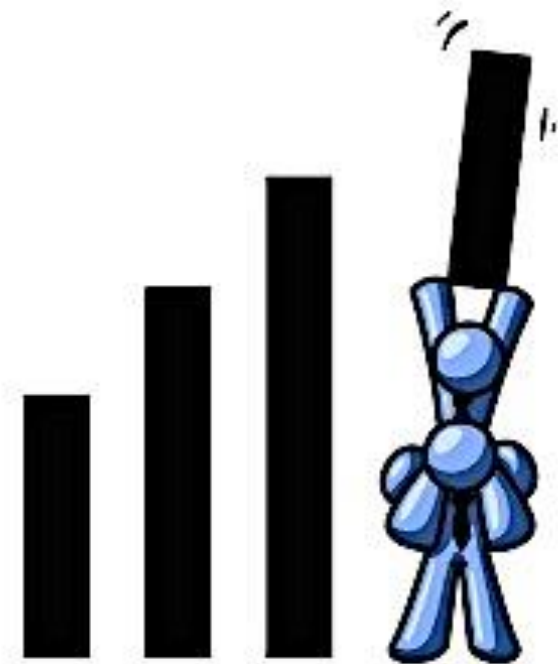


# Developing and Enabling People



# Course Overview



# Sharing of Expectations

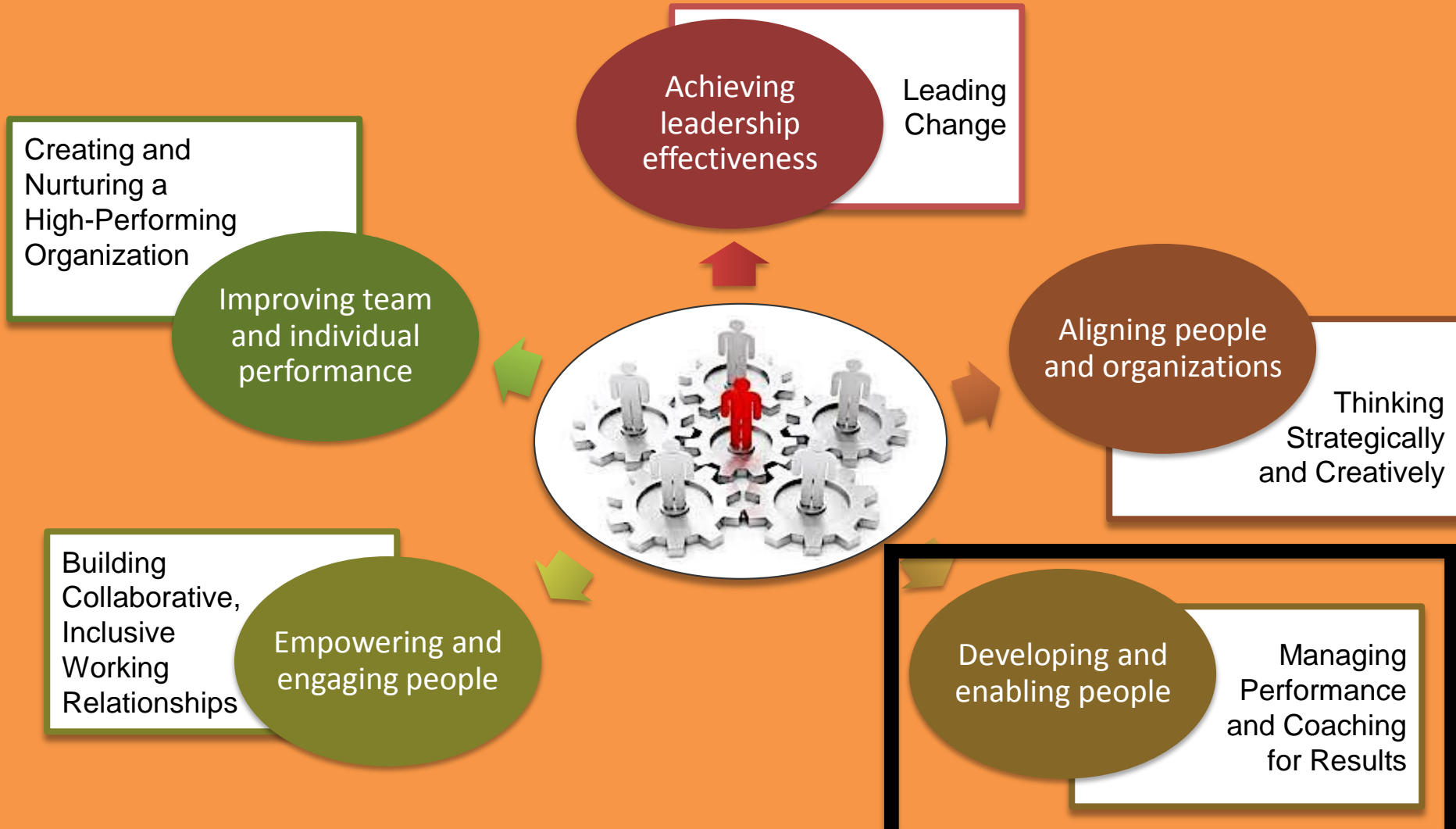


- What do you expect to learn during the course?

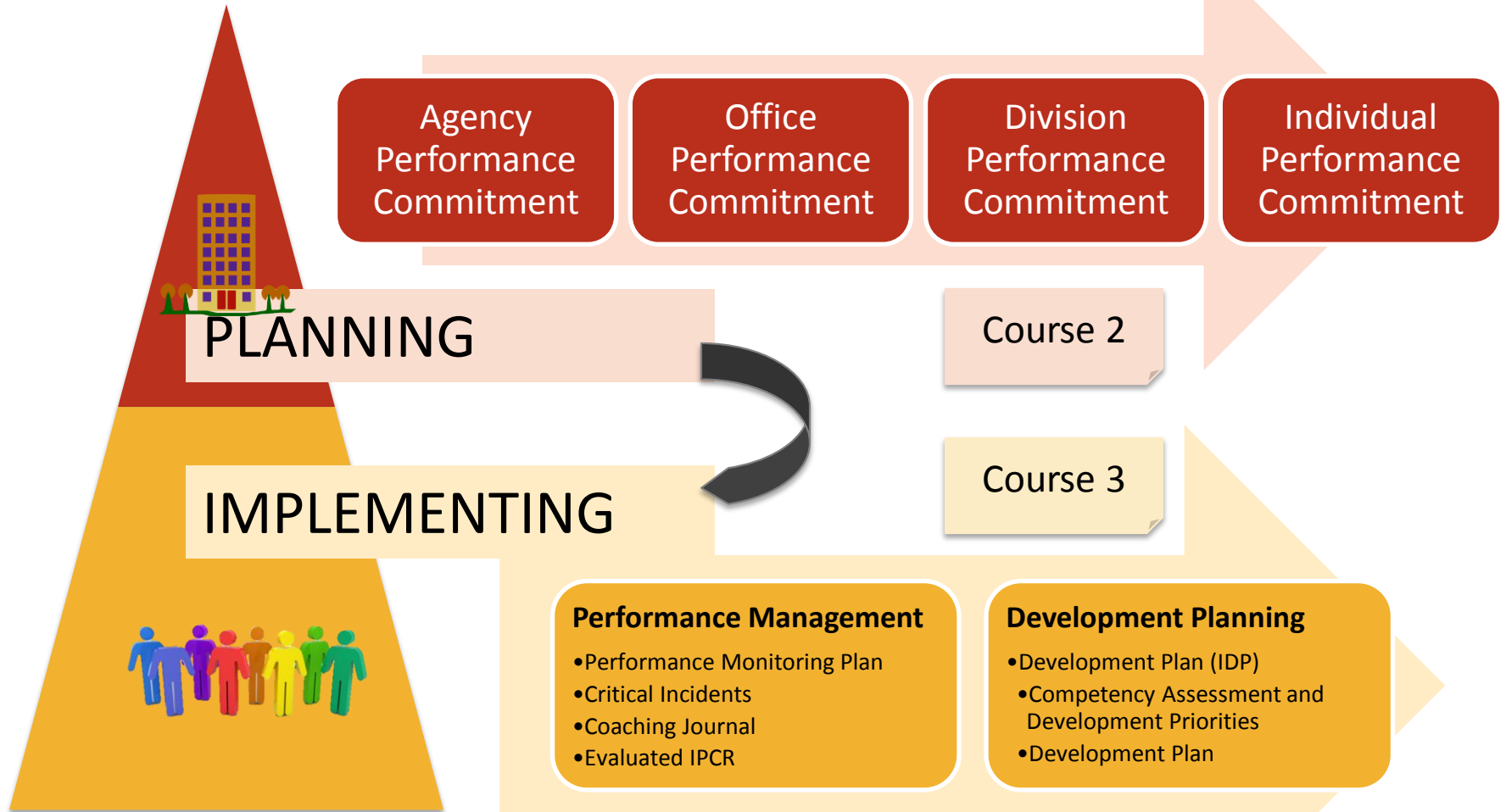


- What challenges do you expect you can better manage after the course?

# SDP and Leadership Competencies



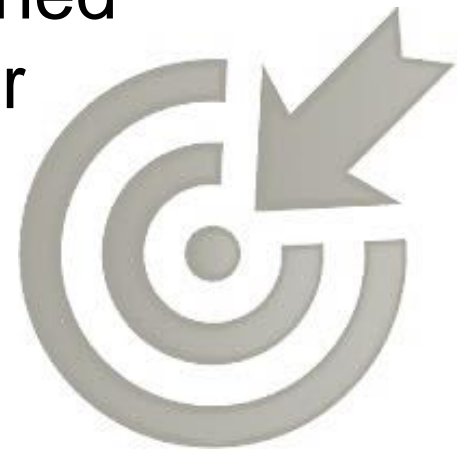
# Cascading Performance Goals



# Developing and Enabling People

Terminal Objective:

By the end of the course, participants will be able to plan and implement strategies to build and/or enhance competencies of their team and its individual members to pursue established performance goals as indicated in their DPCR and IPCR.



# Developing and Enabling People

## Enabling Objectives:

- Explain how supervisors can provide their team members with opportunities to grow and excel at work through effective performance management practices
- Identify learning interventions that can be introduced in the workplace
- Apply coaching principles and guidelines in facilitating learning and performance in the workplace



# Course Content

	Day 1	Day 2
AM	<p>Preparing the Learning Climate</p> <p>Overview of Performance Management</p> <p>Implementing the Performance Management Cycle</p>	<p>Learning and Development in the Workplace</p> <p>Coaching for Performance</p>
PM	<p>Implementing the Performance Management Cycle <i>(continuation)</i></p>	<p>Coaching for Performance <i>(continuation)</i></p> <p>Action Planning</p> <p>Post-Course Assessment</p>





# **Pre-Course Assessment**



# Competency Assessment

**Name:**

**Designation/Position:**

**Office:**

**Agency:**

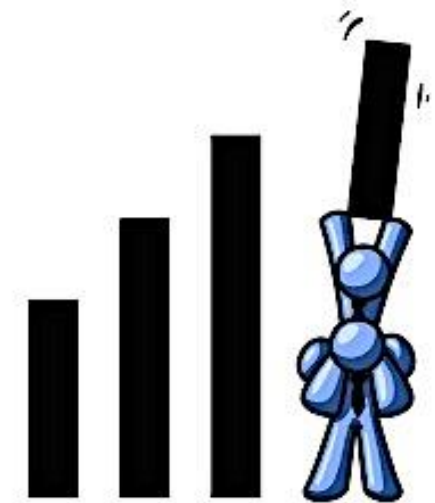
Assess yourself against each of the behavioral descriptors of the Five Leadership Competencies specified in the succeeding pages using the following rating scale:

- A: Consistently manifested**
- B: Manifested but not consistently**
- C: Guidance needed**
- D: No opportunity yet**

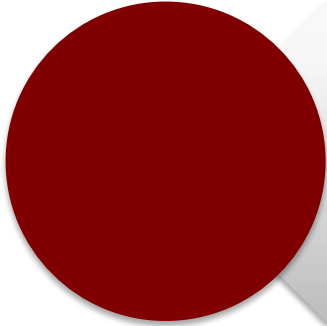
ELEMENT	BEHAVIOR	RATING	MANIFESTATION	ACTION PLAN
1. Promotes performance-based culture.	Provides timely, concrete, evidence-based, and behavioral feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees or team members on goals and work.			
2.Nurtures a coaching culture	Explains the coaching process, particularly, the concept of “coaching is coachee-driven” when conducting coaching sessions to employees as well as expectations with individuals or among team members; and, prepares the agreed work plan or commitment with individual or group.			
3. Applies appropriate coaching techniques confidently and flexibly	Asks powerful questions that begin with what, when, who, how much and how many to make coachee understand the root cause of long-standing issues or a situation that fails short of his/her superior’s expectations and to help the coachee identify goals, reality, options and actions.			
3. Demonstrates supportive leadership.	Gives genuine acknowledgement of a person’s qualities and feedback on developmental needs.			
3. Builds a respectful, egalitarian climate during performance management and coaching conversations	Communicates standards and expectations for mutual support and respect and open and honest relationship.			
3. Commits to continuous learning and improvement	Acknowledges mistakes and learns from them through self-reflection.			

I

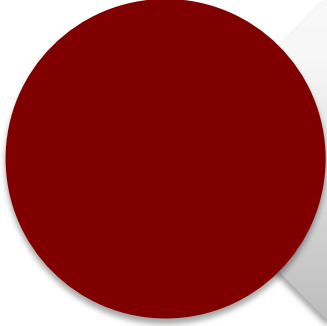
# Overview of Performance Management



# Session Objectives



Expound on the value of effective performance management in enabling employees to achieve their performance goals

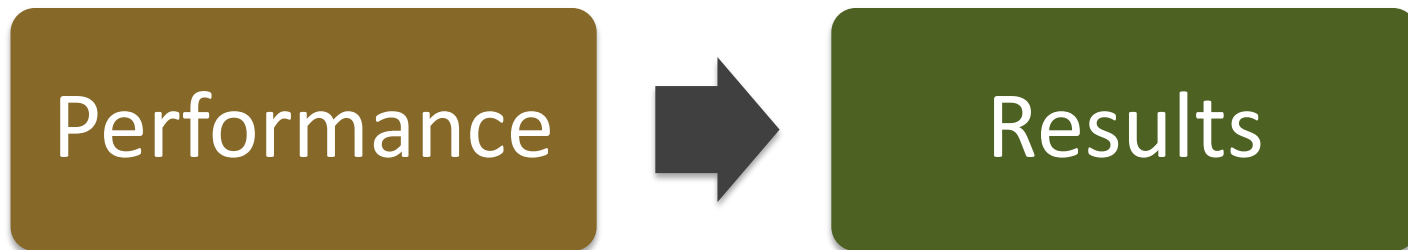


Explain the four stages of the performance management cycle

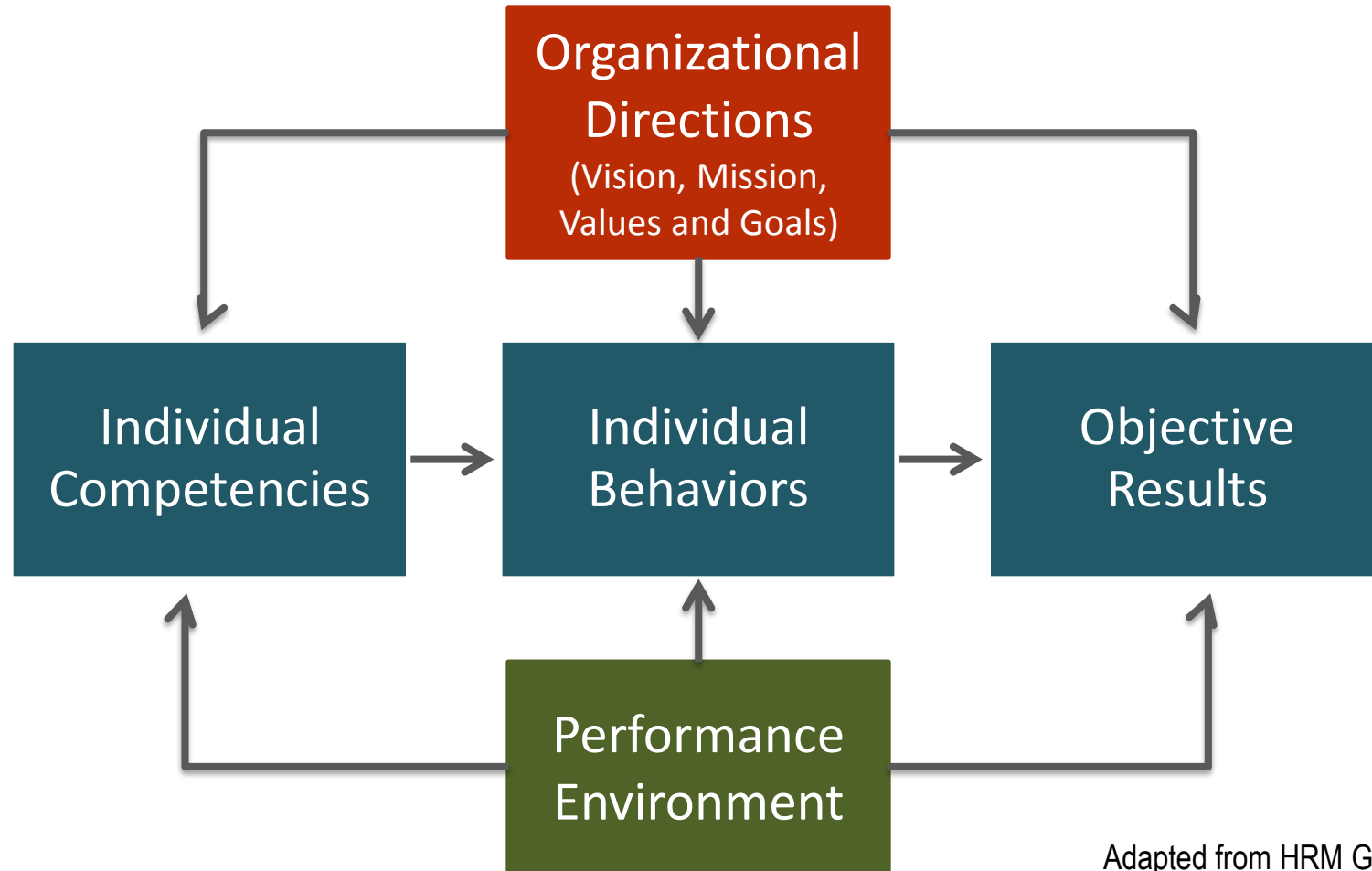


# Performance

- A measure of an output or result of a job, function, unit or entire organization
- Evaluation is made against some standards
- The “carrying out” and achievement of quantified objectives



# Performance in Organizations



Adapted from HRM Gaining a Competitive Advantage, 2000



# The Performance Environment

Systems

Resources

Client  
demands

Leadership  
style

Capacities and  
competencies

Physical  
environment

Organizational  
culture and  
norms

Structure and  
staffing

Job design

# What is Performance Management?

A strategic and integrated approach to deliver sustained success of an organization

by improving the performance of people who work in it

By developing the competence of teams and individual contributors

# Performance Management

Performance Management is the strategic and integrated approach to deliver sustained success of an organization. It is done by improving the performance of the people who work in it and by developing the competence of teams and individual contributors.

# Strategic Performance Management System

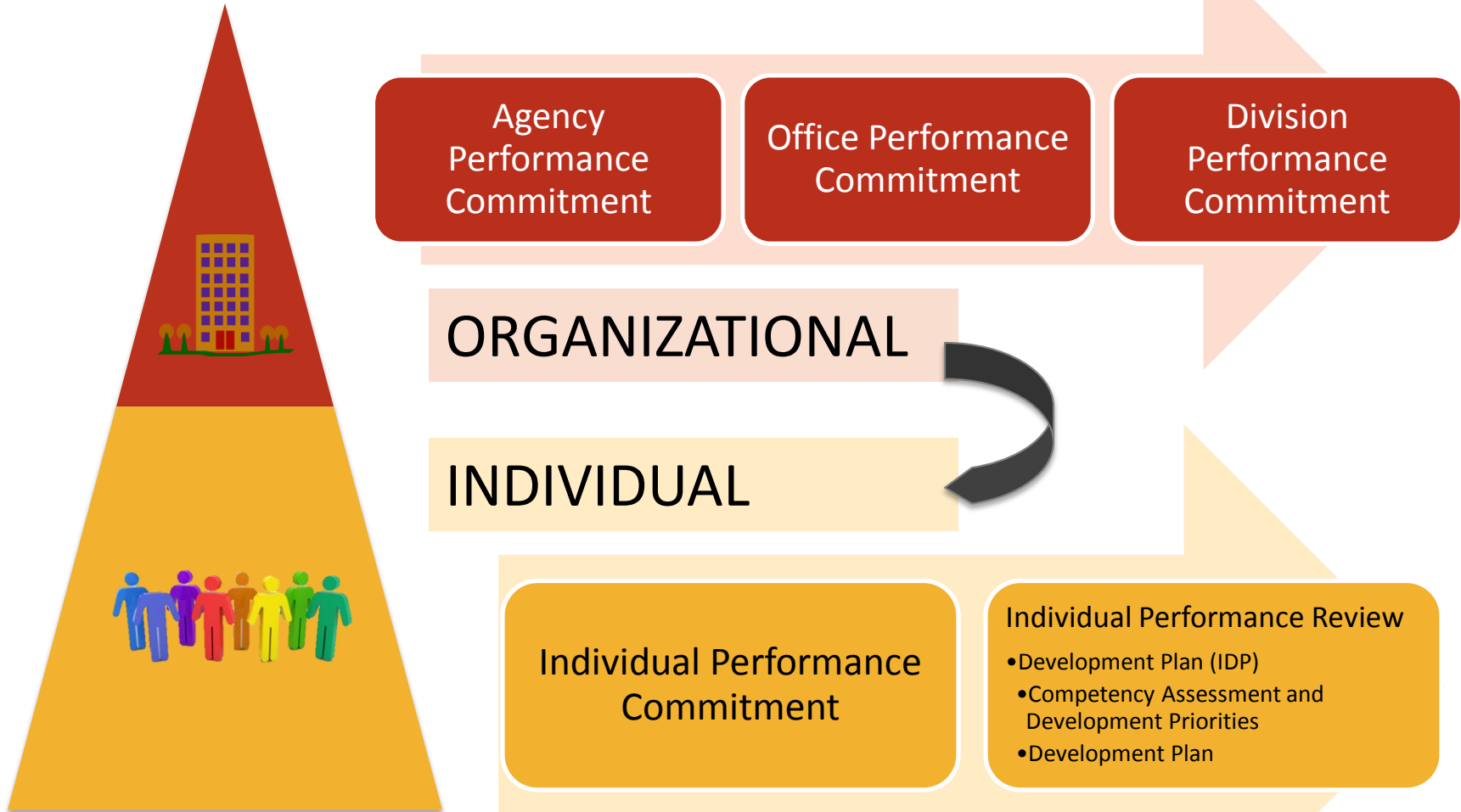
- A set of processes for establishing a shared understanding of:
  - WHAT WILL BE ACHIEVED (goal);
  - HOW IT WILL BE ACHIEVED; and
  - MANAGING PEOPLE in a way that will increase the probability that it will be achieved.
- A mechanism to address the demand to produce tangible results

# Purposes of Performance Management

## Strategic

- Link employee activities with organizational goals

# Cascading Performance Goals



# Purposes of Performance Management

## Strategic

- Link employee activities with organizational goals

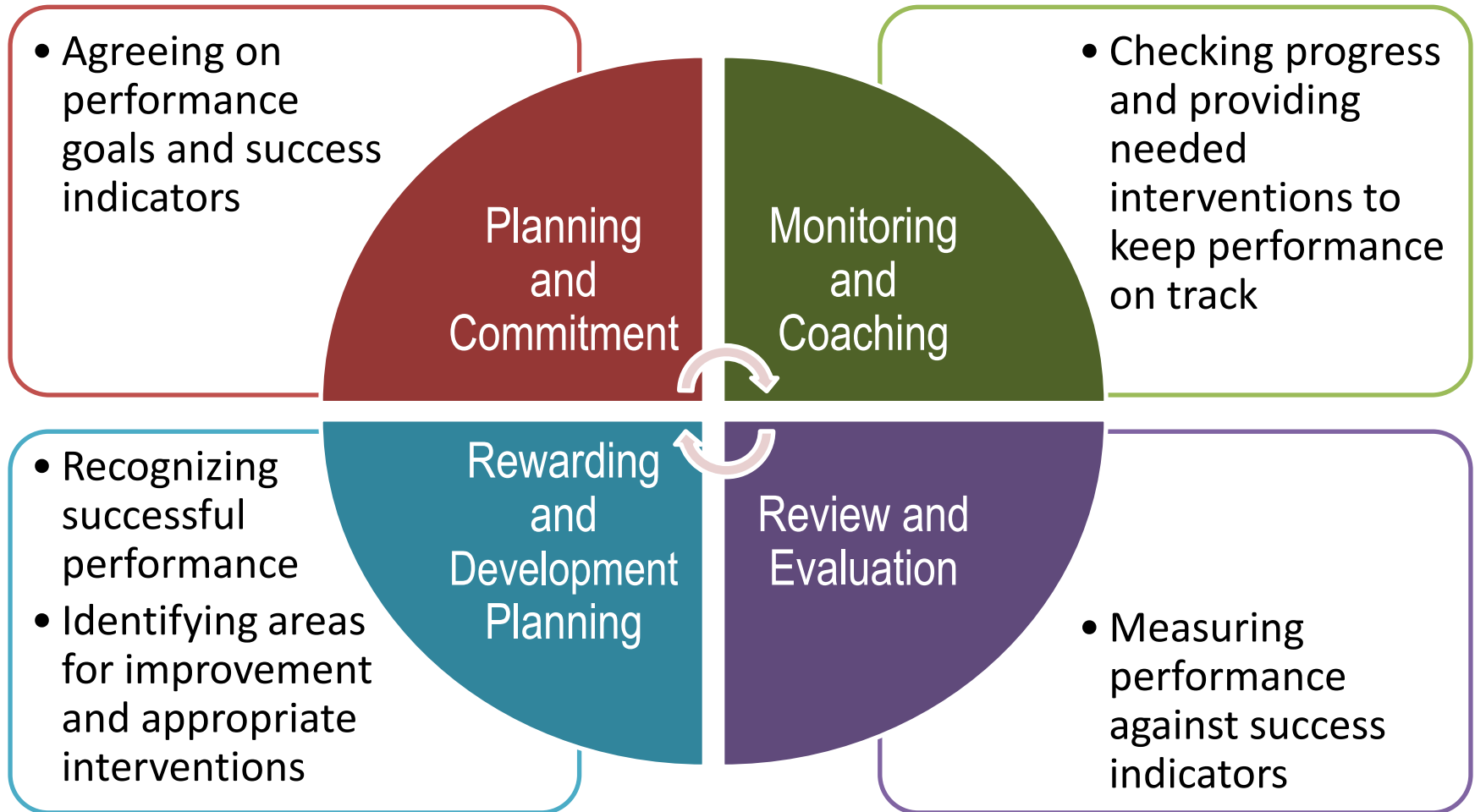
## Administrative

- Structured basis for decisions on rewards, promotions, retention

## Developmental

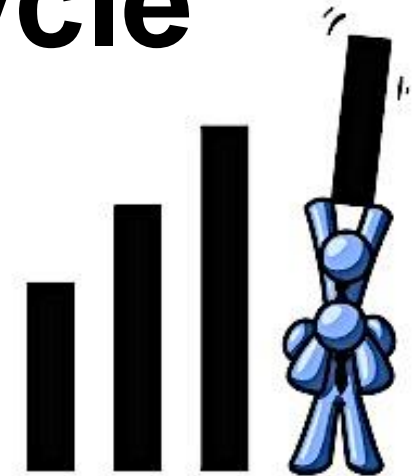
- Increase effectiveness by addressing performance gaps

# Performance Management Cycle

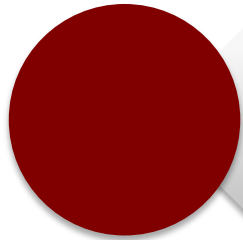




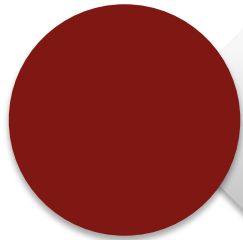
# Implementing the Performance Management Cycle



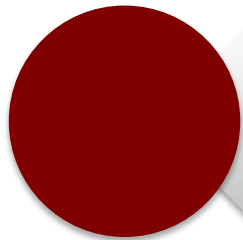
# Session Objectives



Discuss key processes involved in the different stages of Performance Management



Expound on tasks of supervisors in each of these stages



Explain how team and individual development plans can be used to sustain or improve performance





# TIPS to share

Task for each group

- Based on your experience in managing staff performance, draw up some tips that you would like to share with your fellow supervisors.
- Write your tips on easel sheets.
- Present them in a creative way.

Time limit: 15 minutes

Presentation: 3 minutes/group



Lunch

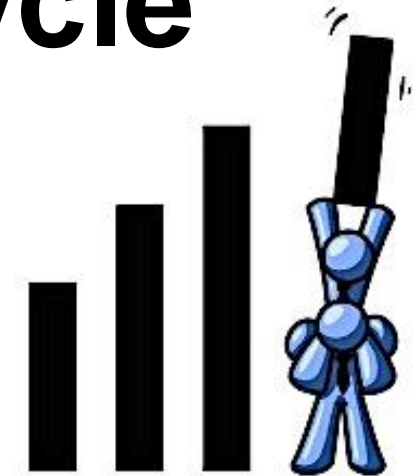
&

Learn

## Session 4

# Implementing the Performance Management Cycle

*(Continuation)*



# Sharing of



# Performance Management Cycle

- Agreeing on performance goals and success indicators

Planning  
and  
Commitment

# Supervisors' Tasks in PM

- Clarify expected results and behaviors
- Guide staff in understanding alignment of individual performance targets with that of the agency
- Generate agreement on performance success indicators

Planning and Commitment





# Performance Planning and Commitment



## Why

To agree on standards against which performance will be assessed

## What

**Results:** Performance success indicators

**Behaviors:**  
How the targets will be achieved

# Performance Planning and Commitment

How



Specify:

Success  
Indicators

Rating  
Scale

# What gets measured, gets done.

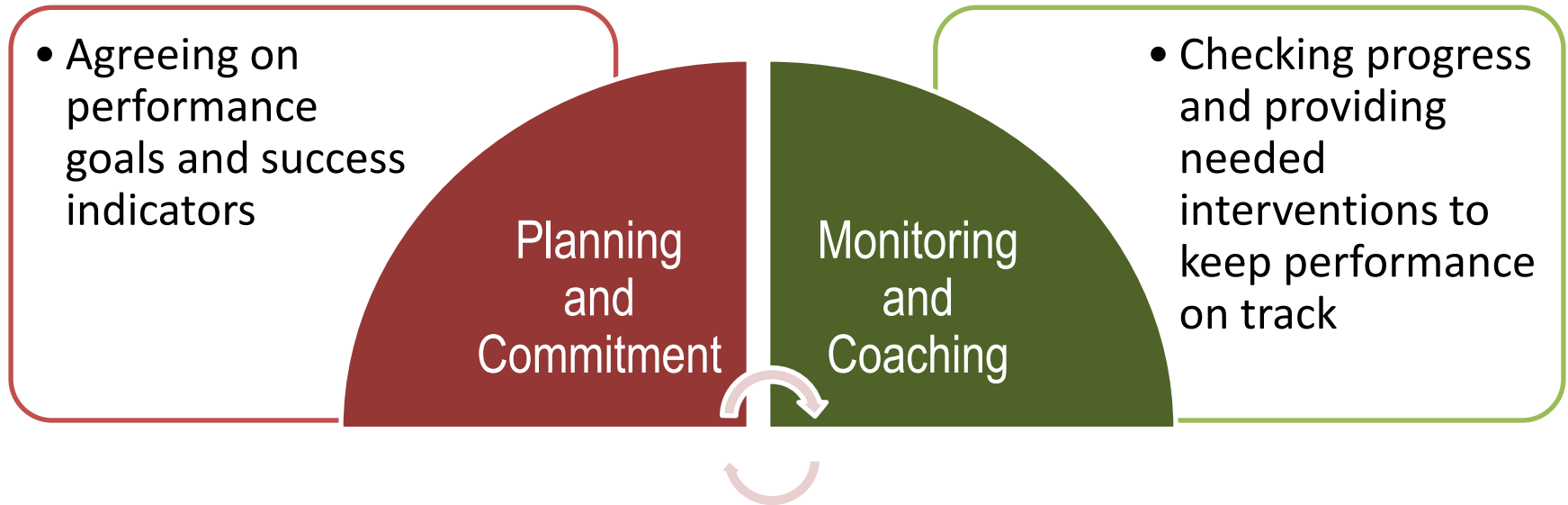
- Tom Peters



# What gets measured, gets managed.

- Peter Drucker

# Performance Management Cycle



# Supervisors' Tasks in PM

- Observe and document STARs
- Encourage staff to collect evidence of performance
- Give feedback on performance
- Provide coaching as needed

Monitoring and Coaching



# Performance Monitoring and Coaching



## MONITORING

- Observing and collecting data over a period of time for the purpose of measuring performance

## COACHING

- Providing guidance to staff with the intent of helping them achieve their performance goals

# Performance Monitoring and Coaching



## Why

To ensure that performance remains on track towards goals

## What

**Accomplishments:**  
What is being done well

**Performance deficiencies:**  
What is falling short of expectations/targets

# Performance Monitoring and Coaching



How

Establish  
review  
schedules  
and  
milestones

Observe  
and  
document  
progress



# Sources of Performance Data



How

---

Outputs

---

Feedback

---

Observations

---

Progress reports

---

Critical incidents

# Collecting STARS



How



# Performance Monitoring and Coaching



How

Establish review schedules and milestones

Observe and document progress

Assess against established milestones

Give feedback and take appropriate action



# Feedback

Providing information on:

- What the staff is doing well
- What performance is below par and needs to be improved

# Progress Review

How



Status of IPC implementation

Factors that facilitate accomplishment

Challenges and barriers to performance

Concrete steps to address performance problems

Support needed from supervisor and others

# Performance Monitoring and Coaching



How

Establish review schedules and milestones

Observe and document progress

Assess against established milestones

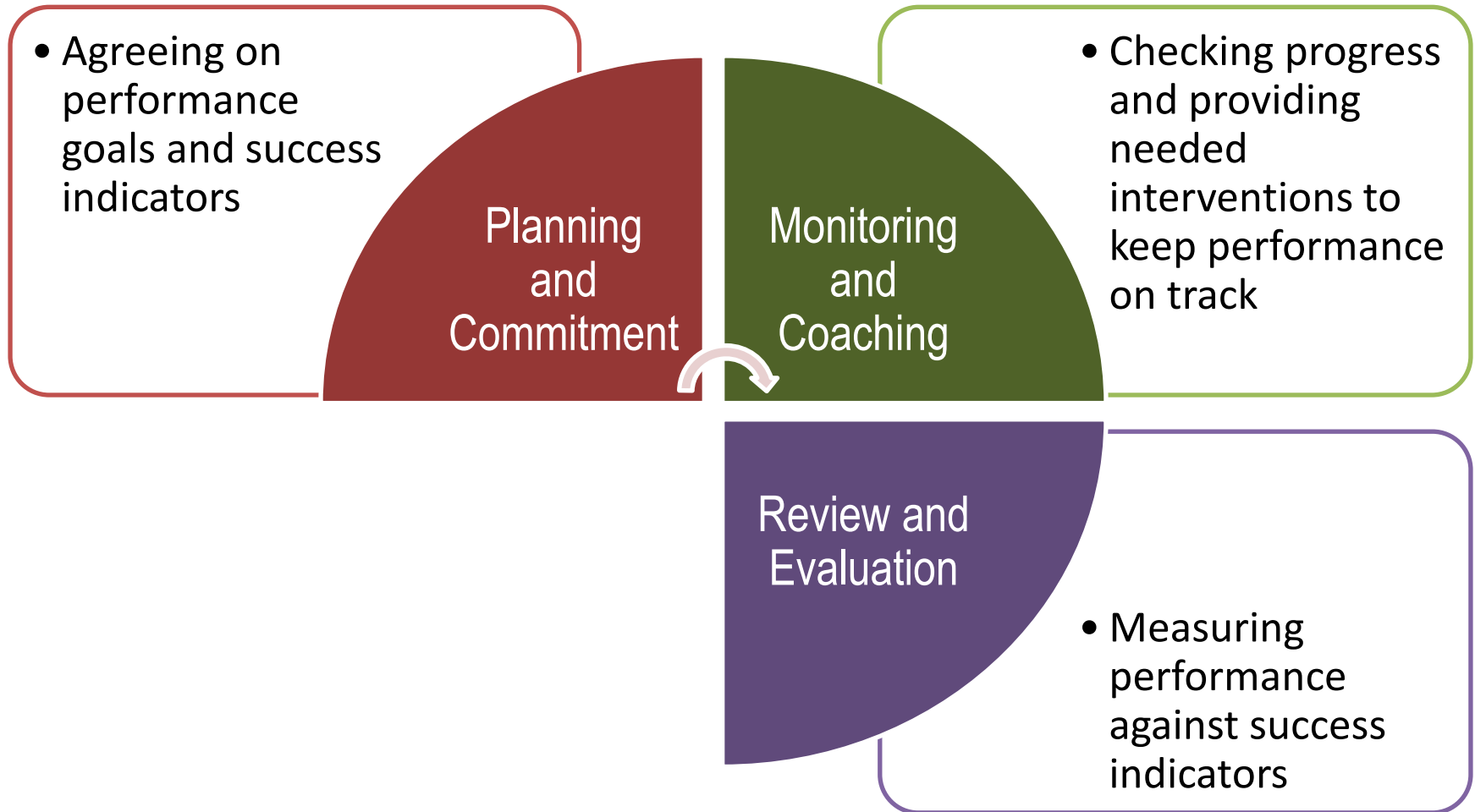
Give feedback and take appropriate action

Record status and action taken



Monitoring is  
**NOT** an event;  
it is an  
**ONGOING**  
process.

# Performance Management Cycle





# Supervisors' Tasks in PM

- Assess performance based on accomplishment and agreed success indicators
- Conduct performance discussion

Review and Evaluation



# Performance Review and Evaluation



## Why

To assess performance and generate data that will serve as basis for future HR decisions

## What

### **Accomplishments:**

What performance goals were achieved

### **Performance deficiencies:**

What performance targets were not met

# Performance Review and Evaluation



How

Review performance success indicators

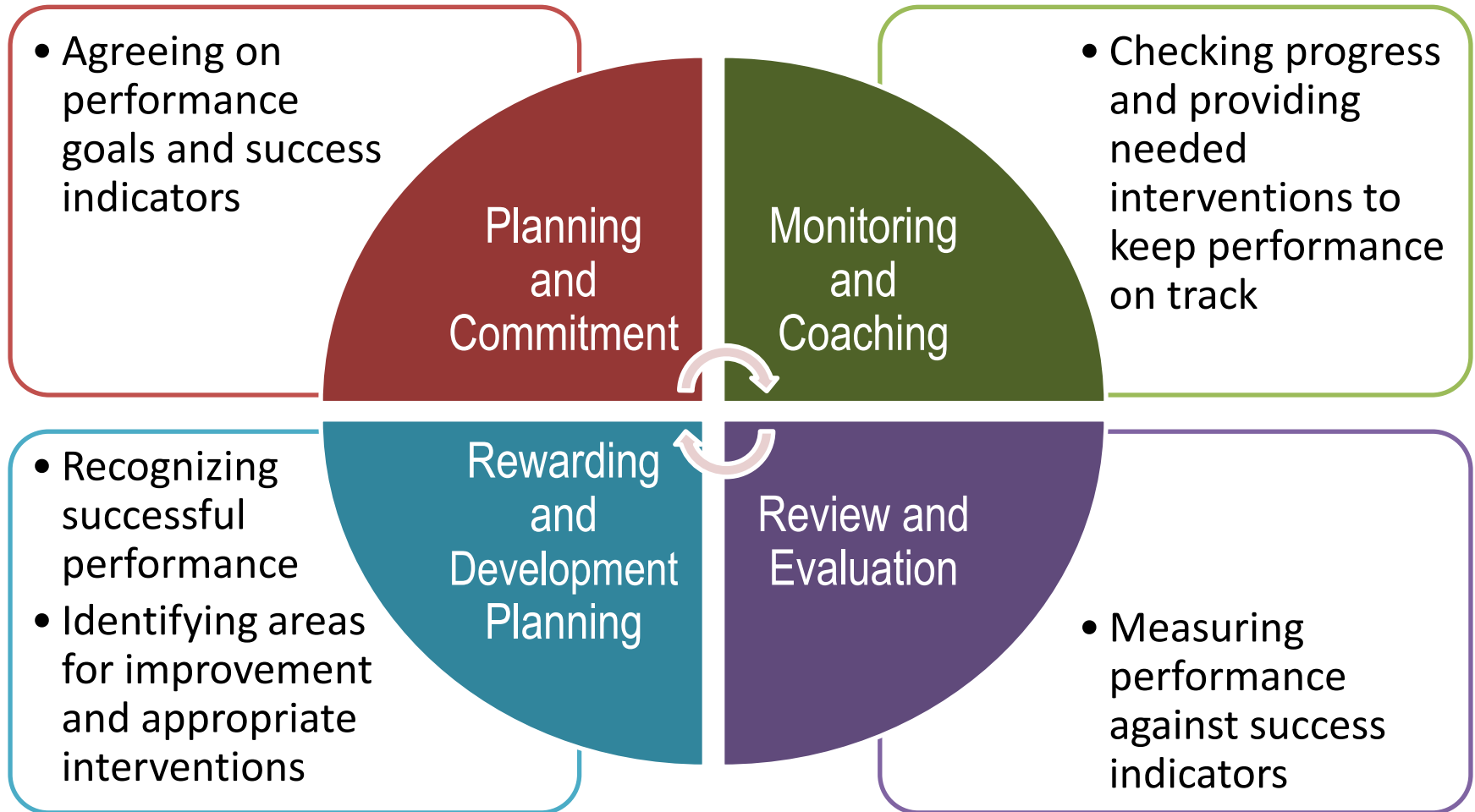
Analyze performance data

Rate by comparing accomplishments with success indicators

Submit rating for second-level review/approval

Discuss final rating with staff

# Performance Management Cycle



# Supervisors' Tasks in PM

- Recognizing performance that meets or exceeds standards

Rewarding





# Rewarding

## Why

To reinforce and sustain good performance

## What

**Recognizing**

High levels of performance



# Formal Rewards

Productivity  
Bonus

Step Increment

Promotion

Incentives

Training  
opportunities

Career  
development  
interventions

How



# Informal Rewards

Saying "Thank You"

Pat on the back

Invitation to a meal together

Giving perks

Seeking advice

Acknowledgement in meetings

Affirmation notes

Informal "awards"

Memo to big boss on staff's achievement

Challenging assignments

Peer training opportunities



# Supervisors' Tasks in PM

- Determining performance and competency gaps
- Identifying appropriate interventions and actions to address them
- Identifying developmental interventions for high-potential staff

## Development Planning





# Development Planning

## Why

To correct performance problems

## What

### **Giving Feedback**

To identify causes of unsatisfactory performance

### **Planning**

To improve performance



# Development Planning

## Why

To reinforce  
and sustain  
good  
performance

## What

### **Giving Feedback**

To affirm good performance

### **Planning**

To sustain performance

To hone potentials for higher  
level responsibilities

# Rewarding and Development Planning



## How

Jointly with staff:

- Identify staff strengths and areas for improvement
- Determine appropriate interventions to address competency reinforcement and/or improvement needs
- Formulate an Individual Development Plan (IDP)

Consolidate interventions identified in IDPs into a Team Development Plan

Monitor TDP and IDP implementation

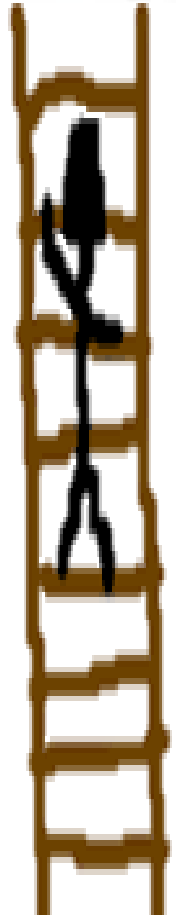
# Individual Development Plan (IDP)



Documents action steps that will be undertaken to improve or enhance performance of individual employees

Accomplished during performance evaluation to:

- Address identified performance gaps
- Retool for changing job demands
- Provide opportunities for enhancing competencies



# Individual Development Plan (IDP)

Prepares high-potential personnel for career progression and helps in retaining talent

Becomes one of the bases for the agency's Learning and Development Plan

# IDP Contents



Competency  
Gap/s



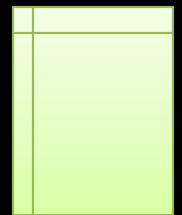
Competency  
Development  
Objective/s



Action Plan

- Activity/ies
- Timelines
- Support Requirements

Monitoring of IDP implementation is facilitated by the development of a comprehensive and well-integrated Team Development Plan.





# Team Development Plan

Plan for enhancing the effectiveness of the team with focus on building or enhancing competencies of members

May also include:

- Identifying and providing conditions in which teams will operate
- Clarifying roles and assignments
- Identifying and accessing needed resources and support

# Supervisors' Tasks

- Ensure that employee development plans are integrated in the individual performance commitment
- Prepare the Team Development Plan (TDP)



# Supervisors' Tasks

- Track progress in TDP implementation
- Conduct planned workplace L&D interventions
- Review staff IDPs periodically and make adjustments as needed
- Make corresponding adjustments in the TDP



# Supervisors' Tasks



- Assess accomplishments in TDP implementation
- Evaluate L&D contribution to individual and team performance improvement

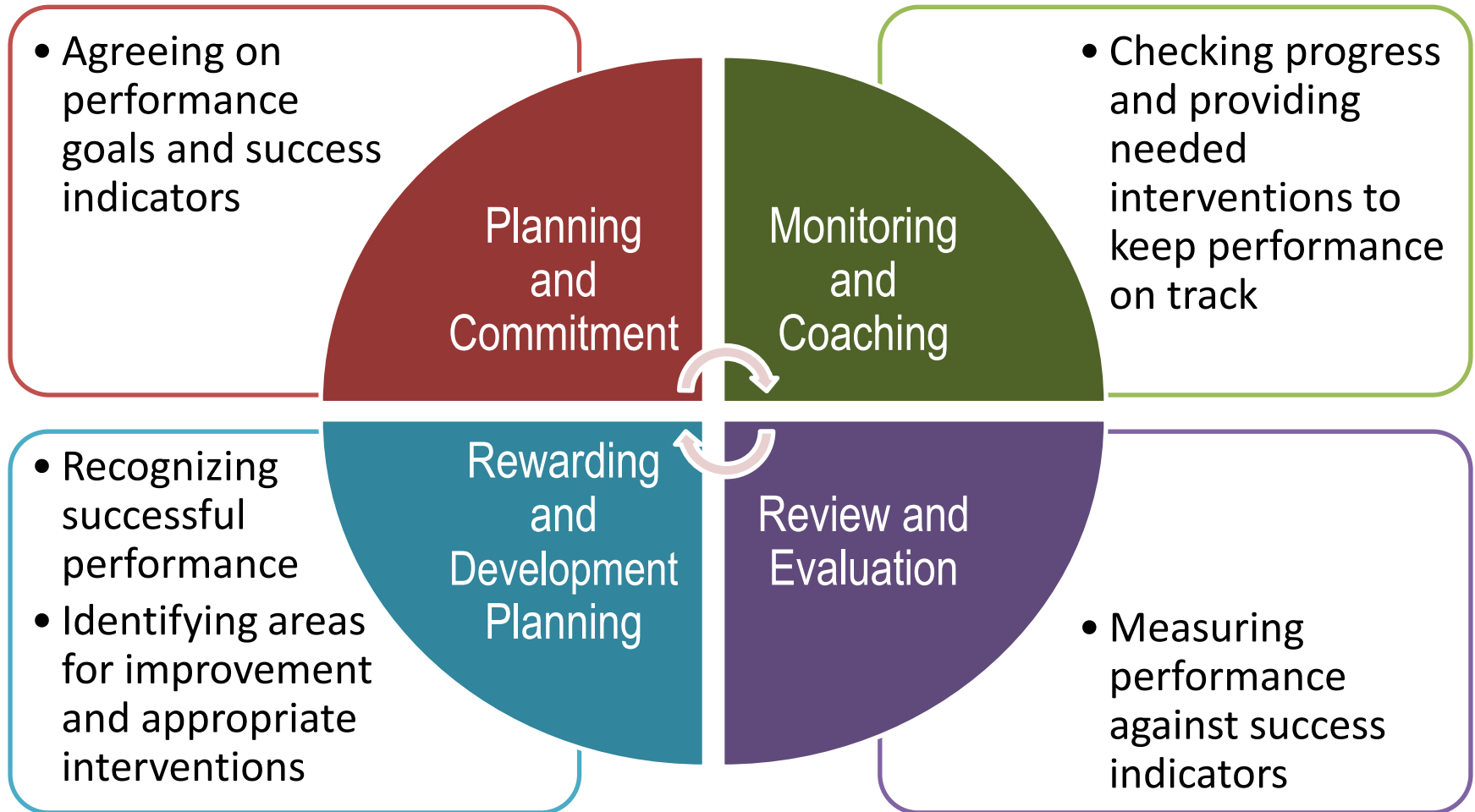
# Supervisors' Tasks

Jointly with employee:

- Identify competency development needs on the basis of actual performance
- Determine appropriate learning interventions to address identified needs
- Formulate an Individual Development Plan (IDP)



# Performance Management Cycle



Difficulties arise because, at its core, performance management is a highly personal and often threatening process for both managers (supervisors) and employees.

- Elaine D. Pulakos, Ph.D.  
Office of Personnel Decisions Research Institute  
Washington D.C.

Performance management has shifted its focus to a broader agenda for the management of performance with the emphasis on **open and honest communication between managers (supervisors) and individuals** and the **development of trust-based relationships.**



- Sparrow, P., 2008 as cited in CIPD Performance Management Discussion Paper



# PRODUCTIVITY

is never an accident.  
It is always a result of  
a commitment to excellence,  
intelligent planning,  
and focused effort.

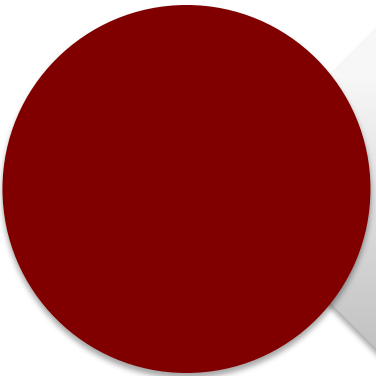
- Paul Meyer





# Conducting a Performance Review Meeting

# Session Objective



Expound on the process  
for conducting a  
performance review meeting



# Planning a Performance Review Meeting



In your groups, list down tasks that need to be done:

Before the meeting

During the meeting

After the meeting

Review the output of other groups:



Agree



Disagree



Needs to be clarified

# Performance Review Meeting



---

Process where supervisor and employee work together to assess the degree to which the employee has attained agreed-upon goals, and work together to overcome any difficulties encountered

---

Also called performance appraisal meeting, or performance evaluation meeting.

- Robert Bacal, Performance Management – A Briefcase Book

# Performance Review Meeting



## Preparation

- Schedule the meeting ahead of time to give staff time to prepare
- Review performance and other relevant data (job description, recommendations from previous year's appraisal, IDP, etc.)
- Reserve a quiet and private venue for the discussion

# Performance Review Meeting



## Conduct of meeting

- Explain the purpose of the meeting (including how the results will be used)
- Discuss appraisal results against targeted performance goals
  - Support evaluation with data.
  - Focus on work behaviors.
  - Give both positive and constructive feedback.
- Check for understanding

# Performance Review Meeting



## Conduct of meeting

- Agree on strengths and areas for improvement
- Generate an improvement/development plan
- End meeting on a positive note

## After the meeting

- Submit accomplished IPCR to HR
- Provide a copy to concerned staff



# Effective Performance Review Meeting



Focused on employee and his/her performance

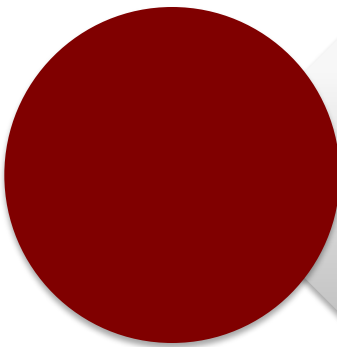
Supervisor as active listener and facilitator

Covers performance within appraisal period

Recognizes achievements

Plans for performance improvement

# Session Objective



Identify ways by which supervisors can manage different types of performers



# Indicators of Underperformance

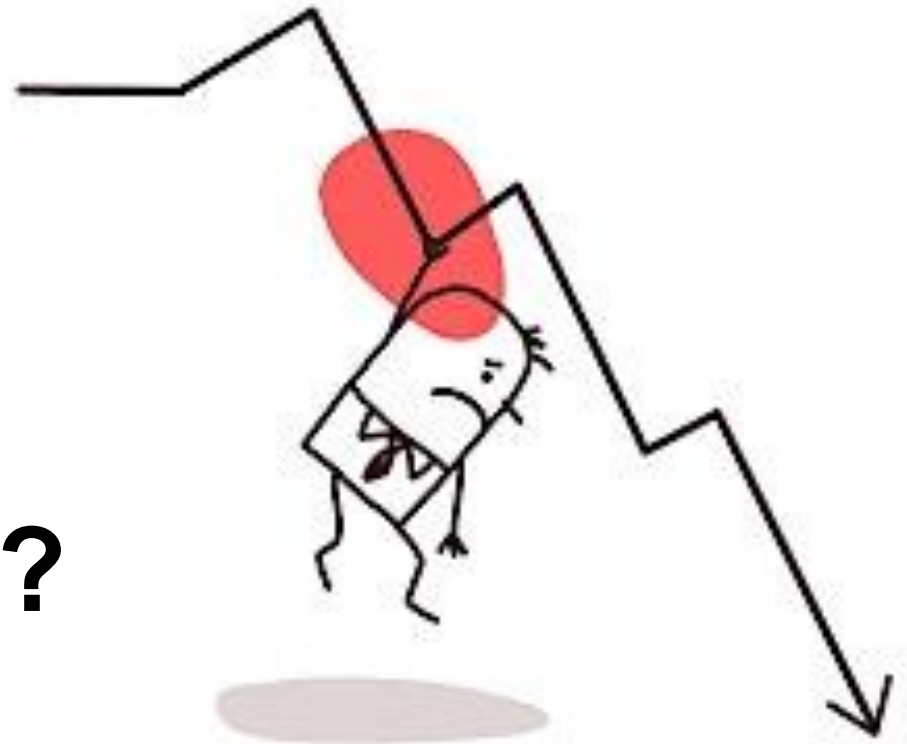


Unmet  
performance goals

Non-compliance  
with workplace  
policies, rule or  
procedures

Unacceptable  
behavior in the  
workplace

# Why do employees underperform?



Unclear expectations

Relationship problems

Job mismatch

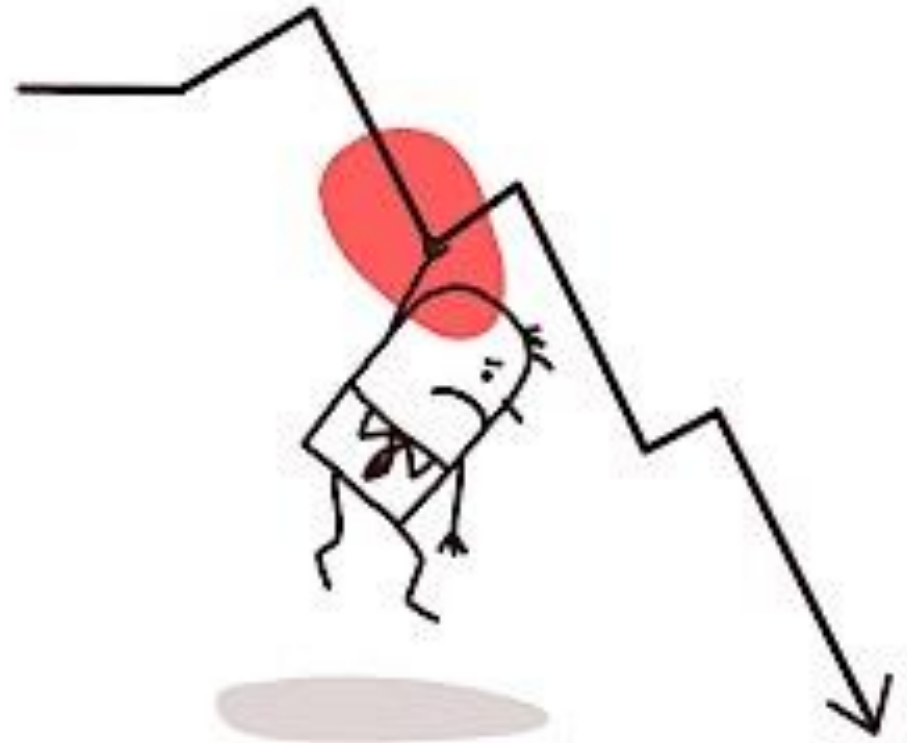
Lack of feedback about performance

Poor work environment

Lack of motivation

Low morale

Personal issues



- Fairwork Ombudsman Australia

# Managing Team Members

M  
 O  
 T  
 I  
 V  
 A  
 T  
 I  
 O  
 N

ABILITY

Low

High

High

Low

MISFIT

PERFORMER

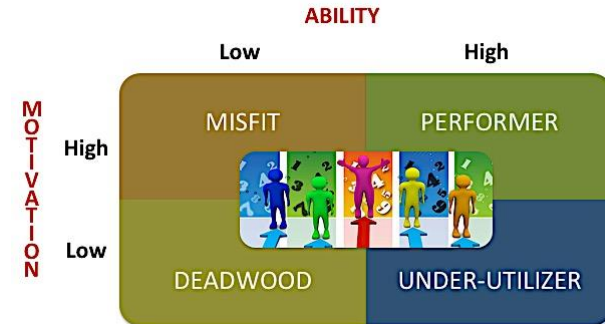


DEADWOOD

UNDER-UTILIZER

Adapted from Job Feedback, M. London, 1997

# Managing DEADWOODs



Document performance issues

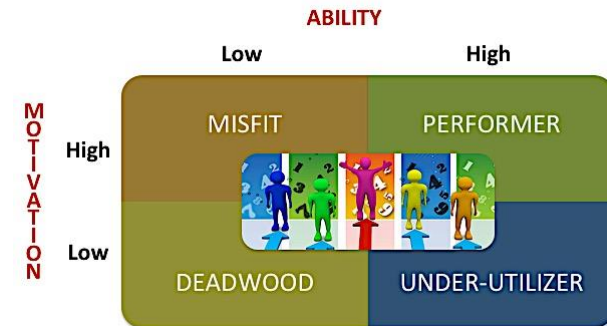
Give frequent feedback on performance problem/s

Plan for improvement and monitor performance

Encourage to resign or terminate from service  
*(following due process)*

Employ coaching

# Managing MISFITs



Provide frequent performance feedback

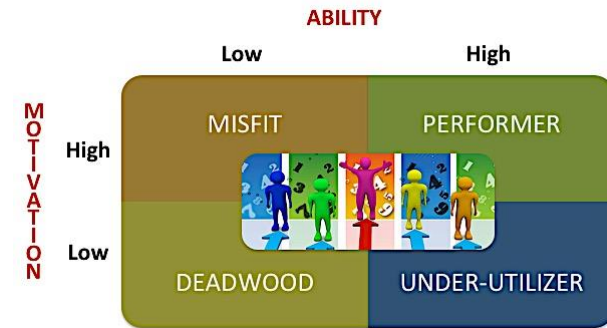
Coach

Train or give temporary assignment for skill development

Reassign to job that matches current skills



# Managing UNDER-UTILIZERS



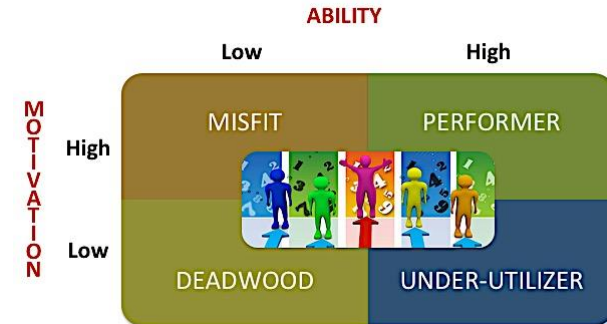
Clarify performance goals

Determine cause/s of low motivation and address them

Coach

Closely monitor and give regular performance feedback

# Managing PERFORMERS



Affirm and/or reward effort and contribution

Identify development opportunities

Tap as coach or mentor for other team members

Offer more challenging assignments

# Time to stop and think...

- Which of the supervisors' tasks have you been performing well?
- In which tasks do you need to focus more attention because:
  - You think you need to improve on it;
  - You have not done it before; or
  - You think you are not equipped with needed abilities for it?
- What specific actions will you do to be able to perform this/these role/s?

**Management is about  
human beings.  
Its task is to make people  
capable of joint performance,  
to make their strengths effective  
and their weaknesses irrelevant.**

- Peter F. Drucker



# Thank you!

# Developing and Enabling People

25 & 27 March 2017



*Akala ko...*



*Yun pala...*

*Dahil dito...*





# Course Content

	Day 1	Day 2
AM	Preparing the Learning Climate Overview of Performance Management Implementing the Performance Management Cycle 	Learning and Development in the Workplace Coaching for Performance
PM	Implementing the Performance Management Cycle <i>(continuation)</i> 	Coaching for Performance <i>(continuation)</i> Action Planning Integration Post-Course Assessment



# Learning and Development in the Workplace



# Session Objectives



Define competencies, their elements and types

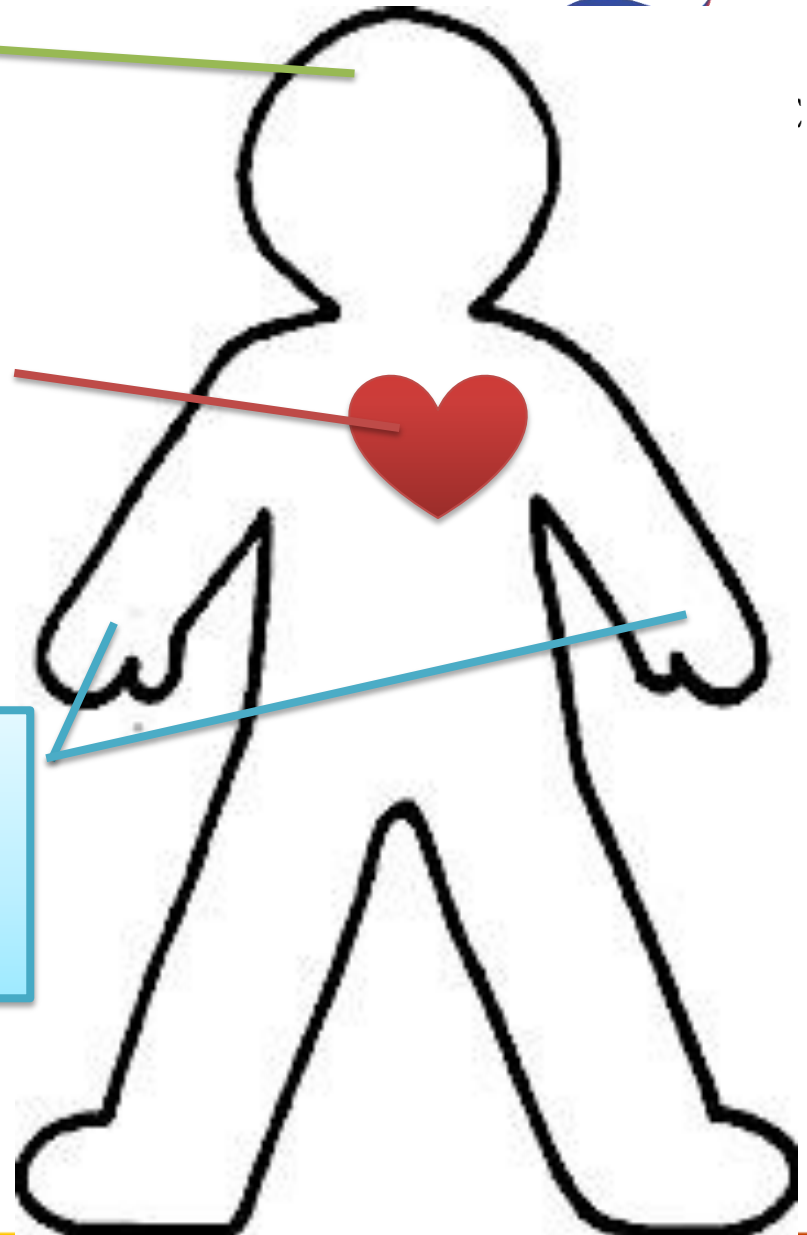
Explain the concept of Workplace Learning and Performance and supervisors' tasks in its implementation

Identify workplace learning interventions that can be applied in managing their team

What s/he  
**KNOWS**

What s/he  
**VALUES**

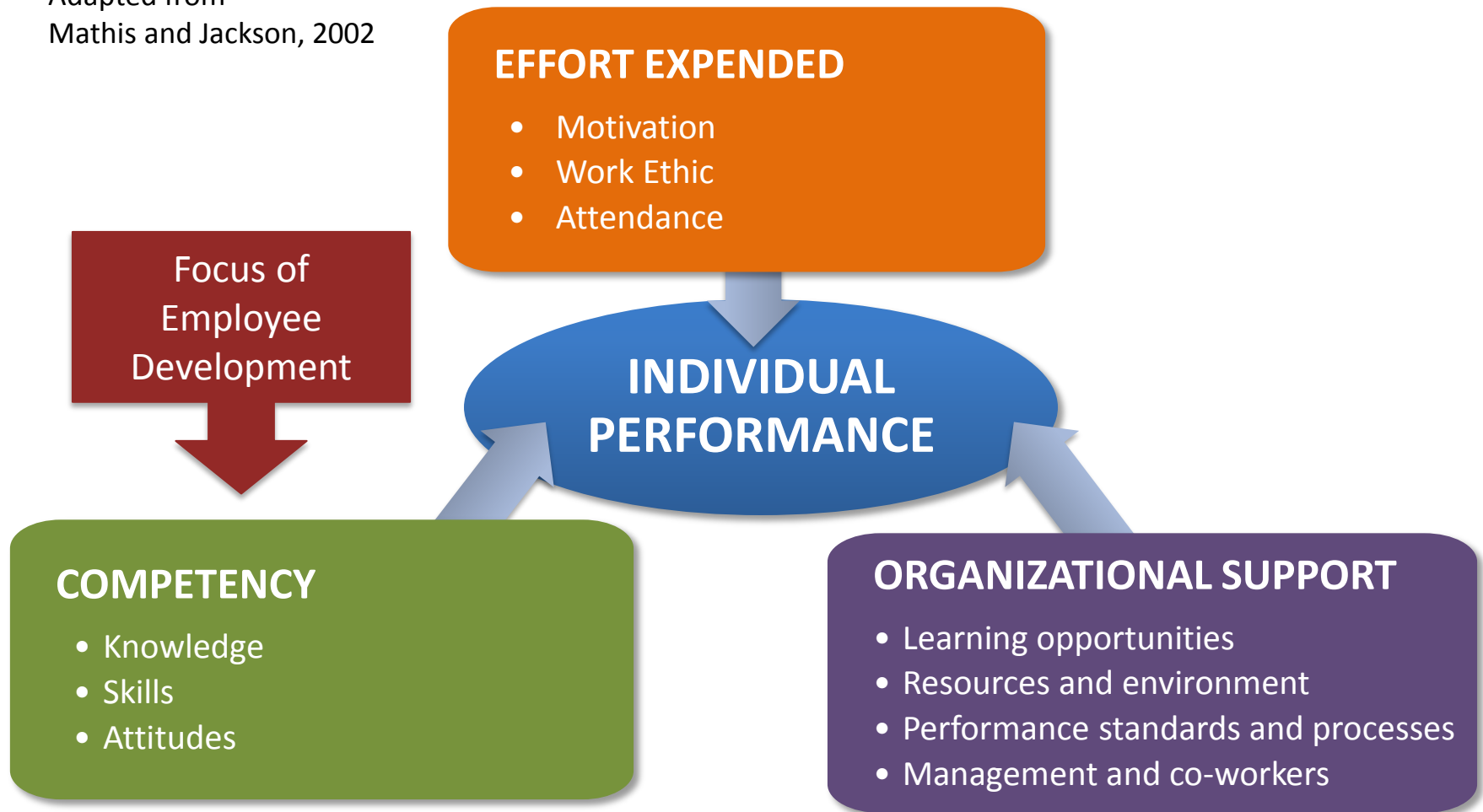
What s/he  
**CAN DO**



# My Ideal Supervisor

# Elements of Individual Performance

Adapted from  
Mathis and Jackson, 2002



# Competencies

Characteristics that individual have and use in appropriate consistent ways in order to achieve desired performance

Knowledge, skills, aspect of self image, social motives, traits, thought patterns, mind sets and ways of thinking, feeling and acting.

Dubois and Rothwell, 2004



**Competencies**  
are behavioural  
dimensions of  
exemplar or fully  
successful job  
holders.



# Elements of Competencies



## Knowledge

- Understanding acquired through learning sessions



## Skills

- Capabilities acquired thru practice



## Values

- Beliefs, principles and standards that predispose people to act in certain ways

# Types of Competencies (CSC)

## CORE

- Organisation's values, mission and strategy
- Apply to all officials and employees across offices

## ORGANISATIONAL

- Majority of positions to manage the organisation's business operations to achieve its goals/objectives

## LEADERSHIP

- Competencies needed to perform managerial and leadership work and process

## TECHNICAL

- Specific competencies required to perform the defined activities in an industry, function or job



# Successful achievement of organizational goals

and priorities entails performance among employees who have

**learned and developed**

required competencies to effectively and efficiently perform their job.



# Time to stop and think...

Think of the time when you were still starting on your job or learning a new task.

- What activities or interventions facilitated your ability to perform your assignments?
- How did these help you in improving performance on the job?



# Learning and Development



**Bridging the competency gap**

# Definitions



## Learning

- Means by which a person acquires and develops new knowledge, skills, capabilities, behaviors and attitudes



## Training

- Application of formal processes to impart knowledge and help people to acquire the competencies they need to perform their jobs satisfactorily

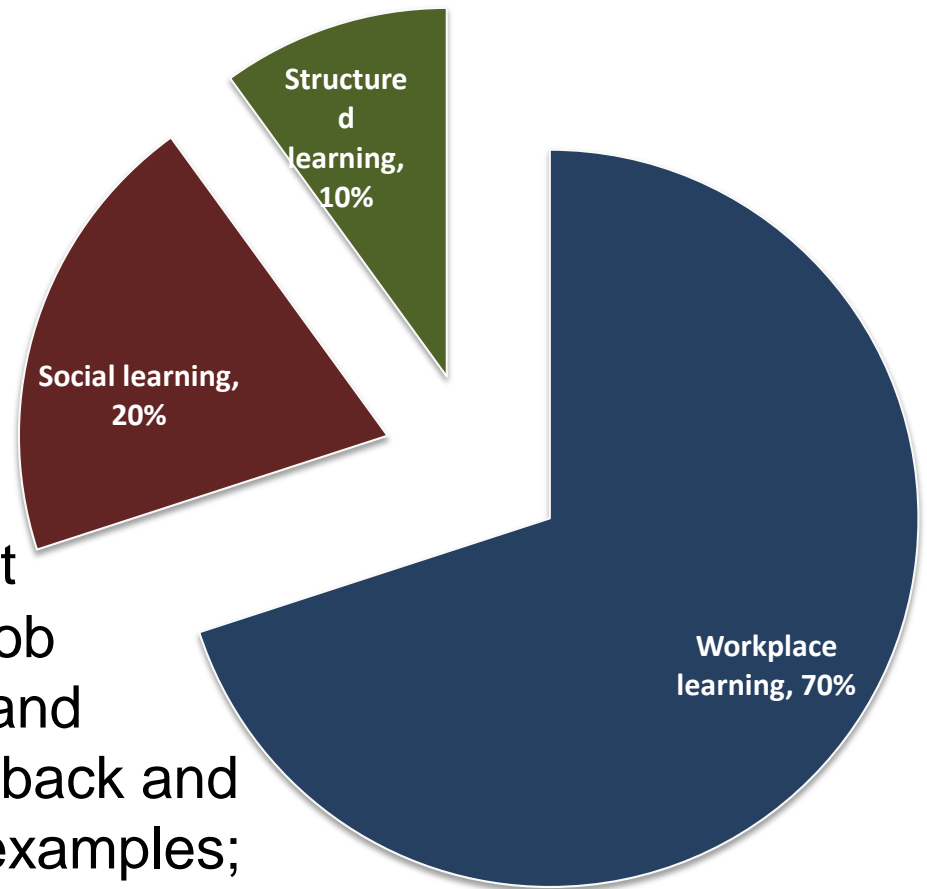


## Development

- Progression from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required

(Armstrong's Essential HRM Practice)

# 70:20:10



“The odds are that development will be about 70% from on-the-job experiences, working on tasks and problems; about 20% from feedback and working around good and bad examples; and 10% from courses and reading.”

Michael M. Lombardo and Robert W. Eichinger  
*The Career Architect Development Planner, 3rd edition,*  
2000

# 70%: Experience and practice



SI

## Learning from hands-on experience or learning in the workplace

- Shadowing
- Job enlargement
- Cross-training and posting
- Job rotation
- Special job assignments
- Benchmarking
- Exposure/Field visits
- On-the-job training
- Work Improvement Teams (WIT)

# Definitions

**Shadowing** is following and observing an expert performing the work to be learned for a specified period of time.

**Job Enlargement** is the increasing of the scope of a job by extending the range of its job duties and responsibilities generally with the same level and periphery.

**Cross Training** is the training of an employee to do a different part of the organization's work.



**Job Rotation** is the shifting of an employee between two or more assignments or jobs at regular intervals of time.

**Special Job Assignment** is the temporary duties performed by an employee on a part-time or full-time basis.

**Benchmarking** is the adapting of best practices to improve performance.

**Exposure/Field Visits** is the conduct of visits to places away from the normal work environment for the purpose of learning or research

**On-the-Job Training (OJT)** is the conduct of one-on-one training in the workplace on how to perform a specific job.

**20%:  
Other people**



## Interaction with people

- Coaching
- Mentoring
- Behavior modeling
- Feedback
  - Performance discussions
  - Recognition of good performance
- Conversations (interpersonal and inter-departmental)
- Communities of practice

# Definitions

**Coaching** is the act of supporting an employee to perform new tasks or assignments by providing guidance or feedback.

**Mentoring** is the formal or informal relationship between senior and junior employees for the purpose of supporting learning and development.

**Behaviour Modelling** is the act of showing employees how to do something and guiding them through the process of imitating the modelled behaviour

# 10%: Formal learning



## Training and education

- Training Programs
  - Face-to-face
  - Web-based
  - Blended
- Education programs (advanced studies)
- Self-study programs (e-learning)
- Professional conferences
- Reading self-selected books

# Workplace Learning and Performance (WLP)

The integrated use of learning and other interventions to improve individual and organizational performance.

A systematic process of analyzing performance and responding to individual, group and organizational needs.

- Rothwell W, Sanders E. and Soper J. (1999)



# Shift to WLP Perspective

Formal  
training  
events



Varied  
learning  
experiences



Address  
performance  
problems



Improve  
organizational  
performance

# Traditional vs Workplace Learning



70-20-10 Forum, 2015



# L&D is a shared responsibility.



## Organization

- Institutionalize the provision of an environment that nurtures continuing professional growth among employees

## Human Resource Office

- Creating the infrastructure for the L&D management process to ensure that employee development requirements of the organization are addressed

## Supervisors

- Reinforcing the L&D process by coaching, providing other learning opportunities and being a consistent positive role model

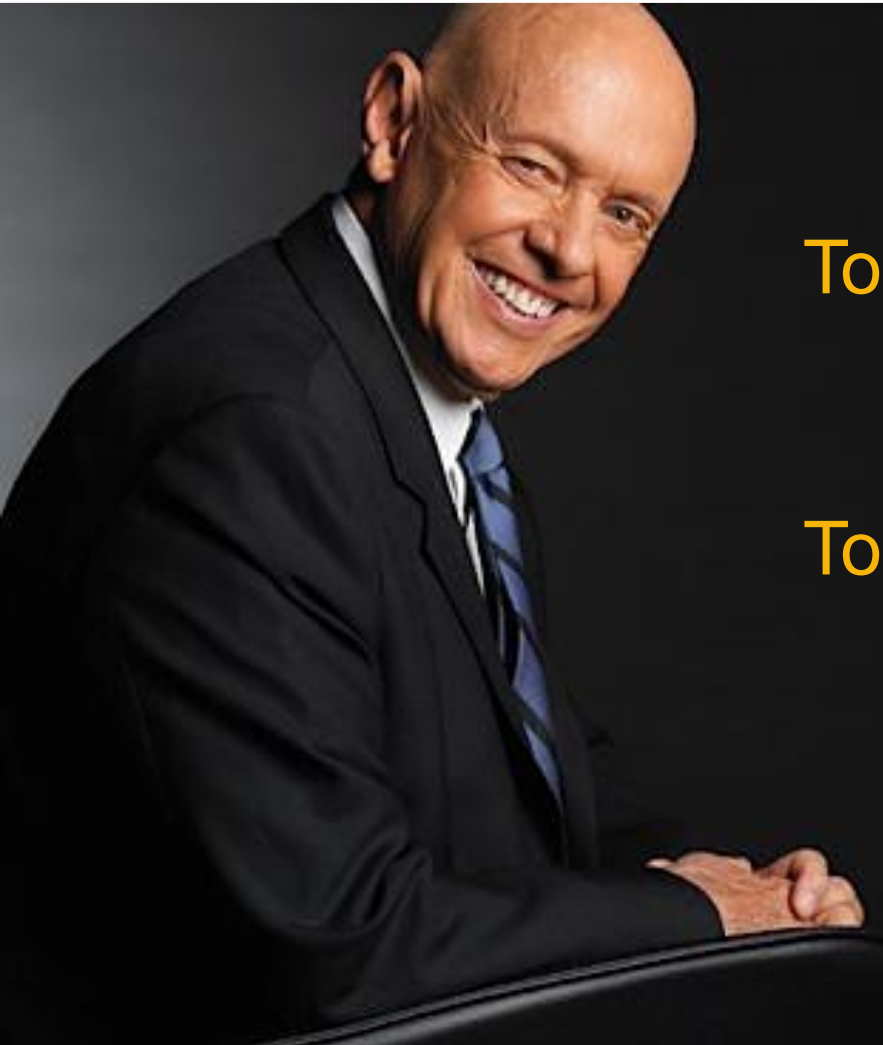
## Employee

- Initiating the desire to learn and seize L&D opportunities

# Time to stop and think...

- What learning interventions have I experienced or applied as a team member or supervisor?
- What new interventions can I introduce to facilitate learning and development in the workplace?





To LEARN and NOT TO DO  
is really NOT TO LEARN

To KNOW and NOT TO DO  
is really NOT TO KNOW.

*- Stephen Covey -*

# Bowling Challenge



For the player to hit as many pins as he/she can within 3 MINUTES

# Roles

From the team:

- Player
- Team members to support the player

From other team:

- Scorer
- Observer



# Rules



- Player cannot be changed.
- Team members, including player, may speak and ask questions.
- Team members cannot touch the player except to hand him/her the ball.
- Ball can only be thrown from the marked starting line.
- Pins must be put back to marked spots after they are hit by player.

# Planning

- Identify Player and send him/her to the Player's Lounge
- Identify the Scorer/Observer and send him/her to facilitator for briefing
- Rest of team members to plan for the game

Time Limit:  
3 minutes



# What happened?



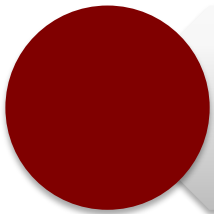
- What factors helped in accomplishing the task?
  - For player
  - For other team members
- What factors hindered success in accomplishing the task?
- What lessons can we draw from the activity and how can we apply them in the workplace?



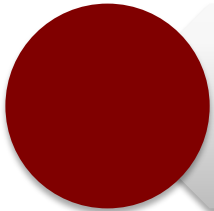
# Coaching for Performance



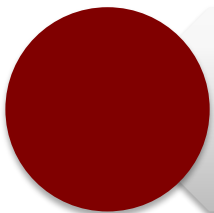
# Session Objectives



Articulate the goals and principles of coaching



Explain the steps involved in the GROW model



Apply coaching guidelines in coaching simulation exercises



# COACHING

is an interactive process where managers and supervisors aim to close performance gaps, teach skills, impart knowledge and inculcate values and desirable work behaviors.

- Richard Luecke, Brian J. Hall



# Coaching



Helping others:

- Clarify goals
- Identify ways to get there
- Understand constraints
- Find solutions

Process driven by coachees

# Coaching goes beyond feedback! <sup>SI</sup>

## Feedback

Tells you:

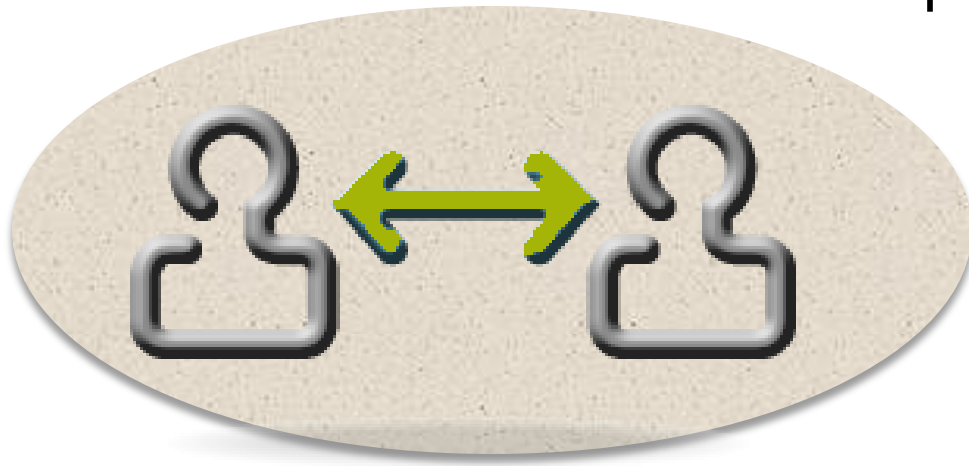
What you are doing well

What you need to improve

## Coaching

Helps you to discover:

How you can develop yourself and improve performance





## Coaching

- Enhancing performance
- “What” questions to help discover solutions
- Action oriented
- Addresses aspirations, objectives and tasks

## Counseling

- Overcoming problems
- “Why” questions to uncover deeply-rooted causes
- Meaning based
- Helps people understand themselves better

- Senior or experienced person supporting a less experienced but high-potential colleague
- More long term and formal relationship
- Focus is more career development

## Mentoring



- Expert or experienced person providing support to accomplish goals
- Personal usually one on one on-the-job approach
- Focuses on specific problems or tasks, delivery of specific results, and opportunities to develop skills

## Coaching



# Coach's Role

Enhance self-awareness

Teach how to learn

Surface performance issues

Guide problem solving





# What a coach does

---

Listens with respect

---

Considers the coachee as the expert

---

Offers appreciation

---

Encourages best thinking in coachee

---

Allows coachee to vent emotions

---

Supplies facts

---

Welcomes divergent thinking

---

Asks powerful questions

---

Creates a relaxed and conducive environment

---



# Principles of Coaching



## Awareness

- Knowing what is going on around you and knowing what you are experiencing is essential for change to happen.



## Responsibility

- A person who is enabled to make his/her own decisions would readily be responsible for improving his/her own performance.



# **Coachability:** Pre-requisite to coaching

“Coaching Moments”:

when coachee is ready to successfully own their part in the coaching process

# Characteristics of Coachability



- Commitment to change
- Openness to information about self
- Readiness to move out of their comfort zone
- Appreciation of new perspectives
- Awareness about self and others

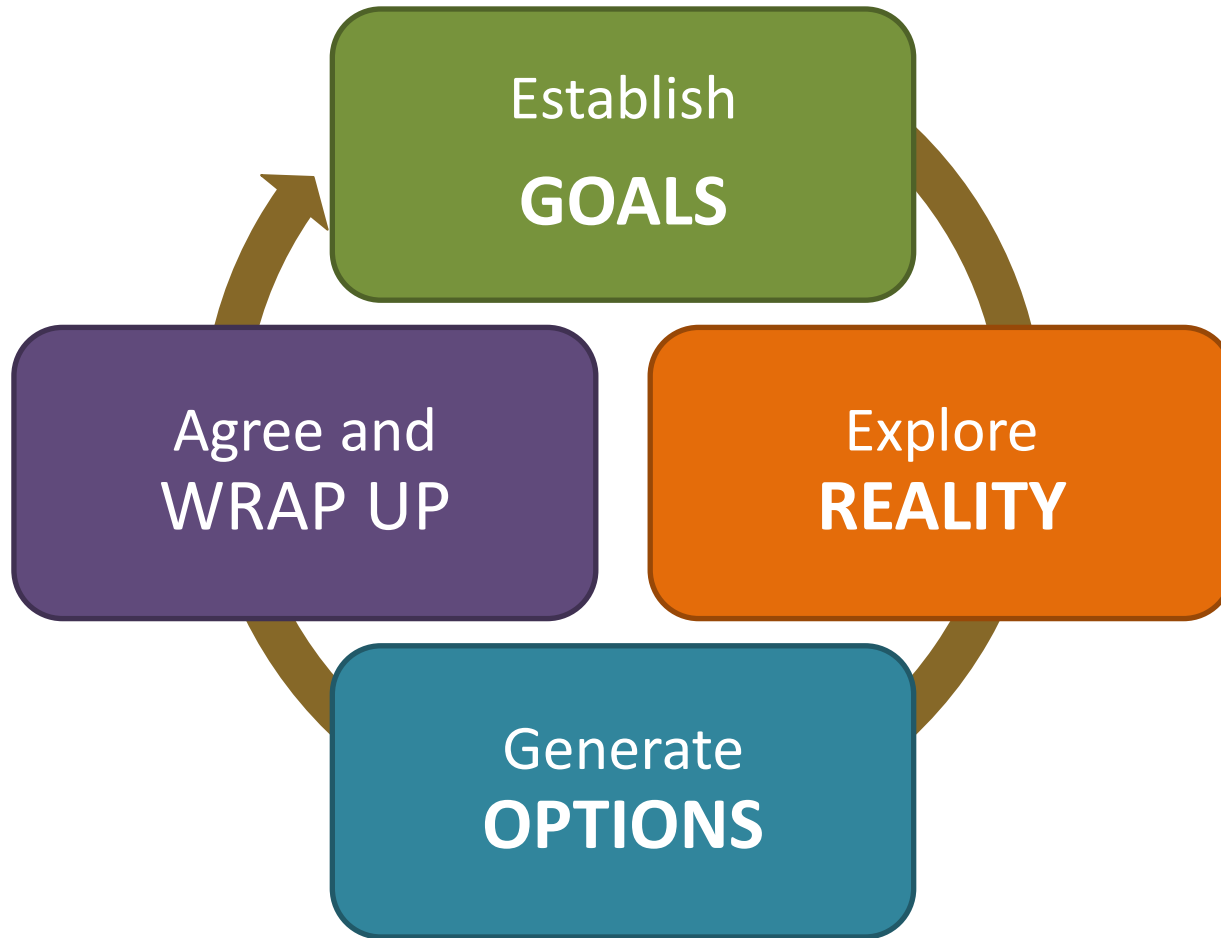
# Creating Coaching Moments

How do you trigger the need or desire for coaching among your staff?

What would motivate you to seek coaching from your supervisor?



# GROW Coaching Model



John Whitmore

# Establish GOALS

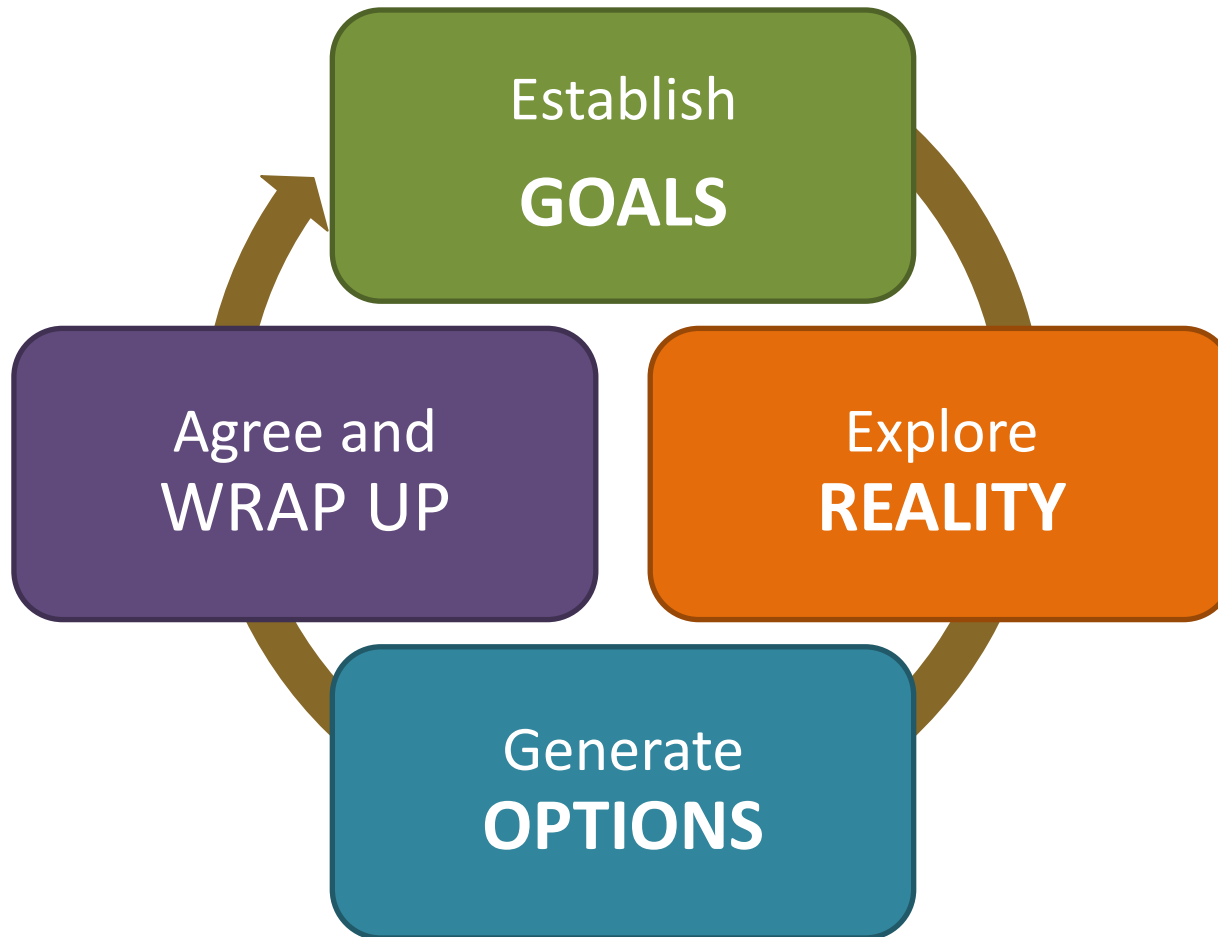
## Key Point

- Help coachee determine what he/she wants to achieve

## Some possible questions

- What do you want to achieve by the end of the coaching session?
- What would be the most helpful things you could take away from this conversation?

# Key Tasks in the GROW Model





# Explore REALITY

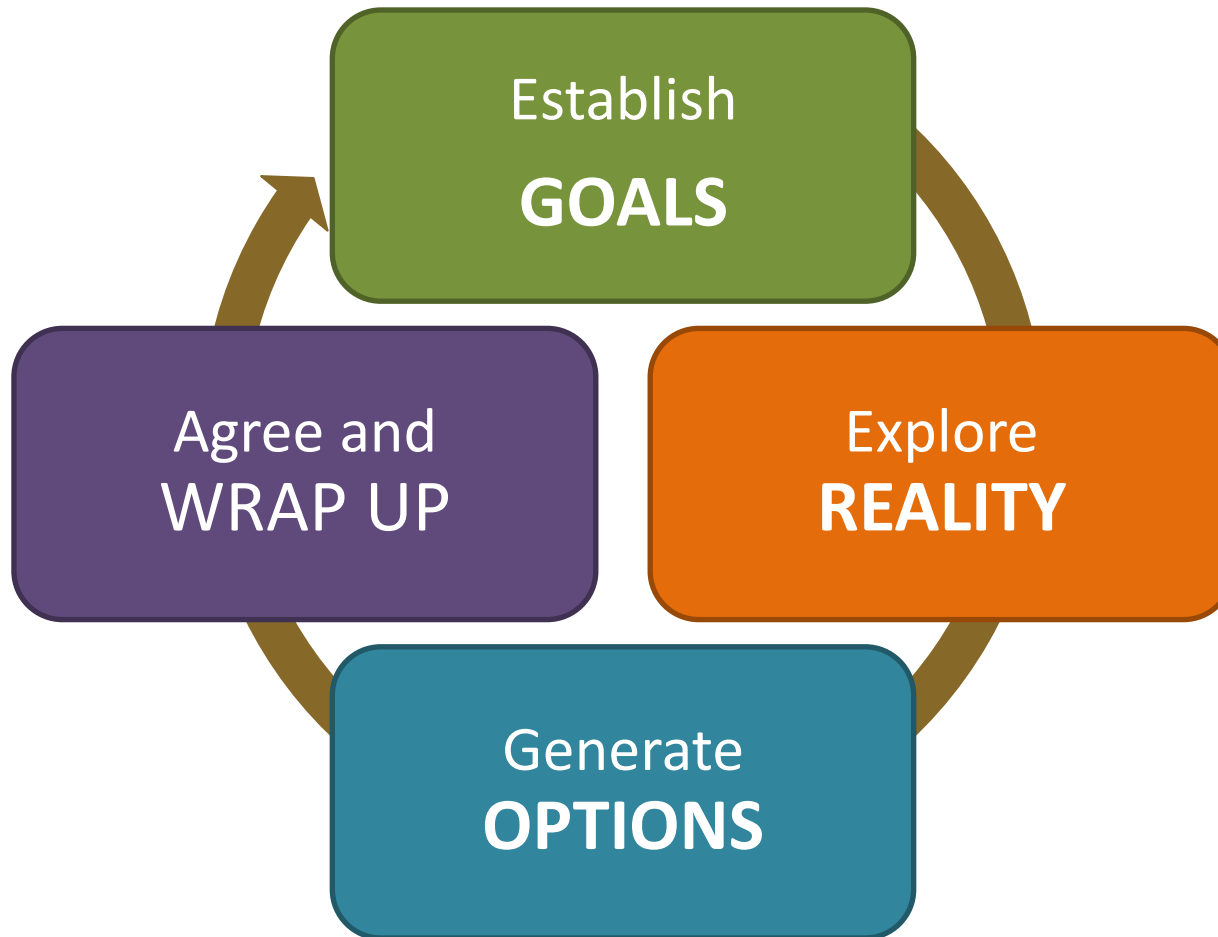
## Key Point

- Help coachee clarify current situation as objectively as possible

## Some possible questions

- What is happening now?
- What is the effect or result of that?
- What do you think is causing this?

# Key Tasks in the GROW Model



# Generate OPTIONS

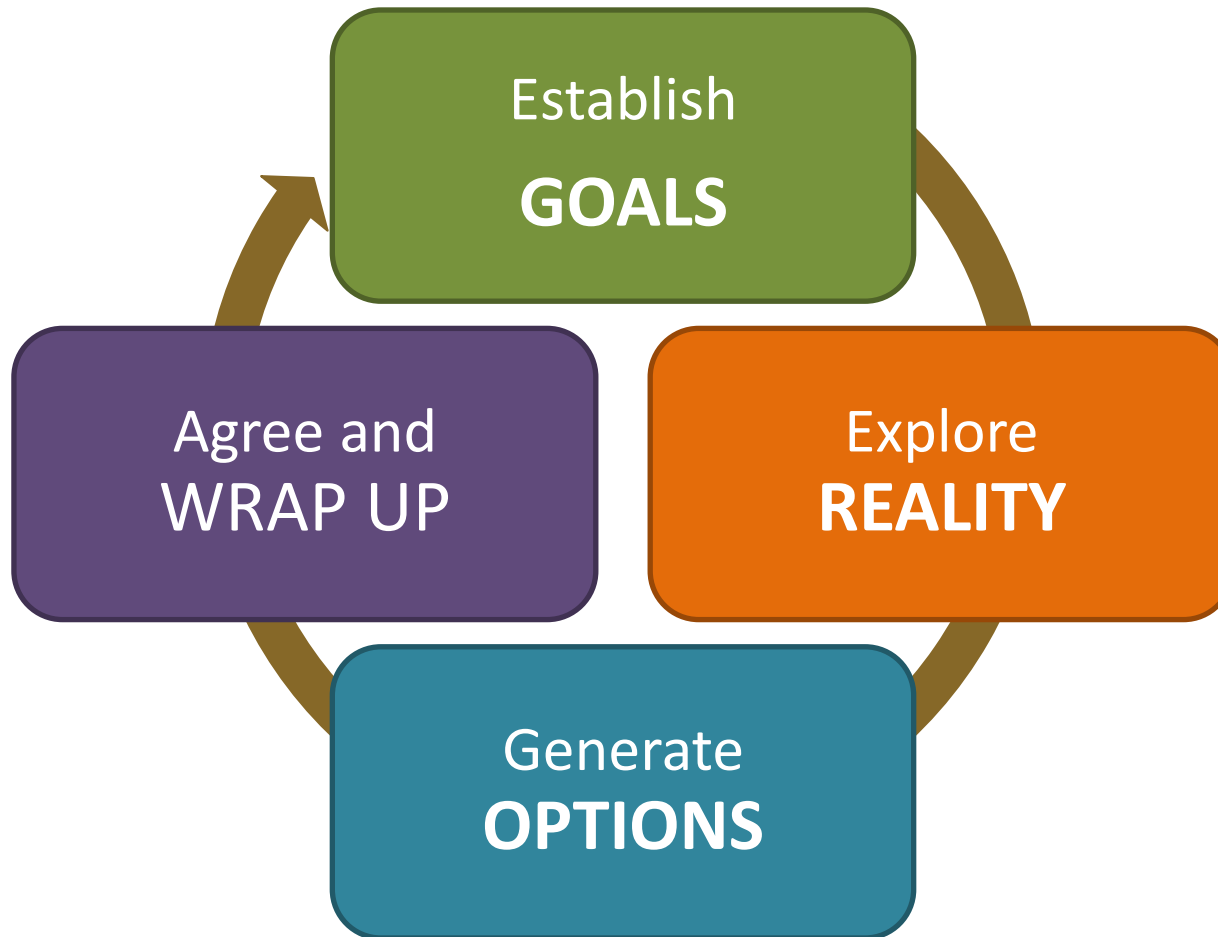
## Key Point

- Help coachee identify available courses of action

## Some possible questions

- What are the different steps can you take to \_\_\_\_\_?
- What else can you do?
- What other options can you explore?

# Key Tasks in the GROW Model



# Agree options, WRAP UP

## Key Point

- Help coachee move from considering options to making and committing to a decision

## Some possible questions

- So, what will you do now?
- When will you do this?
- Will this address your goal?
- What obstacles might you encounter?
- What support will you need?

# Guidelines in coaching

- Maintain or enhance self-esteem
- Listen and respond with empathy
- Enable coachee to think and decide for him/herself
- Share information that will help achieve coachee goal/s
- Share feeling without taking focus away from coachee
- Offer assistance without taking responsibility

# Do's of Coaching

- Start with your behaviour and be a role model of excellence;
- Hire the right people. Look for individuals who want to grow and develop;
- Encourage growth by creating a positive environment;
- Ensure that individuals understand how their jobs tie in with the organization's strategy and mission.

# Don'ts of Coaching

- Hiring the wrong people;
- Making implied promises;
- Changing from coach to autocrat;
- Being impatient;
- Focusing on attitudes;
- Ignoring the problem.





# When not to coach

- When action is urgently needed and directing is the fastest way
- When doing it yourself is more efficient
- When directing is the fastest way and time is of the essence



# A Coach helps you move from Where You Are to Where You Want to Be



# Coaching Triads

- 3 rounds 3 roles
  - Coach
  - Coachee
  - Observer
- 3 discussion topics
  - Round 1: Good performance
  - Round 2: Performance problem
  - Round 3: Resistant former peer



# Coaching Triads

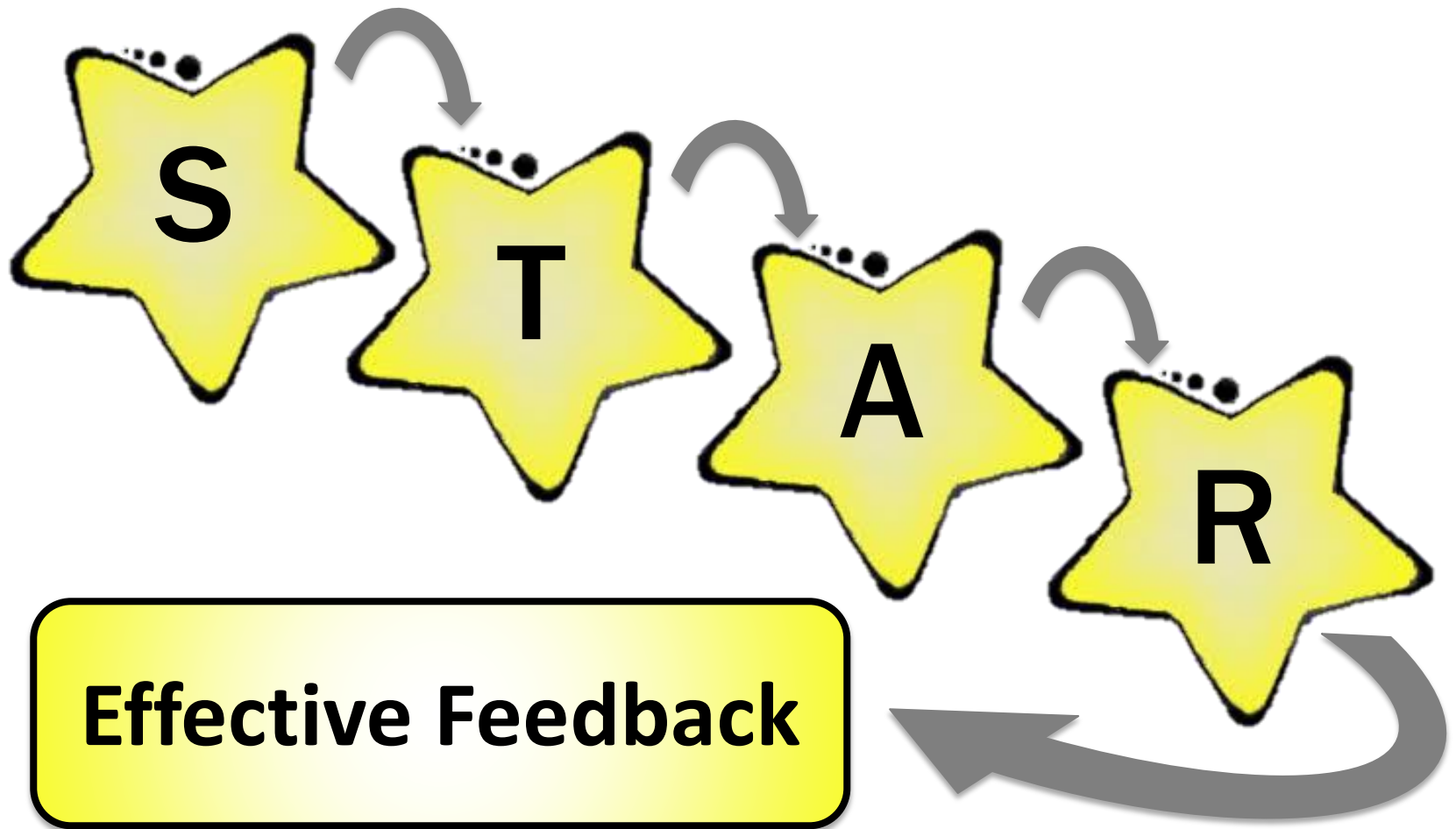


- Role of Observer
  - Take note of what went well and needs to be improved in the coaching process
  - Share feedback with the coach at the end of the coaching session (round)
- Time structure
  - Preparation: 5 minutes
  - Coaching session: 10 minutes
  - Feedback: 5 minutes

# Sharing Feedback



# Formula for Giving Feedback



# STARs for Feedback

## Situation or Task (S/T)

- What are the circumstances that prompted the person's or team's actions?

## Action (A)

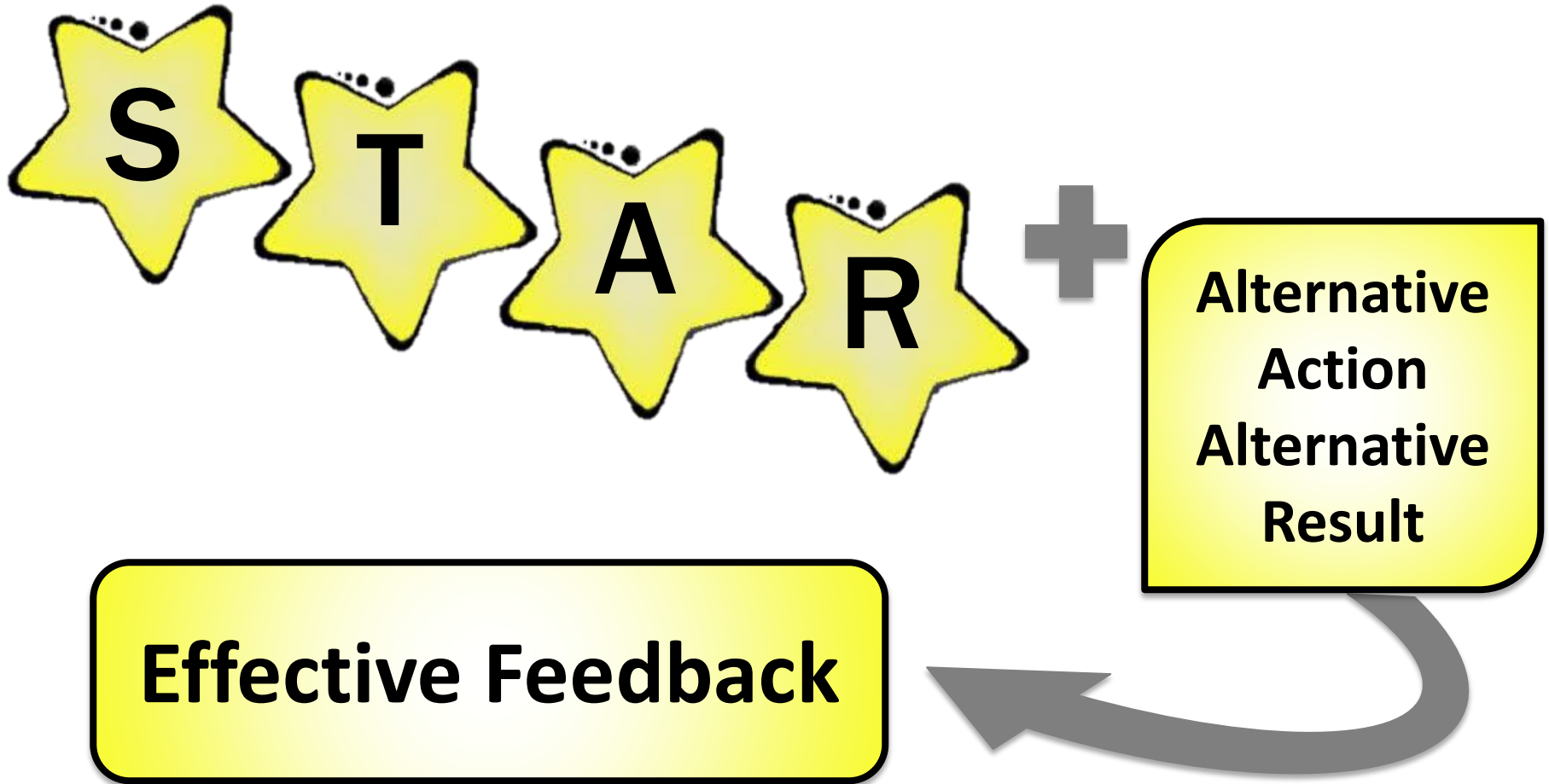
- What did the person say or do in response to the situation?

## Result (R)

- What was the result of the action?



# Feedback for Improvement





# STARs for Feedback

## Situation or Task (S/T)

- What are the circumstances that prompted the person's or team's actions?

## Action (A)

- What did the person say or do in response to the situation?

## Result (R)

- What was the result of the action?

## Alternative Action (A)

- What could the person have done differently?

## Enhanced Result (R)

- What would be the anticipated result of the alternative action?

# Guide questions for sharing of feedback

- As a coach:
  - Was I successful in guiding the discussion?
  - How do I feel about the interaction?
- As a coachee:
  - How do I feel after the interaction?
  - What were the helpful behaviors of the coach?
  - What could have been done better?
- As observer:
  - What did the coach do well?
  - What needs to be improved?



# Roles per Round



Scenario	Coachee	Coach	Observer
Good performance	A	B	C
Performance problem	B	C	A
Resistant former peer	C	A	B

# Time to reflect

- How have you been conducting coaching in the workplace?
- What would you do differently as a result of what you learned?



Coaching is **unlocking**  
a person's potential to maximize  
their own performance.  
It is helping them to learn  
rather than teaching them.

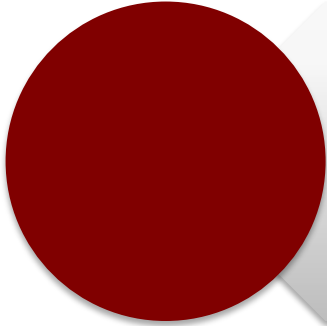
Timothy Gallwey



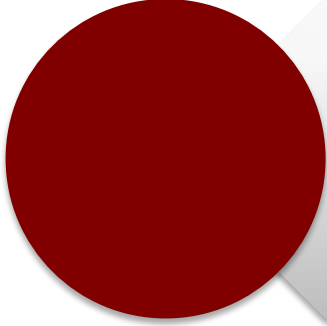
# Planning for Enhancing Competency in Developing and Enabling Others



# Session Objectives



Review assessment of competency in supervision and identify corresponding steps to enhance competencies



Refine Individual Development Plans (IDPs)



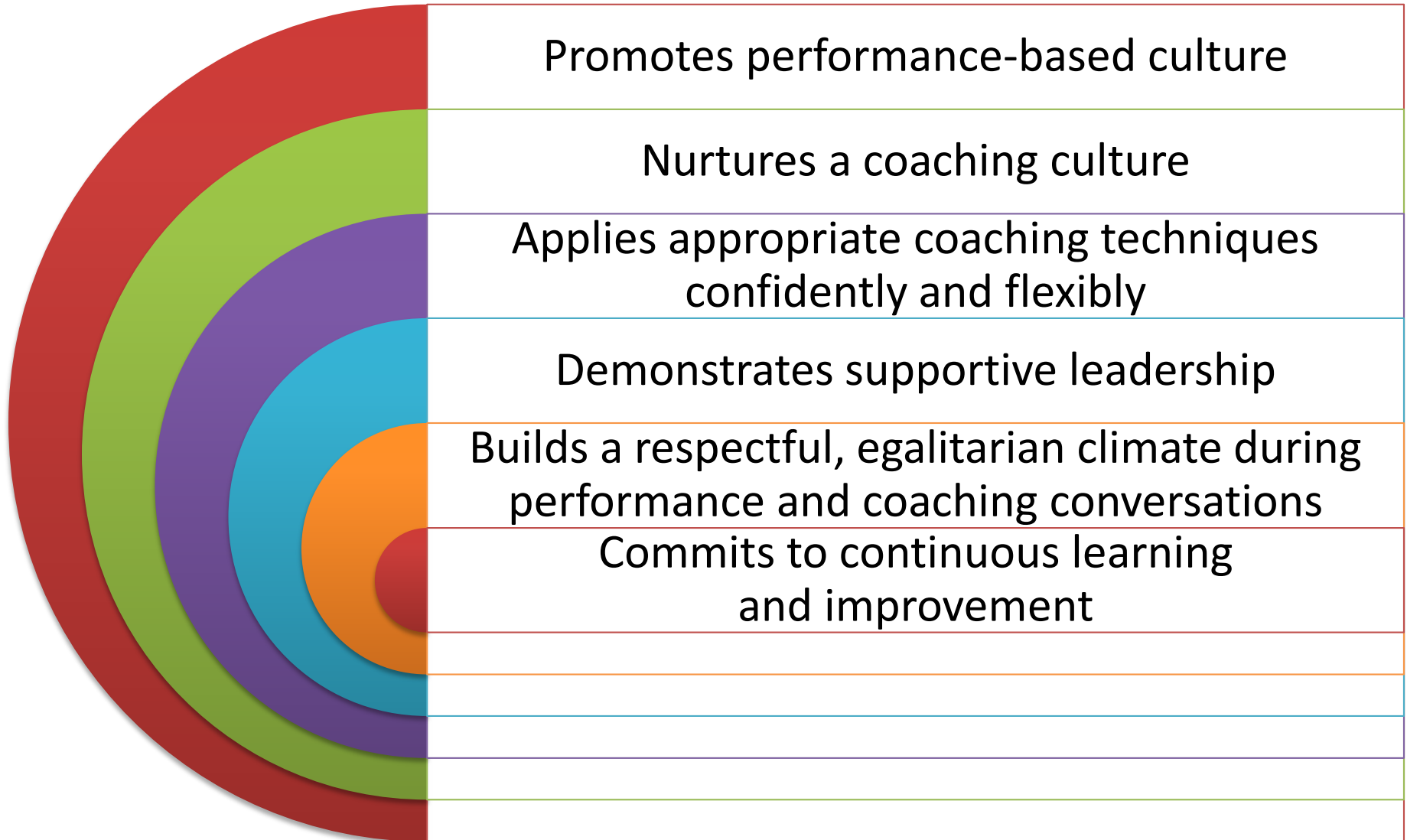
# Competency Framework

## [2] **Managing performance and coaching for results**


The ability to create an enabling environment which will nurture and sustain a performance based, coaching culture. Effectiveness includes a strong focus on developing people for current and future needs, managing talent, promoting the value of continuous learning and improvement



# Core Elements




# Promotes performance-based culture



Provides timely, concrete,  
evidence-based, and behavioral feedback  
during performance management  
conversations  
based on appropriate and available tools  
to check and monitor the progress of  
employees or team members  
on goals and work


# Nurtures a coaching culture



Explains the coaching process, particularly, the concept of “coaching is coachee-driven” when conducting coaching sessions to employees as well as expectations with individuals or among team members


Prepares the agreed work plan or commitment with individual or group

# Applies appropriate coaching techniques confidently and flexibly



Asks powerful questions that begin with what, when, who, how much and how many to make coachee understand the root cause of long-standing issues or a situation that fails short of his/her superior's expectations and to help the coachee identify goals, reality, options and actions

# Demonstrates supportive leadership



Gives genuine acknowledgement  
of a person's qualities and  
feedback on developmental needs

# Builds a respectful, egalitarian climate during performance and coaching conversations



Communicates standards and expectations for mutual support and respect and open and honest relationship

# Commits to continuous learning and improvement



Acknowledges mistakes and learns from them through self-reflection

# Good Practices (PRIME-HRM)

- Clarifying team and individual contributions to the agency's vision and mission
- Involving subordinates in:
  - Identifying performance targets
  - Determining and addressing competency gaps
- Developing individual and team learning plans
- Providing opportunities for learning on the workplace
- Documenting critical incidents (STARs)
- Giving regular feedback on performance



## Activity

# Refining your IDPs






- Review your IDP to check if:
  - Identified interventions (Part B) addressed your development targets/objectives (Part 1)
  - Planned interventions were completed/implemented
- Based on the review, recommend revisions/enhancements in your IDP guided by the 70/20/10 model
  - State the reasons for recommended changes
  - If none, identify the helpful features of your IDP



# Sharing of IDPs

# What we have completed

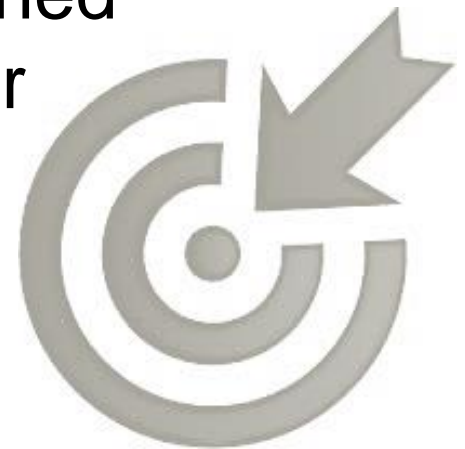


	Day 1	Day 2
AM	<p>Preparing the Learning Climate</p> <p>Overview of Performance Management</p> <p>Implementing the Performance Management Cycle </p>	<p>Learning and Development in the Workplace</p> <p>Coaching for Performance </p>
PM	<p>Implementing the Performance Management Cycle </p> <p><i>(continuation)</i></p>	<p>Coaching for Performance </p> <p><i>(continuation)</i></p> <p>Action Planning </p> <p>Post-Course Assessment</p>

# Developing and Enabling People

Terminal Objective:

By the end of the course, participants will be able to plan and implement strategies to build and/or enhance competencies of their team and its individual members to pursue established performance goals as indicated in their DPCR and IPCR.



# Developing and Enabling People

## Enabling Objectives:

- Explain how supervisors can provide their team members with opportunities to grow and excel at work through effective performance management practices
- Identify learning interventions that can be introduced in the workplace
- Apply coaching principles and guidelines in facilitating learning and performance in the workplace





**Post-Course Assessment**

**Knowing is not enough;  
we must **APPLY**.**  
**Willing is not enough  
we must **DO**.**

Goethe

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# Thank you!