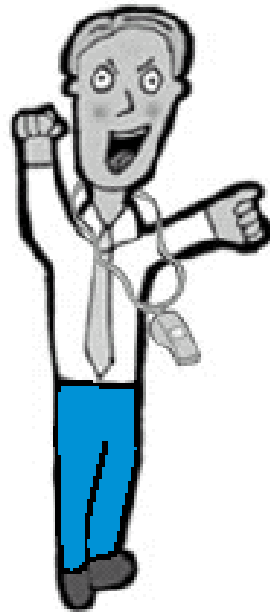


Coaching Employees: Will You Make A Difference?

Participant Handout
Satellite Seminar ♦ April 28, 2004



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How Does This Relate to My Job?

The National Food Service Management Institute developed a list of competencies for managers and one for directors. This program relates to the following functional areas and competencies for both groups:

Managers: Functional Area 11: Personnel Management
Competency 11.5 – Integrates a comprehensive training program and standards for evaluating employee performance into the overall management of the School Nutrition Program.

Directors: Functional Area 9: Personnel Management
Competency 9.2 – Develops job performance standards that provide for performance improvement.

Objectives

At the completion of this satellite seminar, the following objectives will be realized:

- Strengthening of employee skills
- Increasing productivity of the employee, the team, and the Child Nutrition Program
- Enabling employees to excel and achieve success

Definitions

Coaching Relationship – A partnership between a coach and a team member in order to strengthen and expand the team member’s skill in specific areas.

Trust – The “glue” of all relationships; a belief in each other’s abilities and on the genuine and sincere motives of both parties.

Feedback – Positive recognition of a job well done or constructive feedback of a skill that could use improvement.

Desired Behaviors – Actions or skills that provide the most effective completion of a task.

Replacement Behaviors – New behaviors to replace ineffective or inappropriate behaviors.



Positive Coaching Challenge Events

The four Positive Coaching Challenge Events for today's program include:

- Active Listening
- USED Model
- Positive Feedback
- Constructive Feedback

Coaching Event 1 – Active Listening

Understanding expressions and feelings of the person talking. Active listening techniques include:

- Grasp main ideas
- Make good eye contact
- Show you are listening
- Ignore/avoid distractions
- Give speaker ample time
- Be aware of tone and body language
- Restate/paraphrase
- Ask open questions

Coaching Event 2 – USED Model

Understanding the task to be performed. In this step, the coach explains the task.

Showing or demonstrating the proper way to accomplish the task.

Experiencing allows the employee to experience the task by practicing it.

Doing the task, while the manager observes and gives feedback, and encourages and praises good work.

Coaching Event 3 – Positive Feedback

- Describes positive behavior
- Explains impact
- Communicates clearly what is effective
- Gives recognition and praise whenever it is earned

Coaching Event 4 – Constructive Feedback

Constructive comments to let employees know how to improve.

- Be caring and supportive.
- Give feedback in private.
- Remain calm.
- Don't give feedback when angry.
- Be clear and specific.
- Focus on the behavior, not the person.
- Address one issue at a time.
- Listen.
- Observe non-verbal cues.
- Explain benefits of improvement.
- Don't compare employees.
- Don't use "put downs."
- Show correct behavior.
- Ask employee to repeat feedback.
- Observe later and continue feedback when needed.

Feedback

Responsive information from supervisors to help employees meet requirements and expectations; a great way to change behavior.

- Always be willing to give feedback.
- Give feedback quickly.
- Use as information, not judgment.
- Provide positive and constructive feedback.
- Don't use both positive and constructive feedback at the same time.



Four Rules of Effective Coaching

- The success of the manager depends on the success of the employees.
- Managers have to do and say the right things.
- A manager's job is to use the employee's time effectively.
- If you *expect* people to get the job done, they usually will.

Three Reasons for Not Doing a Job Well

- They don't know how.
- Someone or something keeps them from it.
- They don't want to.

NOTES



Coaches Who Make a Difference

Here is a rating scale to assess your skills in building positive relationships. Consider the following list of characteristics. Assess your areas of strength or improvement and mark the appropriate column for each characteristic.

- 1 – Very strong in this behavior
- 2 – Somewhat strong in this behavior
- 3 – Not too strong in this behavior
- 4 – Weak in this behavior
- 5 – Very weak in this behavior – needs improvement

★ Star the effective coaching behaviors that are the most difficult for you.

✓ Check the behaviors that are the easiest for you.

Effective Coaches	1 Very Strong	2 Somewhat Strong	3 Not Too Strong	4 Weak	5 Very Weak
Establish a trusting relationship with all employees.					
Listen more than talk.					
Speak directly.					
Value and model continuous learning.					
Recognize their own limitations.					
Make an effort not to overuse strengths.					
Offer chances to take risks.					
Remain curious rather than defensive.					
Model accountability and ownership.					
Meet others where they are and help them move forward.					
Keep an optimistic attitude about people.					
Offer immediate positive recognition.					
Help others view mistakes as learning opportunities.					



Coaches Who Make a Difference (Continued)

Effective Coaches	1 Very Strong	2 Somewhat Strong	3 Not Too Strong	4 Weak	5 Very Weak
Help employees work on one skill at a time.					
Smile!					
Meet individually with employees to identify ways to help them be more effective.					
Use common courtesies (please, thank you).					
Apologize for mistakes or for treating others without respect.					
Plan social events with coworkers.					
Confront the issue, not the person.					
Demonstrate friendly, positive, and upbeat behavior to others.					



Post-Game Positive Coaching Challenge

Statement	Circle Answer	Answer
Giving employees feedback won't really change their behavior.	True False	False. Research proves that feedback is a very effective way to change behavior. Adults want to know whether they are meeting requirements.
You should only tell employees about the good things they do.	True False	False. Negative feedback or constructive feedback is necessary to help employees conform to requirements and expectations. You can provide this in a caring, supportive way that lets the employee know how to improve.
You should not compare an employee to one who is doing a better job.	True False	True. You should compare employee performance to a known standard, not to another employee.
The purpose of feedback is to make sure your employees know that you know what you're doing.	True False	False. The purpose of giving feedback is to help employees meet requirements and expectations and change undesired behavior.
If an employee is doing a job well, you should give praise.	True False	True. Praise motivates people to continue to do a good job.
You should criticize a number of things at the same time.	True False	False. It is better to address one thing at a time so the employee can immediately correct the behavior.
Some employees are overly sensitive, but you should tell them what their problem is anyway.	True False	False. The manager must learn to manage each employee a little differently. All employees need feedback that is specific and clear. It should be given in a caring, supportive manner.
It is important to give feedback quickly.	True False	True. Feedback needs to be given as soon after the behavior occurs as is practical. It is inappropriate to wait for days to give feedback on a specific behavior or incident.
It is more important to listen to your employees than to tell them what you think.	True False	True. Active listening means listening for the speaker's main ideas, so you can respond to them.



Post-Game Positive Coaching Challenge (Continued)

Statement	Circle Answer	Answer
When giving praise, also give criticism.	True False	False. Managers who use this system of “good news, bad news” teach employees that when they receive praise, they better watch out, criticism is coming next. The employee may ignore the positive feedback because the employee is waiting for negative feedback.
Give feedback anytime, even when angry.	True False	False. It is inappropriate to give feedback when you’re mad. The manager should ask the employee to meet privately at a later time to discuss the incident. Try to meet, when it is practical.
“Put-downs” are an effective coaching tool.	True False	False. “Put-downs” are always inappropriate and should never be said.
It is as important to receive feedback as it is to give it.	True False	True. The manager needs feedback from the employees, as well as from the manager’s own supervisor.
If you give clear feedback, there’s no need to ask the employee if he or she understood.	True False	False. It’s always useful to use a communication check to be sure that your message was understood as you meant it. You should ask the employee to repeat to you what the employee heard you say, so that you can be sure you communicated correctly.
<i>Where</i> you give employees feedback is important.	True False	True. Where feedback is given often depends on the situation and the employee. Often, it’s important to give it in a private conversation. Use good judgment and remember to give feedback in the same way you would like to receive it yourself.
It is more important to point out a mistake than it is to show how to correct it.	True False	False. When people make mistakes, it may be due to lack of training or lack of understanding the requirements. Coaching means the manager shows an employee “how,” then allows practice while giving feedback.
Once you’ve given feedback, you don’t need to discuss it further.	True False	False. After giving feedback, the manager should observe the employee and continue to give feedback when needed. It may be necessary to coach an employee to be sure the employee knows how to perform a task correctly.



Creating a Coaching Plan

Directions: Use this from as a guide for developing your own coaching plan.

1. Determine the employee's strengths and weaknesses.
 - a) List job competencies, behaviors, or skills most important for success.
 - b) Compare the individual's observable performance with the desired behaviors.
 - c) List future skills that may be needed.
2. Invite the individual to self-assess according to competencies.
3. Discuss the plans for improvement or growth.
4. Identify the best situations for new learning to take place.
5. Identify the best times for the coach to observe new behaviors.
6. Observe the employee and note what is effective and ineffective.
7. Provide immediate feedback with examples and describe replacement behaviors.
8. Model respect for the individual.



Pretest

Directions: Read the following questions and circle the correct response. This pretest is intended to be used as a self-evaluation tool.

1. USED Model stands for Understanding, Showing, Experiencing, and Doing.
 - a. True
 - b. False
2. In a coaching relationship, trust is a critical factor, the glue that holds the relationship together.
 - a. True
 - b. False
3. An example of an active listening technique is asking closed-ended questions.
 - a. True
 - b. False
4. Positive feedback includes giving recognition and praise when it is earned.
 - a. True
 - b. False
5. One of the reasons given for employees not doing a job well is simply that they don't want to.
 - a. True
 - b. False
6. Explaining the benefits of improving job performance is one of the techniques used in constructive (negative) feedback.
 - a. True
 - b. False
7. The "good news, bad news" technique teaches employees that when they receive praise, they better watch out because criticism is coming next.
 - a. True
 - b. False
8. When a manager apologizes for a mistake that was made when coaching an employee, it is considered a sign of weakness.
 - a. True
 - b. False
9. It is not necessary to give constructive feedback in private as long as a manager is trying to correct inappropriate behavior.
 - a. True
 - b. False
10. It is always recommended that a manager focus on the behavior of the employee and not the person when giving constructive feedback.
 - a. True
 - b. False



Posttest

Directions: Read the following questions and circle the correct response. This posttest is intended to be used as a self-evaluation tool.

1. The “good news, bad news” technique teaches employees that when they receive praise, they better watch out because criticism is coming next.
 - a. True
 - b. False
2. It is always recommended that a manager focus on the behavior of the employee and not the person when giving constructive feedback.
 - a. True
 - b. False
3. It is not necessary to give constructive feedback in private as long as a manager is trying to correct inappropriate behavior.
 - a. True
 - b. False
4. Explaining the benefits of improving job performance is one of the techniques used in constructive (negative) feedback.
 - a. True
 - b. False
5. USED Model stands for Understanding, Showing, Experiencing, and Doing.
 - a. True
 - b. False
6. Positive feedback includes giving recognition and praise when it is earned.
 - a. True
 - b. False
7. When a manager apologizes for a mistake that was made when coaching an employee, it is considered a sign of weakness.
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8. In a coaching relationship, trust is a critical factor, the glue that holds the relationship together.
 - a. True
 - b. False
9. One of the reasons given for employees not doing a job well is simply that they don’t want to.
 - a. True
 - b. False
10. An example of an active listening technique is asking closed-ended questions.
 - a. True
 - b. False



Satellite Seminar Evaluation

Please complete this evaluation and mail or fax to NFSMI within two weeks. Circle the number which best describes your feelings about *Coaching Employees: Will You Make A Difference?*

	Strongly Agree			Strongly Disagree	
1. This satellite seminar presented valuable information.	1	2	3	4	5
2. The education level was appropriate.	1	2	3	4	5
3. The accompanying handouts were useful.	1	2	3	4	5
4. I received at least one idea that can be used in my program.	1	2	3	4	5
5. The length of this satellite seminar was good.	1	2	3	4	5

My position is (please mark one):

Food Service Assistant

Director

Manager

State Agency Staff

Other (please specify): _____

Name of the state and viewing site: _____

Suggested topics for future satellite programs: _____

Additional comments: _____

MAIL OR FAX TO:

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The University of Mississippi

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University, MS 38677-0188

Fax Number: 800-321-3061



Coaching Employees: Will You Make A Difference?

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Leadership Development for Managers Collection

“Coaching Employees for a Positive Outcome” is part of the *Building Human Resource Management Skills: Leadership Development for Managers* collection which may be purchased from NFSMI Sales Division, 1-800-321-3054, or borrowed from the Food and Nutrition Information Center (FNIC) at the National Agricultural Library (NAL). Visit the NAL Web site for questions and answers about lending services: www.nal.usda.gov/fnic/general/lending.html/. Use the following call numbers when borrowing from NAL:

Management Skills for Success	Kit No. 400
Leadership Development for Managers	Kit No. 401
Achieving an Effective Food Service System	Kit No. 402

Answer Keys

Pretest	Posttest
1. a	1. a
2. a	2. a
3. b	3. b
4. a	4. a
5. a	5. a
6. a	6. a
7. a	7. b
8. b	8. a
9. b	9. a
10. a	10. b



ASFSA Continuing Education Credit Form
Coaching Employees: Will You Make A Difference?

National Food Service Management Institute
The University of Mississippi
Satellite Seminar ♦ April 28, 2004

Date _____ Site _____

Facilitator _____

Name _____

ASFSA Membership Number _____

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Number Hours Credit Earned _____

Please complete form and hold until recertification is due. Submit this form along with recertification application and other documentation to your state School Food Service Association processor or to the ASFSA Certification Department at the address below:

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