

THE

THE FRAMEWORK, MINDSET AND

EXTRAORDINARY

SKILLS, THAT EMPOWER LEADERS

COACH

TO HELP OTHERS GROW

ZENGER FOLKMAN

CONTENTS

1
ARE YOU A GOOD COACH?

2
A COACHING MINDSET

3
THE FRAMEWORK FOR COACHING

4
FEEDBACK AND COACHING

CHAPTER

1 ARE YOU A GOOD COACH?

ZENGER FOLKMAN

1

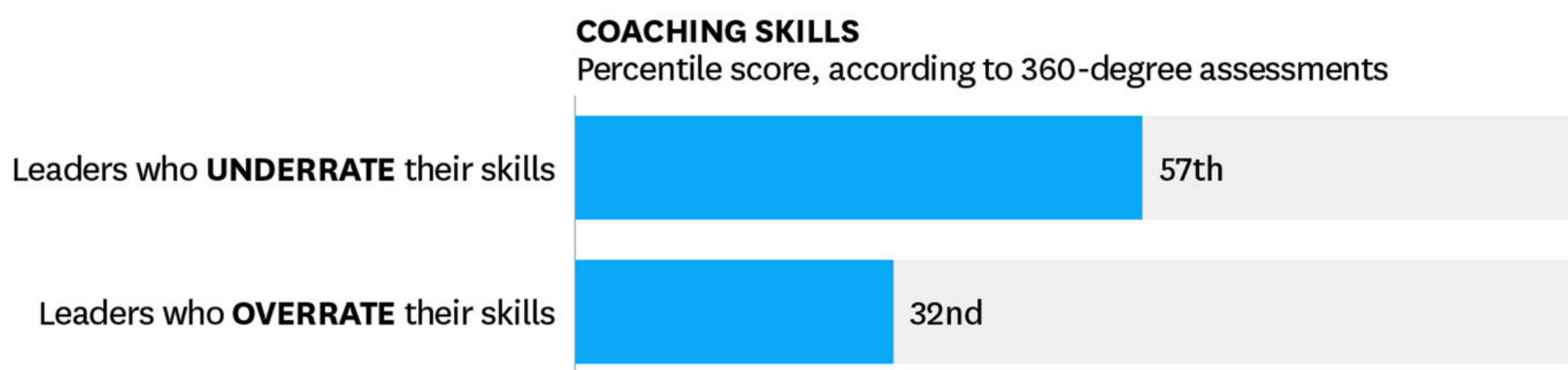
HOW MANY LEADERS BELIEVE THEY ARE **BETTER COACHES** THAN THEY REALLY ARE?

The most critical test for measuring your effectiveness is how the recipients of your coaching rate your skills (and how their performance increases).

We examined 3,761 leaders who assessed their own coaching skills and had the courage to have others also assess them.

What we found:

Leaders Who Underrate Their Coaching Skills Are Seen as Better Coaches



Cornell psychologists David Dunning and Justin Kruger observed that for any given skill, incompetent people fail to (1) recognize their own deficiencies and (2) recognize the skill in others. What traits are found in these leaders who overrate their coaching abilities?



The lower an individual is on ANY scale of measurement, the more out-of-touch they tend to become.

7 TRAITS OF COACHING

OVERRATERS



- 1 Poor listening.** Effective listeners do so without judgment, have a strong desire to understand, and are willing to take the time to hear about the needs and concerns of others.
- 2 Not a role model.** The best coaches create an open, trusting environment by initiating positive interactions with others.
- 3 Not collaborative.** Effective coaches look for opportunities to cooperate and collaborate with others. Ineffective coaches, conversely, are competitive.
- 4 Don't develop others.** Willingness to bring someone into your circle and make the ongoing effort to coach them is an active demonstration of compassion.
- 5 Fail to provide feedback.** The best coaches are willing to give clear, honest, pointed feedback about what people need to do to improve performance.
- 6 Lack integrity.** Great coaches honor commitments and do what is right regardless of personal consequences.
- 7 Don't encourage diversity.** Great coaches respect others and value differences regardless of age, gender, or race.



Becoming a great coach begins with aspiring to be a good one.

—Jack Zenger

CONSIDER THIS...

IN WHAT WAYS DO I COACH MY EMPLOYEES NOW?

- Annual or semiannual formal performance review discussions
- Regularly scheduled one-on-one meetings
- Spot coaching: informal discussion related to issues as they arise.
- Providing performance feedback (positive and negative)
- Regular discussion regarding career development
- Regularly reviewing development goals, assessing progress, and creating next steps
- Providing opportunities for skill expansion (stretch assignments, etc.)
- Being a connector—helping employees build networks with other useful people
- Supporting formal training and development efforts

CHAPTER

2

A COACHING MINDSET

ZENGER FOLKMAN

COACHING REPRESENTS BOTH A MINDSET AND A SKILL SET, AND THE

**MINDSET MUST PRECEDE
THE SKILL SET.**



Here is our definition of coaching: *“Interactions that help the individual being coached to expand awareness, discover superior solutions, and make and implement better decisions.”*

Coaching is NOT...

MENTORING

A coach does not need to have lived the experience of a coachee to be effective in helping guide them to an effective solution.

TEACHING

Coaching is far broader than merely conveying information.

COUNSELING

Coaching focuses on the future, aiming to create a desired state and a series of actions to help achieve it.

The very nature of a coaching process, conversation, or relationship is that it focuses on change, growth, and improvement.

Coaching conversations should move the coachee forward in thought or action.

CONTINUUM OF LEADERSHIP APPROACHES



IF EMPLOYEES WANT CONTROL AND INFLUENCE IN THEIR WORK ENVIRONMENTS, WHICH **MANAGEMENT STYLE** IS BEST?



Tannenbaum and Schmidt articulated various approaches to leadership—**laissez-faire, autocratic, and collaborative**. Tannenbaum and Schmidt noted that the work environments that seemed to function best were those in which there was the most felt and expressed control and influence.

Questions

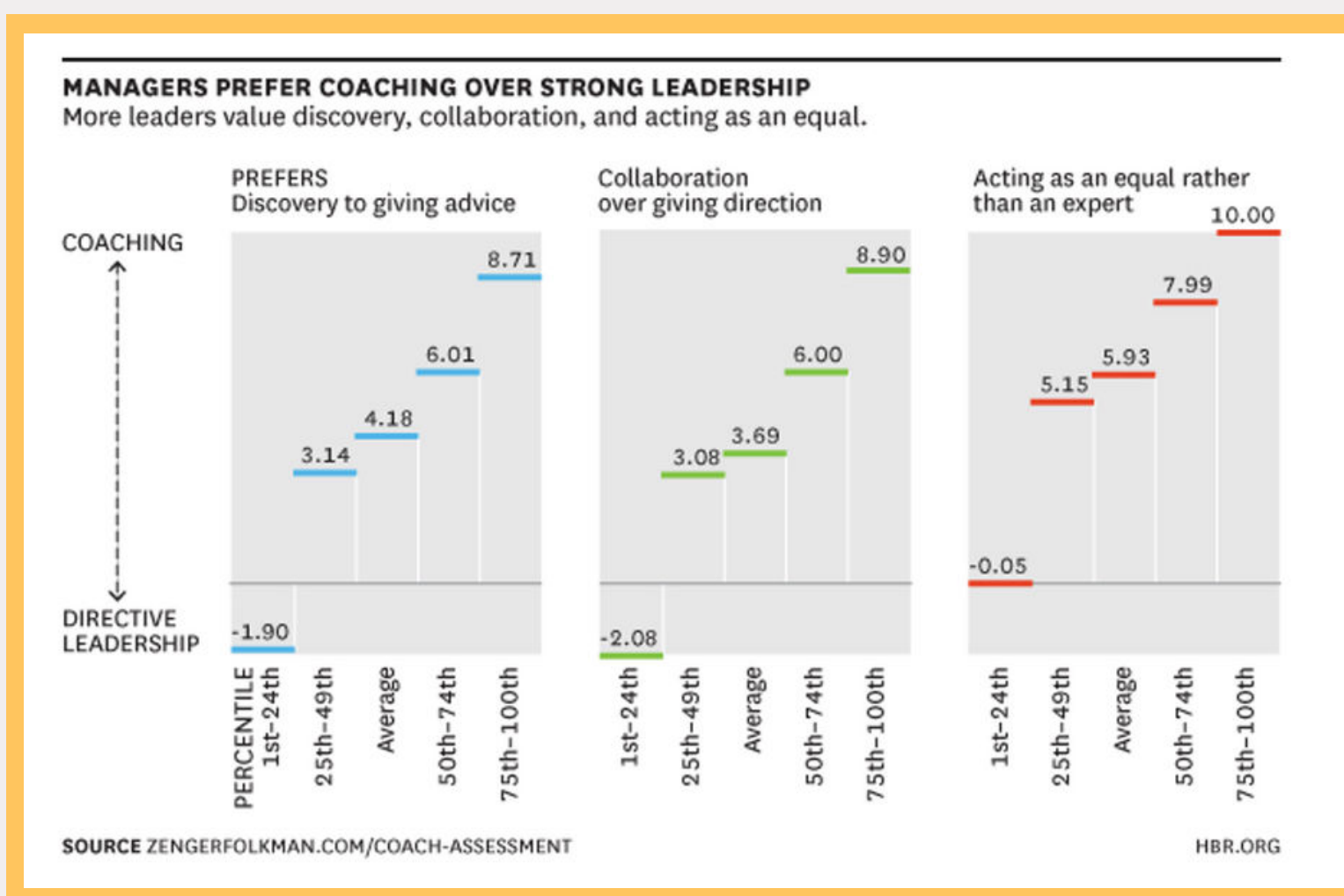
- 1 Where would you place yourself on this continuum?
- 2 Where would your employees place you on the continuum?
- 3 What is your mindset for coaching? What benefits could you achieve by adopting a collaborative approach?

DO MANAGERS PREFER COACHING OVER DIRECTIVE LEADERSHIP?

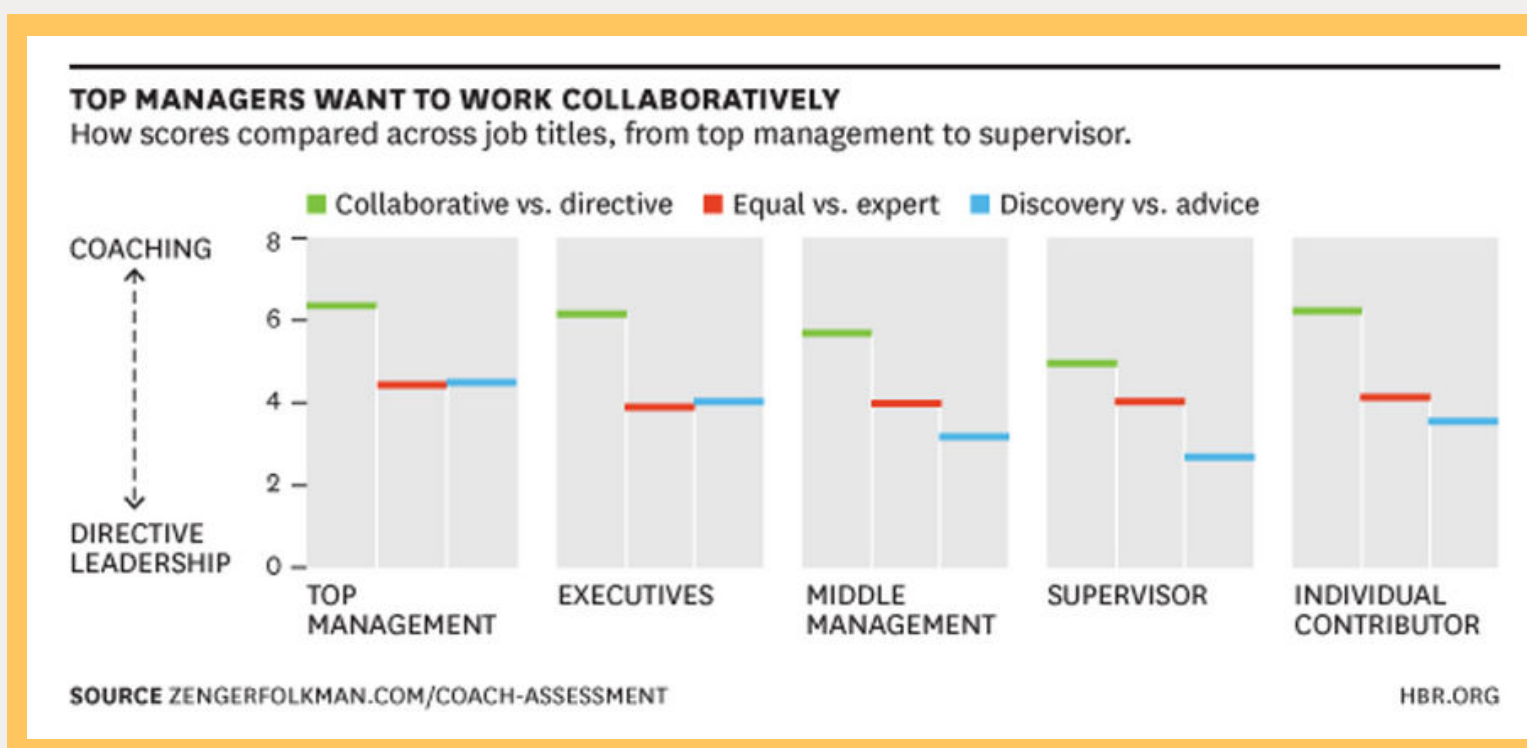
- A **negative** score indicates a preference for strong, direct leadership.
- A **positive** score indicates a greater desire to act as a coach.

RESULTS: The vast majority preferred to manage through coaching.

The enormous value of coaching is what it does to develop people and create a more **engaged and empowered team** of employees.



What we've tracked here is people's **desire** to act in a particular way, not what they **actually** act.



Those in top management positions have the **strongest desire to be more collaborative** and help others find their own solutions; supervisors ranked the lowest.

A really effective autocratic leader can be efficient and quick about getting things done.

But something suffers in the process.

People wait for orders.

They stop taking initiative.

Their level of engagement declines slowly—and often rapidly—as time progresses. It can be easy in the effort to get the job done to lose sight of **the long-term goal of helping people get better at getting the job done.**

3

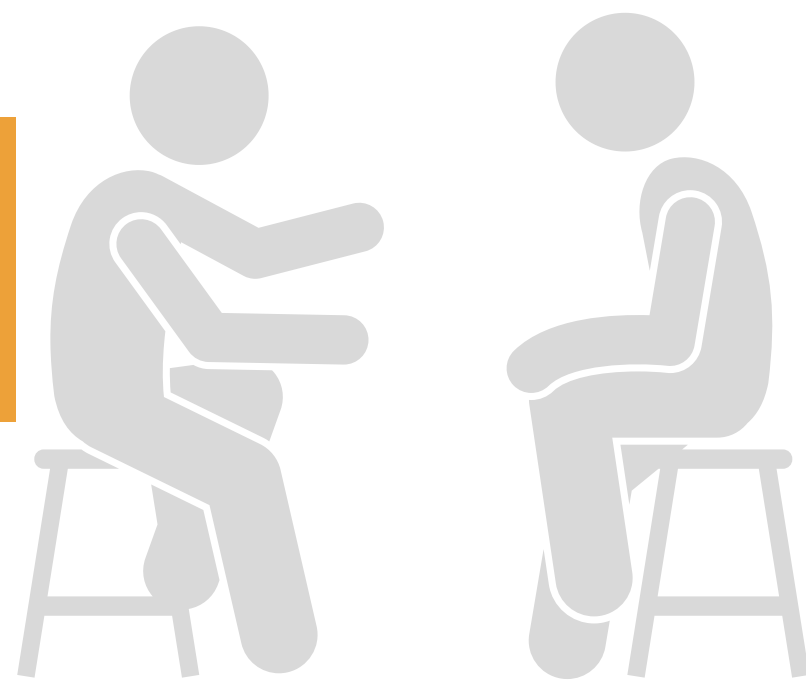
CHAPTER

THE FRAMEWORK

Z E N G E R F O L K M A N

FUEL

THE FRAMEWORK FOR COACHING



Coaching conversations are worth planning.

They take valuable time, so that time should be put to its most efficient use! The FUEL coaching model provides a valuable framework or set of guidelines to follow.

It's a framework, not a cage.

This model is malleable and flexible. You won't use all of these steps in every conversation, BUT the more you follow the guidelines, the more productive your coaching conversations will be.



**The coach owns the process; the
coachee owns the content.**

—Jack Zenger & Kathleen Stinnett

F.U.E.L.

FRAME THE CONVERSATION

Set the context for the conversation by agreeing on the purpose, process, and desired outcomes of the discussion.

EXAMPLE:

*I'd like to talk about...
What else would you like to make sure that we address?*

UNDERSTAND THE CURRENT STATE

Explore the current state from the coachee's point of view. Expand the coachee's awareness of the situation to determine the real coaching issue.

EXAMPLE:

*How do you see this situation?
What is working well?
What impact is this having on you?*

EXPLORE THE DESIRED STATE

Articulate the vision of success in this scenario, and explore multiple alternative paths before prioritizing methods of achieving this vision.

EXAMPLE:

*What would you like to see happen here?
What are your goals?*

LAY OUT A SUCCESS PLAN

Identify the specific, time-bounded action steps to achieve the desired results, and determine milestones for follow-up and accountability.

EXAMPLE

*What specific actions will help you achieve your goals?
Who will hold you accountable?
How can I support you?*



THE POWER OF

FRAMEWORKS/CHECKLISTS

STORY

At one time, hospitals faced a large problem with patient infections from placing central line catheters. In one prestigious hospital, 1 out of 9 insertions became infected. This resulted in a long hospital stay and sometimes caused death. A John Hopkins physician, Dr. Peter Provonst, decided to conduct an experiment. He made a *checklist* of 5 things doctors needed to do when performing the procedure.

1. Wash hands with soap
2. Clean the patient's skin with chlorhexidine antiseptic.
3. Cover the patient's entire body with sterile drapes.
4. Wear a mask, hat, sterile gown, and gloves.
5. Put a sterile dressing over the insertion site once the catheter is in.

After this *checklist* was implemented at John Hopkins, the center line infection rate dropped from 11% to 0. When the state of Michigan began using this checklist, its infection rate dropped 66 percent in three months.

USE A COACHING GUIDE



A **checklist** allows the individual to focus on the **immediate action** rather than what is coming next.

Listening Well

The best thing you can do when you are listening to your coachee explain a situation is WAIT.

W.A.I.T.

as in Why Am I Talking?

Listening is one of the skills few people ever master. Practice does not make perfect. *Perfect* practice makes perfect. Practice only makes permanent. And so it is with listening.

COACHING TIPS

Ask Open-Ended, Non-Leading Questions

Closed-Ended Questions (yes/no or finite answers) are useful in gaining clarity but not in gaining insights.

CLOSED

So, have you shared your frustration with Alison?

OPEN

So, tell me a little about what is going on. How are the requests lopsided?

Open-ended, non-leading questions are best used in helping to expand the conversation.



CHAPTER

COACHING AND
FEEDBACK

ZENGER FOLKMAN

4

FEEDBACK IS MERELY INFORMATION THAT HELPS US KNOW WHETHER OUR ACTIONS ARE ON TARGET.

When feedback is frequent, timely, and balanced, the individual is more likely to interpret the feedback as useful information through their own filters and beliefs.



Not every conversation is a coaching conversation.

When do you decide to stop and provide fast feedback to someone, or when should it be a longer coaching conversation?

THE FAST FEEDBACK TEST

	YES	NO
1. Will the information be useful to the recipient?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have a trust-based relationship in place that will support the conversation?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the behavior change critical for the individual's success?	<input type="checkbox"/>	<input type="checkbox"/>
4. Will the feedback be new or surprising to hear? Will the data fall into a blind spot for the individual and perhaps be shocking?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will the behavior change take significant time, effort, or support?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are you personally invested in the behavior change?	<input type="checkbox"/>	<input type="checkbox"/>

HOW DO WE ACHIEVE EFFECTIVE COACHING?

1. Schedule more frequent sessions that are specifically identified as coaching time.
2. Transform casual and informal dialogue into coaching opportunities.

Remember, your job is one of developing people, not just solving problems.

What could you say or do in this situation to help this person succeed and grow in the long run?



**Most leaders say too little,
wait too long, and hold
back when they should
have stepped in.**

—Jack Zenger

Reflection

- 1 How frequently (on average) do you currently coach each of your direct reports?
- 2 Of the time you spend in those coaching conversations, what percentage of your time is allocated to each of the following focus areas?
 - ___ % Project or task updates
 - ___ % Resolving task or people conflicts
 - ___ % Increasing performance and skills
 - ___ % Career growth/development for the future
 - ___ % Other
- 3 How frequently do you engage in career-focused conversations?
- 4 Which conversations are you not having now that would make the biggest difference to the organization?

Once you have the self-awareness to recognize where your coaching may need some improvement, it is up to you to take it to the next level.

Improving requires both intention and action.



Begin every coaching session with your own self-improvement goal in mind.



Ask for feedback from those you coach.

FEEDBACK FORM

Please complete this brief evaluation form, so that I can understand what created the most value for you in this conversation.

1 = Low 5 = High

	Low					High				
1. This conversation focused on the issues that are most important to me. Comments:	1	2	3	4	5					
2. This conversation was a good use of our time. Comments:	1	2	3	4	5					
3. The purpose and outcome of this discussion were clarified early in our conversation. Comments:	1	2	3	4	5					
4. The general process and flow of this conversation worked well to meet our goals. Comments:	1	2	3	4	5					
5. I felt you listened to me and understood my points of view. Comments:	1	2	3	4	5					
6. I am leaving with some specific action steps to pursue. Comments:	1	2	3	4	5					

CONCLUSION

We do not hire workers; we hire whole human beings who bring **all of their humanity** into the workplace.

While we hope the human "doings" show up to work, we must remember that they also bring their human "being" side with them.

As a result of living in various roles and systems, individuals are constantly pulled by competing demands and expectations. Work is just one of these.

Our research shows that the most influential leaders consistently build warm, close relationships with their colleagues. When it comes to improving productivity, employee engagement, retention, employee development, and supervisor performance, there is simply no better activity than having a leader who coaches and develops their direct reports regularly.

Coaching conversations are worth planning. They are worth your time, attention, and constant effort to improve.

No matter how experienced you are as a manager, strengthening your coaching skills and following this proven framework will significantly increase your effectiveness.

Excerpts from: *The Extraordinary Coach: How the Best Leaders Help Others Grow*, by Jack Zenger and Kathleen Stinnett, McGraw Hill, 2011.

"People Who Think they Are Great Coaches Often Aren't," by Jack Zenger and Joe Folkman, Harvard Business Review, 2016.

"Most Managers Think of Themselves as Coaches," by Jack Zenger and Joe Folkman, Harvard Business Review, 2014.

"How to Choose a Leadership Pattern," by A.S. Tannenbaum and W.H. Schmidt, Harvard Business Review, 1958

COACHING

NEXT STEPS

1

LEARN MORE ABOUT ZENGER FOLKMAN'S COACHING AND FEEDBACK OFFERINGS.

2

ATTEND ONE OF OUR COACHING EVENTS

3

SCHEDULE A CALL TO SEE HOW WE CAN HELP WITH YOUR ORGANIZATION'S COACHING NEEDS.

ZENGER FOLKMAN