Coaching for Talent Development and Employee Engagement

Overview:

Business success comes from engaged employees who continue to hone their skills. Managers and supervisors are instrumental to unlocking the potential of their employees and coaching is their key.

Effective managers and supervisors coach continuously; they know that coaching must be simple for it to be usable.

Entelechy’s Coaching Model is simple, practical, and just one component in a blended management training program that Entelechy customizes for YOUR company.
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Doing runs the risk of failure; not trying guarantees a legacy of nothing.
Introduction

Session Description

Developmental coaching is THE way to engage and retain talent AND develop even higher levels of performance. Mid-level and front-line managers are key to developing talent and eliciting discretionary performance from employees, and coaching is their tool. In this session you will learn what developmental coaching is and how to implement a coaching initiative in your company. Most importantly, you will learn an effective, simple coaching model that is based on High Performance Training (HPT) concepts.

As a result of participating in this session, you will be able to:

- Describe the benefits of coaching for the employee, the manager or supervisor, and the organization.

- Differentiate coaching from other types of performance management techniques including training, corrective action, counseling, and mentoring.

- Describe an effective coaching model, highlighting the key elements.

- As a group, coach the coach following the coaching model; and assess your own coaching strengths and areas for development.

- Explain how to implement a coaching initiative within your organization.

Michael, if you can’t pass, you can’t play.

— Coach Dean Smith to Michael Jordan in his freshman year at UNC
Session Leader Biography

Terence Traut is the President and CEO of Entelechy, Inc., a training design and development company based in New Hampshire. Entelechy is celebrating its 18th year creating customized performance solutions for companies throughout the world. Entelechy’s customizable modules have formed the basis for many successful training programs. At Entelechy, Terry is responsible for overall program design, development, and quality assurance. Terry brings over 25 years of training and management experience to Entelechy.

Before joining Entelechy, he worked for nine years at Digital Equipment Corporation and Wang Laboratories as sales training designer and manager. He also instructed for Boston University throughout Europe.

Terry has designed, developed, and delivered hundreds of courses and evaluations in the areas of management, sales, customer service, and training. He has developed training in a variety of media including web-based training, computer-based training, self-paced instruction, and classroom training.

Terry holds a BS in Education from St. Cloud (Minnesota) University and a MS in Human Services Administration from Boston University. He has completed all coursework for EdD, Human Resource Education from Boston University.

About Entelechy

Entelechy’s mission is to help clients increase productivity, reduce costs, and win more business through business-based needs assessment, performance solution design, and quality implementation.

We build from 40+ customizable modules to create a training program just for you — one that is guaranteed to have impact.

Check out Entelechy’s coaching website at www.coachyouremployees.com for more information about our business-based approach to customized training and performance solutions.

Other ways to contact Entelechy:

Email: info@unlockit.com
Call: 603-424-1237
Fax: 603-424-6361
The Need for Coaching

A Budgeting Imperative

In *Training Efficiency: Optimizing Costs*, a 2008 survey referenced in the Jan 2009 issue of *HR Magazine*, 54% of trainers indicated that they were under “significant” or “intense” pressure to cut costs. Almost half had had budgets cut from the previous year. Bersin & Associates, in their report, *Enterprise Learning, Recruiting and Talent Management 2009*, state that: “Our trend research clearly shows that corporate learning is going to absorb much of the budget cuts in corporate HR. Over the last five years, L&D spending has steadily increased (since the 2000 recession). This naturally results in a proliferation of learning programs being developed and delivered by business units, sales and customer service, manufacturing locations, and corporate HR.” “Organizations,” they believe, “will focus on restructuring HR and L&D to increase efficiency and business alignment.”

In the article, Tom Starr, principal at Booz & Co., suggests that it is critical to determine what training is essential to the business. Starr suggests, “Build a taxonomy of what is critical and invest disproportionately in those areas. Be more selective in who it is you’re training. For instance, in retail banking, a pivotal role is the branch manager. You want to make sure to provide training for [pivotal employees].”

Bersin & Associates agree, stating that organizations should invest in those training programs that are strategic AND customized for the company — programs that will give the company a unique competitive advantage.

Furthermore, companies looking to thrive in this challenging economy need to take advantage of the knowledge and relationships that currently exist on the job. “Mentoring, coaching, and shadowing will all likely become more important during the downturn,” suggests Michael Grohs, research analyst for the Institute of Corporate Productivity.
Bersin & Associates agree stating that, “We all know that formal training may accommodate 10 percent of the development needs of workers. How do we harness the informal and coaching needs of employees without spending millions of dollars on knowledge management projects (most of which fail)? The answer is to unleash the power of collective knowledge within companies.” They suggest in their graphic that we need to optimize coaching on the job.

Coaching, it seems, will continue to play an increasingly important role in performance management.

Bersin & Associates state that, “While ranking, rating and calibration sessions continue to be vital parts of [the performance management] process, the real value of performance management is in the coaching and development areas. Approximately 60 percent of organizations tell us that they focus on coaching and development (versus competitive assessment), and these companies are generating 20 percent to 30 percent higher returns from the process.”

**Surviving the Recovery: Retention and Training Now Top Priority**

As the saying goes, it’s not the fall that kills you; it’s the sudden stop at the end.

As any manager knows, surviving economic downturns – while painful – is relatively straightforward: cut costs to match income. However, as the economy shows signs of recovery, many companies are finding themselves unprepared for the upturn. Without a plan, the recovery may prove fatal to these companies.

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1 The information from Bersin & Associate’s report was used with permission from the company. For your free copy of the Bersin & Associates report, Enterprise Learning, Recruiting and Talent Management 2009, please contact us at info@unlockit.com.
The Economy IS Recovering

In a recent longitudinal study of talent trends and strategies\(^2\), Deloitte surveyed 325 executives and found that more of these executives believed that the worst of the recession was behind us. For the first time since Deloitte’s study was launched in January 2009, more surveyed executives (31 percent) now believe the worst of the economic downturn is over as opposed to only 7 percent who think worse times are ahead.

Deloitte’s study indicated a dramatic reduction in the percentage of companies reporting layoffs last quarter – 48 percent, down from 61 percent in May.

With CitiBank repaying $20 billion in bailout money and even my own state of NH surprised by unemployment numbers lower than expected, something’s clearly happening to the economy. While that’s great news, the question is, “Now what?! We’ve entrenched, slashed, and downsized for survival; how do we prepare for the pending recovery?”

Retention and Training Now Top Priority

According to the Deloitte study, retention and training is replacing headcount reduction as top talent priority. When asked to rank top talent priorities three months from now, survey participants ranked their top talent management priority as follows:

- Training and development (32 percent)
- Retention (30 percent)
- Headcount reduction (only 22 percent ranking it highest)

Clearly, these executives are seeing the economic dust settle and are now more concerned than ever about retaining and developing their top talent.

With training budgets still slashed, how does a company develop talent and build relationships with key employees so they will stay with the company and help drive it to post-recession success?

An Employee Imperative

According to a variety of studies, many employees — good employees — don’t feel that they receive the coaching they need to improve performance. After surveying 2,600 U.S. workers, New York-based Mercer Human Resource Consulting (April 2003) found that:

- Only one-fourth of employees indicated that their managers coach them to improve performance.
- Forty-two percent say that their manager gives them regular feedback on their performance.
- Just 29% say that they are rewarded when they do a good job.

Towers Perrin, another New York-based consulting firm, concluded from surveying 35,000 U.S. workers that only one-fifth of workers are highly engaged in their jobs. BlessingWhite, in their 2008 report on employee engagement state, “There is a clear correlation between engagement and retention, with 85% of engaged employees indicating that they plan to stay with their employer.”

In a 2009 study by CIPD, 34% of 3000 employees surveyed indicated that they would change jobs within the next year in an ideal world. Claire McCartney, Talent and Resourcing Adviser at the CIPD, advises: “The recession may keep your best people with you for now, but you need to take the time to focus on building employee engagement by providing employees with clarity around career paths and setting work that is meaningful to them, if you want them to stay put when better times return.”

80/20 Rule
Analyzing Performance

Bottom Line Regarding Human Performance

People don't perform as you expect because they

and/or
Analyzing Performance

Desired Business Results

Performance Requirements

Clear Expectations, Feedback

Recognition, Motivation

Tools, Resources, Information

Do It My Way

Skills and Knowledge

Priorities

Can’t

Won’t

Current Business and Performance

Situational Performance Management

Can

Sell the importance.

Listen to why.

Ensure successes.

Recognize effort – only forward.

Provide +/- consequences.

Recognize achievement and independence.

Coach to develop talent and engagement.

Can’t

Won’t

Willingness

Will

Focus on tasks.

Plan and execute.

Create small wins.

Monitor closely; reduce support over time.

Possible corrective action/problem solving.

Train or provide mentor.

Build skill; relate to previous work.

Build confidence; relate to previous successes.

Recognize growth – skills.
Coaching is a...

...TWO-WAY INTERACTIVE PROCESS OF COMMUNICATION, FACILITATION, AND DISCOVERY (this is what we’re doing)
- Coaching happens between two people.
- Both parties are willing participants.
- The process is safe and predictable; sharing a common terminology and both people learning.

...METHOD OF BUILDING COURAGE, SELF-ESTEEM, RESPONSIBILITY, AND COOPERATION THROUGH SELF-ASSESSMENT, DISCLOSURE, AND FEEDBACK (this is how we’re doing it)
- Courage enables people to take known risks.
- Self-esteem — builds on personal strengths — enables people to excel.
- Responsibility encourages decision making and accepting consequences.
- Teamwork recognizes that people succeed through others.
- Self-assessment is an internal evaluation and feedback process to identify and build on strengths and address areas needing improvement.
- Disclosure — revealing a part of self previously unknown to the other — establishes a professional intimacy enabling the relationship to thrive.
- Feedback provides another person’s perspective on performance.

...COMMITMENT TO SUPERIOR PERFORMANCE, SUSTAINED IMPROVEMENT, AND POSITIVE RELATIONSHIPS (this is why we’re doing it)
- Superior performance is the goal of coaching.
- Sustained, ongoing improvement — we can always improve.
- A commitment to positive relationships underlies the coaching philosophy; people truly are the most valuable asset in the company.

<table>
<thead>
<tr>
<th>Emphasis is on...</th>
<th>Coaching</th>
<th>Counseling</th>
<th>Corrective Action</th>
<th>Mgmt</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job-related skills the employee feels need to be improved</td>
<td>Personal issues the employee feels need to be resolved</td>
<td>Unacceptable behavior or performance the manager feels needs to be resolved</td>
<td>Direction, tools, resources, support, processes, etc. to help employee do the job</td>
<td>Making the employee aware of his/her behavior or the results of his/her actions</td>
<td></td>
</tr>
<tr>
<td>On the field, playing</td>
<td>Meeting with a close friend or confidant after the game</td>
<td>On the bench (poor performance) or hitting the showers (unacceptable behavior)</td>
<td>Using the playbook, wearing the uniform, collecting the paycheck, etc.</td>
<td>Listening to team members and colleagues on the sidelines and in the booth</td>
<td></td>
</tr>
<tr>
<td>On the sidelines, encouraging and providing feedback</td>
<td>The one who suggested the meeting with the confidant</td>
<td>The one who pulled the employee out of the game</td>
<td>The general manager</td>
<td>Providing insight and advice; asking questions</td>
<td></td>
</tr>
<tr>
<td>Willing participants; capable, credible coaches</td>
<td>Participants who are willing to disclose; sympathetic, credible confidants</td>
<td>Clear expectations; clear rules and procedures for addressing performance problems</td>
<td>Business savvy; knowledge of employee needs</td>
<td>Openness for receiving feedback; balanced, objective, specific, supportive statements</td>
<td></td>
</tr>
</tbody>
</table>

...and the manager would be...

These things must be present for this to work...
**Entelechy’s Coaching Model**

Coaching is appropriate for developing the skills of employees if the employee is willing to improve. Coaching should not be used as a softer, gentler version of corrective action; if a performance problem occurs, you will want to use Entelechy’s Problem Solving Model.

**10 Important Principles**

Entelechy’s Coaching Model is based on several important principles:

1. There are two primary goals to coaching:
   - To improve performance.
   - To help employees gain the ability to self-assess.

2. It is important that the coaching sessions follow a predictable process. This will help the coachees feel more comfortable and relaxed, which will help to ensure they actively participate in these sessions. It is for this reason that we suggest that you share the coaching model with your employees prior to coaching.

3. Coaching is a planned development process and should not be a surprise.

4. The way you open the conversation sets the tone for what will follow.

5. After we open the conversation using our initial probe, we discuss positives first and areas for improvement last. Beginning with positives first is motivational and accomplishes the following:
   - The goal is to have employees increase their performance. If they are not in a positive frame of mind, they will not be open to this change.
   - Reinforces good behavior and eases into the coaching session.
   - Builds self-esteem.

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*Wisdom is the reward you get for a lifetime of listening when you’d have preferred to talk.*

Today, talk less and listen more.
6. Ending the coaching session with a discussion of areas for development ensures that coachees are focusing on those areas.

7. Always give the coachee a chance to self-assess before you offer your insights. Encouraging self-assessment is positive for several reasons:
   - It encourages improvement even when you are not coaching.
   - It allows you to determine why the employee may not be performing as desired; the employee may not know that he is doing something incorrectly.
   - It builds self-esteem.
   - It increases the chances that behavior will change.


9. Defer or redirect inappropriate or incorrect self-assessment. If an employee is not identifying areas that you identified, use increasingly specific questions to allow the employee to determine the same conclusion that you reached, if possible. This allows you to determine if the employee a) doesn’t know what’s expected, b) doesn’t have the skill, or c) simply chooses not to demonstrate the skill.

10. We focus coaching on only two strengths and two areas for development. Limiting the discussion is important and accomplishes the following:
   - Increases the coachee’s ability to reach proficiency.
   - Focuses on the most important issues.
   - Other issues can be addressed after some progress has been made on the most important issues first.

A good coach will make his players see what they can be rather than what they are. — Ara Parseghian
**Entelechy’s Coaching Conversation Timeline**

The coaching conversation follows a simple, yet effective and predictable timeline that consists of four main parts:

1. Open the conversation; indicate that this is a coaching conversation.

2. Identify two positives. Focusing on positives builds the coaching relationship AND ensures that these positives are repeated.

3. Identify two areas for improvement. Coaching is, after all, about growth and development.

4. Summarize and support. Reaffirm the strengths, reiterate the areas for improvement, and convey confidence.

Because we are GUIDING the coaching conversation, the timeline sometimes requires us to intervene. The steps in the coaching conversation are outlined on the pages that follow.

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**Great things are not done by impulse, but by a series of small things brought together.**

— Vincent Van Gogh
**Entelechy’s Coaching Conversation**

**Step 1: Open the Conversation**

The coach opens the conversation with a general question; this helps the coach get a sense for the accuracy of the coachee’s self-assessment. If the coachee responds with, “that was the best interview ever” and you thought that the interview was poor, you know that you’ll have to adjust your coaching conversation.

**Step 2: Probe for What Went Well**

The coach asks the coachee what went particularly well and listens for the responses. By identifying what went well first, a positive tone for the coaching session is set. We want to make sure that the coachee continues doing these things. This also forces the coachee — NOT THE COACH — to identify superior performance.

**Step 2a: Defer**

Sometimes the coachee will bring up a negative when you’re discussing positives. You will want to defer that discussion until later in the coaching conversation by saying, “I’d like to talk about that more later. What else went particularly well?”

Other times, the coachee will claim something as a positive that — in your opinion — was an area that needs development. You will want to redirect the coachee’s perception by pointing out what you saw that helped you conclude that it was less than desirable. “Oh, really? Did you notice the client’s reaction when you made that joke about the old man? That’s right, he seemed a bit embarrassed.”
**Step 2b: Support and Build**

When the coachee correctly assesses his performance — both strengths and areas for development — support the assessment by saying, “I agree.” Build from the coachee’s conclusion to reinforce the accuracy of his self-assessment. In this way, you are reinforcing one of the most valuable skills anyone can acquire: the ability to assess and improve their own performance.

**Step 3: Probe for Areas for Development**

The third step is to ask the coachee what he would change if he could do it again. Obviously, if the coachee knows what could be improved and knows how to improve it, he won’t benefit from YOU telling him! And by mentally rehearsing what he will do differently, the likelihood of him actually carrying out the improvement is increased.

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You’ll find that you can get anything you want in life if you will help other people get what they want.

Today, help someone get what they want.
Most experts agree that two or three areas for development are enough for anyone to work on. Working on a laundry list of things to change is frustrating and futile. Focus on the areas of greatest need.

Like Step 2b, it is important that you Support and Build on the coachee’s self-assessment. For employees to continuously improve, they cannot rely on US to be constantly monitoring and providing feedback. We must encourage self-assessment by supporting accurate self assessments — “I would agree.” “That’s very insightful.” — and building on the implications — “In addition, that would also increase the customer’s loyalty…” or “…and by doing as you suggested, you’ll be serving as a role model for other team members.”

**Step 4: Summarize and Support**

Even though you may have limited the coaching to a few strengths and a couple areas for development, you will want to briefly summarize the discussion, especially what the coachee will do differently the next time. This recap will cause the most important things to remain fresh in memory. You will also want to support the changes by saying something like, “I think those changes will make your next interview go even better.”

Follow these four steps to develop the talent and performance of your employees and actively engage them in that development!

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Great challenges are a prerequisite for great achievements.

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Accurate Self-Assessment - Demonstration

The PROCESS

What was the probe that helped to open and guide the conversation?

What do you think the coach asked this question?

What other probing questions did the coach ask to help the coachee self-assess?

What other aspects of the coaching conversation did you find effective?
Accurate Self-Assessment - Demonstration

The CONTENT

What areas for improvement were uncovered?

How did the coach help the coachee recognize the necessary improvement without having the coachee become defensive?

How did the coach respond when the coachee accurately assessed his/her performance?

Why do effective coaches acknowledge the correctness of the coachee’s assessment?
Inaccurate Self-Assessment

There are two primary instances of inaccurate self-assessment and each is handled in a unique way.

**Instance #1 - Defer:** When you are discussing areas that went well and the coachee brings up something that you think was an area for development, you DEFER the discussion until the appropriate time in the coaching session. You state, “I’d like to talk about that in a bit.” And then you jump right back into areas that went well with another probe, “So what else do you think went well?”

**Instance #2 - Redirect:** When the coachee just doesn’t seem to have seen the same things you saw or interpret the situation the same as you do, you must REDIRECT or refocus his or her thoughts and perceptions by asking increasingly specific questions. For example, “Did you notice what the customer said when you interrupted?” or “How do people respond when you become impatient?”

The coach could have just stated what needed improvement. Why is it better to get the coachee to figure out what could’ve been improved? Reasons include:

- People buy in more when they identify the problems and solutions themselves.
- People won’t change if they don’t believe there is a need to.
- The employee develops the ability to self-assess.

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A candle loses nothing by lighting another candle.

— Erin Majors
Giving Insight/Feedback

Sometimes we need to provide the coachee with our insight or feedback. While it’s best to ask questions that lead the coachee to the appropriate assessment, at some point our questioning begins to appear manipulative.

When we provide insights, observations, and feedback, follow the HUBS Model. The HUBS Model is a way to communicate in an encouraging manner.

Helpful - Your communication should be for the intent of supporting the employee’s performance. Treat all employees as professionals: With respect and dignity.

Unbiased - Information should be first-hand, truthful, and credible. Don’t pass on rumors. Feedback should focus on observable behaviors or results.

Balanced - Information should balance the needs of your company with the needs of the individual. You should communicate with empathy. At the same time, communicate with a firm sense of reality (avoid fluff).

Specific - Information — especially feedback — should be specific. Avoid generalities and references to vague elements. Instead, note specific observable behaviors that you saw and results that occurred as a consequence.

In addition to following the HUBS Model for feedback, it is important to monitor your tone and non-verbals.

Listen actively to all of the coachee’s responses.
Coach the Expert

Watch the demonstration of another coaching session. As you observe, prepare to coach the coach by taking notes of behavior (what the coach said or did and the result).

Observation Notes:

Areas of Strength (Went Well)

Areas for Development

Coaching Session Timeline

Open Conversation

Areas of Strength
(Target 2 areas)

Areas for Development
(Target 2 areas)

Summarize & Support

Coaching for Talent Development and Employee Engagement Handout

Presented by Entelechy, Inc. Unlocking Potential Page 20
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What to do Before the Coaching Session

We’ve covered the actual coaching session — which is the third step in the coaching process. Let’s now return to the first and second steps of the coaching process — steps to take BEFORE the coaching session.

It’s important that coachees are aware of the coaching process and see the value of that process. It is important to refresh the coachee’s memory of the coaching process each time you meet with the coachee — at least initially — to help engrain the model and foster self-assessment.

The first step in the coaching process is to agree upon the specific skills or competencies to be observed and coached before the coaching session. We discussed earlier why this is important.

It is important to identify specific skills to be coaching on before the coaching session and before the observation since you want to observe only those skills and behaviors that are critical to the job and be prepared with observation examples. It is also important to observe performance in order to target your feedback and coaching, and be able to offer insight and recommendations based on actual circumstances.

If you cannot actually view the performance for yourself, consider how the results of the employee’s performance exhibit themselves. Can you:

- Listen to recorded calls (for customer service or sales, for example).
- Review documents, reports, meeting minutes, etc.
- Talk to others present.

Of course, the employee should know of these “observation techniques” before you use them. Done without the employee’s awareness, these techniques could appear manipulative, spiteful, and — at the very least — in poor judgment.
What to Do After the Coaching Session

A critical but often overlooked step is follow-up. Follow-up lets the employee know that what you discussed is important and truly matters. And it lets the employee know that you care enough to follow-up.

Have you ever been asked by your manager to do something, and then the manager never again referenced the request? What did you think? How did you feel? What did you think when your manager made another request?

Follow-up need not be time consuming; it can be a very simple and brief process. It is, however, extremely critical!

Documenting the coaching conversation is useful for your follow-up. One of the most powerful tools you have as coach is your notepad. Take notes as you go through the coaching conversation to help you follow up with specifics. “Joe, how’s it going with using the headphones as a way of reducing distractions?” is a lot more powerful than “Joe, how’s it going?”

Entelechy’s Coaching Model Summary

Coaching is a one-to-one mutual conversation that follows a predictable process. The benefits of using Entelechy’s Coaching Model include:

- Simple to use and time saving.
- Increases employee engagement and reduces tension that often accompanies feedback.
- Develops employee talent and increases the likelihood that the development will stick.

Entelechy’s Coaching Model, when used consistently over time will result in a stronger employee-coach relationship, employees who can self-assess (and even coach themselves!), and increased productivity. While one-fifth of employees may not need coaching since they’re already charged up about their work and confident in all of their abilities AND another fifth of employees are simply not ready for coaching since they’re so disengaged from their work, coaching can be used to improve the productivity and morale of “the massive middle” of your employee base.
Coaching Challenges

So, if coaching is so important and — as we’ve seen — relatively simple, why don’t managers coach more?

Some of the challenges they face include:

- Don’t have time.
- Too many people.
- Employee won’t admit to any areas for development.
- Employee doesn’t see the benefit in coaching.

Here are some responses to the above challenges:

- Don’t have time. Change your perspective. Think about where you ARE spending time; shouldn’t it be with those who have the most potential to better your organization? If you don’t have time to develop talent and engage employees, where are you going to find time to hire and train employees who are replacing high potential employees who are — or will be — leaving?

- Too many people. Since not everyone is open for coaching right away, start small and grow your coaching coverage. Pick the one or two employees with the most potential and the most willingness and begin coaching them. Remember the 80-20 principle!

- Employee won’t admit to any areas for development. While I’m not a Dr. Phil fan, he does have one question that seems to cut through the fog: “So, how’s that working for you?” If employees are satisfied with their current performance and there’s nothing driving them to increased levels of performance, then coaching will not work. Don’t coach these employees or even try to convince them of the value of coaching.

- Employee doesn’t see the benefit in coaching. In Minnesota we have a saying, “Don’t try to teach a pig to sing. It’s extremely frustrating and seems to annoy the pig.” Like the above admonishment, select employees who are willing — even eager — to be developed. Pretty soon, others will see the changes in performance and relationship and many will be more willing to accept your coaching.
The Coaching Silver Bullet

Don’t have time for a coaching session? Try the coaching silver bullet.

Recognize Your Winners

Fran Tarkenton, former Minnesota Vikings quarterback, once called a play that required him to block onrushing tacklers. NFL quarterbacks almost never block. They are usually vastly outweighed by defenders, so blocking exposes them to the risk of severe injury.

But the team was behind, and a surprise play was needed. Tarkenton went in to block, and the runner scored a touchdown. The Vikings won the game.

Watching the game films with the team the next day, Tarkenton expected a big pat on the back for what he had done. It never came.

After the meeting, Tarkenton approached Coach Bud Grant and asked, "You saw my block, didn't you, Coach? How come you didn't say anything about it?"

Grant replied, "Sure, I saw the block. It was great. But you are always working hard out there, Fran. I figured I didn't have to tell you."

"Well," Tarkenton replied, "if you ever want me to block again, you do!"


Catch someone doing something right ...

... and tell ‘em!

They may forget what you said, but they will never forget how you made them feel.

— Carl W. Buechner
WHAT Can You Recognize?

Catching someone doing something right and telling them is VERY powerful. But you don’t have to only recognize results!

WHAT can you recognize?

<table>
<thead>
<tr>
<th>What Can You Recognize?</th>
<th>Type</th>
<th>Examples</th>
<th>What to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions (tangible)</td>
<td>Completion of a project.</td>
<td>Thanks, that helped a lot.</td>
<td>You’re good at ______, could you help me out?</td>
</tr>
<tr>
<td></td>
<td>Perfect attendance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributions (non-tangible)</td>
<td>Team spirit.</td>
<td>It was thoughtful of you.</td>
<td>I appreciate your ______.</td>
</tr>
<tr>
<td></td>
<td>Initiative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement</td>
<td>While contributions are still</td>
<td>Look at your progress!</td>
<td>You’re improving in ______ (be specific).</td>
</tr>
<tr>
<td></td>
<td>not what they should be, the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>employee has shown improvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>While improvements may not yet</td>
<td>You really worked hard on that!</td>
<td>I know you can do it.</td>
</tr>
<tr>
<td></td>
<td>be apparent, the employee is</td>
<td>It seems that you took a lot of time thinking things</td>
<td>You’re ready for this.</td>
</tr>
<tr>
<td></td>
<td>trying hard and doing the right</td>
<td>through…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential</td>
<td>When selecting an employee for</td>
<td>I know you can do it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a task, recognizing potential</td>
<td>You’re ready for this.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>can be a tremendous confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>builder.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HOW Can You Recognize?

- Pat on the back.
- Recognition at regular meeting.
- Write-up.
- A card.
- A gift certificate.
Talent Development Requires Support

Training Results Without Management Support

Training Results With Management Support

Clear Goals, Performance Requirements, and Expectations
Resources and Tools
Coaching and Reinforcement
Metrics (Reward and Recognition)

Behavior
Performance
New Behavior
New Performance

Time

Behavior
Performance
New Behavior
Performance

Time
When Coaching is NOT the Best Solution

Coaching is appropriate for employees who are willing — or even eager — to develop a particular skill. If an employee is not willing to develop a skill, that person is not yet a coaching candidate.

Coaching works best when there exists an authentic, supportive relationship between coach and coachee. If the employee perceives the manager as manipulating, lacking in credibility, or otherwise unsupportive, coaching will not work.

Coaching is an inefficient method of sharing information or giving direction. If an employee needs information or direction (because they don’t know how to do something), coaching — while sometimes effective — is most often an inefficient way to help the employee in these cases. Coaching helps develop SKILLS. Coaching is predicated on the belief that most employees know many tenets of core business skills. (Most workers, for example, know HOW to effectively communicate with others. They may not actually demonstrate that they know how, but when asked, they usually can rattle off the core behaviors.) Employees need support and guidance in putting what they know into practice. Not surprisingly, these business skills — negotiation, interviewing, problem solving, prioritizing tasks, workload management, time management, delegation, supervision, leadership, etc. — comprise the foundation of what our employees do every day.
Implementing a Coaching Initiative

- Sell the value (articulate the benefits).
- Start where you are.
- Tie coaching to performance metrics.
- Separate coaching from performance management.
- Define YOUR coaching model and process.
- Start with those who want; build to those who need.
- Keep it valuable (broadcast the benefits).

Sell the Value To…

Executive Leadership

- Focus managers and supervisors on key mission-critical behaviors.
- Keep people positively engaged during distracting economic and market conditions.
- Take advantage of the learning that comes when facing challenges that come only during difficult times.

Human Resources

- Tie day-to-day performance with job competencies.
- Leverage the company’s goal-setting and performance appraisal system.
- Tie rewards and recognition to performance.
- Identify and develop high-potential employees — tomorrow’s organizational leaders.

“How do we harness the informal and coaching needs of employees without spending millions of dollars on knowledge management projects (most of which fail)? The answer is to unleash the power of collective knowledge within companies.”

p 15, Enterprise Learning, Recruiting and Talent Management 2009: Predictions for the Coming Year, Bersin & Associates

“...build an integrated approach to talent management, capability development, leadership development and corporate training – which allows an end-to-end system for managing people.

...invest now in collaborative and social networking solutions that save money in travel and empower the workforce during transformations.”

p 4, Enterprise Learning, Recruiting and Talent Management 2009: Predictions for the Coming Year, Bersin & Associates
Operations and Finance

- Take advantage of (and build) the natural teaching/learning relationship that exists between manager and employee.

- Build capabilities on the job while doing real work without additional out-of-pocket time (and expense).

- Invest where the learning and development will have most impact — front-line supervisors and managers.

- Retain — and improve — the infrastructure that will enable the organization to take advantage of the economic rebound (and it WILL rebound).

- Retain — and develop — the talent that will become tomorrow’s leadership.

- (Re)equip managers and supervisors with the skills they need to do job #1: improve the performance of their team members.

- Engage employees. If you’re going to lose employees, lose them by decision, not through perceived apathy and lack of leadership.

- Engage ALL employees regardless of generational mix by focusing on the one thing they all have in common — performance.

- A small investment in coaching training will have a significant and cascading effect to the lowest levels in the organization where the work gets done.

- Reduce travel and training expenses by teaching managers and supervisors how to train employees directly.

Entelechy can help you create a case for coaching within your organization; we’ll work with you without charge to help you identify the benefits of coaching within your organization so that you can implement your company’s coaching initiative.

“The risks of an indiscriminate cut can be major. If leadership development training, for example, is eliminated or dramatically reduced, you will see a reduction in the productivity and effectiveness of your company’s leaders. During an economic downturn, leadership is more important than ever. Leaders will be asked to:

- Restructure their departments;
- Improve productivity;
- Find new ways to drive value; and,
- Work even harder to rebuild the business.

Does it make sense, then, to take away that small amount of money spent on building their skills, capabilities and internal networks?

Our research shows that the “high-impact” organizations do reduce costs – but they do it strategically. They do not cut long-term strategic development programs and they do not eliminate high-value, performance-driven training programs (like onboarding and sales training). Rather, these high-impact organizations focus on improving productivity, and use the downturn as an opportunity to “fix and repair” inefficiencies that inevitably build up in any bureaucracy.

p 2-3. Learning and Development during an Economic Downturn, Bersin & Associates
Tie Coaching to Performance Metrics

It is important — especially during economically challenging times — to tie coaching to meaningful operational performance metrics — increased sales, increased margins, reduced errors, increased efficiencies, etc. For example, a key — albeit general — metric used in the customization and delivery of Entelechy’s Coaching for Talent Development and Employee Engagement program from MediaOne was overall employee performance. A year after Entelechy customized and rolled out the program, MediaOne had its biggest quarterly profit in U.S. history when it earned $26.6 billion in the second quarter of 1998, a record that continues to stand as THE biggest quarter for any U.S. company.  

The possible benefits of implementing a coaching initiative can be even more powerful (and irrefutable) when tied to specific performance measures. Entelechy created a customer service program that focused on key upselling skills of MediaOne’s customer service representatives (CSRs). When combined with coaching provided by the CSRs supervisors, the quantifiable results were staggering. As illustrated on the table to the right, MediaOne expected to gain — conservatively — an estimated $16.8M in additional annual revenue AND increase customer satisfaction at the same time. Moreover, customer service representatives and field installation specialists gained valuable skills.

<table>
<thead>
<tr>
<th></th>
<th>A Average # of calls per day per employee</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B % of calls where no upselling occurs</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>C Daily opportunities (# of calls) to upsell (A*B)</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>D % Goal to upsell (realistic yet challenging)</td>
<td>+10%</td>
</tr>
<tr>
<td></td>
<td>E # of additional daily sales (C*D)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>F Average revenue/sale</td>
<td>$7</td>
</tr>
<tr>
<td></td>
<td>G Additional daily revenue potential/employee (E*F)</td>
<td>$42</td>
</tr>
<tr>
<td></td>
<td>H Additional annual revenue/employee (G*200 days)</td>
<td>$8400</td>
</tr>
<tr>
<td></td>
<td>I Approximate number of employees company wide</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>J Anticipated Results (H*I)</td>
<td>$16,800,000</td>
</tr>
</tbody>
</table>

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3 Ford Motor Co. had the second-biggest profit in U.S. history when it earned $17.6 billion in the first quarter of 1998. AT&T’s $11.4 billion profit in the third quarter of 2001 was No. 3 on U.S. record. Exxon Mobil ranks No. 4 and No. 5 with earnings of $8.42 billion in 2004’s fourth quarter and $7.86 billion in 2005’s first quarter.

Source: Exxon Mobil 2nd-Qtr Profit Climbs as Oil Prices Soar, Bloomberg Online July 28, 2005
Additional Results:

Based on the success of the general customer service training program, MediaOne asked Entelechy to create training for its nationwide rollout of new cable product offerings (MediaOne — like all cable companies — offered various packages of cable channels that would appeal to current and new subscribers.). The program — called NexTV — was MediaOne’s first effort at including skills training and coaching as part of a product launch. Entelechy created a training program that combined NexTV product features and benefits with upselling skills and supervisor coaching/reinforcement skills.

As a result of the NexTV training, over $300,000 of incremental revenue was realized.

When looking at monthly income from one year to the next, it was clear that the NexTV campaign — with Entelechy-designed training and supervisor coaching — resulted in significant revenue increases.

Tie the implementation of your organizational coaching initiative to a key corporate initiative to focus the coaching and to measure the impact of the initiative. Do this BEFORE implementing the initiative (or as part of the initial steps of the implementation) to isolate the metrics and the variables — in addition to coaching — that may impact the metric.
Case Study #1

Background: MediaOne was one of the nation’s largest cable and internet access providers (and has since been purchased by AT&T Broadband and now is Comcast). The company employed several thousand call center customer service representatives as well as thousands of field installation specialists as it provided cable television, telephony, and high speed internet access to hundreds of thousands of users.

Challenge: Sales and marketing was done largely through marketing initiatives; customers would then call into designated phone numbers to sign up for service. Customer service was a separate function and philosophy whose role was to handle billing questions and provide troubleshooting support. Literally millions of dollars of incremental revenue was being untapped because customer service representatives and field installation specialists did not position additional products and services to customers as part of the customer service process. Moreover, the reps and specialists considered sales a dirty word and perceived sales to be distasteful and a violation of their service to the customer. How does MediaOne change the culture of an entire organization and increase revenue as a result?

Solution: MediaOne hired Entelechy to support their small training department and create “Customer Excellence” a 10-module program designed for customer service reps as well as for installation specialists. The curriculum focused first on changing the mindset of the reps and specialists to view the appropriate positioning of products and services as BENEFICIAL to the customer – in effect, superior customer service. The curriculum introduced selling skills – questioning, listening, positioning, handling concerns – and provided practice opportunities for participants to hone their skills and gain confidence in this new approach to servicing the customer.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Average # of calls per day per employee</td>
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</tr>
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<tr>
<td>G</td>
<td>Additional daily revenue potential/employee (E*F)</td>
</tr>
<tr>
<td>H</td>
<td>Additional annual revenue/employee (G*200 days)</td>
</tr>
<tr>
<td>I</td>
<td>Approximate number of employees company wide</td>
</tr>
<tr>
<td>J</td>
<td>Anticipated Results (H*I)</td>
</tr>
</tbody>
</table>
Entelechy created facilitator guides and presentations, participant guides, role-play scenarios, job aids, Level II tests, and other tools to ensure that the skills were learned. To support the skills transfer, Entelechy created Leadership Support and Coaching for Performance, two programs designed for front line supervisors and managers to help them a) understand the content of Customer Excellence, and b) develop the skills of their employees using coaching.

Initial Results: Reviewing program effectiveness, MediaOne expected to gain – conservatively – an estimated $16.8M in additional annual revenue AND increase customer satisfaction at the same time. Moreover, customer service representatives and field installation specialists gained valuable skills.

Additional Results: In addition to the Customer Excellence program, MediaOne asked Entelechy to create training for its nationwide rollout of new cable product offerings (MediaOne – like all cable companies – offered various packages of cable channels that would appeal to current and new subscribers.) The program – called NexTV – was MediaOne’s first effort at including skills training as part of a product launch. Entelechy created a training program that combined NexTV product features and benefits with Customer Excellence sales skills. Entelechy trained MediaOne staff to conduct the training nationwide to all customer-facing personnel.

As a result of the NexTV training, over $300,000 of incremental revenue was realized.

When looking at monthly income from one year to the next, it was clear that the NexTV campaign – with Entelechy-designed training – resulted in significant revenue increases.
Case Study #2

Background: DIRECTV delivers all-digital satellite-based services to U.S. customers in homes and businesses using some of the world’s most advanced technologies. DIRECTV began in 1994 as the first company to deliver all-digital, high-power, multi-channel TV programming services via an 18” satellite dish. DIRECTV is now a leader in innovation and quality. In addition, DIRECTV has an unwavering commitment to provide extraordinary customer service.

Challenge: In 2007, DIRECTV established a work group charged with reducing attrition in the organization. A key focus of the group was to review the skills required of the team leaders and their managers and the impact of these skills on retaining customer service representatives.

In DIRECTV’s business, attrition rates are critical to the success of the organization — customer satisfaction and profitability. By increasing the effectiveness of its front-line team leaders and customer care managers, DIRECTV hoped to reduce attrition while establishing a strong management team to lead the company in its accomplishment of its aggressive business goals.

While DIRECTV recognized the need for management/leadership training, the training needed to be engaging and job-focused; and the skills, techniques, and tools practical, simple, and immediately applicable in a fast-moving, constantly changing environment. In the past, DIRECTV had management training — this needed to be different. The focus needed to be on implementation, retention, reinforcement, and accountability. With this in mind, Coaching for Results was born!

Solution: Working with a specially created DIRECTV Project Team, Entelechy created DIRECTV’s two-day Coaching for Results (CFR) program. The components of the program included:

1. Performance Assessment
2. Customized Coaching Program
3. Management Reinforcement Program
4. On-the-Job Tools
5. Communication and Roll Out Strategic Planning

In addition, one of the most critical contributing factors to the success of the Coaching for Results program was the Management Reinforcement program. All managers (not team leaders) received a one-day Management Reinforcement training.
Management Reinforcement training equipped managers with the knowledge and the skills they needed to support and reinforce the skills their team leaders had learned in training. The goals of Management Reinforcement training included:

- Application of the *Coaching for Results* key models and skills.
- Identification of implementation issues or challenges and development of a concrete action plan to address them.
- Provision of hands-on coaching tips for employee and team skill development.
- Providing guidance and accountability ideas on how to use training and performance assessment tools to get the best results in employee performance.
- Sharing best practice ideas in a leadership forum.
- DIRECTools – A group of eight individualized units to be taught over the next year by managers to their team leader teams to enhance retention and skill implementation from the *Coaching for Results* program.

**Results:** Feedback on the application of the skills learned in *Coaching for Results* has been extremely positive from participants, their immediate managers, operations managers, and L&D.

Speaking to the business impact and experience partnering with Entelechy for the customized *Coaching for Results* program, Sue Wombacher, Vice President HR, Learning & Development and Employee Communications, states:

*There are a few words I would use describe the relationship we had with them (Entelechy) and the work done by the entire Entelechy team:*

- **Creative** – you could always count on them to come up with creative solutions and ideas that “fit” our environment and our needs and even “stretched” us a bit.
- **High quality** – every aspect of the product they delivered was of high quality and exceeded my expectations.
- **Commitment** – from the onset of this initiative, I knew that all the members of the Entelechy team were committed to delivering a high-quality product in a timely manner and that it would meet all of the expectations that we had at the beginning of our relationship. And it did and more!"

*Coaching for Results* was a huge success and is already having a positive impact on our business and the relationship between the team leaders and their agents.
I have worked with a number of consulting organizations in the past, but will say that Entelechy is one of the best. They delivered on what they promised and did so in a high-quality, exceptional way!

Participants found the skills and techniques useful and practical while achieving extraordinary results:

“I, along with all of the team managers in the site, went through the two day Coaching for Results class. Without question, it was one of the best training sessions I have had in my career. So, how do I judge “one of the best?” Simply, it comes down to a class that is engaging, enjoyable and allows for personal growth & development. The great thing about this course is that it is straightforward and easy to understand. On top of that, it should be a tool that truly does make us better. When we have all completed this training, I am sure that we will see even greater things here in Boise.”

– Site Director, Boise Customer Care Center

“After 22 years of leadership training in the military and being in a leadership role for the past 33 years, I would say this was the most productive classes I have taken in all those years!”

“Every member of management from CEO down should receive this training. I believe it’s that good…and that important.”

Prior to attending CFR training, Joe had good performance and his team was frequently ranked #2 in the Call Center (out of 70 teams). The team had been trying to take over the #1 spot for several months. After Joe attended CFR training and began using the Coaching Model with his team, the CSRs began to self-assess and identify areas for improvement. We are excited to report that as a result, for the first time in 2008, Joe’s team finished in the #1 spot.

Sharon listed “obtaining a higher overall quality score” on her self-assessment in August. She has improved her overall QA from 90% in August to 96% in September and is now at 98% for October. She has shown the biggest achievement listed on her self-assessment than any other team member at this time.
Entelechy’s Coaching Self-Assessment

Read each of the following statements. Rate yourself to determine your area(s) of greatest need for development in developmental coaching. Evaluate your ability in this skill from low (1) to high (4). Then rate how important this skill is to your success. Make notes or comments as you go along.

<table>
<thead>
<tr>
<th>Developmental Coaching Skill</th>
<th>Ability Low</th>
<th>Ability High</th>
<th>Importance Low</th>
<th>Importance High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I effectively present concepts and ideas.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>2. I listen actively, demonstrating an understanding of others’ views and needs.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>3. I adapt my style of interacting to meet the unique needs of the other person.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>4. I establish clear expectations for performance.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>5. I give candid and constructive feedback.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>6. I tailor my coaching sessions to individual development needs.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>7. I give people as much responsibility as they can handle.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>8. I recognize and reward others for attaining their highest potential.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>9. I am able to distinguish possible reasons why people aren't performing as expected.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>These reasons could be lack of clear expectations, lack of resources, lack of skills and knowledge, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I am able to describe how incentives are intended to motivate people to achieve desired business goals.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>11. I understand the compensation system in place in the organization.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Continued on the next page.
## Developmental Coaching Skill

<table>
<thead>
<tr>
<th>Ability</th>
<th>Importance</th>
<th>Low</th>
<th>High</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I clearly articulate —— and continuously share information regarding —— the vision and strategies of the company.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I translate <em>big picture</em> concepts into goals and objectives that can be implemented.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I help each employee understand how his/her role supports the business.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I create an environment where people take calculated risks.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I assign clear authority and accountability.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I hold myself and others accountable for performance and meeting commitments.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I work with others to set priorities based on what is most important to the business.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I create an environment that encourages continuous learning and improvement.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My coaching strengths: ____________________________________________________________
_______________________________________________________________________________

My areas for priority development: ________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

In order to be successful, you must be willing to do the things today others won’t do, in order to have the things tomorrow others won’t have.
What Entelechy’s Clients Say

Americas Headquarters
Operations

February 17, 2009

Terence Traut, President
Entelechy, Inc.
PO Box 878
Merrimack, NH 03054

Dear Terry:

I would like to take the opportunity to thank you and the Entelechy team for your support in the advancement of our people leadership at KONE Americas. Your help in the design, development, piloting and delivery of the Supervisor Development Program as well as the reinforcement activities have become a benchmark for training and performance initiatives at KONE Inc.

From the beginning, it was clear that Entelechy was interested in our success, garnering involvement and support of KONE’s leadership team as well as involvement and buy-in at the grassroots level through interviews and ride-alongs with our Front Line Supervisors. It was also clear that this was going to be KONE’s management program—one that addressed our unique needs and environment.

The quality of the training materials are outstanding and The Management Action Plan (MAP) ensures that participants leave training with specific on-the-job application of the skills learned; the MAP also allows our managers to follow-up directly with the attending supervisors to ensure that skills are being applied. The Job Aid booklet is a great tool that participants can carry with them on the job as a refresher of the key skills and concepts covered in the training.

Entelechy’s professional trainers did an excellent job. Their knowledge of KONE, of the supervisors’ jobs, and of the content created a “perfect storm” in which people became engaged and open to learning.

The Management Reinforcement session provided our leaders with the tools and activities they needed to reinforce the training. And the web-based Coaching Refresher you created has proven invaluable in taking the message forward.

Finally, working with KONE Global Training and Development partners enabled the program to be used throughout other areas of the world, maximizing our investment in this training.

You’ve proven to be a great performance partner and have set a new standard for our training vendors. In all my years I have never experienced a training program that received such universal praise and support. I look forward to future opportunities to partner together.

Vance Tang
KONE Americas President
About Entelechy, Inc.

Entelechy was formed in 1992 to address the increased sophistication of today’s management in expecting — and demanding — high levels of performance from their teams and individuals.

Calling Entelechy a training company belies the true essence of the work we do. While we do design, develop, and deliver some of the most effective training in the industry, what we do before we design training sets us apart from other “training companies.”

We consult with you, your managers and supervisors, and your employees to determine three things:

- What performance is required? What are you looking for people to do? And how does this performance help you achieve your business goals?

- What is the current performance?

- Why isn’t current performance at the required performance level?

Our business-focused approach ensures that we design, develop, and deliver the most effective performance change possible, one that will change your company and positively impact your bottom line. Whether it’s world-class training, job aids, documentation, coaching, consulting, web-based training, or user help, the solution you get from Entelechy is guaranteed to help you achieve your business goals.

Begin unlocking the potential of your individuals and teams by contacting Entelechy at 800.3.POTENTial or 603-424-1237 or emailing info@unlockit.com. Or, visit our websites:

- **Coaching for Talent Development and Employee Engagement** (focuses completely on Entelechy’s Coaching Programs): www.coachyouremployees.com

- **Entelechy** (outlines Entelechy’s complete line of customizable training programs and services): www.unlockit.com