
mentor

Maximizing Coaching Success

What's The Most Effective Way to Develop Talent?

Experience (70%)

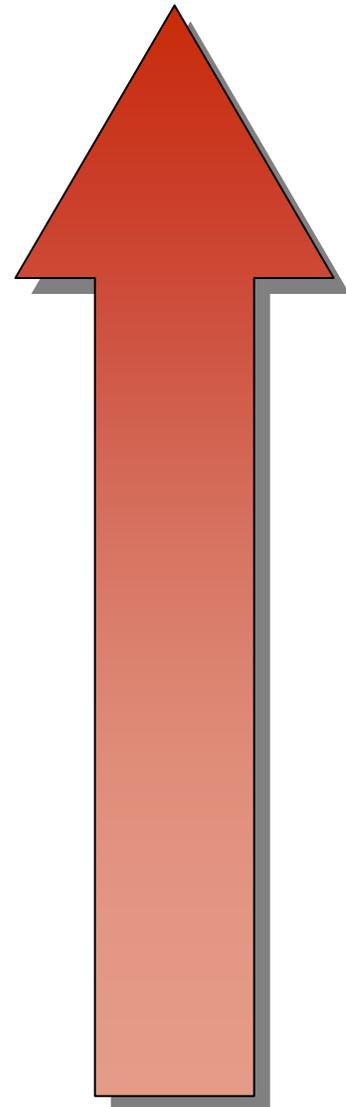
- Special projects, tasks or assignments
- Job change/rotation
- Exposure and involvement in key business challenges
- Presentations to the Senior Management team
- Dialogue/time with peers

Exposure/Feedback & Coaching (20%)

- Timely, honest, and constructive feedback
- Coaching by a skilled manager or outside professional
- Participation in a 360-degree feedback process

Education (10%)

- Critical competency-based training programs
- External training programs and workshops
- Self-directed learning initiatives
- Self-awareness seminars
- Professional associations



Value

Performance Improvement

Low Performance/Low Interpersonal Competence

Clients demonstrating generally low job performance and also being characterized as less likable or interpersonally difficult can best be helped by utilizing a **Performance Improvement** model of coaching. These clients are often offered coaching as a last resort before outplacement by many organizations. The use of outside coaching services should at least be questioned as these low performers typically show little return on investment for such interventions. In this particular coaching model, the focus is on immediate and significant performance improvement of the employee. These employees are often in the lower performing 10% that many companies look to eliminate by offering specific outplacement and severance packages.

Performance Acceleration

High Performance/High Interpersonal Competence

Clients demonstrating a high level of performance and demonstrating interpersonal competence can further developed by utilizing a **Performance Acceleration** model of coaching. These “high potential” clients are the “lovable stars” that organizations want to retain over time. In this model, the focus is on leveraging the strengths of these clients and enhancing their “star” potential. Such clients are expected to be fairly responsive, open and eager to learn making the coaching engagement typically easier. Such clients will be looking for greater specificity in feedback and targeted resources to facilitate his/her development.

Performance Management

Low Performance/High Interpersonal Competence

Clients demonstrating generally one or more deficiencies in specific competency areas (e.g., planning, oral presentation, writing, delegation, time management) but seen as basically collaborative and likable can best be developed further by utilizing a **Performance Management** model of coaching. These clients are highly responsive to coaching specifically geared to facilitate key competencies and skill areas that might be preventing high performance. In this model, the focus of improvement is developing specific techniques, skills and abilities. Coaches might utilize more interactive approaches to model behavior, video tape clients in action and use employee simulations to help facilitate learning (e.g., Inbasket simulation, role plays).

Activities, Tasks and Assignments to Support Talent Development: The 70/20/10 Rule

The following five categories are the general types of assignments coaches can recommend to their clients, especially within organizations.

<p>Start-Up Assignments</p> <p>These activities, tasks and assignments emphasize persuasion, learning new content quickly, working under time pressure, and dealing with groups of people not worked with before. Some example of these assignments include:</p>	<ol style="list-style-type: none"> 1. Run a task force on a business problem. 2. Go off-site to troubleshoot problems (deal with a dissatisfied customer). 3. Install a new system. 4. Plan an off-site meeting, conference, convention. 5. Serve on a new project/product review committee.
<p>Fix-It Assignments</p> <p>These activities, tasks and assignments emphasize team building, individual responsibility, dealing with the boss, development of subordinates, and time pressure. If the client is a leader, he must be in charge of these assignments and are in charge of people for a short period of time or are responsible for dealing with a specific crisis or problem where high conflict is likely. It involves dealing with emotionally charged situations where motivating and developing others in often required.</p>	<ol style="list-style-type: none"> 1. Manage ad hoc group of inexperienced people. 2. Manage ad hoc group of balky people. 3. Resolve conflict among warring subordinates. 4. Manage ad hoc group of low competence people. 5. Assign un-doable project (last person who tried it failed)
<p>Stretch Assignments</p> <p>These activities, tasks and assignments emphasize intellectual pressure, influence skills, and a lack of credibility in some area.</p>	<ol style="list-style-type: none"> 1. Do a competitive analysis. 2. Write up a policy statement. 3. Construct a success/derailment profile. 4. Do a problem prevention analysis. 5. Summarize a new trend/technique; present to others.

<p>Professional Development/Mentoring These activities, tasks and assignments emphasize something a client needs to know and intellectual pressure, either of which can lead to heightened self-awareness.</p>	<ol style="list-style-type: none"> 1. Teach someone how to do something they are not an expert in. 2. Do a self-study project. 3. Seek & utilize a mentor. 4. Assign to work with a higher manager that is particularly good or bad at something.
<p>Non-Work Activities These activities, tasks and assignments away from work that emphasize individual leadership and working with new people; they may also have elements of learning to influence and persuade.</p>	<ol style="list-style-type: none"> 1. Join a community board. 2. Become active in a volunteer organization. 3. Work with a charitable organization. 4. Become active in a professional organization.