Performance Coaching – The GetSmart Way

Preamble:

1.1.   Purpose of the 2-Days Workshop

The purpose of this 2-Days Workshop is to assist existing supervisors in the Food Service Sector or people who aspire to become a supervisor in this Sector.

For purposes of this Workshop – the definition of a "supervisor" is any person working in the company who has responsibilities for the work and welfare of the employees (i.e. supervisors would including team leaders, heads of departments, section heads and managers).

1.2.   Synopsis:

The world is going through drastic changes with or without the Covid 19 challenges.

Technology, Digitalization, AI, IoT, and other forms of technical and non-technical development are continuously changing and growing by the days, hours, and seconds.

Have you ever considered what is in the middle of all these changes?

In an organization – it is the people who are directly affected by the changes. People are also the key factor for the success of the organization.

The supervisors are the people who can make things happen. They can lead their teams to achieve the organization's Goals e.g. to enhance profitability or to enhance productivity.

That's the reason why we are conducting this 2-Days Workshop on Effective Performance Coaching – The GetSmart Way.

1.3. Course Contents:

Unit 1: Introduction

1.1. Getting to know you.
1.2. Overview of WSQ's Requirements on Service Performance Coaching, and the benefits of Skills Future – Skills Framework
1.3. (K1) Characteristics and Roles of a Coach (Supervisor)
1.4. (K5) Barriers of Learning
1.5. Brief overview of the GetSmart Productivity System (GPS) in 2014 – The 3-Legged Stool:
    (i) Creating a conducive work environment (Buckminster Fuller)
    (ii) Systems and Processes (Edwards Deming) – GetSmart 5-Steps Plans for (a) Skill in Leading, (b) Skill in Effective Performance and Review, (c) Skill in Work Improvement, and (d) Skill in Communication
    (iii) Setting Smart Goals (Paul J Meyer) - taking actions to achieve them

Unit 2: Application of GetSmart Productivity System (GPS) Performance Coaching

2.1. Creating a Conducive Work Environment:

(i) Apple Tree Analogy

(ii) TRIAL + 4 with emphasis on (K5) How to alleviate the Barriers of Learning

2.2. GetSmart 5-Steps Plan for Skill in Leading – which provides the basic structure to facilitate the learning outcome of (K3) Methods to identify the areas of improvement for performance coaching.

2.3. Case Studies to reinforce learning on above using participant's authentic cases.

2.4. GetSmart 5-Steps Plan for Skill in Effective Performance and Review – which provides the basic structure to facilitate the learning outcomes for performance coaching (K4) Techniques for coaching, (A4) Monitor progress of individual for improvements in service performance, (K7) Methods to provide feedback to individuals on service performance

2.5. Case Studies to reinforce learning on above using participant's authentic cases.

Unit 3: Techniques for coaching – The GetSmart Way

3.1. GetSmart 5-Steps Plan in Skill for Work Improvement - which provides the basic structure to facilitate the learning outcome of (K6) Techniques for monitoring individuals for improvements in service performance

3.2. Case Studies to reinforce learning on above using participant's authentic cases.

3.3. 5-Steps Plans in Skill in Communication which provides the basic structure to facilitate the learning outcomes of (A1) Recognise the role of a coach in coaching, (K4) Techniques for coaching, (K2) Components of a coaching plan, (A2) Prepare coaching plans for individuals to address service performance

3.4. Case Studies to reinforce learning on the above using participant's authentic cases

3.5. Reflection on the above

Unit 4: Role Playing and other issues on service performance coaching

4.1 Malcolm Knowles – Principles and Theories of Adult Learning

4.2. Role Play on performance coaching (A3) Demonstrate the use of coaching techniques to address service performance issues.

4.3. Peers feedback on role plays

4.4. Setting Smart Goals

4.5. Summary and Power Close

Unit 1: Introduction

1.1.   Getting to know you.

What are your Expectations? (Please state below what you wish to learn in this Workshop):

1.   2.   3.   4.   5.

1.2.   Overview of WSQ's Requirements on Service Performance Coaching, and the benefits of Skills Future – Skills Framework

Please refer to the website: www.ssg.gov.sg/wsq/skills-framework.html

Discussions would be focused on Food Service Sector in general, and in particular on Service Performance Coaching.

Learners would benefit from the contents in the website for self-development and career path planning.

Please use the space below to capture the key features of the website and write the points below for easy reference:

Key Features of website:

1.   2.   3.   4.   5.

1.3. (K1) Roles and Characteristics of a Coach

(a) What are the Roles of a Coach?

Write 5-Key Roles of a Coach in the space below:

1.

2.

3.

4.

5.

What Others say ……………

A coach is a ……………..

1. Listener
Listening with an open mind is the first step towards building personal relationships with your colleagues as well.

By listening first, you are ensuring that you truly understand the needs of others and demonstrate that you value their concerns and their opinions.

2. Advocate
As a coach you are passionate in what you do, and can spread that enthusiasm by being an advocate for others and to voice your support and defend their views and opinions openly.

3. Connector for Contents
As a coach you may not be a content expert, except that you need to be skilful in connecting the contents and relating them in the interests of others whom you are coaching
.

4. Partner in Learning
As a coach you should be seen as a partner in learning. You walk the path with people you coach, discovering and uncovering learning opportunities as you

progress with others you are coaching. You ask the right questions and prompt for more information to collect data that are relevant.

5. Data Collector

As a coach you collect data to identify opportunities for others to take appropriate actions.

6. Other Roles of a coach would include:-
Teacher, Trainer, Analyst, Advisor, Mentor, Public Relations Officer, Supervisor, Manager, Leader, Organizer, etc.

(b) What are the Characteristics of a Coach? i.e. What are the qualities of a coach?

Write 5-Key Characteristics of a Coach in the space below:

1.

2.

3.

4.

5.

What Others say …………….

Qualities and Behavioral Competencies of Super Performers

Qualities and COMPETENCIES OF SUPER PERFORMERS AND the VALUES OF SUCCESSFUL ORGANIZATIONS

1. Self Confidence	2. Intellectual Power
3. Trustworthiness (Trust)	4. Dealing with Ambiguity
5. Creative	6. Courage and Conviction
7. Composed	8. Action Oriented
9. Function/Technical Knowledge	10. Passion and Drive
11. Strategic Thinking	12 Innovative
13. Strategic Leadership	14. Managing Change
15. Developing People	16. Operational Agility
17. Open Communication	18. Negotiating Skill
19. Interpersonal Skill	20. Hiring and Staffing
21. Fostering Diversity (Leveling)	22. Teamwork (Accountability)
23. Communication Skills	24. Customer Focus
25. Decision Making	26. Self-Development
27. Providing Motivation	28. Empowering Others (Respect)
29. Managing Performance	30. Analytical Thinking
31. Forward Thinking	32. Conceptual Thinking
33. Technical Expertise	34. Initiative
35. Entrepreneurial Orientation	36. Thoroughness
37. Decisiveness	38. Business Acumen
39. Global Perspective	40. Stress Management

41. Personal Credibility (Integrity)	42. Flexibility

1.4. (K5) Barriers of Learning

(a) What are the Barriers of Learning?

Write 5-Barriers of Learning in the space below:

1.

2.

3.

4.

5.

What Others say …………….

Barriers of Learning	
Resistance to Change	Disrespect of others
Lack of Training opportunities	No Motivation for Growth
Disregard of Team Success	Short-Term Focus – no direct benefits
Complexity – not relevant	No time off
Negative personal experience of learning	Previously undetected or unaddressed learning disabilities

Social problems such as unemployment, abuse or bullying	Lack of self-esteem or confidence due to low skills levels
No access to learning	Discrimination
Unsupportive managers	Problems with shift work
Problems with location of training	No motivation
Others	

1.5.   Brief overview of GetSmart Productivity System (GPS)
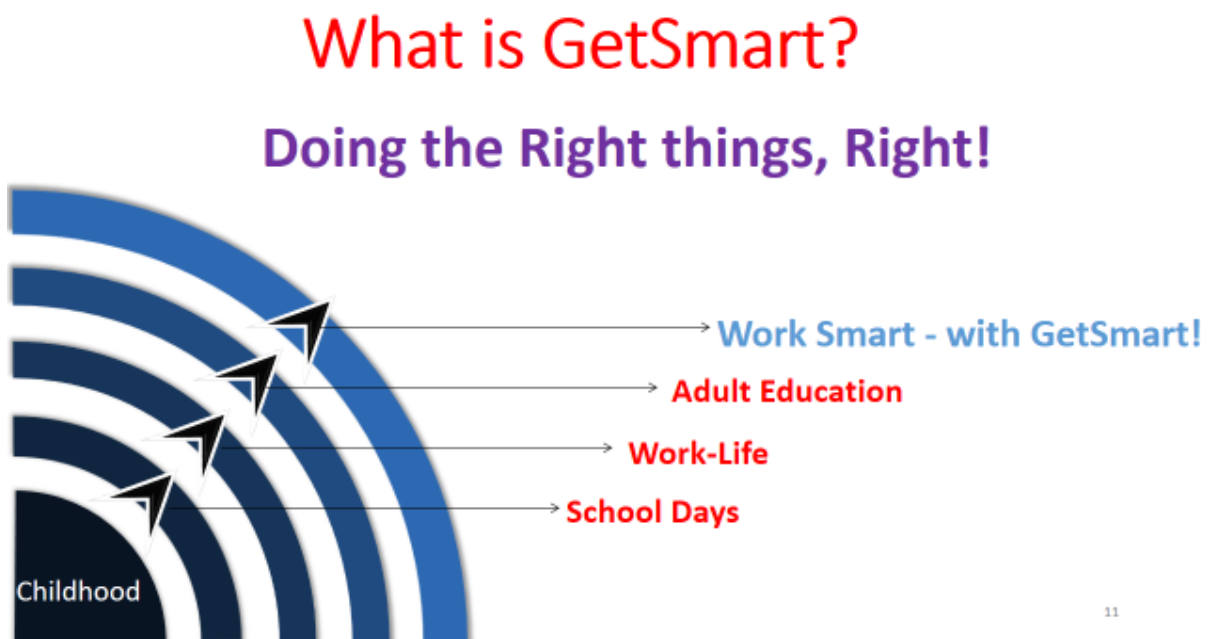
Secrets of GetSmart

TRAM   -   STEG

Tram is a vehicle, carriage, or a bus, to provide transport to bring people from one place to another

Steg is the short form of Steganography which simply said is a secret message

The Roots of GetSmart Productivity System (GPS)

GetSmart 3-Legged Stool | BuckMinster Fuller | Edwards Deming | Paul J Meyer

The Story of GetSmart began with the 3-Legged Stool. Try sitting on a 1-Legged Stool, or on a 2-Legged Stool and you would be feeling uncomfortable.

GetSmart Productivity System (GPS) is based on the philosophies of the 3 gurus viz. BuckMinster Fuller, Edwards Deming, and Paul J Meyer.

3 - LEGGED STOOL FOR SUCCESS

1. CONDUCIVE ENVIRONMENT
2. SYSTEMS & PROCESSES
3. SMART GOALS – TAKE ACTIONS

"IF YOU CONTINUE TO DO WHAT YOU HAVE BEEN
DOING, YOU WILL CONTINUE TO GET WHAT YOU
HAVE BEEN GETTING" – Ong Hong Him

GetSmart Productivity System (GPS)

CONDUCIVE WORK ENVIRONMENT

PROCESSES

SYSTEMS

SMART GOALS & ACTION

TRIAL + (4)   5 – STEP PLAN   GetSmart ACTION PLAN

Unit 2: Application of GetSmart Productivity System (GPS) in Performance Coaching

The GetSmart Model is comprehensive and holistic approach bearing in mind the factors of (i) Creating a conducive work environment, (ii) Systems and Processes, (iii) Setting Smart Goals and taking actions to achieve them.

It embraces the teachings and philosophies of Buckminster Fuller, Edwards Deming, and Paul J Meyer.

The GetSmart Productivity System (GPS) hinges on the 3-Legged Philosophy of Success.

a. Conducive Work Environment (Buckminster Fuller)
b. Systems and Processes (Edwards Deming)
c. Setting Smart Goals and take actions to achieve them (Paual J Meyer)

Just as you have difficulties to balance yourself on a one-legged stool, or a two-legged stool, you would be more comfortable sitting on a three-legged stool.

2.1. GetSmart Creating a conducive work environment – TRIAL + 4 which would also help to minimise the Barriers of Learning we discussed earlier.

Creating a conducive work environment:

a. GetSmart Apple Tree Analogy (Discussion would be facilitated)

Apple Tree Analogy

Questions:

   1. Why are some apples sweeter than others (Please capture the points below)

2. What if the apples are the activities of your Job. What do you need to do to make your Job more productive? (Use the space below to capture your findings):

3. What is GetSmart TRIAL + (4)? (See below)

T= TRUST

R = RESPECT

I = INTEGRITY
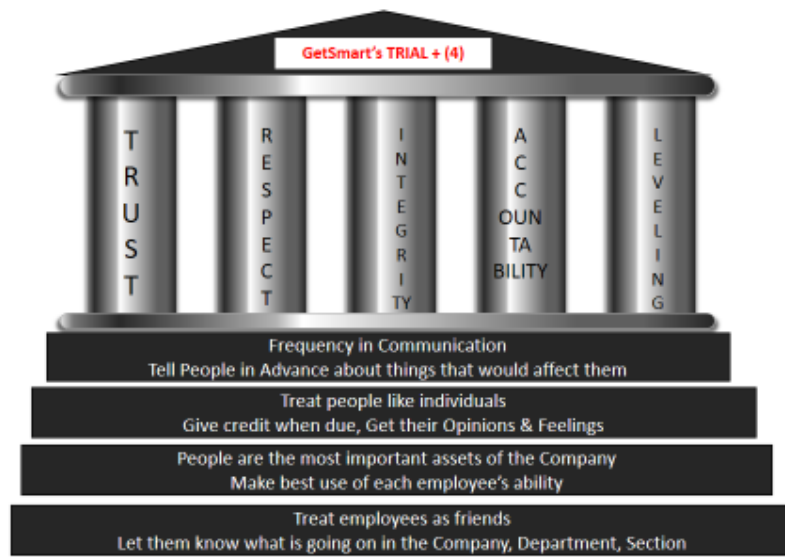
A = ACCOUNTABILITY

L = LEVELLING (FAIR PLAY)

Plus (4) Factors are as follows:

1. Frequency in communication
2. Tell people in advance about things that would affect them
3. Give Credit when due
4. Make the best use of each persons' resources

4. How can you apply TRIAL + (4) on your Job? Capture the findings on the space provided below: (Capture the key points in the space provided below)

Creating a Conducive Work Environment

GetSmart's TRIAL + (4)

T R U S T

R E S P E C T

I N T E G R I T Y

A C C OUN TA BILITY

L E V E L I N G

Frequency in Communication
Tell People in Advance about things that would affect them

Treat people like individuals
Give credit when due, Get their Opinions & Feelings

People are the most important assets of the Company
Make best use of each employee's ability

Treat employees as friends
Let them know what is going on in the Company, Department, Section

5. Would GetSmart TRIAL + (4) help to minimise the barriers of learning?

(Please select your choice and provide at least 3 key points to support your decision)

YES	NO
1. 2. 3.	1. 2. 3.

2.2. Overview of GetSmart Systems and Processes viz. the 5-Steps Plans for Skill in Leading, Skill in Communication, Skill in Work Improvement, and Skill in Effective Performance and Review

With reference to the Power Point Slides in your Learner's Guide what are the three similarities of the respective "GetSmart Systems and Processes" for Skill in Leading, Skill in Communication, Skill in Work Improvement, and Skill in Effective Performance and Review.

Please answer the questions in the space below:

Three Similarities of GetSmart Systems and Processes:

1. They all have the 5 –Steps Plan   YES/NO

2. They all are actions and results driven   YES/NO

3. They are generally easy to apply   YES/NO

2.3. GetSmart 5-Steps Plan for Skill in Leading – provides the basic structure to facilitate the learning outcome (K3) Methods to identify areas for improvement which is the starting point to develop a coaching plan.

Essentially we are using the GetSmart 5-Steps Plan to identify areas for improvement.

Questions:

(i)   When was the last time you had to deal with an employee's problem, or a customer related problem?

_____
_____
_____

(ii)   What was the problem?

_____
_____
_____

(iii)   How did you solve the problem?

_____
_____
_____

GetSmart 5-Steps Plan to identify (Problems) Areas of Improvement

Step 1: State the Problem and set Objective/s to identify areas for improvement

Step 2. Get the facts

Step 3. Provide possible solutions

Step 4. Take Action

Step 5. Check results

Apply the 5-Steps Plan to solve the problem you highlighted earlier. Provide your comments below:

(i)   Did that help you to better approach the situation?   Yes/No
(ii)   Provide 3 reasons below:

1.
2.
3.

GetSmart 5-Steps Plan to Identify areas for Improvement

TARGET- OBJECTIVE/S

5. Take Action and Follow Up

4. Identify best Solution

3. Brainstorm Options/Solutions

2. Get the Facts

1. State the Problem and set Objective/s to identify areas for improvement

5 STEPS PLAN

Ask Questions

WHAT

WHERE   WHEN

HOW   WHY   WHO

Reflect on the example given:

Example:

Step 1: What is the problem? What is the Objective? (e.g. Employee did not greet the customer when the customer was at the entrance of the restaurant. As a result the customer just walked pass the outlet.

(We need to know the problem and identify the Objective: e.g. The Problem is familiar to greet the customer. The Objective is to greet the customer and to provide a delightful customer service experience in your outlet)

Step 2: What are the facts? e.g. Customer walked away? Customer unhappy and complained? When did it happen? Why did it happen? Who were the customer, and the employee involved? Where did it happen? How did the employee perform in the light of customer service? How can the employee make the difference given the chance to do that again?

(We need to know the facts, seek opinions to better appreciate the situation in order to identify possible solutions)

Step 3: What are the possible solutions? Would employee training help? Would automation help? Would employee punishment help? If so, How?

(We need to brainstorm possible solutions to solve the problems, e.g. Conduct employee training and counselling; Reprimand the employee; Develop SOPs on customer service and develop employees to follow the SOPs)

Step 4: Take Action to solve the problem bearing in mind the Objective/s? i.e. To select one of the Options to take action.

(e.g. Decide on one of the Options – making sure that the solution is able to serve the Objective/s, bearing in mind that - There is no universal solution to solve a problem. The best solution is one which serves best the Objective/s)

Step 5: Check results and follow up.

(e.g. Talk to the employee and observe the work performance. Would frequency in communication help? Would employee motivating help)

What others say about Performance Coaching ………………

(Quote)

The G.R.O.W. Model in coaching propounded by Dr Graham Alexander, Alan Fine, and Sir John Whitmore in the 1980's has been widely used as a model for coaching.

Having a consistent and uniform approach to coaching enables you to coach more effectively with strategy and direction. Using a coaching model will also instil confidence in your employees, because they see a methodical approach.

The GROW model (4-Steps Plan) helps you to organize your coaching process in a flow that identifies the goal first and ends with putting a plan together. Here are the details of the GROW model:

> **Step 1. Goal setting**: a goal has to be set in order to give direction and purpose to the coaching session. Ambiguous goals are usually never achieved. Setting the goal first shapes your discussion with your employee and sets the tone.
>
> **Step 2. Reality check**: both you and your employee must come to terms on the current state or level of performance or any issues that are causing breakdowns. Getting to the bottom of the problem begins with identifying it and claiming. From there obstacles are better identified.
>
> **Step 3. Options developed**: here you and your employee explore action steps that will help them improve their performance. Usually goals options that are prefabricated by an employee's manager result in poor buy-in and missed goals. Allow your employee to explore options they develop.
>
> **Step 4. Wrap it up with a plan**: once you nail down an option or two, it is time to strike it down on paper so to speak. If it is not written down, it won't happen. Creating a well-defined plan is essential in order to know the direction you need to go and to demonstrate success or failure

(Unquote)

Introducing the G.R.O.W. Model

Goal setting

Reality check

Options developed

Wrap it up with a plan

He ain't heavy, he's my brother

Question:

What are the similarities of the GetSmart 5-Steps Plan and the GROW Model.

Write your findings on the space provided below:

2.4. GetSmart 5-Steps Plan for Skill in Effective Performance and Review – provides the basic structure to facilitate the learning outcomes (K4) Techniques for coaching, and (A4) Monitor progress of individuals for improvements in service performance, and (K7) Methods to provide feedback to individuals on service performance.

Essentially we are using the GetSmart 5-Steps Plan for Skill in Performance and Review, for (K4) Techniques for coaching, and (A4) Monitor progress of individuals for improvements in service performance, and (K7) Methods to provide feedback to individuals on service performance.

The GetSmart 5-Steps Plan for Skill in Effective Performance and Review - is a step by step approach to engage an employee for service performance coaching. Consider this as one of the techniques for coaching.

The GetSmart 5-Steps Plan for Effective Performance and Review prepares the Coach to ask the employee the right questions. It helps the coach to focus on the behavioural competencies for the employees to excel on the Job, i.e. to perform the "tasks" well. e.g. To provide excellent customer services.

The process is to help the employee to recognise the core competencies in order to perform the Key Tasks to serve the customers to meet customer satisfaction and delight.

When the employee is able to recognise the key behaviours to excel on the Job, it is more likely that he/she would be able to perform the tasks accordingly.

     (iii)   Exercise to demonstrate on the 5-Steps Plan for Skill in Effective Performance and Review in support of a coaching technique for effective performance coaching. (Other examples would be discussed in the following segment under Unit 3).

Questions:

     (i)   What are the Core duties and responsibilities? (e.g. for that of an FOH Waiter/Waitress) – Write on the space below;

_____
_____
_____

     (ii)   What are the 5-Key roles and responsibilities? Write on the space below:

_____
_____
_____

(iii)   What are the 10 Behavioural competencies required to fulfil the roles and responsibilities? (Select the Top-10 behaviours from the list of competencies provided, and capture the information below)

_____
_____
_____

(iv)   How would you apply each of the competencies – on your Job?

_____
_____
_____

(v)   Take Action and follow-up on your actions. Write the list of actions below:

_____
_____
_____

Behavioral Competencies of Super Performers

COMPETENCIES OF SUPER PERFORMERS AND VALUES OF SUCCESSFUL ORGANIZATIONS

List of Competencies of Superior Performers and Values of Successful Organizations (including coaches and mentors):

1. Self Confidence	2. Intellectual Power
3. Trustworthiness (Trust)	4. Dealing with Ambiguity
5. Creative	6. Courage and Conviction
7. Composed	8. Action Oriented
9. Function/Technical Knowledge	10. Passion and Drive
11. Strategic Thinking	12. Innovative
13. Strategic Leadership	14. Managing Change
15. Developing People	16. Operational Agility
17. Open Communication	18. Negotiating Skill
19. Interpersonal Skill	20. Hiring and Staffing
21. Fostering Diversity (Leveling)	22. Teamwork (Accountability)
23. Communication Skills	24. Customer Focus
25. Decision Making	26. Self-Development
27. Providing Motivation	28. Empowering Others (Respect)
29. Managing Performance	30. Analytical Thinking
31. Forward Thinking	32. Conceptual Thinking
33. Technical Expertise	34. Initiative
35. Entrepreneurial Orientation	36. Thoroughness
37. Decisiveness	38. Business Acumen
39. Global Perspective	40. Stress Management
41. Personal Credibility (Integrity)	42. Flexibility

GetSmart 5-Steps Plan for to Effective Performance & Review

TARGET- OBJECTIVE/S

5. Take Action, Check Results, and Follow-Up

4. Set 5- SMART Goals, applying selected Behavioral Competencies

3. Identify at least 10-Behavioral Competencies to excel on the Job

2. Identify Top 5- Key Job Responsibilities – Activities of the Job

1. State the Job Title and Job Description (Roles and Responsibilities)

5 STEPS PLAN

The following are the Steps to support: (K4) Techniques for coaching, and (A4) Monitor progress of individuals for improvements in service performance, and (K7) Methods to provide feedback to individuals on service performance.

Step 1. State the Job Title and Job Description

Step 2. Identify the Top-5 Key Job Responsibilities /Job Activities

Step 3. Identify at least 10 Behavioral Competencies to excel on the Job

Step 4. Set 5-Smart Goals – applying the selected behavioural competencies

Step 5. Take Action and Follow-up for Results

Example as illustrated below:

Step 1. State the Job Title and Job Description (e.g. The employee is a Waiter in the FOH with duties and responsibilities to provide customer service in accordance with the Company's SOPs)

Step 2. Identify the Top-5 Key Job Responsibilities/Job Activities (e.g. Greet Customer, Show customer to the seat, Provide Menu List to customer, Take Orders, Serve Orders)

Step 3. Identify at least 10 Behavioral Competencies to excel on the Job (e.g. Self Confidence, Composed, Interpersonal Skills, Communication Skills, Courage and

Conviction, Action Oriented, Managing Change, Operational Agility, Customer Focus, Initiative)

Step 4. Set 5-Smart Goals – applying the selected behavioural competencies

Step 5. Take Action, Check Results, and Follow-up

2.5. Reflection

Capture at least 10 learning points covered under Unit 2 in the space provided below:

Unit 3: Technics for coaching – The GetSmart Way

3.1. GetSmart 5-Steps Plan for Skill in Work Improvement – which provides the basic structure to facilitate the learning outcome of (K3) Methods to identify the areas of improvement.

We saw in the earlier segments the GetSmart 5-Steps Plan for Skill in Leading which provides the basic structure to identify service related problems, and the GetSmart 5-Steps Plan in Effective Performance and Review which provides the basic structure to identify the behavioural competencies to excel in the tasks required, e.g. to provide excellent customer services.

The GetSmart 5-Steps Plan for Skill in Work Improvement – is a step by step approach to engage an employee in work improvement for service performance coaching and/or other tasks as required.

Questions:

    (i)   When was the last time that you conducted a work improvement exercise?

_____
_____
_____

    (ii)   How did you perform the exercise?

_____
_____
_____

    (iii)   What was the outcome? Did you achieve your Objective/s?

_____
_____
_____

Consider the following Steps and apply the 5-Steps Plan for Skill in Work Improvement to see if you could do a better job the next time if you were to coach your employee to improve on the work performance.

GetSmart 5-Steps Plan for Work Improvement

TARGET- OBJECTIVE/S

5. Take Action and Follow Up

4. Identify Possible Improvements, and Develop New Approaches

3. Ask Questions: What? Why? Where? When? Who? & How?

2. Breakdown the Work Activities

1. State the purpose and/or Objective

5 STEPS PLAN

Ask Questions

WHAT
WHERE
WHEN
HOW
WHY
WHO

3.2. GetSmart 5-Steps Plan in Work Improvement

The following are the Steps:

Step 1. State the Purpose and/or Objective

Step 2. Breakdown the work activities

Step 3. Ask Questions – What? Why? When? Who? Where? And How?

Step 4. Identify possible improvements and develop new approaches

Step 5. Take action and follow-up

Example as illustrated below:

Step 1. What is the Purpose/Objective? (e.g. To teach the employee to be more customer oriented and to improve on the service standards all round)

Step 2. Breakdown the work activities (e.g. The employee should follow the sequence as in the SOPs viz. Greet the customer - Show the customer to the seat - Serve the customer a glass of water - Give the customer the menu - Take orders, and - Serve orders.

Step 3. Ask Questions (e.g. What did you actually do? Why did you do that? When did you do that? Who were the people involved? Where did the incident happen? How did you perform the tasks – in accordance with the SOPs)

Step 4. Identify Possible Improvements and develop new approaches (e.g. With reference to the existing SOPs – How could you do better? What are the Options available? Why? Who could help? When? Where? Which is the best Option? Why? Does it serve the Objective?)

Step 5. Take Action and Follow-up (e.g. What-ever we had discussed please proceed to take action. Please let me know if you need help. We would review the progress on a daily basis. We need your support. Thank you)

The GetSmart 5-Steps Plan for Skill in Work Improvement would help the coach to plan discussions with individuals who need help to improve on the work performance.

The approach may not be "full-proof" although it provides an opportunity for the supervisor/coach to discuss candidly with the employee to enhance his/her performance.

Coupled with the application of TRIAL + (4), the changes of success is multiplied many times.

3.3. Case studies to apply the GetSmart 5-Steps Plan for Skill in Work Improvement

Questions:

(i)   What are the 5-Steps in the GetSmart 5-Steps Plan for Skill in Work Improvement?

_____
_____
_____

(ii)   What are the Questions to apply? (e.g. 5Ws plus 1H)

_____
_____
_____

(iii) Identify your next coaching session with your employee for work improvement for service performance, and capture your thoughts below: (e.g. How you would conduct the coaching session)

_____
_____
_____

(iv)   Use your own example as a Case Study and capture the key learning points in the space provided below:

(v)   Share your findings in groups to highlight the key learning points which you have captured earlier: (Write on the space below on additional learning points)

3.4 GetSmart 5-Steps Plan for Skill in Communication – provides the basic structure to reiterate the learning outcomes of (A1) Recognising the role of a coach, (K4) Techniques for coaching in general, and in particular to highlight (K2) Components of a coaching plan, and preparation of a coaching plan (A2) Prepare coaching plans for individuals to address service performance.

(a) The 5-Steps Plan in Skill in Communication forms the basis of a coaching plan. The earlier segments showing the other GetSmart 5-Steps Plans viz. Skill in Leading, Skill in Effective Performance and Review, Skill in Work Improvement are part and parcel of the Performance Coaching – The GetSmart Way.

Questions:

(i)   When was the last time you had conducted a coaching/training session with your employee?

_____
_____
_____

(ii)   How did you conduct the coaching/training, in particular did you have a coaching plan?

_____
_____
_____

(iii) What was the coaching plan you used? (Write on the space below to capture the components of your coaching plan)

```



```

(b) Consider the GetSmart 5-Steps for Performance Coaching

Questions:

(i)   How can the GetSmart 5-Steps Plan for Performance Coaching help you do a better job?

The following are the explanations for your consideration:

Step 1: State the Objective:

What do you hope to achieve? Please write on the space below:

```
[                                                                ]
[                                                                ]
[                                                                ]
[                                                                ]
[                                                                ]
```

Step 2: Identify what to do?

How are you going to achieve what you want? What are the options available?

Consider the following:

- Training – What training? – classroom, virtual, Work Place Learning (WPL)?
- Coaching – What coaching? – Where? Who can help?
- Lecturing – What about?

State 2 Options below and select the best Option? (Pick one of the examples below)

1. Work Place Learning (WPL)

2. Classroom and/or Virtual Training

Note: There is no universal solution to solve a coaching problem. The best solution is one which best serves the Objective.

Step 3: Plan what to do, and How to do that? Select one Option from the above and state the details of your Coaching Plan below:

Assuming that you have selected Option 1, i.e. Work Place Learning (WPL)

Consider the following and provide your answers on the space below:

- Why? Reason/s for selection?

_____
_____
_____

- When? Are you going to conduct the training? e.g. During working hours, after working hours, today, tomorrow, next week, what time?...Why?

_____
_____
_____

- What? Do you need to conduct the training? e.g. Props needed? Space needed? Role Play partner required?.... Why?

_____
_____
_____

- Who can help you? e.g. To be the play role partner, to assist you in the coaching, etc….. Why?

_____
_____
_____

- Where are you going to conduct the WPL? e.g. In the office, at the restaurant, …. Why?

_____
_____
_____

Step4. Apply Smart Goals with GetSmart Productivity System

Reflect on each of the following Learning Outcomes individually and as a group when you apply Step 3: Your Performance Coaching Plan

(i)   (A1) Recognising the role of a coach – i.e. Apply the behaviour competencies applicable especially the communication skills (Capture the key points on the space provided below:)

| |
| |

(ii)   (K4) Techniques for coaching – i.e. Apply the Questioning and Listening skills (Capture the key points on the space provided below:)

| |
| |

(iii)   Reflect on the answers provided in Step 3 and capture the key points on the space provided below:

| |
| |

(iv)   (A2) Prepare coaching plans for individuals to address service performance – Apply Step 4 of the coaching plan. (Capture the key points on the space provided below:)

| |
| |

Example of a Coaching Plan containing the "Show, Tell, Do" Approach

(See Below)

Flow	Activities	Steps/Sequence: What to say and do in performance coaching
1.	**Introduction:** Put employee at ease	a. Tell employee the purpose of the coaching session – duration, and what to expect b. Explain the need to conduct the coaching, and the benefits for the employee and the company c. Tell employee how long to expect (duration of the coaching exercise) d. Ask employee to remain calm and to take the session as a routine work related training e. Begin the coaching session when the employee is ready
2.	**Greet Customer**	**Steps/sequence: What to say and do in performance coaching**
	Show, Tell, Do	a. Demonstrate the way of Greeting (without explanation) b. Demonstrate the way of Greeting (with explanation) – Apply the prepared script for the wordings which could as follows: "Good morning Sir/Mdm, Welcome to ABC Eatery. Please come in and I'll lead you to your table" c. Ask the employee to practice on the version to Greet the customer/s which you had just demonstrated. d. Observe the employee's actions, take notes, capture what was done well and what could be improved with more practices. e. Ask the employee to give feedback on what he/she had done.

		f. Provide feedback to employee on what was done well and what could be improved with more practices.
3.	**Bring customer/s to the table**	**Steps/sequence:** **What to say and do in performance coaching**
	Show, Tell, Do	a. Demonstrate the way of leading the customer/s to the table (without explanation) b. Demonstrate the way of leading the customer/s to the table (with explanation) – Apply the prepared script with the wordings which could as follows: "This is your table and please feel comfortable whilst I get you a glass of water (i.e. Do you want hot or cold water, Sir/Mdm?)" c. Ask the employee to practice on the version to lead customer/s to the table that you had just demonstrated. d. Observe the employee's actions, take notes, capture what was done well and what could be improved with more practices. e. Ask the employee to give feedback on what he/she had done. f. Provide feedback to employee on what was done well and what could be improved with more practices.
4.	**Serve water and present the Menu List**	**Steps/sequence:** **What to say and do in performance coaching**
	Show, Tell, Do	a. Demonstrate the way to serve water and present the Menu List to the customer/s (without explanation) b. Demonstrate the way to serve water and present the Menu List to the customer/s (with explanation) Apply the prepared script with the wordings which could as follows:

		"Sir/Mdm, Your water is served. This is the Menu List and I'll be back awhile to take your Orders. c. Ask the employee to practice on the version to serve water and present the Menu that you had just demonstrated. d. Observe the employee's actions, take notes, capture what was done well and what could be improved with more practices. e. Ask the employee to give feedback on what he/she had done. f. Provide feedback to employee on what was done well and what could be improved with more practices.
5.	**Take Orders**	**Steps/sequence:** **What to say and do in performance coaching**
	Show, Tell, Do	a. Demonstrate the way to take Orders from the customer/s (without explanation) b. Demonstrate the way to take Orders from the customer/s (with explanation) Apply the prepared script with the wordings which could be as follows: "Sir/Mdm, I'm ready for your Orders. What would you like for today? c. Ask the employee to practice on the version to take Orders that you had just demonstrated. d. Observe the employee's actions, take notes, capture what was well done and what could be improved with more practices. e. Ask the employee to give feedback on what he/she had done. f. Provide feedback to employee on what was done well and what could be improved with more practices

3.5. Preparing your Coaching Plan.

Instructions:

(i) Use the Template below for your Coaching Plan.
(ii) Prepare your Coaching Plan individually and share your plan with your group
(iii) Finalise your Plan which would be used for your Role Play Session later.

Template to prepare your Coaching Plan (See Below)

Flow	Activities	Steps/Sequence: What to say and do in performance coaching
1.	**Introduction:** Put employee at ease	a. Tell employee the purpose of the coaching session – duration, and what to expect b. Explain the need to conduct the coaching, and the benefits for the employee and the company c. Tell employee how long to expect (duration of the coaching exercise) d. Ask employee to remain calm and to take the session as a routine work related training e. Begin the coaching session when the employee is ready
2.	**(Activity 2)**	**Steps/sequence: What to say and do in performance coaching**
	Show, Tell, Do	a. Demonstrate the way to (Activity 2) without explanation) b. Demonstrate the way to (Activity 2) (with explanation) – Apply the prepared script for the wordings which could as follows: "Good morning Sir/Mdm, Welcome to ABC Eatery. Please come in and I'll lead you to your table" c. Ask the employee to practice on the version to (Activity 2) the customer/s which you had just demonstrated.

		d. Observe the employee's actions, take notes, capture what was done well and what could be improved with more practices. e. Ask the employee to give feedback on what he/she had done. f. Provide feedback to employee on what was done well and what could be improved with more practices.
3	(Activity 3)	**Steps/sequence:** **What to say and do in performance coaching**
	Show, Tell, Do	a. Demonstrate the way to (Activity 3) (without explanation) b. Demonstrate the way to (Activity 3) (with explanation) – Apply the prepared script with the wordings which could as follows: "to (Activity 2))" c. Ask the employee to practice on the version to lead customer/s to the table that you had just demonstrated. d. Observe the employee's actions, take notes, capture what was done well and what could be improved with more practices. e. Ask the employee to give feedback on what he/she had done. f. Provide feedback to employee on what was done well and what could be improved with more practices.
4.	(Activity 4)	**Steps/sequence:** **What to say and do in performance coaching**
	Show, Tell, Do	a. Demonstrate the way to (Activity 4) without explanation b. Demonstrate the way to (Activity 4) (with explanation)

		Apply the prepared script with the wordings which could as follows: "to (Activity 4)" c. Ask the employee to practice on the version to (Activity 4) that you had just demonstrated. d. Observe the employee's actions, take notes, capture what was done well and what could be improved with more practices. e. Ask the employee to give feedback on what he/she had done. f. Provide feedback to employee on what was done well and what could be improved with more practices.
5.	(Activity 5)	**Steps/sequence:** **What to say and do in performance coaching**
	Show, Tell, Do	a. Demonstrate the way to (Activity 5) (without explanation) b. Demonstrate the way to (Activity 5) (with explanation) Apply the prepared script with the wordings which could be as follows: "?to (Activity 5) " c. Ask the employee to practice on the version to take Orders that you had just demonstrated. d. Observe the employee's actions, take notes, capture what was well done and what could be improved with more practices. e. Ask the employee to give feedback on what he/she had done. f. Provide feedback to employee on what was done well and what could be improved with more practices

Unit 4: Role Play and other issues relating to Performance Coaching

4.1.   Malcolm Knowles Principles and Theories of Adult Learning

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

What Else?

Question:

Do you agree with Malcolm Knowles? Please write what motivates you to learn in the space provided below:

4.2. Role Play

Use the Coaching Plan you have prepared earlier and do a role play with your partner.

Instructions:

    (i)   Find a partner to work with
    (ii)   Decide who to go first – i.e. to play the role of a Coach
    (iii)   The other person would play the role of the "Coachee" (the employee)
    (iv)   After 15 mins, you are to exchange roles with your partner
    (v)   When both of you have done the exercise, you are to give each other a feedback on how he/she had performed as a Performance Coach during the role play.

4.3. Setting Smart Goals – The Game of Dice

GOAL SETTING

Success is a progressive realization of worthwhile, pre-determined Goals

GetSmart Action 3 ?

GetSmart Action 2 ?

GetSmart Action 1 ?

4.4. Reflection Exercise

(i) Talk to the person on your right and share your thoughts on each of the Learning Outcomes listed below.

Learning Outcomes

1. Able to explain (K1) the key characteristics and roles of a coach
2. Able to explain (K2) the components of a coaching plan
3. Able to explain (K3) the methods to identify areas of improvement
4. Able to explain (K4) the technics for coaching
5. Able to explain (K5) the barriers of learning
6. Able to explain (K6) the techniques for monitoring individual for improvements in service performance
7. Able to explain (K7) the methods of providing feedback to individuals on service performance
8. Able to (A1) recognize the role of a coach in coaching for service performance
9. Able to (A2) prepare coaching plans for individuals to address service performance issues

10. Able to (A3) <u>demonstrate the use of coaching techniques to address service performance issues</u>
11. Able to (A4) <u>monitor the progress of individual for improvements in service performance</u>

(ii)   Indicate below if you need more information on any of the above:

4.5.   Summary and Feedback

Write your comments on the space provided below: