

# **COACHING AND DEVELOPMENT PROCESS**

**Presentation for Leadership Group  
Prepared by Office of Human Resources  
Mott Community College**

**March 7, 2005**

**Coaching and Development Process  
Mott Community College  
Leaders' Orientation - March 7, 2005**

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**Background**

**Why should we have and document ongoing dialog about employee performance?**

1. Board of Trustees Direction
2. NCA Criticism – “The evaluation of personnel should be consistently applied throughout the College”
3. One of our strategic objectives
4. Required by several of our CBAs
5. It’s simply a good management practice

**How did we get here?**

1. Dissatisfaction with “booklet” (Werner Package)
2. Ongoing problem solving with S&M and Pro-Tech
3. NCA
4. Executive Cabinet – TRIAL PROCESS; EXPERIMENT

**What are we trying to achieve with this process?**

1. Help employees grow, develop, improve, succeed and contribute to the organization.
  - Both employee and supervisor identify barriers to employee success and growth and develop plans to overcome these barriers.
  - Identify and implement individualized training and development plans; focus on employee developmental goals.
2. Linking individual behavior with organizational goals, plans and values.
  - In combination with new job descriptions, provides process for communicating accountabilities to employees and holding them accountable, thereby creating an organizational culture more focused on outcomes and results
  - Set specific objectives for project-related activity for employees and teams. Objectives linked to elements of strategic plan as appropriate (recognizes that departmental needs, which may differ from organization-wide needs, also need attention, focus).

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**Background**

3. Summarize and document the ongoing dialog between the supervisor and employee on performance and development. By initiating this process, we're creating a framework for supervisors to begin and continue this throughout the year.
4. Document past employee strengths, accomplishments, contributions and successes as well as areas needing improvement and shortcomings.
  - Document the failure to meet performance expectations; ensure consistency with documentation of corrective action program.

**By Product** - Provides opportunity to reconsider, update job description.

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**Overview of Trial Process  
Timetable**

**March - May, 2005**

1. Refresher orientation for managers and supervisors (TODAY)
2. Employee orientation:
  - Two sessions will be scheduled by HR
  - Supervisors should review the process with their employees at staff/departmental meetings as well
3. Supervisors and employees prepare for employee meetings
  - Give employees advance notice of the meeting
  - Give employees a blank form so they can prepare for meeting
  - Discuss with employees individually or as a group how the process will work and what is expected of them
  - Employee and supervisor make notes for discussion on each page of the form prior to meeting/discussion
4. Hold discussions
  - Incorporate ideas from both supervisor and employee into **DRAFT** form
  - **FORM NOT FINALIZED UNTIL JUNE, 2006**
  - Copy of draft form should be kept by both supervisor and employee
5. Supervisor sends email to HR indicating that employee and supervisor have met. Supervisors should tailor this note to the particular situation. For example, if the employee's performance is considerably substandard, there should be an appropriate reference to this ("I discussed concerns that I have about his/her performance in three key areas." Or, if you've been coaching someone with performance problems, this should be clearly documented)

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**Overview of Trial Process  
Timetable**

**June, 2005 - June, 2006**

1. Observe and coach employees
2. Create documentation and back up for year-end summary

*Tell employees when you create documentation from coaching session.*

**February, 2006 – and AS OFTEN AS NEEDED**

1. Meet with employee to:
  - Summarize performance observations and coach
  - Review progress against initial plans/goals contained in the form
  - Discuss whether this process is working; if not, identify alternatives
  - Drop file concept

**April – May, 2006**

1. Determine if current form and process is good fit for our organization; if not, identify alternative.
2. Solicit both employee and supervisor input as part of this process
3. Design training for new system, if applicable

**May - June, 2006**

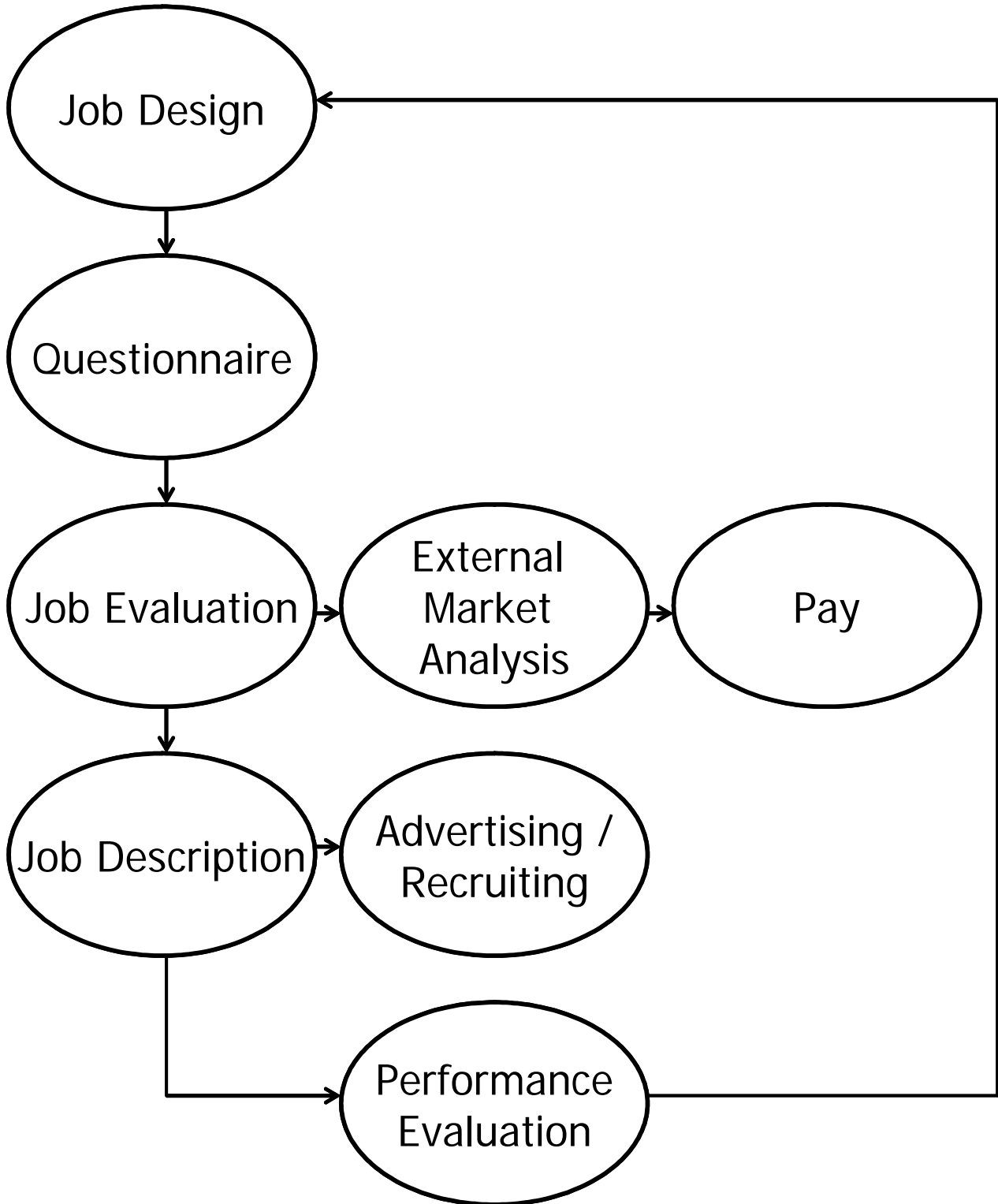
1. Supervisors complete initial evaluation by:
  - Holding discussions with employees
  - Completing forms (including supervisor summary)
  - Sending forms to their manager for review and forwarding to HR for placement in employees' files

NOTE: Goals and Assignments for FY 2006-2007 determined in this process.

**July, 2006**

1. Conduct training for new evaluation system if current system is modified.

# Job Evaluation as Part of HR Management System



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**Review of Process Form**

**Performance evaluation looks back into the past and forward into the future**

1. Sections A-C consider both past and future
2. Section D is exclusively future oriented

**Our form and process are consistent with the language regarding employee appraisals contained in the Pro-Tech and S&M contracts**

1. Jointly established, specific, time-phased, measurable objectives and standards of performance for each of the major work activities which is to be signed by both parties
2. Reviewing and assessing progress made in meeting the established objectives and standards
3. Planning and implementing a plan for the removal of barriers to the realization of the objectives
4. Revising the stated objectives and standards in light of changing circumstances

**General Dos and Don'ts**

1. Beware of your biases
2. Section A should document both strengths and weaknesses – AVOID AT ALL COSTS THE TRADITIONAL TRAP OF GIVING A GLOWING REVIEW – ONLY AN EXTREMELY RARE FEW EMPLOYEES ARE ACTUALLY PERFECT
3. Tips on conducting the actual discussion
  - Private, neutral location and setting
  - Adequate time – approximately 1 ½ hours
  - No interruptions
  - Start with positive then switch back and forth between positive and negative
  - A single area may have both positive and negative dimensions
  - Remember, this process requires a two-way conversation

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**Review of Process Form**

4. Coaching is an ongoing process; do it
  - When strengths and accomplishments are recognized
  - When performance needs improvement
  - When growth and development are necessary
  
5. Characteristics of effective feedback
  - Descriptive rather than evaluative
  - Specific rather than general
  - Based on observable behavior
  - Constructive
  - Directed toward behavior that can be addressed
  - Timely feedback
  - Clearly communicated
  - “Owned” by the giver using personal pronouns such as “I” or “my”

**Why Performance Evaluations Fail**

- No face-to-face discussion
- No preparation by either party
- Managers don't know what performance is; how it should be appraised; this requires us to think comprehensively about what we expect from the people who work for us
- Appraisal form too complicated, not understood
- No relationship between objectives and form
- Little communication during the review period; no follow up; appraisal just once a year event
- Biased managers
- Managers only concerned with poor performance

**Recommendation**

*Difficult Conversations* by Douglas Stone, Bruce Patton, Sheila Heen from Penguin Books.

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**Section A – Significant Performance Expectations**

*These may be found in: the employee’s job description or questionnaire; various departmental or operational documents, statements or plans (such as mission statements, annual/quarterly business or work plans); College-wide planning documents; or they may reflect important goals and project assignments identified at the beginning of the annual cycle.*

<p style="text-align: center;"><b><u>Performance Expectation Factors and Source Document</u></b></p>	<p style="text-align: center;"><b><u>Accomplishments and Other Comments</u></b></p>	<p style="text-align: center;"><b><u>Areas Where Performance Improvement Would be Beneficial; Performance Concerns/Shortcomings</u></b></p>
<p><u>Objective 1</u> – identify opportunities for growth  <u>Objective 2</u> – link individual behavior with organizational values, plans  <u>Objective 3</u> – summary of ongoing dialog  <u>Objective 4</u> – documentation of strengths and weaknesses</p> <p>Metrics should be clearly stated</p> <p><u>Example:</u>            Ensure that labs are properly prepared in adequate numbers to enable instructors to start experiments at the beginning of the class</p>	<p><u>Two major areas of focus</u></p> <ol style="list-style-type: none"> <li>1. Output – the work the employee is expected to accomplish               <ul style="list-style-type: none"> <li>• Recurring tasks</li> <li>• Special projects</li> </ul> </li> <li>2. Behaviors – how they conduct themselves as a worker, employee</li> </ol> <p>Can be individual accomplishments or team</p>	<p>Note: Just because it’s in this column doesn’t mean it’s a shortcoming!!</p> <p>Accurate            Fair            Job Related            Observed, representative behavior            Adequate documentation</p> <p>Don’t try to cover too much at once; concentrate on a few key objectives</p> <p>Can be related to individual or team performance</p>

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**Section B – Developmental Goals**

*Areas of knowledge, performance and skills where employee and/or organization can benefit from employee improvement and/or growth.*

<p align="center"><b><u>Area of Knowledge, Skills or Performance</u></b></p>	<p align="center"><b><u>What Employee Will Do</u></b> <i>(List specific planned developmental improvement actions)</i></p>	<p align="center"><b><u>What College/Supervisor Will Do</u></b> <i>(List specific planned developmental improvement actions)</i></p>
<p><u>Objective 1</u> – identify opportunities for growth <u>Objective 2</u> – link individual behavior with organizational values, plans</p>	<p>Don't try to cover too much at once; concentrate on a few key objectives</p>	

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**Section C – Barriers to Employee Success**

*Identified by employee and/or supervisor.*

<p align="center"><b><u>Barrier</u></b></p>	<p align="center"><b><u>What Employee Will Do to Overcome Barrier</u></b> <i>(List specific planned developmental improvement actions)</i></p>	<p align="center"><b><u>What College/Supervisor Will Do to Help Employee</u></b> <i>(List specific planned developmental improvement actions, especially systems improvement actions)</i></p>
<p><u>Objective 1</u> – identify opportunities for growth</p> <p><u>Can be:</u></p> <ul style="list-style-type: none"> <li>• physical resources (tools, materials, supplies, etc)</li> <li>• structure/process, information/knowledge</li> </ul>	<p>Don't try to cover too much at once; concentrate on a few key objectives</p> <p>Action plan can be something that will be done jointly by employee and supervisor</p>	<p>NOTE REFERENCE ABOVE TO SYSTEMS IMPROVEMENT</p> <p>Action plan can be something that will be done jointly by employee and supervisor</p>

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**Section D – Project Assignments**

*Assignments for next \_\_\_\_\_ months (must include how this job will contribute to/link to the College’s strategic plan).*

<u>Assignments</u>	<u>What Employee Will Do</u> <i>(List specific planned actions)</i>	<u>What College/Supervisor Will Do to Help Employee Complete Assignment</u> <i>(List specific planned actions)</i>
<p><u>Objective 1</u> – link individual behavior with organizational values, plans</p> <p>Don’t try to cover too much at once; concentrate on a few key objectives</p>		

**Section E - Other Comments** *(Attach additional sheets)*

\_\_\_\_\_  
Employee Signature

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**Sample Input Data**

<b>JOB</b>	<b>PURPOSE OF JOB</b>	<b>PERFORMANCE EXPECTATION FACTORS</b>	<b>KNOWLEDGE AND SKILLS</b>
Technician	Support the learning process particularly by supporting faculty and enabling them to focus more of their time on teaching	<p>Lab Operations: Ensure that experiments, etc are set up on time, to the faculty members' satisfaction, in appropriate quantities and to function properly.</p> <p>Logistics (Organizing materials, maintenance, purchasing): Ensure that equipment and supplies are available and functional when needed; are easily accessible by others and maintained in adequate numbers</p> <p>Safety: Create and implement procedures that ensure lab is in compliance with MIOSHA and minimizes risk of incidents.</p>	<p>Organizing and planning</p> <p>Interpersonal effectiveness with faculty</p> <p>Ability to provide leadership to students, ensure they are productive</p>
Division Secretary	Provide responsive and timely customer service to faculty, students and the Associate Dean. Ensure that the division office functions smoothly on a daily basis by performing a wide variety of clerical and administrative support tasks for faculty and the Associate Dean.	<p>Support faculty by anticipating and responding to class and program related needs.</p> <p>Create a positive impression of Mott and the division by providing helpful, accurate information to persons contacting the division office.</p> <p>Ensure that the administrative support needs of the office are timely met.</p>	<p>Knowledge of the various tasks that occur throughout the academic year.</p> <p>Datatel knowledge</p> <p>Customer service skills</p>

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**Leader Overview of Trial Process**

**March – May, 2005**

1. Supervisor schedules meeting with employee in advance (recommend 3 weeks)
  - \* Remind them that this is to begin the implementation of a trial or experimental Coaching and Developmental process the College has initiated for staff. Emphasize that the process is designed to facilitate ongoing dialog about expectations and performance.
2. Provide employee with blank copy of the Coaching and Development form and instructions on preparing for the next step (discussion together).
3. Employee makes notes on form as a self-evaluation in preparation for meeting with supervisor (completed form is referred to as Employee Input Document below). Supervisor also completes **draft** of Coaching and Development Form (Sections A to D).

***NOTE: At beginning of trial process (March-May, 2005), form is prepared as a draft only. Form is finalized in June, 2006.***

4. Employee and supervisor meet to review Employee Input Document and supervisor's draft of Coaching and Development Form. Discussion during meeting covers four sections of the form:
  - Employee performance during the past year
  - Employee developmental goals for upcoming year
  - Barriers to employee success
  - Project planning for the upcoming year that links, in part, to the College's strategic plan.
5. Following meeting in step 4, supervisor sends email to HR indicating the meeting has occurred (message should be tailored for particular situation).

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**Leader Overview of Trial Process**

**June, 2005 – June, 2006**

1. Supervisor coaches and observes employee
2. Supervisor documents coaching
3. Recommend drop file
4. Key focus is on-going dialog.

**February, 2006**

1. Formal discussion with employee:
  - Summarize observations/discussions to date
  - Review draft form; adjust expectations as necessary.

**May-June, 2006**

1. Formal Discussion with Employee
  - Arrange appointment with employee in advance. Remind them to update their copy of the Coaching and Development form
  - Supervisor updates his/her copy of form
  - Hold discussion meeting. Review employee and supervisor notes at meeting, section by section. Explain to employee how you intend to complete the final form.
  - Ask them what they think about this process and how it could be improved.
  - Finalize the Form by providing a copy to employee and ask them to sign. If they refuse, simply annotate on form, “Completed form provided to employee on DATE and employee refused to sign.”
  - Supervisor forwards package of final Coaching and Development form, Supervisor Summary and Employee Input Document to his/her supervisor for review. Number of managers required to review package will be determined by Vice Presidents in each area.
  - Final manager in review process forwards package with original signatures to Human Resources Office.
  - Final package filed in employee personnel file in HR.