# COACHING BASED PERFORMANCE REVIEWS - FACILITATOR'S GUIDE

## SESSION LENGTH: 60-90 MINUTES

### THE FACILITATOR'S JOB:

1. To create a positive learning environment
2. To maintain the group's focus and keep them on track with course material
3. To encourage everyone to participate
4. To remain neutral, treating everyone fairly, making sure everyone has a chance to participate, and encouraging everyone to engage
5. To ask the sample questions below, or insert your own

### LEARNING OBJECTIVES FOR THE COURSE:

1. Learn to eliminate ineffective performance reviews
2. Learn to master the key elements that make for great coaching
3. Objectively assess the productivity and values of each of your team members
4. Conduct a coaching session
5. Build a feedback rhythm into your organization to keep communication on track

**How to facilitate this course discussion:** Choose the modules that your team needs to review most and concentrate on them. Consider dividing this session into two parts if you want to review all of the material. Choose questions that you think will work with your team, or as your own.

Ask participants to bring their downloaded tools with them to the session.

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### INTRODUCTION (10 MINUTES)

When you think of other places you've worked have you found this statement to be true?
70% of employees don't always know how they're performing in their role

### MODULE 1: WHY FEEDBACK IS SO IMPORTANT AT WORK (10 MINUTES)

What is the leader's job? The course says:

- Hire thebest people possible
- Tell them exactly what you want them toachieve
- Give them regular feedback

What else is the leader's job in your opinion? What makes a good leader?

Which is the most common employee assumption?

1. As long as I'm not a problem things are fine
2. My leader thinks I can't take feedback
3. My leader doesn't think I'm worth the time

Do we have enough feedback on our team? How could we improve?

**MODULE 2: REPLACING ANNUAL REVIEWS WITH STRUCTURED COACHING (10-15 MINUTES)**

1. Have you given or received an 'old school' review? How did you feel about it?
2. If you've played sports, who was an influential coach in your life? What did they do right? What did a bad coach do wrong?
3. Can you think of an example (personal or professional) of seeing the 'reality gap?' How did it turn out?
4. "Everyone has an ego based reluctance to hear negative things about themselves." Which sort of criticism is hardest for you to hear? How do you prefer to hear it when it's necessary?

**MODULE 3: STAR CHARTING EACH TEAM MEMBER (10-15 MINUTES)**

1. How do you feel about the two criteria the Star Chart assesses people by – values/attitude and productivity? Are there other ways to assess? Is it missing something?
2. Is the Star Chart fair? Are there ways it could be misused?
3. Have you ever worked with a C or D player (not currently here) here or at another workplace? What effect did they have on the team?

**MODULE 4: HOW TO HOLD A COACHING SESSION (10-15 MINUTES)**

1. Who is it your responsibility to review?
2. What is a neutral location to hold a coaching session at in our setting?
3. What is your biggest obstacle to becoming an active listener?

**MODULE 5: CHOOSING A COACHING RHYTHM (10-15 MINUTES)**

1. Who here are natural communicators and who struggle with communication? Show of hands?
2. How does your communication style relate to your DISC scores? Who will be the most natural communicators, and who will find communication challenging? (C and I usually most natural)
3. What coaching rhythm works best in our organization? What can we execute on?
4. What are our next steps to using the Coach and Connect system?

**WRAP UP**

1. Any other questions or comments?
2. What is your biggest take-away from the course?
3. Discuss which course is next, when it will be completed and the date and time of our next meeting.

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- How to fire with minimum pain and drama
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