



Instructional Supervision with Focus on Building a Coaching Culture in Schools

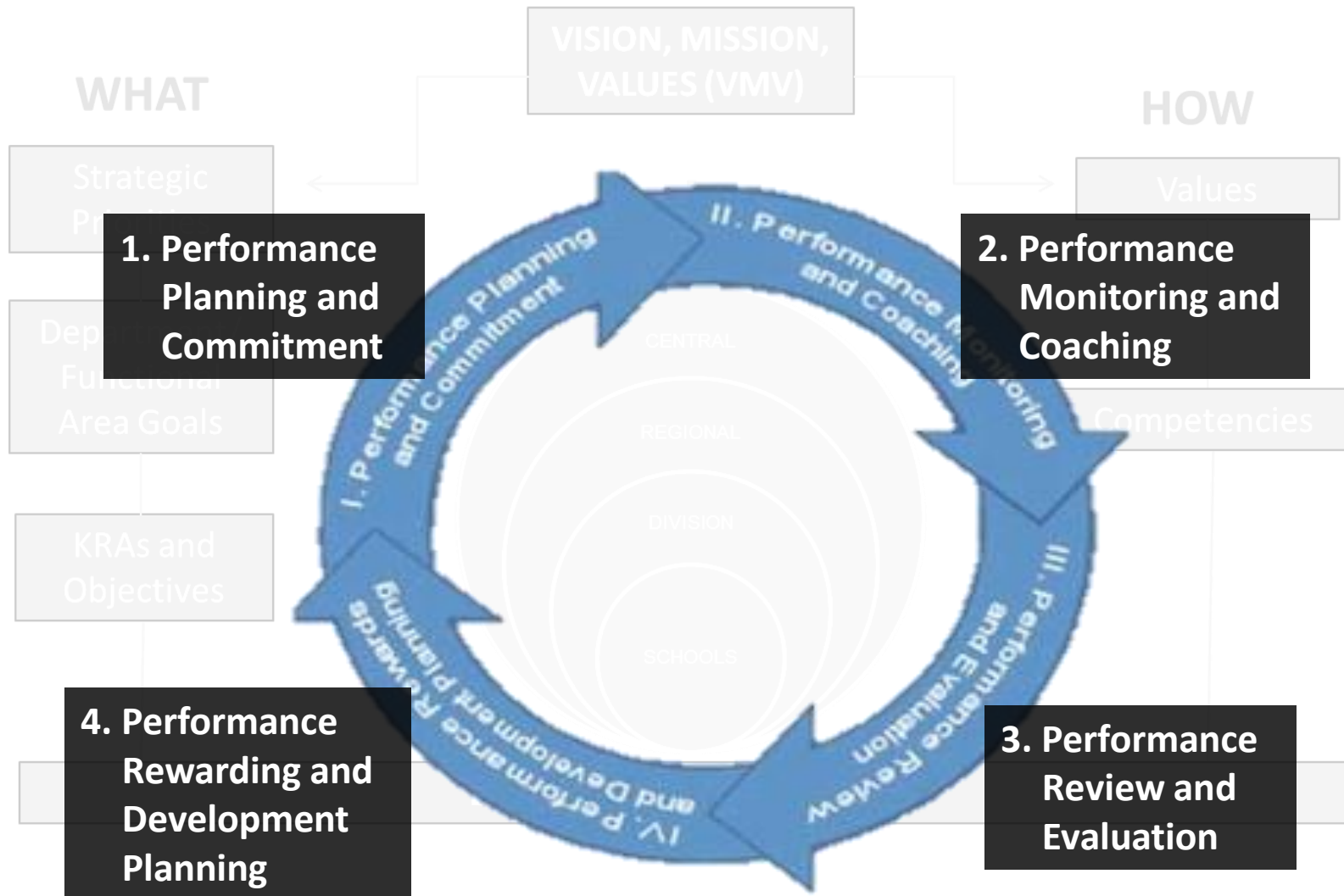
(Adapted from a Presentation by AUSAID – PAHRODF)

6th DIVISION MANCOM MEETING

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ASU-CIT Cafeteria, Kalibo, Aklan

DEPED RPMS



People Performance Management



- Provides feedback and technical assistance such as coaching for performance improvement and action planning.
- States performance expectations clearly and checks understanding and commitment.
- Performs all the stages of result-based performance management system supported by evidence and required documents/forms.

- Get a notebook, answer the following questions.

- Define coaching
- Coaching is...

- In DepEd, the three purposes of coaching are...

- Common barriers to coaching... give at least 3

WHAT IS COACHING?

Coaching is an interactive process where raters and ratees aim to **close performance gaps, teach skills, impart knowledge and inculcate values and desirable work behaviors.**



BARRIERS TO COACHING

- *“I have no time to do coaching.”*
- *“I have 20 ratees under me.”*
- There might be more pressing issues.

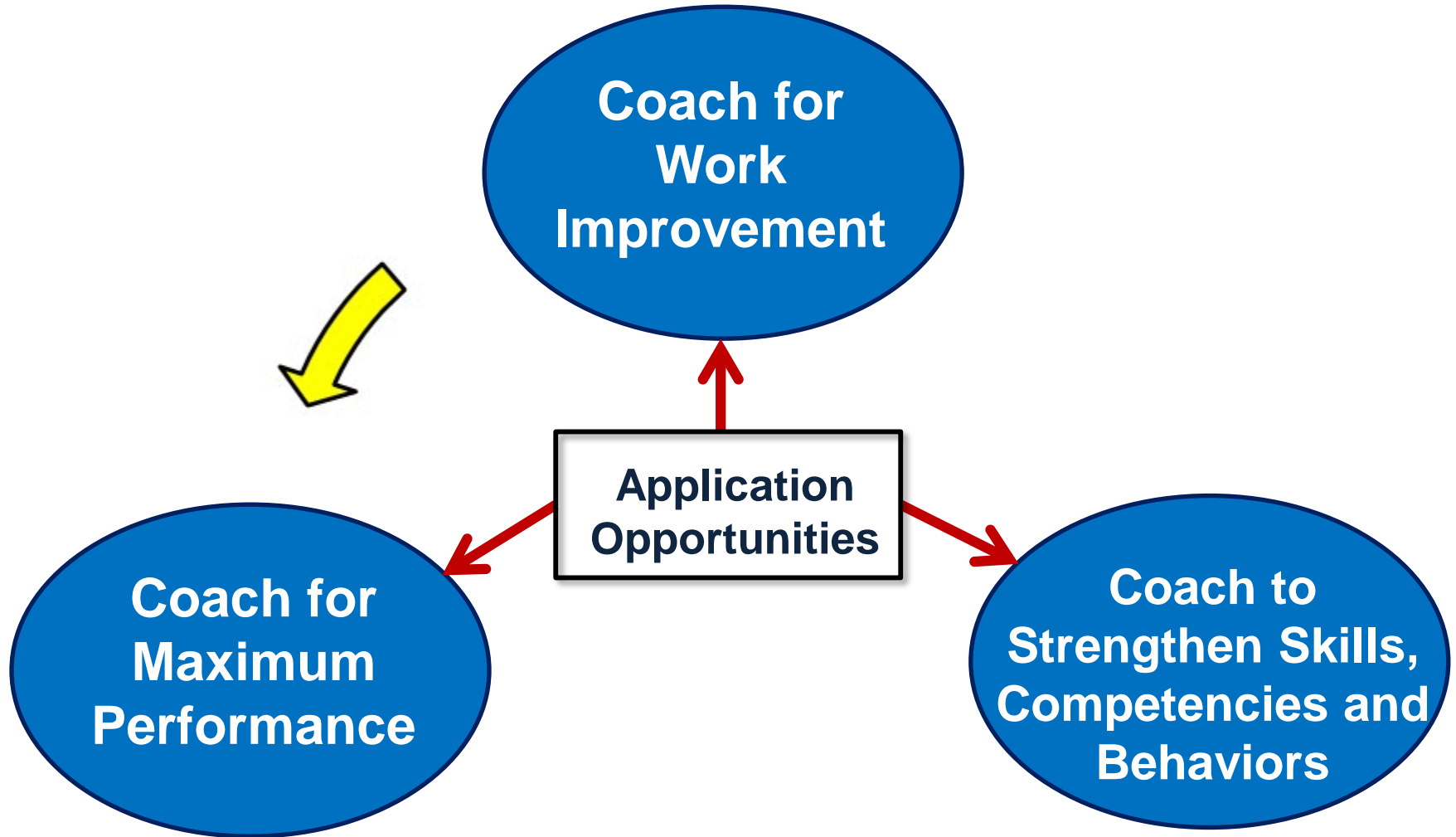


BARRIERS TO COACHING

- I also have a range of other tasks to attend to.
- I might not be able to to give them what they want.
- I might have to discipline the same people.



Coaching Model for DepEd



- What are the competencies of a coach?

COMPETENCIES OF AN EFFECTIVE COACH

- Self-clarity
- Communication
- Critical thinking
- Build relationships and inspire





Coach for Work Improvement

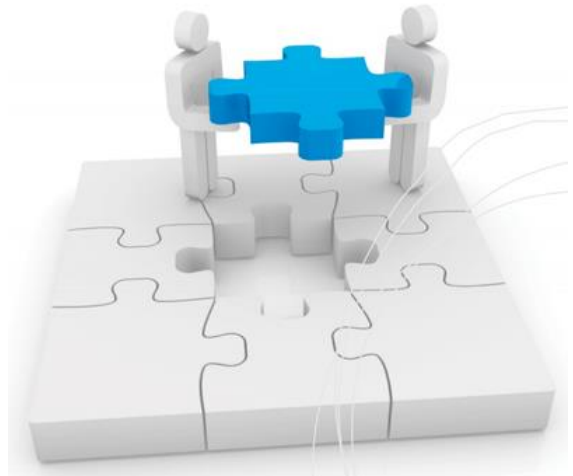
COACH FOR WORK IMPROVEMENT

- **Identify Performance Gaps –**
- What is a performance gap?



COACH FOR WORK IMPROVEMENT

- **Identify Performance Gaps** – Performance Gaps are the difference between a subordinate's current performance and what is required.
- Behavior or skill or both?





INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)

Name of Employee:

Position:

Bureau/Center/Service/Division:

Rating Period:

Name of Rater:

Position:

Date of Review:

TO BE FILLED IN DURING PLANNING

MFOs	KRAs	OBJECTIVES	TIMELINE	Weight per KRA	PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)

TO BE FILLED DURING EVALUATION

ACTUAL RESULTS				RATING	SCORE*
Q	E	T	Ave		
OVERALL RATING FOR ACCOMPLISHMENTS					

* To get the score, the rating is multiplied by the weight assigned

Rater

Ratee

Approving Authority



PERFORMANCE MONITORING AND COACHING FORM

DATE	SIGNIFICANT INCIDENT DESCRIPTION	OUTPUT	IMPACT ON JOB / ACTION PLAN	SIGNATURE (RATER / RATEE)

IDENTIFYING PERFORMANCE GAPS

1. Routinely check employee performance against stated performance metrics or agreed upon monthly or quarterly milestones vs. subordinates annual goals.
2. Scrutinize the tasks that the employee is not doing well.
3. Identify the causes, behaviors that interfere with goal accomplishment (controllable/uncontrollable situations).
4. Try to draw facts from other sources when possible.
5. Avoid premature judgments.

Catch a problem early!

POSSIBLE CAUSES OF POOR PERFORMANCE

- **Inefficient Processes –**

Check work process before looking into faults in the people who run them.



- **Personal Problems**



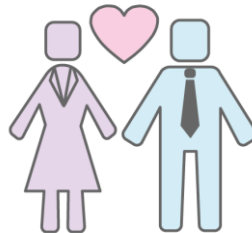
POSSIBLE CAUSES OF POOR PERFORMANCE

- **Work Overload** — Demand is too much or too fast-paced



- **Relationship Conflicts at Work**

Examples: Jealousy, office romances, competition for attention or for a promotion, “*mainit ang dugo ko sa’yo*”





Coach for Maximum Performance

WHY AND WHEN DO WE DO IT?

- For continuous performance improvement
- For special assignments



WHY AND WHEN DO WE DO IT?

- For developmental plans and promotion
- For succession planning
- For career development





Strengthening Skills, Competencies and Behaviors

WHY DO WE DO IT?

- Develop closer working relationship between the raters and ratees
- Boost morale and confidence of employees
- Opportunity to develop new skills

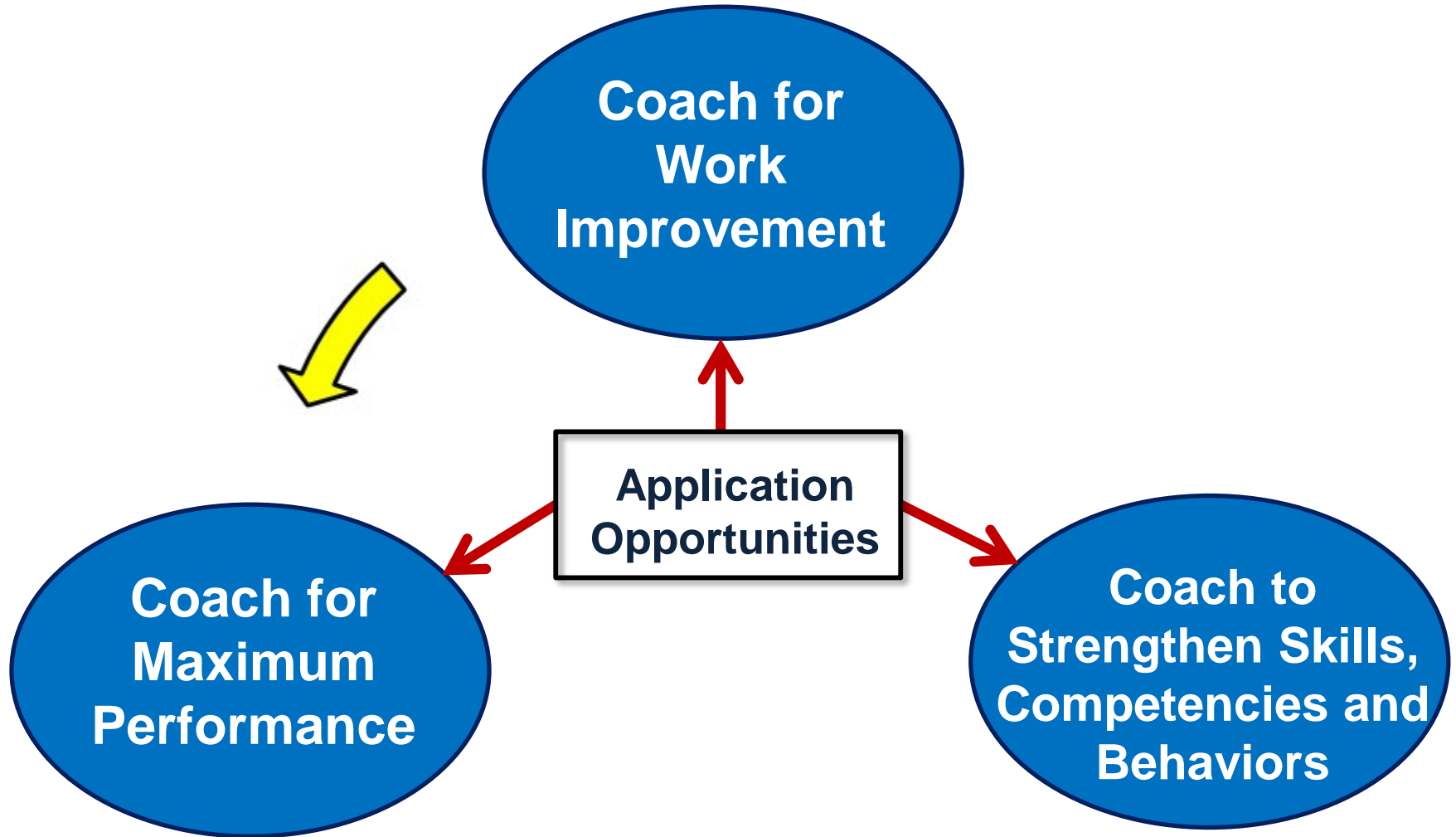


WHY DO WE DO IT?

- Cultivate and raise the level of culture of performance
- Recognize outstanding performance
- Leave a legacy for performance excellence



Coaching Model for DepEd





4-Step Process of Coaching

4-STEP PROCESS OF COACHING

- ✓ **OBSERVATION** – The rater identifies a performance gap or an opportunity to improve
- ✓ **DISCUSSION and AGREEMENT** – Coach and coachee agree on (1) problems to be fixed (2) an opportunity to move job performance two notches higher.
- ✓ **ACTIVE COACHING** – Coach and coachee create and agree on the action plan to address the gap
- ✓ **FOLLOW-UP** – Setting follow-up sessions to check on the status of the agreed on action plan.

CONDUCTING DISCUSSION AND AGREEMENT SESSIONS

*Step 1 – Opening / Climate Setting / Establishing Rapport
(achieving a comfort level that encourages openness)*

- Greet employee with a smile ; establish eye contact
- Ask employee: “How are you?” and listen to his / her answer with interest
- Simply acknowledge the answer by a nod, and maintain eye contact

CONDUCTING DISCUSSION AND AGREEMENT SESSIONS

*Step 1 – Opening / Climate Setting / Establishing Rapport
(achieving a comfort level that encourages openness)*

- Thank employee for making time for the meeting
- Express your hope that you will find the meeting useful

CONDUCTING DISCUSSION AND AGREEMENT SESSIONS

Step 2: Objective Setting

- Tell employee things he/she is doing right ; express sincere appreciation
- Tell your reason for calling the meeting with him/her
- Give Feedback on performance deficiency you have observed
- Listen with empathy, i.e. give an empathic response, paraphrase what he/she had said, and reflect his/her feelings

CONDUCTING DISCUSSION AND AGREEMENT SESSIONS

Step 3: Discussion and Agreement Proper

- Tell what you want him/her to do, how you want it done, and why (standards of performance)
- If possible, show (model) how it is to be done
- Then ask him/her to do it while you observe
- Give positive Feedback and/or correction; offer suggestions

CONDUCTING DISCUSSION AND AGREEMENT SESSIONS

Step 3: Discussion and Agreement Proper

- Let him/her know you respect his/her ability
- Agree upon appropriate actions; employee's and yours
- Let him/her know you will closely monitor his/her performance

ELEMENTS OF ACTION PLANS

- A statement of the current situation
- Specific goals
- Timeline (Milestones of Progress)
- Action steps
- The rater's and ratee's role





Action Plan for Coaching

Name of Coach:	Office:		Date:		
Name of Employee	Observed Positive Behaviors / Concerns and Issues	Effect on Unit's Performance	Developmental Steps / Action Steps		
			What	By When	Measure of Success

CONDUCTING DISCUSSION AND AGREEMENT SESSIONS

Step 4: Closing

- Share how you feel about the meeting
- Ask him/her how he/she feels about the meeting
- Schedule a follow-up meeting on a specific date
- Thank him/her and express confidence that he/she can do it. Assure him/her of your support
- Shake hands and smile, while maintaining eye contact

4-STEP PROCESS OF COACHING

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WHY FOLLOW-UP?

- ✓ It provide opportunities to remind employees about goals and the importance of these goals
- ✓ Periodic checks give you a chance to offer positive Feedback about the good things that employees do
- ✓ These checks can help spot small problems before they become large ones.





More Guidelines and Tips in Coaching

Is there a difference?

MANAGING AND COACHING

Managing focuses on:

- Telling
- Directing
- Authority
- Immediate Needs
- A Specific Outcome



Coaching focuses on:

- Exploring
- Facilitating
- Partnership
- Long-term improvement
- Many possible outcomes

CREATE THE RIGHT ATMOSPHERE

Mutual Trust – this has several sources

- Demonstrated concern for the coachee's well-being and success. Showing empathy, genuine interest, consultation, providing opportunities for the coachee to move ahead are demonstrations of concern.
- Experience in the matter at hand. Trust can be gained when the coach has a reputation of success in the area.
- Being as good as your word. Trust is built through repeated demonstration. Do what you say everytime.
- Not disclosing information held in coachee's desire for confidentiality.

CREATE THE RIGHT ATMOSPHERE

Accountability for Results

- A person who isn't held accountable for results will not take Coaching seriously.
- Formal Coaching plan- this makes accountability explicit.

CREATE THE RIGHT ATMOSPHERE

Motivation to Learn and Improve – here are workplace motivation that encourage people:

- Mastering an important skill will open the door to advancement.
- An employee sees that improved productivity is reflected in her paycheck.
- A person knows that his job is in danger unless he learns to do a particular task better.
- An employee has reached the point where she is eager to learn something new or move on to a more challenging job.

PRACTICE ACTIVE LISTENING

Active listening encourages communication and puts other people at ease. An Active Listener pays attention to the speaker and practices the following good listening skills:

- Maintain eye contact
- Smile at appropriate moments
- Be sensitive to body language
- Listen first, and evaluate later
- Never interrupt except to ask for clarification
- Indicate that you're listening by repeating what was said about critical points

ASK THE RIGHT QUESTIONS

Asking the right questions will help the coach to understand the coachee and get to the bottom of performance problems.

Two Forms of Questions:

- ✓ Open-ended
- ✓ Closed-ended



OPEN-ENDED QUESTIONS

These questions invite participation and idea sharing. These helps the coach to know the coachee's feelings, views and deeper thoughts on the problem, and in turn help to formulate better advice.



OPEN-ENDED QUESTIONS

- To explore alternatives:
“What would happen if...?”
- To uncover attitudes: ***“How do you feel about our progress to date?”***
- To establish priorities and allow elaboration: ***“What do you think the major issues are with this project?”***



CLOSED-ENDED QUESTIONS

These questions lead to
“YES” or “NO” answers

To focus the response:

“Is the program / plan on schedule?”

To confirm what the other person
has said:

“So, your big problem is scheduling your time?”



True or False

- COACHING
- 1. is not advice giving and does not involve the coach sharing their experience or opinions
- 2. is not a one time process
- 3. is not fault finding and putting the employee down



Like everything else, Coaching skills improve with practice. So take every opportunity to practice.

**“Seek opportunities
to show you care.
The smallest gestures
often make the
biggest difference.”**

AP *John Wooden*



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