.

ASK: Why? (Responses will vary. Anticipated responses include differences in values, work ethics, standards, styles, performance levels, etc.)

SAY: There are more differences in today's workplace than ever before.

ASK: What are the profiles (or names) used to identify the 6 generations represented in today's workforce? Anticipated Responses include senior, silent, boomer, Gen X, Gen Y and millennial.

SAY: Our next slide will provide an overview of these 6 generations.

TRANSITION

Feedback and the Multi-Generational Workforce

SAY: The 6 generations represented in today's workforce include...

READ PPT: Feedback and the Multi-Generational Workforce

SAY: Each of us is a member of a generation – a group of people that experienced similar events and were influenced by similar factors. The generational work descriptors and coaching strategies are profiles of American workers. This training represents a general approach to understanding the generations.

ASK: How can the differences in each generation impact your ability or effectiveness as a coach? Anticipated Responses include: clash in values, priorities, backgrounds, goals, work styles, preferences and team dynamics.

SAY: Take a look at the slide or right page in your guide and think of your employee work group. 'Guesstimate' the generational workforce that best represents the majority of employees on your work team. Of course, as the manager, you have data that can accurately guide you to the specific generational work groups when you return to your workplace.

SAY: Once you have identified the generational workforce that best represents the majority of employees on your team, I would like for you to write down 2 examples of feedback strategies that can be applied to the majority of employees within your work team.

SAY: For example, the majority of employees may represent the Baby Boomer group. Therefore, 2 examples include schedule a one-on-one lunch meeting every month to review individual performance goals and ask employee for 2 or 3 expectations that they will have for the one-on-one meeting.

SAY: Take 3 minutes to 'guesstimate' the generational workforce that best represents your work group and write down 2 examples of strategies a manager can take to deliver effective feedback.

SAY: The feedback strategies provided in your guide can be a useful tool for a manager to effectively deliver an engaging discussion.

ASK: What questions do you have at this time? (Responses will vary).

SAY: Let's expand this discussion to include feedback strategies that a manager can use during an informal coaching session.

TRANSITION

Feedback Strategies

Trainer Note: Provide each table group with a piece of easel pad paper and markers.

SAY: In your guide on the left page you will see that providing feedback to an employee is an important skill. Whether it is positive feedback designed to commend the employee for doing particularly well or corrective feedback designed to improve performance, it should be specific, individualized and delivered by the manager in person.

READ PPT: Feedback Strategies

REFER TO EXERCISE for Feedback Strategies

SAY: I am going to break you into groups of 4. Each group will represent 1 of the workforce generations. The Senior/Silent generation and the Gen Y/Millennial generation have similar feedback approaches, therefore they are grouped together. The goal of the exercise is to create a list of skills, behaviors or actions that would assist a manager in delivering 'customized' feedback. You will have 15 minutes to review the helpful hints and strategies in your guide and create the list in your guides and on a piece of easel paper.

ASK: What questions do you have regarding the exercise?

Trainer Note: Allow participants 15 minutes to complete the exercise.

EXERCISE DEBRIEF for Feedback Strategies

SAY: Now, I would like for you to choose a spokesperson who will share your group chart with the rest of the group. Your group will have 1 minute to share your chart. I will begin with one table at a time, asking for your responses.

Trainer Note: Allow each group 1 minute to present their list of manager skills, behaviors or actions for their respective generational group.

ASK: How can this exercise help a manager prior to a feedback session? (Responses will vary).

SAY: Regardless of generation, the universal principle of feedback applies to everyone. All employees want to know HOW they are progressing toward their goals and WHAT they can do to improve, maintain or stretch their skills, knowledge or tasks to accomplish their goals.

SAY: Once the manager determines the most effective feedback strategy for the employee, he/she can apply the balanced approach to feedback when it is time to deliver the feedback. The balanced approach combines positive and corrective feedback into one discussion

SAY: The next 2 slides provide a quick look at both approaches to feedback. Positive and Corrective.

TRANSITION



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

READ PPT: Approach to Positive Feedback

ASK: Which approach to feedback is more difficult...Positive or Corrective? (Anticipated response is corrective).

ASK: Well, if positive feedback is easier to give, why do managers tend to neglect giving frequent positive feedback? (Responses will vary).

SAY: Being paid on time is certainly a welcome sign of appreciation for the work that we do. But hearing that we have done a good job is, even more important than the pay to keeping morale at a high level. Unfortunately, giving positive feedback to employees is not as urgent an issue for many managers as reminding them of their deficiencies.

SAY: One of the coach's most valuable tools is recognizing and applauding the employees' efforts and contributions...no matter how big or small they may be. Without some expression of appreciation, the enthusiasm and hard work required for further improvement is likely to diminish. An employee who is commended for an achievement usually responds by producing the same or better results.

ASK: What are some examples of employee skills, knowledge or behavior that a coach should recognize during positive feedback? (Responses will vary).

SAY: In your guide, you will find additional information that you can use before your next positive feedback session.

SAY: Our next slide provides a quick glance of the corrective feedback approach.

TRANSITION



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

READ PPT: Approach to Corrective Feedback

ASK: Why is corrective feedback difficult to give? (Responses will vary).

SAY: Corrective feedback should not be confused with disciplinary action or “adverse action” situations. Corrective feedback is an attempt to help the employee solve poor performance or behavioral problems as quickly as possible. Formal disciplinary steps should be taken only after corrective feedback fails to achieve the desired result.

SAY: Corrective feedback helps employees perform their work more effectively and improves communication between the manager and the employee. Frequently, managers and employees do not provide enough constructive feedback to each other. When specific and accurate information is provided in a constructive way, both employees and managers can improve or change their performance.

SAY: In your guide, you will find additional information that you can use before your next corrective feedback session.

SAY: Regardless of the feedback approach, Positive or Corrective, a balanced method is recommended so that the employee can have a ‘value added’ coaching experience to improve, maintain or stretch performance.

SAY: Feedback sessions also provide an opportunity for the manager and employee to document their experience and the discussion outcomes. Our next slide identifies actions taken during the 3rd and final step in Performance Coaching...Documentation.

TRANSITION



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

READ PPT: Documentation

ASK: What are the pros and cons of documentation? (Responses will vary). Anticipated responses include

- PRO...captures data to recall later; provides the most accurate actions and events; allows a manager and employee to compare their discussion outcomes; used to support positive and corrective feedback; used to validate and support performance results.
- CON...requires a lot of time to record informal and formal discussions; requires the manager to be objective and list observables (no judgment).

SAY: The great news is that ePerformance allows a manager to keep all of their documentation in one location. Examples of documentation include the Individual Development Plan and Performance Notes. ePerformance also allows the employee to document their performance. We will review the types of manager and employee documentation toward the end of the module.

SAY: Let's take a look at the 3 areas of documentation a manager and employee can create.

TRANSITION



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

READ PPT: 3 Areas of Documentation

SAY: Take a minute to silently read the information on the left page in your guide.

Trainer Note: Allow participants 2 minutes to read '3 Areas of Documentation'.

SAY: Many of you know the importance of documenting employee performance.

ASK: What best practices do you have that you would like to share with the entire group?
(Responses will vary).

ASK: What questions do you have at this point? (Responses will vary)

SAY: The next slide provides a list of documents that a manager typically uses on a routine basis.

TRANSITION



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

READ PPT: Types of Manager Documentation

SAY: Choose a partner at your table group for a quick discussion on the types of manager documentation that you use in your Agency. Feel free to use the slide or right page of your guide as a reference point. You will have 5 minutes to create your list.

Trainer Note: Allow 5 minutes for partner group discussions.

SAY: Please share a few of your responses with the others in your table group. Feel free to add to your personal list as you learn the best practices of others.

SAY: Now that we have an understanding of the types of manager documentation, let's take a quick look at a few examples of Employee Documentation

TRANSITION

Types of Employee Documentation

READ PPT: Types of Employee Documentation

ASK: Does someone have an example to share of a positive experience with an employee who documents their performance goals and tracks their progress and development activities? (Response will vary).

SAY: When an employee is involved in the documentation of their performance, they are in the best position to analyze and implement their strategies or actions to improve, maintain or stretch their individual performance.

SAY: One best practice that is used by effective managers is to have employees document their performance on a routine basis (i.e. weekly or monthly). A manager can provide the employee with a template to use on a reoccurring basis.

ASK: Is there anyone that uses this manager best practice that requires employees to document on a regular basis? (Responses will vary. Trainer may choose to ask participants to share the template of their employee documentation).

SAY: The last slide in this module takes a quick look at the system process and the role of ongoing development and documentation.

TRANSITION



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

READ PPT: Ongoing Development in the System Process

SAY: Understanding that ongoing development will require the manager to keep track of the development plans, goals and discussions...the ePerformance system is a 'one stop' shop for all managers to view and track the development of their direct report employees.

REFER TO GUIDE

SAY: Take a minute to read the bullets on the left page in your guide.

SAY: It also provides the employee with an opportunity to document the progression of their development goals as they occur throughout the performance review period.

ASK: What questions do you have about the process? (Responses will vary).

ASK: This concludes the Coaching Phase training module. What questions do you have about the Coaching Phase? (Responses will vary).

TRANSITION TO PERFORMANCE EVALUATION OR END SESSION.

