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

Creating and Nurturing a High-Performing Organization

Improving team and individual performance

Building Collaborative, Inclusive Working Relationships

Empowering and engaging people

Achieving leadership effectiveness

Leading Change

Aligning people and organizations

Thinking Strategically and Creatively

Developing and enabling people

Managing Performance and Coaching for Results

Improving team and individual performance

Empowering and engaging people

Developing and enabling people

Managing Performance and Coaching for Results
Cascading Performance Goals

Agency Performance Commitment
Office Performance Commitment
Division Performance Commitment
Individual Performance Commitment

Performance Management
- Performance Monitoring Plan
- Critical Incidents
- Coaching Journal
- Evaluated IPCR

Development Planning
- Development Plan (IDP)
- Competency Assessment and Development Priorities
- Development Plan

PLANNING

IMPLEMENTING

Course 2
Course 3
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

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</table>
Pre-Course Assessment
Competency Assessment
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
<table>
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<tr>
<th>ELEMENT</th>
<th>BEHAVIOR</th>
<th>RATING</th>
<th>MANIFESTATION</th>
<th>ACTION PLAN</th>
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<tr>
<td>1. Promotes performance-based culture.</td>
<td>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.</td>
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<tr>
<td>2. Nurtures a coaching culture</td>
<td>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.</td>
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<tr>
<td>3. Applies appropriate coaching techniques confidently and flexibly</td>
<td>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.</td>
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<tr>
<td>3. Demonstrates supportive leadership.</td>
<td>Gives genuine acknowledgement of a person’s qualities and feedback on developmental needs.</td>
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</tr>
<tr>
<td>3. Builds a respectful, egalitarian climate during performance management and coaching conversations</td>
<td>Communicates standards and expectations for mutual support and respect and open and honest relationship.</td>
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<tr>
<td>3. Commits to continuous learning and improvement</td>
<td>Acknowledges mistakes and learns from them through self-reflection.</td>
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</tr>
</tbody>
</table>
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

Organizational Directions
(Vision, Mission, Values and Goals)

Individual Competencies → Individual Behaviors → Objective Results

Performance Environment

Adapted from HRM Gaining a Competitive Advantage, 2000
# The Performance Environment

<table>
<thead>
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<th>Systems</th>
<th>Resources</th>
<th>Client demands</th>
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<tr>
<td>Leadership style</td>
<td>Capacities and competencies</td>
<td>Physical environment</td>
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<tr>
<td>Organizational culture and norms</td>
<td>Structure and staffing</td>
<td>Job design</td>
</tr>
</tbody>
</table>

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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:
  o WHAT WILL BE ACHIEVED (goal);
  o HOW IT WILL BE ACHIEVED; and
  o 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

- Agency Performance Commitment
- Office Performance Commitment
- Division Performance Commitment

Organizational

- Individual Performance Commitment

Individual Performance Review
- Development Plan (IDP)
- Competency Assessment and Development Priorities
- Development Plan

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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

- Agreeing on performance goals and success indicators
- Recognizing successful performance
- Identifying areas for improvement and appropriate interventions
- Checking progress and providing needed interventions to keep performance on track
- Measuring performance against success indicators
- Planning and Commitment
- Monitoring and Coaching
- Rewarding and Development Planning
- Review and Evaluation
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
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 TIPS
Performance Management Cycle

- Agreeing on performance goals and success indicators
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

Specify:

Success Indicators

Rating Scale
What gets measured, gets done.
- Tom Peters

What gets measured, gets managed.
- Peter Drucker
Performance Management Cycle

- Agreeing on performance goals and success indicators
- Checking progress and providing needed interventions to keep performance on track

Planning and Commitment

Monitoring and Coaching
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

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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

Performance Monitoring and Coaching

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Sources of Performance Data

How

- Outputs
- Feedback
- Observations
- Progress reports
- Critical incidents
Collecting STARs

How

S - Situation

T - Task

A - Action

R - Result
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**

<table>
<thead>
<tr>
<th>Status of IPC implementation</th>
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<tr>
<td>Factors that facilitate accomplishment</td>
</tr>
<tr>
<td>Challenges and barriers to performance</td>
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<tr>
<td>Concrete steps to address performance problems</td>
</tr>
<tr>
<td>Support needed from supervisor and others</td>
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</tbody>
</table>
Performance Monitoring and Coaching

How

1. Establish review schedules and milestones
2. Observe and document progress
3. Assess against established milestones
4. Give feedback and take appropriate action
5. Record status and action taken
Monitoring is NOT an event; it is an ONGOING process.
Performance Management Cycle

- Planning and Commitment
  - Agreeing on performance goals and success indicators

- Monitoring and Coaching
  - Checking progress and providing needed interventions to keep performance on track

- Review and Evaluation
  - Measuring performance against success indicators
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

- Agreeing on performance goals and success indicators
- Recognizing successful performance
- Identifying areas for improvement and appropriate interventions
- Checking progress and providing needed interventions to keep performance on track
- Measuring performance against success indicators
- Planning and Commitment
- Monitoring and Coaching
- Rewarding and Development
- Review and Evaluation

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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
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

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

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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

- Agreeing on performance goals and success indicators
- Recognizing successful performance
- Identifying areas for improvement and appropriate interventions
- Checking progress and providing needed interventions to keep performance on track
- Measuring performance against success indicators

Planning and Commitment

Monitoring and Coaching

Rewarding and Development Planning

Review and Evaluation
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?
- Fairwork Ombudsman Australia
Managing Team Members

Adapted from Job Feedback, M. London, 1997

![Diagram showing the relationship between ability and motivation, categorizing team members into Misfit, Performer, Deadwood, and Under-utilizer.](image-url)
Managing DEADWOODs

- Document performance issues
- Plan for improvement and monitor performance
- Employ coaching
- Give frequent feedback on performance problem/s
- Encourage to resign or terminate from service (following due process)
Managing MISFITs

Provide frequent performance feedback

Coach

Train or give temporary assignment for skill development

Reassign to job that matches current skills
Managing UNDER-UTILIZERSs

- Clarify performance goals
- Coach

- Determine cause/s of low motivation and address them
- Closely monitor and give regular performance feedback
Managing PERFORMERs

- Affirm and/or reward effort and contribution
- Tap as coach or mentor for other team members
- Identify development opportunities
- 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:
  o You think you need to improve on it;
  o You have not done it before; or
  o 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...
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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
My Ideal Supervisor

What s/he KNOWS

What s/he VALUES

What s/he CAN DO

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Elements of Individual Performance

Adapted from Mathis and Jackson, 2002

INDIVIDUAL PERFORMANCE

COMPETENCY
- Knowledge
- Skills
- Attitudes

EFFORT EXPENDED
- Motivation
- Work Ethic
- Attendance

ORGANIZATIONAL SUPPORT
- Learning opportunities
- Resources and environment
- Performance standards and processes
- Management and co-workers

Focus of Employee Development
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)

<table>
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<tr>
<th>Type</th>
<th>Description</th>
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<tr>
<td><strong>CORE</strong></td>
<td>- Organisation’s values, mission and strategy</td>
</tr>
<tr>
<td></td>
<td>- Apply to all officials and employees across offices</td>
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<tr>
<td><strong>ORGANISATIONAL</strong></td>
<td>- Majority of positions to manage the organisation’s business operations to achieve its goals/objectives</td>
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<tr>
<td><strong>LEADERSHIP</strong></td>
<td>- Competencies needed to perform managerial and leadership work and process</td>
</tr>
<tr>
<td><strong>TECHNICAL</strong></td>
<td>- Specific competencies required to perform the defined activities in an industry, function or job</td>
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</table>
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?
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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)
“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*
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)

70%: Experience and practice
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.
Interaction with people

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

20%: Other people
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.
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

10%: Formal learning
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.

Shift to WLP Perspective

Formal training events

Varied learning experiences

Address performance problems

Improve organizational performance
Traditional vs Workplace Learning

Traditional Learning
- Store Knowledge
- Learning Events
- Just in Case
- For Everyone
- Learning Enabling Work
- Formal (10%)

Workplace Learning
- Find Knowledge
- Learning by Doing
- Just in Time
- For the Individual
- Learning as Part of the Work
- Formal and Informal (70:20:10)
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/Observers 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!

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
Mentoring

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

Coaching

- 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
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

1. Establish GOALS
2. Explore REALITY
3. Generate OPTIONS
4. Agree and WRAP UP

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

- **Establish GOALS**
- **Explore REALITY**
- **Generate OPTIONS**
- **Agree and WRAP UP**
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

1. Establish GOALS
2. Explore REALITY
3. Generate OPTIONS
4. Agree and WRAP UP
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

1. Establish GOALS
2. Explore REALITY
3. Generate OPTIONS
4. Agree and WRAP UP
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
  o Take note of what went well and needs to be improved in the coaching process
  o Share feedback with the coach at the end of the coaching session (round)

• Time structure
  o Preparation: 5 minutes
  o Coaching session: 10 minutes
  o Feedback: 5 minutes
Sharing Feedback
Formula for Giving Feedback

S T A R

Effective Feedback
### STARs for Feedback

<table>
<thead>
<tr>
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<td>Result (R)</td>
<td>What was the result of the action?</td>
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**Enhanced Result (R)**

**Anticipated Result (R)**

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**Alternative Action (A)**

**What could the person have done differently?**

---

**STARs**

- S
- T
- A
- R
Effective Feedback

Feedback for Improvement

STM A R

Alternative Action Alternative Result

CSI. Shaping the Servant-Hero towards Public Service Excellence.
# STARs for Feedback

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<tr>
<td>Enhanced Result (R)</td>
<td>What would be the anticipated result of the alternative action?</td>
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</table>
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

<table>
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<tr>
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<th>Coachee</th>
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<th>Observer</th>
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<tr>
<td>Good performance</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Performance problem</td>
<td>B</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Resistant former peer</td>
<td>C</td>
<td>A</td>
<td>B</td>
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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


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
- Nurtures a coaching culture
  - Applies appropriate coaching techniques confidently and flexibly
- Demonstrates supportive leadership
  - Builds a respectful, egalitarian climate during performance and coaching conversations
- Commits to continuous learning and improvement
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:
  o Identified interventions (Part B) addressed your development targets/objectives (Part 1)
  o Planned interventions were completed/implemented

• Based on the review, recommend revisions/enhancements in your IDP guided by the 70/20/10 model
  o State the reasons for recommended changes
  o If none, identify the helpful features of your IDP
Sharing of IDPs
## What we have completed

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<thead>
<tr>
<th></th>
<th><strong>Day 1</strong></th>
<th><strong>Day 2</strong></th>
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<tbody>
<tr>
<td><strong>AM</strong></td>
<td>Preparing the Learning Climate</td>
<td>Learning and Development in the Workplace</td>
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<td>Overview of Performance Management</td>
<td>Coaching for Performance</td>
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<tr>
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<td>Coaching for Performance <em>(continuation)</em></td>
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<td><em>(continuation)</em></td>
<td>Action Planning</td>
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<td>Post-Course Assessment</td>
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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
References


Thank you!