

# Coaching and Leading to Excellence!

... because they're worth saving!

Presented to  
Board of Retailers Association

By  
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# A Model for Coaching



## Remember This Message

*“Most employees want to and try to do a good job.”*

The prospect of being a coach in addition to all your other responsibilities can be overwhelming. If you get serious about being a good coach, you will likely find it to be the most satisfying part of your job as a leader. The reality is if you’re in a leadership position and people are looking to you for direction, you already *are* a coach. Coaching boils down to inspiring, encouraging, and challenging your team on a daily basis.

## Definition of Coaching

For the purpose of this workshop, we will define coaching as...

The process of letting people know that  
what they do...

## Beware! You Can’t Coach an Attitude...

...you can only **demonstrate** it. No one has the ability to reach in and control anyone else’s attitude and beliefs -- but you can influence them. A great attitude is contagious. When your people see you (and you can bet they are always watching you) motivated and excited about where you’re headed, they are bound to “catch the attitude.” Demonstrating a positive attitude is as simple as remembering to wear a smile, even when the pressure is on. It’s about meeting each problem as though it were an adventure rather than a headache.



Remember – you can only coach **directly** \_\_\_\_\_ **behavior**. Instead of saying to an employee, *“You have a bad attitude and had better shape up!”* you could say, *“I have noticed that when interacting with our customers you avoid eye contact and rarely smile. Also, you often mumble under your breath when you are working with others.”* The employee must be provided with very specific information on the behavior that needs to change.

## Reasons for Poor Performance

In order for your coaching to be a positive experience that leads to growth and not just a negative experience to be avoided at all costs, you need to understand the reasons behind your employee's poor performance. There are three major reasons for poor performance:

1. **A Lack of** \_\_\_\_\_. They don't know what is expected of them.

- There is a lack of clear, individualized communication and direction.
- There is a lack of feedback.
- There are mixed messages from different leaders.

2. **A Lack of** \_\_\_\_\_. They need more help to succeed.

- They need more time.
- They need more tools.
- They need more training.



3. **A Lack of** \_\_\_\_\_. They see that nothing happens one way or the other.

- They see no encouragement on previous good work.
- They see no reward for good work.
- They see no repercussions for poor work.

## What Are Not Issues of Performance

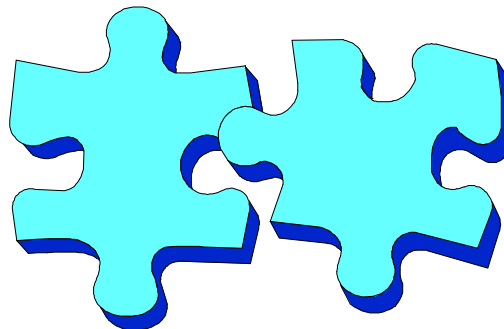
- ✓ When you talk about what you think the employee is like, you are describing issues of \_\_\_\_\_ -- not issues of performance.
- ✓ Focusing on an employee's **traits**, \_\_\_\_\_ **or intentions** leads you down the road of psychoanalysis, and not on the path to performance improvement.
- ✓ **Personal** \_\_\_\_\_ is also not an issue of performance.
- ✓ Focusing on who a person **is or** \_\_\_\_\_ **to be**, will lead to discrimination.

## Three Types of Feedback

1. \_\_\_\_\_. This refers to general, nice things that you tell an employee. For example, *“Thanks for doing a great job today!”*
2. \_\_\_\_\_. Refers to general, negative things that you tell an employee. For example, *“You really blew that one!”* Contrary to popular opinion, there is no such thing as “constructive criticism”! The term “constructive” refers to “building up.” “Criticism” always refers to tearing down! The two are mutually exclusive.



3. **Constructive** \_\_\_\_\_. Constructive feedback is based on evidence, not on judgments or opinions. It focuses on a person’s performance, not on the person. Constructive feedback may contain either positive information or negative information. The focal point in both cases, however, is on providing useful information.



## Exercise: Feedback Identification

Identify whether the following statements are examples of praise, criticism, or constructive feedback.

1. I am really disappointed with your efforts lately. You know what I mean.

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2. I want you to understand how that interaction with customer did not go well. First off, her concerns were not really acknowledged. While you tried to get her to tell you her problem, you did not express empathy with how she was feeling. Secondly, she did not agree with the solution you proposed, and you did not explore the reasons why.

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3. You did a great job on that last project. Way to go!

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4. Your recent efforts in helping the team have really paid off. You really went the extra mile to help meet our deadlines when several employees were out with the flu. In addition, the time you took to train the new employee has helped him come up-to-speed quickly. Thanks so much for giving that extra effort.

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5. That presentation you gave was a waste of time. You were very boring.

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# Three Opportunities for Coaching

Remember, employees need to know that what they do matters to you. That's what coaching is all about. There are three times you become a coach:

1. When you see someone doing \_\_\_\_\_ **work**
2. When you see someone doing \_\_\_\_\_ **work**
3. When you see someone on a “\_\_\_\_\_ \_\_\_\_\_ **road**”

## 1. When You See Someone Doing Great Work

When employees really go out on a limb for customers or fellow employees, it's important to thank them for their effort. Let them know **precisely** what they did that was great. When good work is noticed, it is more likely to be repeated. Be **specific** and be **sincere**.



**Rule: When you see it, \_\_\_\_\_!**

## 2. When You See Someone Doing Poor Work

Don't let a lot of time pass between observing unwanted behavior and talking to an employee about it. It's important to nip inappropriate behavior in the bud! Also, remember to correct unwanted behavior in **private**. No one wants to be disciplined in public. Make an effort to make the correction as positive as possible. Stress what the employee does well before you zero in on what he or she is doing incorrectly. This means you have to care about the person you are coaching. **Never coach when you are in a state of \_\_\_\_\_.**



**Rule: Make it \_\_\_\_\_ and make it \_\_\_\_\_.**

**Remember, an employee will learn more from one of their own mistakes than from a thousand of your words.**

## 3. When You See Someone on a “Dead End Road”

Sometimes great employees experience problems that affect their job performance. The goal of performance management is to salvage the employee -- to turn around performance. Whatever you do, don't just look the other way and hope the problem will disappear. If it appears that the employee is experiencing a personal problem that requires professional assistance, be sure to express concern and refer him or her to your Employee Assistance Program (EAP). Resist the urge to jump in and counsel employees about personal problems.

# The Two-Minute Challenge

If you've determined that you've communicated your expectations, that no conditions hindered your team member and there were clear consequences for his or her performance, then it's time to challenge your employee to improve.

You will be challenging your team members in two areas: Their \_\_\_\_\_ or their \_\_\_\_\_. Performance is something that you see a team member doing that they need to relearn or practice. A poor work habit is something that is disruptive and simply needs to change. For example:

Employee Performance	Employee Work Habits
Poor customer or vendor interaction	Showing up late
Failure to follow procedure	Poor teamwork
Poor work technique	Poor personal hygiene
Unsafe behavior	Wastes time

The **“Two-Minute Challenge”** is a coaching technique designed to encourage your people to perform better, in a non-threatening way, without pulling them away from their jobs for a lengthy discussion. Remember, it's called the “Two-Minute Challenge” for a reason! Two minutes is an adequate amount of time to coach employees on **most** routine performance issues. If an issue is more serious and therefore demands more time, be sure to block out the appropriate amount of time in your schedule.

The five steps involved in the Two-Minute Challenge are:

1. State what you've \_\_\_\_\_. (*“This is what I saw...”*)
2. Wait for a \_\_\_\_\_. (*Resist the temptation to address the issue yourself.*)
3. Remind them of the \_\_\_\_\_. (*“This is what I need to see...”*)
4. Ask for a specific \_\_\_\_\_. (*“What can we do to make sure this happens?”*)
5. \_\_\_\_\_ together. (*“So, we agree that...”*)

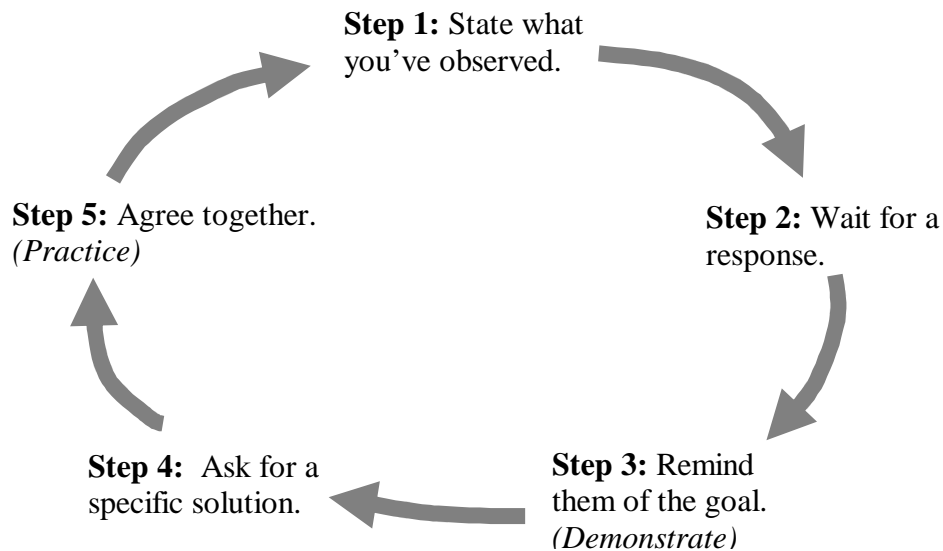
## Coaching Performance Problems

When coaching a performance issue, you will actually **demonstrate** the correct action during Step 3 (Remind). You'll also add an additional step: \_\_\_\_\_. ("Let's practice right now.") Remember, adults learn by doing. We remember 10% of the information when someone tells us how to do it. We remember 60% of the information when someone shows us. We remember 90% of the information if we do it ourselves. By using the Two-Minute Challenge you involve your employee in all three levels of learning.



## Following Up: Encourage or Re-Challenge

Once you've confirmed with your employee that he or she will take specific action to amend their work habit, you need to go back to Step 1, "Observe," to determine if indeed the challenge is being met. If it isn't, you need to take the employee back through the challenge and agree again on what action he or she will take to remedy the problem. If you find that the challenge is working and the employee is improving, you need to encourage his or her performance with the type of feedback the employee will respond to best (applause, appreciation, access, or some combination of these).



## Exercise: Using the “Two-Minute Challenge” to Address a Performance Problem

Practice your skills by analyzing the following case:

Joe has been in your department for six months. He has mastered most of the main tasks associated with his job.

His behavior has grown increasingly difficult to deal with, especially for you, his Supervisor. He frequently bounces back and forth in his moods, from apathetic to complaining. For example, on many occasions he spends much of the day moving slowly around the work area with his chin down. He often complains how nothing is ever right or how others are to blame for mistakes.

You just observed a customer interaction go very poorly. A customer asked Joe for directions to the restroom and he rolled his eyes while pointing to the sign that says “Restroom”. The customer was embarrassed and left without thanking Joe.

Needless to say, you are concerned about his performance, especially as it relates to serving our customers.

In groups, complete a role play using the above scenario. Use the “Two-Minute Challenge” to address Joe’s performance problems.

1. State what you’ve observed.
2. Wait for a response.
3. Remind him of the goal. (*Demonstrate*)
4. Ask for a specific solution.
5. Agree together.
6. Practice.



# FUNDAMENTAL TRAINING SOLUTIONS

Founded by Virginia Boyar, PhD and Dina Cipollaro, MA, LPC, Fundamental Training Solutions specializes in innovative and interactive customer service and leadership training for all levels of employees. Additional services include executive coaching, customer service consultation, and creative facilitation of meetings and retreats. FUNdamental Training Solutions will customize training sessions to suit your business needs and is dedicated to bringing your organization to the next level of excellence.

## **Our Mission**

To make a difference in employees' lives by giving them the tools they need to become compassionate leaders and service professionals.

## **Our Values & Beliefs**

- Every employee has value and is part of a very important service chain.
- People are generally compassionate and want to provide exceptional service.
- Service starts at the top.
- Training should be competency-based and FUN.

## **Trainer Bio**

**Dina Cipollaro, MA, LPC**, is a trainer, consultant, and adjunct faculty member in the areas of hospitality and the art and science of work styles and leadership. Well known for her innovative approach to training, Dina has a Masters degree in Counseling and Educational Psychology and was the Internship & Outreach Coordinator at Lake Tahoe Community College. Dina brings fifteen years of human resources experience and a fresh approach to all her training sessions. A certified "True Colors" facilitator, Dina excels at creating energetic training workshops that both inspire and entertain.

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