# Coaching and Developing People



## Hensel Phelps Leadership Development Initiative

## Session 4

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# Introduction

## Course Objectives

By participating in today's session, you will learn:

❑ Hensel Phelps' expectations for its leaders

❑ Who is responsible for coaching and development at Hensel Phelps

❑ Four types of coaching conversations

❑ Tips for helping employees learn new tasks

❑ New ideas for motivating and encouraging employees

❑ How to give constructive and honest feedback

### Hensel Phelps leaders are people who:

➢ Achieve outstanding results by inspiring commitment and excellent performance in those that they lead

➢ Build extraordinary projects and extraordinary people and teams

➢ Demonstrate both technical expertise and effective people leadership skills

# Module

# 1

# What is Coaching?

Who has been a coach for you in your professional career?

_____

_____

_____

What made this person a good coach?

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_____

What lesson(s) did you learn from your coach?

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_____

# What Is Coaching?

- ❑ Coaching is an interactive, collaborative process of active listening, asking questions, information sharing, and working out solutions.

- ❑ Everyone is responsible for coaching; it is not just about training your replacement.

- ❑ Coaching is a complimentary piece to the PPE process.

*Thinking Point:*
**Why do we coach?**

- ❑ Types of coaching conversations include Motivating and Encouraging, Teaching, Giving Feedback, Counseling, and Challenging.

**Teaching**

**Giving Feedback**

**Motivating and Encouraging**

**Counseling**

**Challenging**
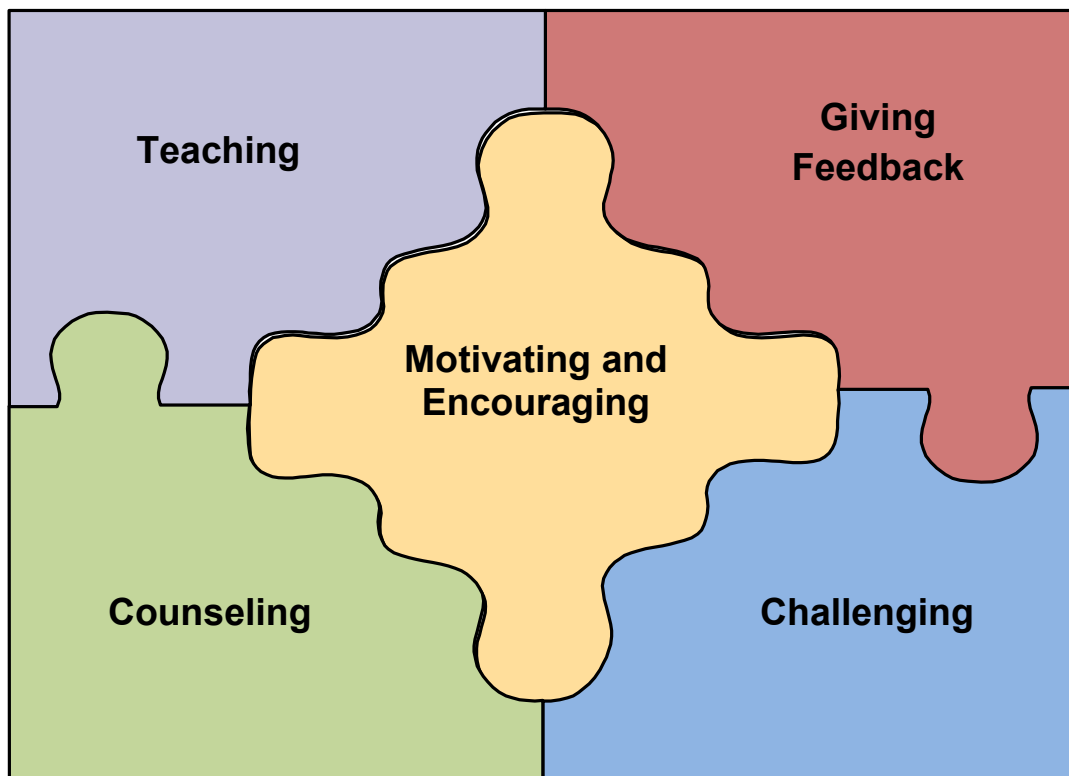
# Module 2

## Motivating and Encouraging Employees

### Discretionary Effort

What is discretionary effort?  The effort employees give to accomplish their jobs based on their level of motivation.  Employees can choose to give their best effort each day on the job, or give the minimum effort required to just get by.  Research shows that highly engaged employees are willing to invest discretionary effort.
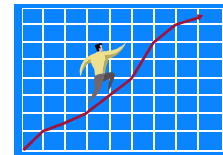
### Have you recognized your employees for:

- ❑ meeting their goals?
- ❑ their commitment to excellence?
- ❑ their willingness to accept and act upon feedback?
- ❑ their willingness to take intellectual, emotional, and financial risks?
- ❑ their ideas?
- ❑ their willingness to take on tough jobs?
- ❑ their contributions?
- ❑ their integrity?
- ❑ their dedication?
- ❑ Their responsibility?
- ❑ their ambition?

# Motivating and Encouraging Employees

## Top Ten Ways to Motivate Today's Employees[*]

1) **Provide personal thanks and recognition.**
   One-on-one, in writing or both – know what each of your team members values most. Make it timely, often, and sincere.

2) **Make time for employees.**
   Meet with and listen to employees – as much as they need or want.

3) **Provide specific feedback.**
   About the performance of the person, the team, and Hensel Phelps. Catch people doing things right!

4) **Create a positive, open environment.**
   Strive to create a work environment that is positive, open, trusting, and fun. You can create a positive environment for your team by modeling constructive behavior, like assuming positive intent from other teams and supporting accountability. Encourage new ideas and initiative.

5) **Provide information.**
   Changes in team direction or objectives; how each person fits in the overall plan.

6) **Involve employees.**
   In decisions, especially as those decisions affect them.

7) **Develop a sense of ownership.**
   Provide employees with a sense of ownership in the work and the work environment.

8) **Give chances to grow and learn.**
   Give employees a chance to learn new skills. Help them meet their goals/objectives within the context of Hensel Phelps' goals.

9) **Celebrate successes.**
   Hensel Phelps', the team's, and each individual's. Take time for team and morale-building meetings and activities.

10) **Create a partnership with each employee on your team.**
    Set goals together; provide mutual feedback.

[*]Adapted from *Motivating Today's Employees* by Bob Nelson.

# Motivating and Encouraging Employees

## Motivating/Re-Motivating Your Team in Times of Stress

When workloads are heavy, deadlines are looming, and team members are feeling the effects of stress, motivation and energy levels can suffer.  Here are a few tips to provide support to your team members in times of stress:

❑ Make an effort to personally connect with each of your team members to open the lines of communication, invite their feedback, and offer support.

❑ Regularly communicate with team members about team and organization goals and prioritization of goals.

❑ Look for opportunities to recognize and show appreciation for each person individually – acknowledge their efforts and accomplishments.

❑ Ensure that each person on your team understands how their individual contributions make a difference to the customer, the team, and to Hensel Phelps as a whole – highlight the meaning behind their work.

❑ Create a clear connection between a team member's work and Hensel Phelps' corporate purpose and values – facilitate understanding of how their contributions are tied to the mission and values.

## Progress and Obstacles

An additional approach to this challenge can be found in some ongoing research about making Progress at Work©.

❑ Initial research was cited in a Harvard Business Review article in 2011.

❑ Findings highlight the importance of a sense of accomplishment in daily work for employees feeling positively about their work experiences.

❑ Ongoing HumanR research has shown that there is a strong relationship between engagement and progress by measuring progress and obstacles encountered by employees.

❑ The key takeaway for managers is that there is a significant opportunity to impact employee motivation, engagement, and productivity by actively partnering with employees to identify and remove obstacles and facilitate progress.

# Module
# 3

# Teaching

**Teaching conversations** are designed to help the employee develop new skills.

## Benefits of Teaching Conversations

❑ Increased technical understanding and competence

❑ Movement to expert status

❑ Increased pace of learning

## Teaching Examples

➢ Explain to a new Office Engineer how to prepare a submittal

➢ Teach a new employee to create a lift drawing

➢ Providing advice to a less experienced employee on how to conduct a design meeting

➢ Introduce the preparation of margin analysis to a PE

# Teaching

## Adult Learning Principles

❑ Adults learn only what they feel they need to know, rather than what others deem important.

❑ Adults look to what can be immediately applied.

❑ Adults learn by doing.

❑ Adults have expectations and experiences of their own.

❑ Adults want some degree of control and/or autonomy.

❑ Adults protect their self-esteem.

❑ There are many types of adult learners.  Four learning styles include: reading, hearing, watching, and doing.

## Remember the Individual Differences!

With these guidelines in mind, attention to the individual differences among your team members will still be critical.

❑ Become familiar with the learning style that is most effective for them.

❑ Consider the readiness level of the individual for the task at hand.

❑ Consider generational differences in learning styles.

  o Baby Boomers and Traditionalists:  tend to prefer soft skills training on the job or in discussion groups, but hard skills training in a classroom environment

  o Gen X and Y:  tend to prefer soft and hard skills training on the job and value getting assessments and feedback

  o All generations benefit from one-on-one coaching!

# Teaching

## GAPS Analysis

| | Current state | Priorities |
|---|---|---|
| **Employee perspective** | **Abilities**<br>How the employee sees him/herself<br>(e.g., skills, abilities, performance, potential)<br><br>• Strengths and weaknesses?<br>• Examples of past success and the factors that most contributed to success?<br>• Examples of less successful efforts and skills that were lacking?<br>• In which areas do you seek support from others?<br>• In which areas do others seek support from you? | **Goals, Motivators, Interests**<br>What is important to the employee<br>(e.g., values, aspirations, learning, status, autonomy, meaningful work, etc.)<br><br>• What motivates you?<br>• What makes work meaningful for you?<br>• What goals, interests, and values are most important to you?<br>• What matters most to you at work?<br>• What matters most to you in your life?<br>• What gives you the greatest sense of satisfaction and reward?<br>• What leadership qualities do you most want to be known for?  Why? |
| **Others' perspectives** *(manager, coworkers, senior leaders)* | **Perceptions**<br>How others see this employee<br>(e.g., skills, abilities, performance, potential)<br><br>• What feedback have you heard from others about your about your strengths?<br>• What suggestions have you received about development needs and areas for improvement?<br>• What type of relationship and reputation do you think you have with other groups in the organization?<br>• How do you think others would describe you?<br>• What feedback have you received that you disagree with? | **Keys to Success**<br>What is important to others<br>(e.g., based upon roles, responsibilities, cultural norms, etc., the shared keys to success, such as delivering results, teamwork, strategic thinking, problem solving, etc.)<br>• What are the skills/abilities/attributes necessary for success at Hensel Phelps?<br>• What skills will be critical in the future when you think about changes in the industry and in your role?<br>• What factors distinguish the most successful leaders at HP?  The least?<br>• What is important to your manager?<br>• What is valued most by senior management?<br>• What do your peers need? |

# Module
# 4

# Providing Feedback

**Feedback** provides a basis for individuals or teams to determine how they are doing, therefore allowing them to make mid-course corrections and continuously improve.

## Characteristics of Effective Feedback

**Soon:** Timing is very important; don't delay.

**Sincere:** Words seem hollow if you're not sincere.

**Specific:** Avoid generalities in favor of details of the achievement.

**Personal:** When possible, convey your feedback in person, face to face.

**Positive:** Don't undercut the message with a concluding note of criticism.

**Proactive:** Praise progress towards goals, otherwise you'll tend to react to the negative – typically mistakes – in your interactions with others.

Never let great work go unnoticed.
When you see it, say it!

Never let poor work go unnoticed.  Make it private and make it positive.

# Performance Concerns

A performance concern exists when there is a gap between the desired job performance and the employee's actual performance.

## Examples of Performance Concerns

- ❑ Excessive errors

- ❑ Failure to meet deadlines

- ❑ Quality or quantity of work

- ❑ Lack of or failure to demonstrate appropriate skills, knowledge, or ability

- ❑ Poor judgment

## Typical Approach to Correction

- ❑ Constant informal feedback

- ❑ Counseling

## Keys to Improving Performance

- ❑ Ensure that people understand what is expected.  Define the outcomes clearly and specifically.  Give an example of successful completion.  Check for understanding.

- ❑ Make sure you understand why there is a performance problem before jumping to a solution.

- ❑ Allow employees a part in solving the problem to increase ownership and commitment of the solution.

# Factors Influencing Performance

## Situational Leadership:  Readiness Level Criteria

### Ability

❑ The specific abilities, knowledge, and/or experience to successfully accomplish the task. Demonstrated ability!

### Commitment

❑ The motivation this employee has towards successfully accomplishing the task.

### Confidence

❑ The confidence the employee has in his/her ability to successfully accomplish the task.

## Additional Factors to Consider:

❑ Environment:  Policies and procedures, systems, logistical obstacles

❑ Generational differences

❑ Your openness to challenge yourself in the way that you are leading the employee (e.g., have you tried alternative approaches? )

❑ Personal/external factors:  Is there something significant going on with the employee outside of work?

# Diagnosing Performance Problems

### Competency

- ❑ Do you know the competency level of this employee?

- ❑ Do you have evidence that the person has the required competencies?

- ❑ Has she/he adequately performed this task in the past?

- ❑ What are the employee's talents?

- ❑ What are the employee's development needs?

- ❑ How might she/he improve in areas needing development?

- ❑ Is training needed for employees who have the required aptitude but not the skills?

### Commitment

- ❑ Are you seeing the signs of lack of commitment?

- ❑ What has been this individual's experience with this type of task?

- ❑ How confident is she/he?

- ❑ What encouragement might she/he need?

### Environment

- ❑ Have you clearly communicated what you expect of this employee?

- ❑ How do you know she/he understands?

- ❑ Does the employee know that she/he is not meeting expectations?

- ❑ What resources are needed to successfully accomplish the task?

- ❑ What is needed from you?

- ❑ Are existing policies a barrier to performing the task?

- ❑ Do existing policies reward poor performance or punish good performance?

- ❑ What personal circumstances may be impacting their performance?

# Module
# 5

# Counseling Conversations

## Key Points for Counseling

- ❑ Remember that the ultimate goal is to support the employee's success at Hensel Phelps.
- ❑ Plan for the employee's success, not their failure.
- ❑ Focus on specific performance, not on personal characteristics.
- ❑ Make sure your feedback is factual and specific, not vague.
- ❑ Emphasize success and treat failures as opportunities for improvement that will lead to success.
- ❑ Document performance counseling conversations.

## Common Mistakes

- ➤ Avoiding the discussion
- ➤ Mixing messages
- ➤ Underestimating the employee's discomfort
- ➤ Focusing on too many points at one time
- ➤ Failing to get the employee's input and involvement
- ➤ Forgetting cultural differences
- ➤ Using language that blocks communication
- ➤ Failing to follow-up

# Counseling Conversations

**Set the Tone**
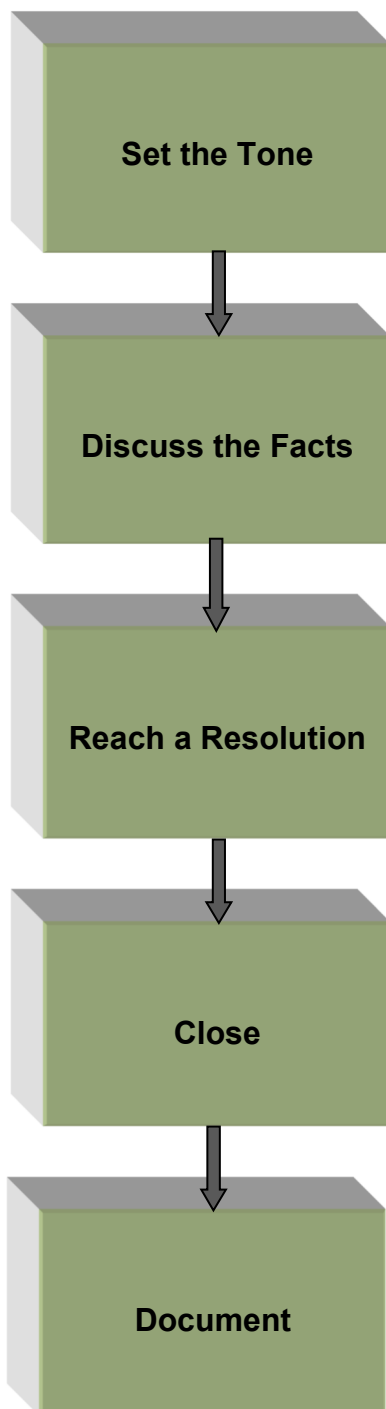
- ❑ Schedule a place and time to have the discussion.
- ❑ Establish an atmosphere of respect.
- ❑ Explain the purpose of the conversation

**Discuss the Facts**

- ❑ Describe the performance issue to the employee, citing specific examples.
- ❑ Describe the impact of the poor performance.
- ❑ Ask for the employee's point of view.
- ❑ Demonstrate active listening.

**Reach a Resolution**

- ❑ Clarify performance expectations.
- ❑ Ask the employee for suggested improvement strategies.
- ❑ Gain the employee's commitment to improve.

**Close**

- ❑ Agree on future actions.
- ❑ Set a date for following up.
- ❑ Express appreciation.
- ❑ Instill confidence.

**Document**

- ❑ Keep a record of the discussion.
- ❑ Send a follow-up e-mail to the employee if appropriate.

# Discussing the Facts

## Key Points to Remember

- Describe the behavior; don't judge the person.
- Make sure your feedback is factual and specific, not vague.
- Focus on behavior that the person can change, not on situations outside the person's control.
- Emphasize success and treat failures as opportunities for improvement that will lead to success.

## Useful Phrases for Discussing the Facts:

- *Can you tell me more about that?*
- *I have a different view*
- *I'm not sure I understand*
- *Let me build on that notion*
- *Is there anything else on your mind?*
- *Let me summarize what I've heard so far*
- *I have some data that may be helpful*
- *I see your point*

# Counseling Conversations

## Techniques for Reaching a Resolution

- ❑ Do not impose your ideas.
- ❑ Ensure that your employee has exhausted his or her own ideas before you give yours.
- ❑ Encourage employees to generate further suggestions even if their thoughts appear to have "dried up."
- ❑ Provide prompts to help inspire creativity:  "What about . . . ?"
- ❑ Position your suggestions as additional thoughts.

## Useful Phrases for Counseling:

- ➢ *Can you tell me more about that?*

- ➢ *I have a different view*

- ➢ *I have some data that may be helpful*

- ➢ *I'm not sure I understand*

- ➢ *Is there anything else on your mind?*

- ➢ *I see your point*

- ➢ *Let me make sure we're clear about next steps*

- ➢ *Let me summarize what I've heard so far*

# Counseling Conversations

## Key Elements to Close the Conversation

❑ Make sure next steps are understood.

❑ Express appreciation.

❑ Instill confidence.

## The "Thumbnail" Sketch

❑ Briefly summarize the conversation.

❑ Offer encouragement and support.

❑ Recap plans for follow-up.

# Module
# 6

# Challenge Conversations

A challenge conversation addresses a more serious performance issue or behavior problem. A behavior problem occurs when an employee violates a company rule, standard, value, or norm.

## Examples of Behavior Problems

- ❑ Irregular attendance

- ❑ Unreported absence

- ❑ Inappropriate use of equipment (including the Internet)

- ❑ Inappropriate language or actions

- ❑ Job abandonment

- ❑ Physical or verbal abuse of company employees, clients, or facilities

- ❑ Security violation

- ❑ Negligence in performing duties

- ❑ Serious or knowlingly negligent safety violation

## Typical Approach to Correction

❑ Usually handled through progressive discipline.

❑ Performance Action Plan should be completed.

❑ Plan to have another supervisor participate in the discussion with your team member, if appropriate. Consider carefully the rationale for including another party and the pros and cons of doing so.

## Challenge Conversation Tool: "The 2 Minute Challenge"

1. State what you have observed.
2. Wait for a response.
3. Remind him/her of the goal.
4. Ask for a specific solution.
5. Agree on next steps.

*Question:*
**Why wait for a response?**

_____

_____

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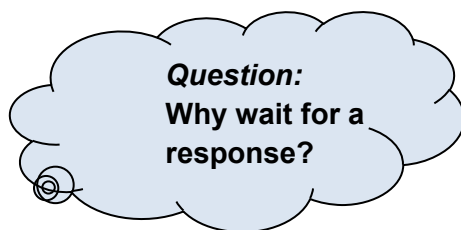
## Common Mistakes

❑ Neglecting to calm down before addressing the problem

❑ Avoiding the discussion

❑ Not leaving enough time for the discussion

❑ Focusing on too many points at one time

❑ Failing to get the employee's input and involvement

❑ Making unsupported comments and judgments

❑ Failing to be firm and clear about consequences

❑ Using language that blocks communication

❑ Failing to follow-up

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