

Coaching for Competencies

November 2010

**DEVELOPMENTAL SERVICES
HUMAN RESOURCE STRATEGY**

Objectives

By the end of this workshop, you will be able to:

- Complete a competency assessment on a direct report
- Prepare for holding a coaching/development planning discussion with a direct report using the 6-step coaching model

Agenda

- Assessing direct report competencies
- Coaching for competencies
- BREAK
- Coaching challenges
- Development planning
- Preparing for a “Coaching for Competencies” discussion
- ADJOURN

01

Assessing direct report competencies

Principles of competency assessment

- Use the Competency Assessment Questionnaire (CAQ) to assess direct reports
- Assessment is based on actual behaviour
- Consider (ask) the intent at the time of behaviour
- Base assessments on consistent behavioural patterns, not one-time examples
- Gather information from a variety of sources

Considerations for assessing others

- Does the individual:
 - Have the opportunity to demonstrate these behaviours on a regular basis?
 - Demonstrate the behaviours consistently (i.e., most of the time when the opportunity arises)?
 - Get good results when he or she demonstrates these behaviours?
- Can you think of several examples when the individual demonstrated these behaviours in the last 12 months?

Evaluation pitfalls

- The Halo Effect
- Stereotyping
- The Central Tendency
- The Recency Effect
- Length of Service Bias
- The Initial Impression
- Lack of documentation

Using the CAQ to assess others

As you select your ratings, keep the following in mind:

- Rate the highest level that the individual demonstrates consistently
- Rate the “rule” rather than the “exception to the rule”
- The highest level on the competency scale for any one competency is not necessarily the level expected for successful performance
- When done, compare the levels of performance you selected to the target levels established for the role

Activity: Assessing a direct report

1. Select a direct report for whom you will need to complete a competency assessment.
2. Using the CAQ, review each competency and check the highest level in which you feel the individual consistently demonstrates the behaviours associated with that level and all of the levels that precede it.
3. Provide behavioural evidence to support each of your ratings in the space provided.

Identifying competency strengths and gaps

- If the scored level is on or above the target level, this indicates a competency strength
- If the scored level is below the target level, this indicates a competency gap

02

Coaching for competencies

Coaching for competencies

- Coaching involves a genuine intent to foster the long-term learning and development of others through:
 - Formal and/or informal coaching
 - Motivating
 - Mentoring

to fulfill the current and future competency and skill requirements of individuals, the team, and the Developmental Services sector

Importance of coaching

- Enables direct reports to perform better
- Helps to guide future performance
- Provides opportunities for surfacing and sharing needs, concerns and expectations
- Refocuses efforts on what's important
- Enhances motivation, commitment and ultimately job satisfaction

Keys to effective coaching

- Positive and constructive, to support continuous improvement and growth
- Participatory – employees are involved in all stages of decision making
- Self-directed – employees assume primary responsibility for managing their own improvement and development
- Future-oriented, focusing on future performance, not on past mistakes

Purpose of the coaching for competencies discussion

- Gain a clear picture of the person's strengths and development opportunities – employee and manager must reach agreement on these
- Identify a maximum of two to three competencies for development
- Prepare a development plan for the employee with your support

6-step coaching model



Effective coaching behaviours

- Ask probing questions to help others reflect on their thinking, experiences, to clarify information, etc.
- Actively listen – paraphrase, summarize, reflect back others' feelings, concerns, emotions
- Help others clarify their career goals/aspirations
- Encourage others to consider new approaches
- Tailor your approach to the individual

Tips when meeting with the employee

- Don't expect it to be easy the first time
- Expect questions or disagreement with some of the assessments; however, most discussions will not be contentious
- Help the employee recognize that the value of the assessment lies in improving self-awareness and engaging in developmental activities
- Use supporting evidence
- Have some of your own development ideas in mind – offer alternatives and leave choices (e.g., developmental activities)

Activity: Competency discussion challenges

1. Individually, list the challenges you anticipate in holding discussions with your employees about their competencies.
2. In your small group, take turns sharing your coaching challenges with one another and flipchart. Note any key themes surfacing from the discussion.
3. Discuss tips for resolving each challenge.
4. Be prepared to share your challenges and ideas for resolution with the large group.

03

Development planning

Principles of competency development

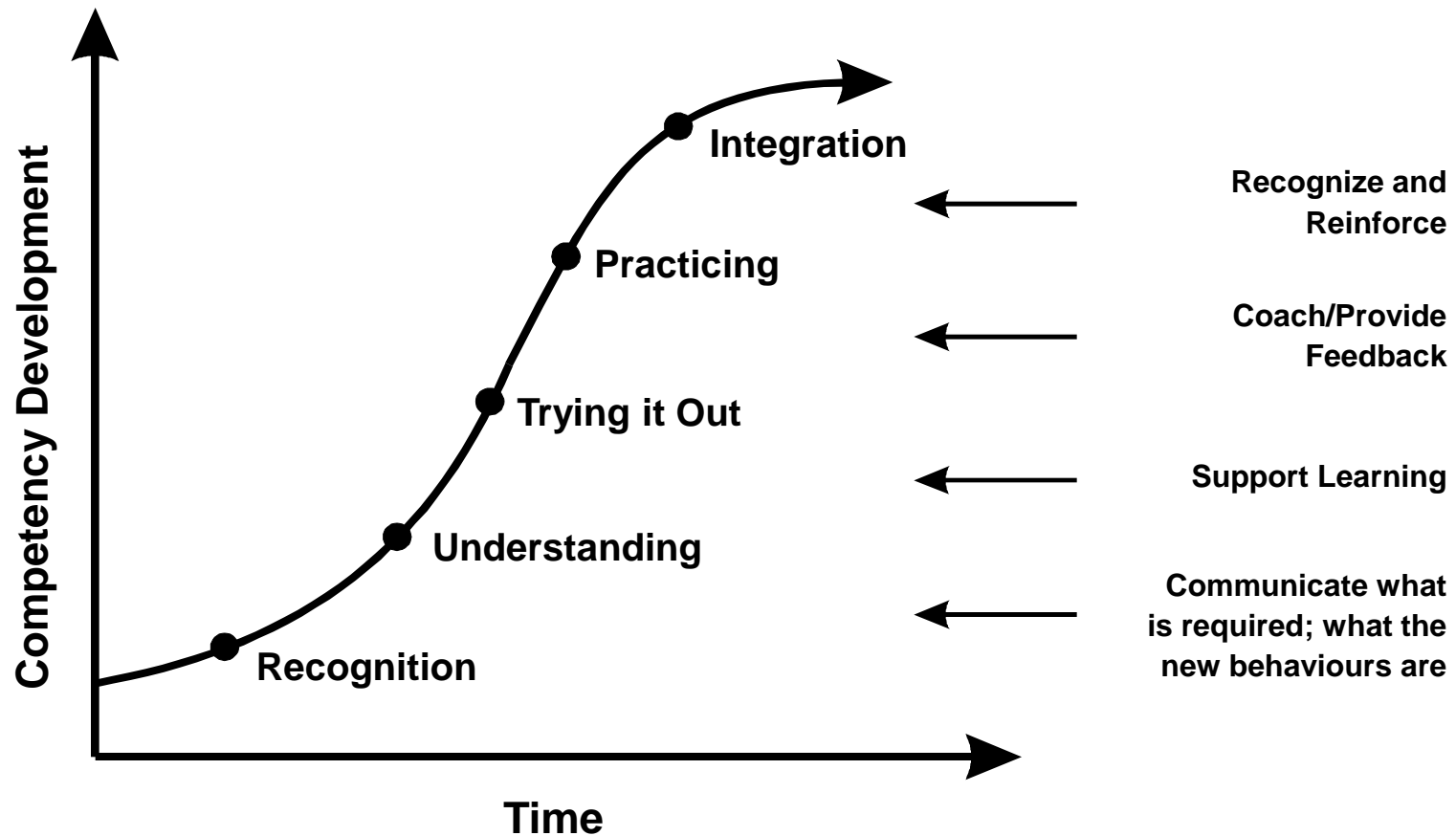
A person must have:

- A reason to change
- Data about self
- A personal development plan
- Time and practice
- Ongoing support from manager

Good development plans are...

- Jointly developed by the manager and direct report
- Include, where possible, on-the-job experiences that provide real-life experience as this is where the greatest learning typically takes place
- Specific, detailing support required, if any, and target completion dates
- Focused, selecting no more than 2-3 competencies for development, and approximately 1-3 development activities for each competency
- Implemented by the employee with regular follow-up discussions between the manager and employee to discuss progress

Stages of competency development



04

Preparing for a coaching for
competencies discussion

Activity: Preparing for a coaching for competencies discussion

1. Complete the Competencies Discussion Planner for the direct report for whom you completed the CAQ earlier. (15 min.)
2. With a partner, share and discuss your plan, any potential challenges you have identified and how you may resolve them. (15 min.)

Next steps

Following this session:

1. Complete competency assessments on each of your direct reports
2. Arrange to meet individually with your direct reports to come to agreement on their competency strengths and areas for development
3. Have direct reports prepare a development plan and review it with you
4. Provide coaching and support to your direct reports in their development

Tools for holding the coaching for competencies discussion and development planning

■ Competencies Discussion Planner

- There is an employee and a manager version – ensure you provide your employees with the employee version to help them prepare for the competencies discussion with you
- The employee version includes a template to prepare a development plan

■ Development Resource Guide

- A compendium of development activities, books and videos to support you in your development planning, organized by competency

In summary

Your role as a leader is to:

- Familiarize yourself with the CAQ process, tools and target levels for the core competencies for your direct reports
- Support your direct reports in their development planning
- Provide coaching and mentoring opportunities
- Look for on-the-job activities where direct reports can practice and hone the competencies identified for development
- Gather behavioural evidence on each direct report to help raise awareness with respect to the behavioural levels they are currently demonstrating

Questions

