Profiles SkillBuilder™

COACHING GUIDE

Providing Directions

Table of Contents

This guide is a tool you will use throughout the coaching process. Read the guide and use it as an interactive piece to keep notes, track progress and explain assignments. If you have previously coached a SkillBuilder, please turn to Page 27 of this guide.

Coach's Name: _____

Name of person you are coaching:

Office phone number:

Cell phone number:

E-mail address:

Notes:

> ## Why. . . take the time to coach another?
> "Only those who have learned the power of sincere and selfless contribution experience life's deepest joy: true fulfillment."
>
> Tony Robbins

Welcome!

The fact you are reading the Profiles SkillBuilder™ Series Coaching Guide is an indication someone has asked you to be their coach. The SkillBuilder Series provides the process, content and tools to ensure your success as a coach. As a result of your investment of time, the person you are coaching will have the opportunity to maximize strengths, become a better manager and lead more effectively.

Organization leaders frequently ask, "After a manager has identified their strengths and areas of development using the CheckPoint360°™ assessment, what happens next?"

The CheckPoint360° quantified the participant's competencies, verified the results from a variety of perspectives and identified ways to enhance skills. The SkillBuilder has been designed to serve as the next step — the road map and the resource center necessary for change!

The SkillBuilder applies the "KSS" system to help managers:

- **KEEP** doing the things they do well;
- **STOP** doing those things that interfere with effectiveness; and
- **START** doing things that will improve their performance.

Sounds easy, doesn't it? It isn't always! Yes, keeping them doing what they do well, or building on their strengths, is something most people will gladly embrace.

However, "stop doing" and "start doing" require a change in behavior. Behavior change takes acceptance of the message, feedback on the journey, reinforcement and recognition when appropriate. Behavior change does not happen by reading a book or completing an e-learning package. It happens through a facilitative process lead by an effective coach.

Our clients tell us that when CheckPoint360° participants are teamed with a coach and use the SkillBuilder, lasting change takes place and the rewards are endless.

Congratulations! You are about to start one of the most rewarding activities of your life. Follow the process laid out in this SkillBuilder Series Coaching Guide and you will see positive results in yourself, the person you are coaching and your organization.

Thank you!

The CheckPoint360° Feedback System

The person you will be coaching has completed a multi-rater leadership assessment. This type of assessment provides factual data generated from the person's boss, direct reports, peers and themselves. The tool they are using is the CheckPoint360° assessment. The CheckPoint360° assessment is part of the CheckPoint360° Feedback System. The CheckPoint360° system consists of a leadership assessment, a leadership assessment report, an online skill building tool and an organizational management analysis. The CheckPoint360° system is widely used for executives, managers, supervisors, team leaders and others in leadership positions; it can facilitate peak performance that generates improved productivity in the workplace. The CheckPoint360° is also a powerful tool for gauging every manager's course of professional development by measuring 70 factors in eight essential performance areas crucial to effective leadership performance.
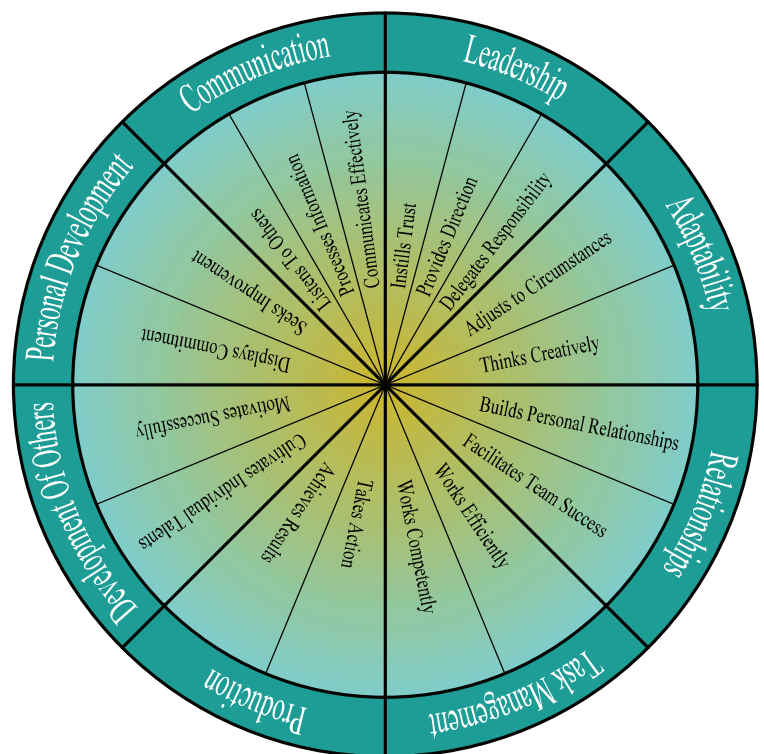
Eight Essential Leadership Perfomance Areas:

1. **Communication**
   Including the skills of listening to others, processing information and communicating effectively.

2. **Leadership**
   Covering the abilities of instilling trust, providing directions and delegating responsibility.

3. **Adaptability**
   Encompassing the skills of adjusting to circumstances and thinking creatively.

4. **Relationship**
   Assessing the abilities to build relationships and facilitate team success.

5. **Task Management**
   Gauging the level of aptitude for working efficiently and competently.

6. **Production**
   Appraising abilities to initiate action and achieve results.

7. **Development of Others**
   Measuring proficiencies in cultivating individual talents and motivating successfully.

8. **Personal Development**
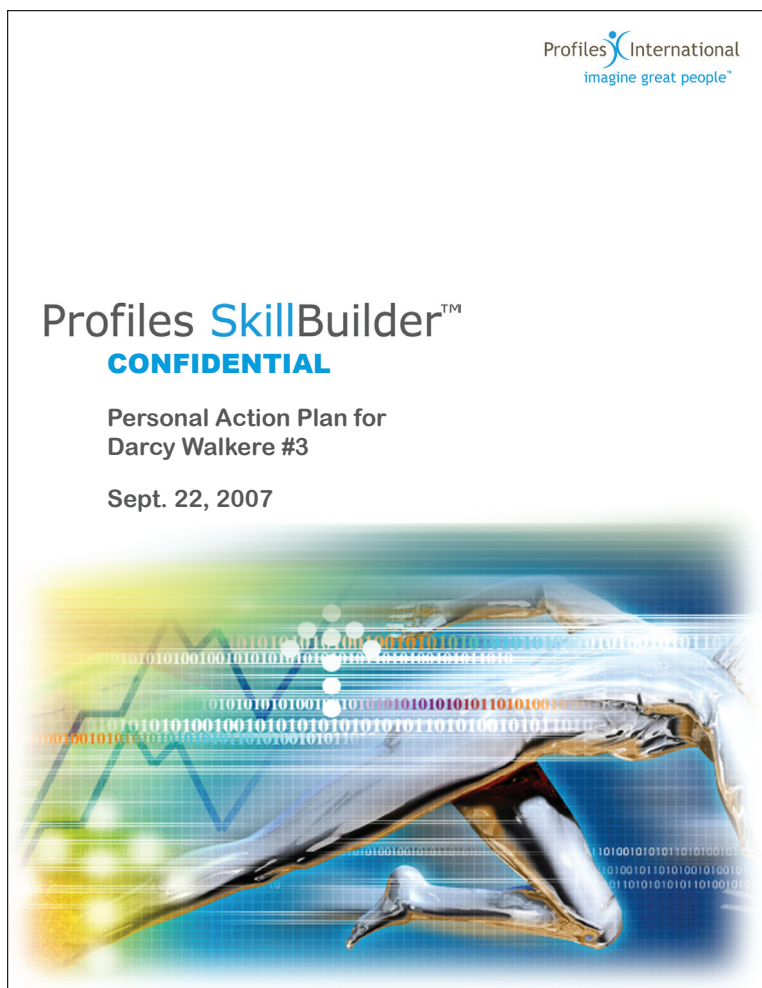   Including displaying commitment and seeking improvement.

The CheckPoint360° SkillBuilder Series

The CheckPoint360° Leadership Feedback Report identifies a person's strengths and areas of development. The person you are about to coach is using the Profiles SkillBuilder as a tool to develop the competencies that are most important to their professional growth and success.

The workplace is one of the most effective places to develop leadership skills measured with the CheckPoint360° assessment. The SkillBuilder has been designed to guide the user back into the workplace so they experience meaningful activities which result in leadership improvement and behavioral change. A unique feature of SkillBuilder is the assignment of an internal coach. When a SkillBuilder participant chooses to work with a coach, the probability leadership skills will improve and behavioral change will take place increases dramatically. The SkillBuilder is a source that provides information, activities and processes to be followed in order to assure the success of both the participant and coach.

This guide is an integral part of the SkillBuilder Series. It has been created to increase your effectiveness when coaching a SkillBuilder participant. A unique feature of the SkillBuilder is the customized **SkillBuilder Personal Action Plan**, generated upon completion of the SkillBuilder.

This report captures the activity, feedback and results the participant experienced throughout the skill-building process.

Profiles **International**
imagine great people™

Profiles SkillBuilder™

CONFIDENTIAL

**Personal Action Plan for
Darcy Walkere #3**

Sept. 22, 2007

SkillBuilder Personal Action Plan

Using SkillBuilder pays big dividends because productivity, cooperation, communication, employee retention and profits increase while "people problems" are reduced.

The Profiles SkillBuilder Series is the easy, effective system for better management. It gives managers the tools they need to maximize their strengths, develop needed skills and lead more effectively.

There are specific SkillBuilders for all 18 CheckPoint360° leadership skill areas.

The SkillBuilder

The SkillBuilder consists of a series of professional development activities that when completed result in increased effectiveness of a leader. A SkillBuilder can be used to build upon leadership strengths or as a tool for improvement in a specific leadership area.

The unique design of the SkillBuilder will take the participant through a process resulting in:

- The participant identifying real issues impacting leadership effectiveness;

- The participant recognizing and committing to development goals;

- The assignment of an internal coach or mentor for the purposes of guidance, feedback, recognition and support;

- Behavioral change taking place through the combination of process, content and accountabilities which are established;

- The participant applying what they "need to know" and "need to do" to improve as a leader;

- Increased awareness through the recognition of data, information, situations and experiences in the refinement of one leadership skill; and

- The generation of a **Personal Action Plan** identifying what the leader has accomplished and what they plan to accomplish to sustain improvement.

Coaches are often asked, "What did you do to help this person make the desired improvements?"

In answering this question, the **Personal Action Plan** generated upon completion of the SkillBuilder provides all the information needed to close the communication loop with the company. This critical accountability tool confirms the investment of time, money and other resources was well spent in helping take the participant's skills to a higher level of effectiveness.

The person being coached will be instructed to provide a copy of their **Personal Action Plan** to their coach and the company's CheckPoint360° facilitator. If further action or follow-up is necessary it will be outline within the plan.

"The best part of the CheckPoint360° Leadership System was the skill-building tips and activities that were identified in the SkillBuilder. They were job-based, to the point and helped me with my job."

Bank Administration Manager,
Midwest Banking Group

The Coach's Support System

The Role of the CheckPoint360° Facilitator

An internal administrator is selected by the organization to coordinate all CheckPoint360° activities. This person provides a valuable service to the participant, all respondents, the manager and you, the coach. The administrator is your go-to person if you have questions that need to be answered.

The role of the CheckPoint360° Facilitator is critical to the success of the CheckPoint360° leadership development process.

Your CheckPoint360° Facilitator is:

_____

Specific questions about the CheckPoint360° or SkillBuilder should be directed to the facilitator. As a coach, you may want to consider scheduling a meeting or initiating a phone conversation to the facilitator if you should require additional assistance.

What does the Profiles SkillBuilder Facilitator do?

1. They work with Profiles International to coordinate and administer the CheckPoint360° Leadership Assessment.

2. They are the contact for CheckPoint360° participants, bosses, respondents and coaches throughout the assessment and development process.

3. They are knowledgeable in the working of products and services being provided by Profiles International.

4. They set the tone for all internal communications about the process, product, timeline and expectations.

5. They work with company leaders to develop the CheckPoint360° Leadership Development Plan.

6. They conduct orientation sessions with CheckPoint360° participants and supervisors.

7. They clarify expectations for CheckPoint360° participants, supervisors and coaches.

8. They are the person responsible for the integrity of the skill-building process. They officially bring closure to the skill-building process with the acceptance of the **Personal Action Plan**.

9. They monitor progress and measure results.

11. They integrate process improvements.

Expectations of the Coach

Participation in the CheckPoint360° Feedback System requires a significant commitment by the person who requested you to be their coach. By the time they reach this point in the process most participants understand the enhancement of one's skills is more likely to be successful with the support and feedback of an effective coach.

Below is an example of a memo which should be provided to you by the person you are coaching. Use the information in the memo and follow the suggestions in this guide to assure your success and the participant's.
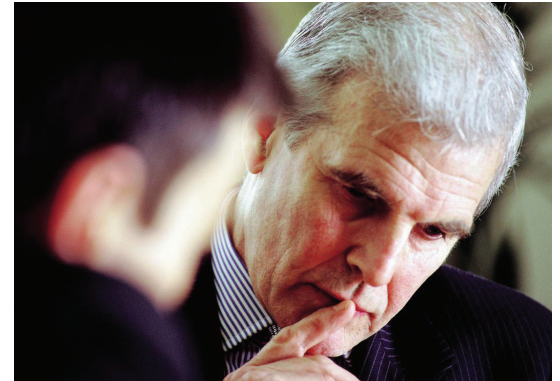
MEMO

DATE: 11/3/2006 3:01:21 PM

TO:

FROM: Bridget Sample

Thank you for agreeing to provide feedback, support and recognition as I work to become a better leader. I have made a personal commitment to increase my leadership effectiveness by improving the skill of "Instilling Trust."

A leader who effectively instills trust:

- Keeps promises
- Is trusted with confidential information
- Is honest in dealing with others
- Demonstrates high ethical standards

This is my Developmental Goal

As my Performance Coach, I need your assistance in these areas:

- Help me choose Skill Building Activities from this CheckPoint Skill Builder
- Hold me accountable to my commitments to learn how to effectively improve in this skill area
- Routinely schedule review meetings
- Provide constructive feedback and coaching
- Encourage me when and if I experience setbacks
- Be there to recognize accomplishments and help celebrate successes
- Make suggestions and hold me accountable for my personal and professional Action Plan

Thank you for taking the time to assist with my personal and professional growth and development.

Respectfully,

Bridget Sample

You will need to have an understanding of the person you are about to coach. Listed below is some information which can increase your effectiveness as a coach.

- This person is expecting you to offer feedback, suggestions and recognition.

- Sometimes people who are being coached may experience a sense of loss. The SkillBuilder process is a process of change. Giving up what they believe has worked and moving to a new leadership skill is a challenging endeavor.

- Be aware the person you are coaching may experience fear of the unknown, anxiety with success and possible failure.

- The person you are coaching needs you to be there for them — to listen, to comfort and to be a friend.

If the person you are coaching does not trust you, the relationship is dead in the water!

Take the risk.

Reinforce the positive.

Use their input.

Say what you will do — and do it!

Treat the person with respect.

Key Ingredients of a Successful Coaching Relationship

The development of leaders is critical to an organization's long-term success. As a coach, you are in a unique role. You have the opportunity to help an individual improve and help the organization leverage its human capital. Coaching in the past depended upon one's position in the company's hierarchy. Today, anyone who has the opportunity to provide a learning experience can be a coach.

The coach may help someone who is struggling with one element of performance, or the coach may help develop strengths for higher levels of contribution. A commitment to helping others will bolster personal productivity and the productivity of the organization.

The key ingredients of a successful coaching relationship are . . .

- **Sense of Purpose:** The coaching relationship has to be a high priority. Coaching is about caring; the coach has talents and experiences and is willing to share both.

- **Communication:** The mode of communication should be comfortable for both parties. Whether in person, by phone and/or via e-mail, both commit to the mutually agreed upon terms, timelines and goals.

- **Trust:** The coach should welcome and keep confidences. The participant must know the coach is honest and follows through on promises. Both will need to avoid trust breaking behaviors such as cancelling appointments, talking negatively or making excuses.

- **Process:** Meetings and other interactions need to proceed at the right pace to meet goals.

- **Progress:** A coach helps the participant as they work through SkillBuilder activities, keeping the coaching process moving toward attainment of the participant's goals.

- **Feedback:** a coach is willing to demonstrate managerial courage by being truthful, straight forward and to the point with positive, constructive feedback.

How does the role of the manager/supervisor and coach differ?

Manager/Supervisor
Tells: A supervisor is primarily concerned about the short-term. "Why haven't you produced this output now?"
Coach
Shows: A coach is more concerned with the medium-term. "Here is how to do this right and how to improve in the future."
Mentor
Asks: A mentor is more focused on the general long-term development of the individual without focusing on specific skills. "What can we learn from this? How would you respond to this differently in the future?"

The Coaching Process

The SkillBuilder was designed to be an interactive process. The coach's role is to provide real time feedback to the participant. The goal is to have an effective coaching experience. The four step coaching model is well researched and will help the participant get the most from the experience.

Experience has shown that if coaching relationships do not follow an intentional process, the relationship tends to diminish over time.

You will be provided a recommended coaching agenda for each of your sessions. The four step coaching model is the basis upon which your agenda has been created.

We know when you follow the step-by-step coaching model a relationship will form easily, work productively and end in a naturally fulfilling manner.

Four Step Coaching Model

Effective coaches. . .

1. Make the coaching experience a high priority.

2. Set high expectations for the relationship.

3. Work with the participant to review the CheckPoint360° Report to identify strengths and development needs.

4. Help the person being coached prepare for meeting with their supervisor to discuss leadership alignment, performance and development goals.

5. Assist in the selection of SkillBuilder activities.

6. Systematically review SkillBuilder progress.

7. Identify other activities that will help the participant's development.

8. Respond to the participant within the agreed time frame.

9. Hold the person accountable for improvement.

10. Follow through on promises and commitments.

What happened prior to starting coaching?

1. **The participant completed a CheckPoint360° assessment.**

   Result: The person has received their CheckPoint360° Assessment Report.

2. **The participant should have reviewed and discussed the results with their manager. In some instances, this may not have taken place prior to the first coaching session.**

   Expected Result: Participant and boss gain alignment as to which leadership skills are critical for the participant's success in a specific position.

3. **Agreement reached between the participant and their boss on the opportunity for development. In some instances, this may not have taken place prior to the first coaching session.**

   Expected Result: Identification, agreement, prioritization and timeline for successful completion for development plan and SkillBuilders.

Coaching Tip:

> "We are told that talent creates its own opportunities. But it sometimes seems that intense desire creates not only its own opportunities, but its own talents."
>
> Eric Hoffer

What trust is. . .	What trust isn't. . .
Believing that words mean what they appear to mean.	Being guilty of believing anything that anyone says is automatically true.
Experiencing actions that are consistent with the verbal or written message.	Trying to "con" others into believing you are something that you are not.
Having faith that people and the organization as a whole will do what they say they will do (credibility of actions).	Being unable to keep confidences.

The Coach/Paricipant Contract

Accountability by both parties in a coaching experience is critical to a successful coaching relationship. It is recommended you use the **Coach/Participant Contract** so coaching objectives are clear and you will know when you have experienced success.

A blank contract form has been provided for you at the back of this Coaching Guide.

THE COACH/PARTICIPANT CONTRACT

Participant Name:

Coach Name:

Contract Start Date:

I agree to abide by the guidelines we have set for coaching.

Participant Signature:

Coach Signature:

Objectives for the Coach/Participant Relationship:

Development Plan: (Define goals to be achieved)

SAMPLE

Anticipated achievement date:

The coach will help achieve these objectives by:

Comments:

Meeting Schedule: (When and Where)

The "Aha" Action Plan

What is an "Aha"?

Have you ever participated in an activity, completed a job assignment or read a book and suddenly a light goes on and you really understand? "Aha!" It is the moment when you connect with an idea and experience a new awareness. You suddenly discover you thoroughly understand a key point personally important to you. We call these times of understanding an "Aha" experience. An "Aha" experience brings relevance to you and the situation. It is the much searched for nugget of knowledge that gives you what you need to begin building strengths and improving in development areas. The person you are coaching should be experiencing "Ahas" throughout this process.

At the conclusion of each SkillBuilder activity, there is an opportunity for the person being coached to capture their "Ahas." If "Ahas" are not being captured, there is a high probability the person is not recognizing critical learning. If you see this happening, you will need to become more directive as a coach and use your questioning skills to help identify and clarify what might be significant "Ahas."

The "Aha" Action Plan is an output generated throughout the SkillBuilder process. You will need to check throughout the process to make sure your participant is capturing their "Aha" moments.

Identifying "Aha's" About the Skill-Building Activities

Your "Aha's"	Action to Take
• It makes no sense to try and do everything. I am wasting my time by doing jobs or tasks that should be done by others in the department. • People want to help and want to do things that will help the Company be more efficient and productive. They also think I am either not trusting of them or do not believe in their capabilities when I perform tasks that clearly they could do. • It makes sense to get the department more involved. • I don't know why I didn't realize earlier that by trying to do everything I was actually holding up the flow of work. • Don't be so quick to decide!! • While it is not my job to make people "like" me, I need to be more aware of people's feelings. • People will be more productive when they feel they can contribute. • Collaborative may be more beneficial than directive.	• I must complete the action plan to delegate tasks as outlined earlier. • Meet with each person in the department to discuss current workload and have a list of my tasks/jobs for delegating to them. • I need to change my habits and free up my thinking. • I need to set new goals for the department to highlight the ability to do more work. • With more time since I began delegating, I can make better decisions. • I need to get more information about who the people are and why they act/react the way they do. • I need to get more input from the people I work with. • I need to know my style better and find a way to change.
SAMPLE	

The "KSS" Method

Once the participant has completed the SkillBuilder activities they will be directed to complete their **Personal Action Plan**. The "KSS" method of development is an integral part of this **Personal Action Plan**.

What is the "KSS" method?

The CheckPoint360° process is based on this simple concept: "If it is to be, it is up to me." Recognize the participant's **Personal Action Plan** needs to not be complex. Most often, the best course of action for personal and professional growth and development is obvious or easy to recognize. The most significant development opportunities take place on the job. This development is totally under the participant's control and requires their commitment to begin the growth process.

To begin this process, you need to assist the participant in using the "KSS" method:

K = Keep doing **S = Stop doing** **S = Start doing**

K *The "K" in "KSS" stands for actions the participant should keep doing because these are things they already do well. Help them to keep doing these things!*

S *The first "S" in "KSS" stands for actions the participant should stop doing. As they analyzed the Feedback Report, they probably recognized behaviors or actions delivering negative results — this was an indication of something they should stop doing.*

S *The last "S" in "KSS" stands for actions a participant should start doing. They have learned things that can be done to enhance effectiveness. Coach them to start doing these things at the earliest opportunity. As they add to their knowledge base and acquire ideas for better leadership performance, habits will form.*

Example: "KSS" Action Plan

Feedback Report		
You	Boss	All
4.33	5.00	3.85

Your Delegating Responsibility Action Plan

What you want to KEEP Doing to delegate responsibly:
I will keep reviewing to find tasks, routines, etc. to delegate.

KEEP Doing

What you are going to STOP Doing to improve your "Delegating Responsibility" skill:
I will stop trying to do everything myself.

STOP Doing

What you are going to START Doing to improve your "Delegating Responsibility" performance:
I want to start knowing my people better to be more confident of their abilities and what they want to do more of.

START Doing

My Statement of Personal Commitment:
I will be sure and delegate as indicated. The benefits would appear to be significant in terms of my time, people's involvement, and expected increase in department productivity and morale.

S A M P L E

I first met with my boss and reviewed my "Delegating Responsibility" Action Plan on 01-02-03

My follow-up meeting with my boss to discuss my progress and to monitor my plan was on 01-15-03

I will complete a follow-up CheckPoint Online Survey to measure my progress by 06-15-03

"I believe managing is like holding a dove in your hand. If you hold it too tightly you kill it, but if you hold it too loosely, you lose it."

Tommy Lasorda

SkillBuilder Activities Common to all 18 SkillBuilders

The SkillBuilder is an internet-based learning tool. Knowing this, you will need a basic understanding of the information being provided to the person you will be coaching. To maximize your effectiveness as a coach you will need to know how the person is being guided through the SkillBuilding Process.
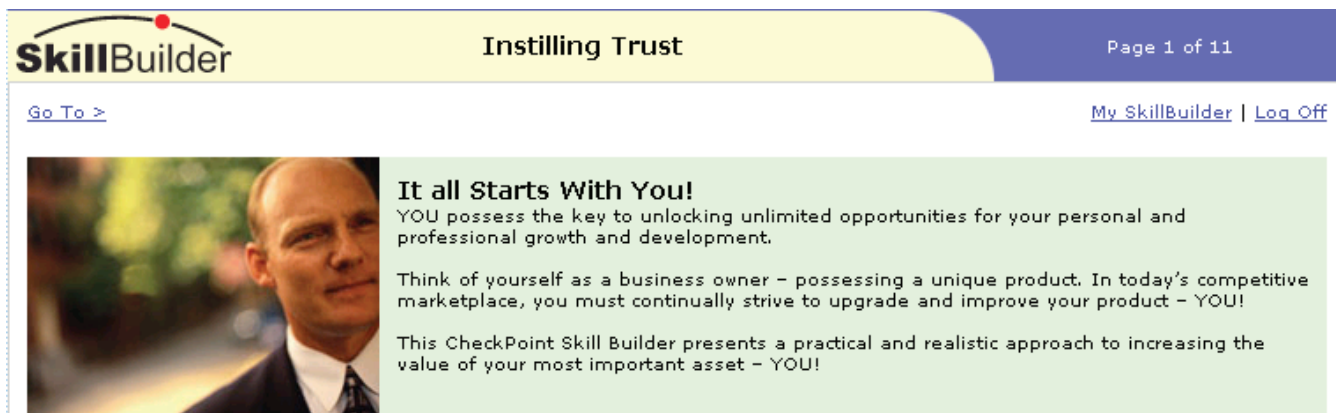
The first set of activities in SkillBuilder directs the participant to a higher understanding of their specific development need. These activities are the same in every SkillBuilder. What makes each SkillBuilder unique is not the activity, but the context of the skill being developed. An agenda has been created for each of your coaching sessions. The agenda will direct you and the participant to these specific activities.

The SkillBuilder, "Instilling Trust," was chosen to demonstrate the uniqueness of the first segment of the SkillBuilder. Remember, these are the same in all SkillBuilder's. What makes them unique is that most participants will respond differently based on the specific leadership skill they need to strengthen or further develop.

Screens 1 and 2: It All Starts With You

Participant Activity:

Why should the participant want the leadership skill of "Instilling Trust?"

> **Coach's note:** The participant and their boss were asked to identify the six leadership skills most critical to success in their current positions. The statement, "You and your boss have identified that this skill group is critically important to you," is placed on all SkillBuilders critical to the participant's success.

Participant Activity:

Why should the participant want to the leadership skill of "instilling trust?"

Go To >   My SkillBuilder | Log Off

CheckPoint Skill Builders involve taking action to improve a specific leadership skill. One step at a time, you will build momentum as you complete this Skill Builder. Utilize the tools provided – read each page and complete all questions and activities.

Do not cut corners! Remember, the time you spend on improving your leadership skill is an investment in YOU!

Critically examine your skills. Excellent leaders view questions, activities and feedback as opportunities to reflect on their current knowledge and learn new ways to enhance their leadership skills.

This CheckPoint Skill Builder focuses on one specific leadership skill. Answer all questions in relation to the specific leadership skill that you wish to improve.

Why do you want to improve the leadership skill of "Instilling Trust"?

Max. 500 Characters

Coach's note: This is your first response by the person being coached. This question will be incorporated into your coaching agenda. Be aware that how the person responds to this question will be your first opportunity to assess their commitment to the process of improvement.

Coaching Tips: Moving from Tactical to Strategic

Tactical: "How"   **Strategic: "What and Why"**

Helping a person see the "big picture" is part of coaching. A coach needs to help the participant look at themselves relating to strategy and tactics. Take this opportunity to elevate the thinking and actions of the participant. Take the time to help them reflect upon the ability to consider the "big picture" view. Introduce strategic thinking by helping the participant recognize patterns and trends, honor priorities, anticipate issues, predict outcomes and develop alternatives.

Screens 3: Understanding Your Development Needs

Participant Activity:

This is the time to determine which behavior or action the participant would like to improve. The participant will select the specific behavior that they want to improve.

SkillBuilder — Instilling Trust — Page 3 of 11

Understanding your Development Needs.

For the remainder of this Skill Builder, you will need to refer to your Feedback Report.

Your Feedback Report indicates a need to enhance and improve the leadership skill of "Instilling Trust." Fully utilize the tips and activities in this Skill Builder to identify actions that will increase your effectiveness in this skill area.

Below are the scores from your CheckPoint Report. This is the time to determine which behavior or action you would like to improve on. Select the behavior which you wish to show specific improvement.

	Behavior or Action	You	Boss	All Observers
⦿	Keeps promises.	4.00	3.00	4.00
○	Is trusted with confidential information.	4.00	3.00	3.67
○	Is honest in dealing with others.	4.00	3.00	3.67
○	Demonstrates high ethical standards.	4.00	3.00	3.33

What do you believe you could do differently to improve this behavior or action?

Max. 500 Characters

How can you immediately implement these behaviors or actions?

Max. 500 Characters

You have taken the first step. Your skill level and effectiveness will improve by putting these behaviors into practice on the job. By completing each exercise in this Skill Builder, you will discover your individual path for continuous improvement. Think of your journey as an arduous, yet exciting adventure.

Coach's note: 1.) Three scores per item assessed are directly imported from the CheckPoint360° assessment. The self (the participant), boss and all observers (peers and direct reports) scores. 2.) The participant is asked to identify the one assessed item that needs immediate improvement. They may need to address more than one, but this should surface in your coaching sessions. 3.) Self reflection: Identify what actions you can immediately take. 4.) Call for action: If you want to do it now, don't wait! Begin doing it now!

Screen 4: Getting to the Real Issue

Participant Activity:

Directions (part one): Are you consistently using these behaviors or actions on the job now? Please check the "yes" or "no" column.

Directions (part two): If you answered "no," write statements for each behavior or action that identifies the real issue you must resolve.

Screen 5: Confirming Your Commitment

Participant Activity:

Is applying "Instilling Trust" behaviors or actions consistent with your natural style? What is the effect on the following people when you do not effectively instill trust: peers, direct reports, bosses, customers and the organization? Write a statement describing your understanding of your specific development needs.

Go To >   My SkillBuilder | Log Off

Confirming Your Commitment
The tough questions.

Natural Style
Natural style is how you perform a specific leadership action without consistently thinking about the action.

Is applying "Instilling Trust" behaviors or actions consistent with your natural style?

(1)   ⊙ Yes   ○ No

Your ability to consistently "Instill Trust" affects many people.
What is the affect on the following people when you do not effectively instill trust?

Peers	,
Direct Reports	,
Boss	,
Customers	,
Organization	,

(2)

Write a statement describing your understanding of your specific development need. (500 Characters Max.)

,

(3)

The statement should:

- Identify your need.
- Identify what the behavior or actions look like.
- Identify the impact of your behaviors and actions when you exhibit them in a less than effective manner

Coach's note: 1.) The importance of natural style: Natural style is how a person performs an action without consistently thinking about the action. It may be possible the expected leadership behavior or action is contrary to that person's natural style. This would not be an accepted excuse for not applying the expected behavior or action. You will need to provide coaching about incorporating the action into their natural style. 2.) Impact of one action: The person is being to asked to identify the affect of their action on a variety of key entities. Their response will clarify if they grasp the reality of their actions on others. 3.) Clarification of one understanding of their specific development needs.

Screen 6: Identifying Your Development Goals

Participant Activity:

Write your development goal for "Instilling Trust."

Coach's note: The foundation for change is laid when one transfers their intent into their commitment to the attainment of a goal. For improvement to be generated, reinforced and sustained, it is critical the participant identify a clear, objective and measurable goal. Don't let the person off the hook with poorly thought out work. Encourage the person to keep working their development goal until they have met your expectations as their coach.

Screen 8: Everyone Needs Feedback

Participant Activity:

Who could provide feedback as the participant is working to improve this skill? The participant is asked to identify two potential performance coaches. Information is provided to help the individual select two great coaches who could coach them through the improvement process.

Go To >   My SkillBuilder | Log Off

Everyone Needs Feedback.
Valid feedback from others, when properly given, can help you successfully meet your goals. Feedback provides you with information on what is working and what is not. In today's rapidly changing environment, lifelong learning is the norm and feedback is the key to that learning and growth.

Performance coaching works! An article in Workforce Magazine, October 2000, describes a study comparing training alone to coaching combined with training. This study showed that training alone increased productivity by 22.4 percent, while training plus coaching increased productivity by 88 percent.

Benefits of a Good Performance Coach.
Developing or enhancing your skills is more likely to be successful with the support and feedback of an effective Performance Coach. When selecting a Performance Coach, carefully consider whether he/she is capable of supporting you in the areas described below. Your Performance Coach could [b]e your boss, a peer or another person whom you respect for [h/h]er experience and knowledge.

An effective performance coach will:
- Help you choose Skill Building Activities from this CheckPoint Skill Builder
- Hold you accountable to your commitments to learn how to effectively improve in this skill area
- Routinely schedule review meetings
- Provide constructive feedback and coaching
- Encourage you when and if you experience setbacks
- Be there to recognize accomplishments and help celebrate successes
- Make suggestions and hold you accountable for your personal and professional Action Plan

Who could provide feedback and coaching as you work to improve your "Instilling Trust" skill? Identify two potential Performance Coaches below. For the moment, you will not make a final selection of a Performance Coach – there are a few more things to consider.

Coach's note: It's critical that a coach be a part of the improvement process. The participant is provided the information to help them evaluate who can best meet their needs. In some companies, this method for selecting a coach will be followed. In other companies, a coach may be appointed or may be the participant's supervisor or manager.

Screen 8: Criteria for Selecting a Performance Coach

Participant Activity:

Select "yes" or "no" under each potential performance coach's name if you believe they meet the criteria.

Coach's note: The participant must identify when they will meet with their coach. Once the participant completes this activity, a memo is automatically created that will include information you, as coach, will need. Please review the e-mail prior to your first session.

Screen 9: Addressing Your Development Needs

Go To >   My SkillBuilder | Log Off

Addressing Your Development Need!
To reach the desired result, it is important to aggressively attack your development need.

Getting right to the point – your goal is to improve your "Instilling Trust" skill. To accomplish this goal, you must consistently apply the behaviors assessed on the CheckPoint Online Survey.

This CheckPoint Skill Builder includes Skill Building Tips and

Activities that can improve your effectiveness in this skill area.

One Last Suggestion Before You Begin Identifying What You Need to do to Improve!

The Power of an "Aha" Experience.
Have you ever participated in an activity, completed a job assignment or read a book and suddenly a light goes on and you really understand? "Aha!" It is the moment when you connect with an idea and experience a new awareness. You suddenly discover that you thoroughly understand a key point that is personally important to you. We call those times of understanding an "Aha" experience.

An "Aha" experience brings relevance to you and the situation. It is the much searched for nugget of knowledge that gives you what you need to begin building strengths and improving in development areas. How many "Aha's" did you experience as you studied your Feedback Report? Did you experience "Aha's" when you participated in the Leadership Alignment/Development Discussion? When you were working with CheckPoint Skill Builders? Identify those "Aha's" and act upon them by putting them in your Action Plan.

Coach's note: The "Aha" experience and the "KSS" method are two concepts critical to the coaching experience. Please familiarize yourself with both concepts and be prepared to share your "Aha" experiences.

Screen 10: Applying "KSS"

Go To >   My SkillBuilder | Log Off

Applying K-S-S
The CheckPoint Process is based on this simple concept: "If it is to be – it is up to me." Recognize that your Action Plan need not be complex. Most often, your best course of action for personal and professional growth and development is obvious and easy to recognize. The most significant development opportunities that await you take place on the job. This development is totally under your control and requires your commitment to begin the process of growth. To begin this process, you need to use the K-S-S Method:

    K = KEEP Doing
    S = STOP Doing
    S = START Doing

Think about your present position and situation. Think about your "AHA's."

K
The "K" in K-S-S stands for actions you should KEEP Doing, which are things you already do well. KEEP Doing those things!
S
The first "S" in K-S-S stands for actions you should STOP Doing. As you analyzed your Feedback Report, you recognized behaviors or actions that bring negative results – it was an indication of something you should STOP Doing.
S
The last "S" in K-S-S stands for actions you should START Doing. You have learned things you could be doing to enhance your effectiveness. START Doing them at the earliest opportunity. As you add to your knowledge base and acquire ideas for better leadership performance, form the habit.

Screen 11: Development Activity Menu

Participant Activity:

The participant will be asked to act upon suggested skill-building tips and to complete on-the-job activities. This is also where the participant will find links for the completion of their "Aha" Action Plan and "KSS" Action Plan.

Coach's note: 1.) The activity menu provides the information, "What I need to know" and the activities, "What I need to do" to improve in a leadership skill area. Ask the person you are coaching to print off the tips for each of the leadership behavior/actions. Help the participant identify two or three tips they will follow to enhance their leadership skills. 2.) When the person clicks on the activity segment of the SkillBuilder they will be directed to complete very specific activities that have been identified to help them make the desired improvement. As the coach, please feel free to add activities you believe would be beneficial.

Congratulations!

The person you are working with has a clear focus of their development needs. When they identified their specific development goal, they accomplished two things. They made a commitment to improve, and they have the desire to work with you as their coach. Now it is time to identify what they need to know and what they need to do to achieve their goal. The information on the next few pages are specific to this unique SkillBuilder.

Tips and Activities Specific to This SkillBuilder

SkillBuilder: Providing Directions

Leadership Action/Behavior: Making Expectations Clear

While the participant is completing the following activities help them to identify the Aha's they experience throughout this SkillBuilder. Encourage them to begin identifying those actions they want to Keep Doing, Stop Doing, and Start Doing.

Activity 1: A delegation checklist has been provided so that the participant can assess how well they have been doing at making expectations clear.

Activity 2: List three obstacles that prevent you from making expectations clear. Determine actions to overcome each obstacle.

- What Ahas did you discover while doing these activities?
- What action is needed to take advantage of your Aha?

Coaches Tip: To effectively provide directions to another you must first make sure they fully understand your expectations. Review the delegation checklist and discuss the responses with the participant. Review each of the obstacles that may be preventing the participant from making their expectation clear. Discuss how they plan to overcome each of the obstacles.

Leadership Action/Behavior: Establishing a Manageable Workload

Activity 1: Five suggestions have been provided on how to establish a more manageable workload. The participant was asked to think about each of the suggestions and develop and action plan or a solution to help establish a more manageable workloads.

Activity 2: List three obstacles that prevent you from establishing manageable workloads. Determine actions to overcome each obstacle

- What Aha did you discover while doing these activities?
- What action is needed to take advantage of your Aha?

Coaches Tip: Thoroughly review the participant's responses. The establishment of a manageable workload will increase the efficiency of both the participants and their direct reports. Discuss their responses. Challenge the participant to implement their actions as soon as practical. Follow up on how they are implementing their suggestions throughout your coaching engagement.

Leadership Action/Behavior: Accomplishing Long-Term Objectives by Planning Incremental Steps

Activity 1: List four long-term objectives of your work unit. Break each objective down into two or more incremental steps.

Activity 2: List three obstacles that prevent you from accomplishing long- term objectives. Determine actions to overcome each obstacle.

- What Aha's did you discover while doing these activities?
- What action is needed to take advantage of your Aha?

Coaches Tip: Review the participant's information from Activity #1 and #2. Discuss the responses with the participant. Follow up on the progress being made towards the accomplishments of the long-term objectives throughout your coaching engagement.

Leadership Action/Behavior: Keeping Focus on the Big Picture While Implementing Details

Activity 1: What is your interpretation of the "big picture" at your company? Do you think your manager's interpretation of the "big picture" is similar or different?

Activity 2: List three obstacles that prevent you from focusing on the "big picture". Determine actions to overcome each obstacle.

- What Aha's did you discover while doing these activities?
- What action is needed to take advantage of your Aha?

Coaches Tip: The view of what is the "Big Picture" will change depending on a person's level in an organization. The "Big Picture" for a front line supervisor may look different from that of the Vice Presidents of Operations". To help the participant understand the concept of the "Big Picture" consider having the participant meet with leaders at different levels of the organization to seek out their understanding of the "Big Picture". The "Big Picture" can be shaped by many different factors. Review the participant's information from Activity #1 and #2. Discuss the responses with the participant. Stay focus on these two activities till you believe the participant has an accurate understanding of the "Big Picture". Monitor their progress at removing the obstacles that may be preventing them from focusing on the "Big Picture".

Coaching Session Agenda's

On the following pages you will find the agenda's for your Coaching Sessions. The coaching agenda's has been created to increase the effectiveness of your coaching session. Please follow the agenda and use the space provided to capture your notes from the coaching session.

Coaching Session Number 1: Providing Directions

Date: _____ Time: _____ Place: _____

Prior to this meeting the person who asked you to be their Coach was asked to deliver the Coaching Memo and the Coaching Guide. This is the recommended agenda for your first formal coaching session. The session can happen face to face or in some situations over the telephone. The length of the coaching session should not exceed sixty minutes. Split the agenda into two sessions if necessary.

1. Introduce yourself to the participant if needed; most often you will already know each other. Remember you are in charge of the meeting. Put the person at ease. Once you have put the person at ease begin the coaching discussion with this question?

   Question to Participant: Could you tell me why you chose me to be your coach?

2. Ask the participant to tell you about their professional work experience, experience with this company and to explain their current job.

3. Share information about yourself. Your professional work experience, experience with the company and your current job.

4. Review the information from the Coaching Memo:

   A. The SkillBuilder is "Providing Directions"

   B. A leader who effectively communicate effectively:

      - Discuss the four leadership actions/behaviors.

   C. The development goal.

   D. The seven areas where the person needs your assistance.

Coaching Session 1, Page 2

Ask the participant, "If we could accomplish three things together while I am coaching you, what would they be". Force an answer either today or at the next meeting.

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Top Three Accomplishments (Objectives for the Coach/Participant Relationship):

1.

2.

3.

</div>

5. Provide a blank copy of the Coach/Participant Contract. Explain this will be a working document. Direct the participant to complete the first five segments (from Coach Name to Objectives for the Coach) prior to the next meeting.

THE COACH/PARTICIPANT CONTRACT	
Coach Name:	Participant Name:
Contract Start Date:	
I agree to abide by the guidelines we have set for coaching.	
Coach Signature:	Participant Signature:
Objectives for the Coach/Participant Relationship:	
Development Plan: (Define goals to be achieved)	
Anticipated achievement date:	
The coach will help achieve these objectives by:	
Comments:	
Meeting Schedule: (When and Where)	

6. Ask the participant to explain what has happen prior to this meeting.

   ⇒ Has the participant thoroughly reviewed the SkillBuilder?

   ⇒ Has the participant met with the boss to discuss the CheckPoint?

7. Discuss the use of the SkillBuilder as a development roadmap. Confirm the importance of being thorough in their approach to the Skillbuilder.

   Explain that the content from the SkillBuilder will be the basis for about seventy percent of the coaching session. The other thirty percent will come from experiences you are having as you work through the change process.

8. Confirm prior to ending the meeting if the participant sill wants you to be their coach.

9. Review first assignment and set the date for the next meeting.

First Assignment:

   A. If the participant has not met with his/her boss to review and discuss the CheckPoint360˚ results, the objective of the next session is to help the participant prepare for this meeting.

   B. Direct the participant to review the CheckPoint results and come prepared to identify what he/she should "keep doing," "stop doing" and "start doing" as a result of the data from the CheckPoint Report.

   C. Bring your CheckPoint 360 Feedback Report and the "Getting the Most from Your CheckPoint" guide.

   D. Bring a completed Coach/Participant Contract to the next meeting.

Date of Next Meeting: _____ Time: _____ Place: _____

Notes:

Coaching Session Number 2: Providing Directions

Date: _____ Time: _____ Place: _____

1. Put the participant at ease. Encourage the identification of topics that the participant would like to discuss. Ask the participant:

   ⇒ What went really well last week?
   ⇒ What challenges did you face?
   ⇒ How did you resolve your challenges?
   ⇒ What were your lessons learned from last week?

   Notes:

2. Have the Participant take you through their CheckPoint 360 Assessment Report. For clarity purpose have the participant use the Getting the Most from Your Report document. As a result of your review what is it that you want to:

   ⇒ Keep Doing?
   ⇒ Stop Doing?
   ⇒ Start Doing?

   Notes:

3. Complete the Coach Participant Contract. Make a copy and give the original to the participant.

4. Review the agenda and discussion points for the upcoming meeting with the participant's boss. If possible, go to CheckPointOnline.com and jointly review the first eleven screens of the SkillBuilder.

5. Set a date for the next coaching session.

Date of Next Meeting: _____ Time: _____ Place: _____

Coaching Session 2, Page 2

Second Assignment: Complete the activities on the first eleven screens of the SkillBuilder.

Screens	1 & 2	It All Starts With You
Screen	3	Understanding Your Development Needs
Screen	4	Getting to the Real Issue
Screen	5	Confirming Your Commitment
Screen	6	Identifying Your Development Needs
Screen	7	Everyone Needs Feedback
Screen	8	**Skip Screen 8**
Screen	9	Addressing Your Development Needs
Screen	10	Applying KSS
Screen	11	Development Activity Menu
STOP		

Notes:

Coaching Session Number 3: Providing Directions

Date: _____ Time: _____ Place: _____

1. Put the participant at ease. Encourage the identification of topics that the participant would like to discuss. Ask the participant:

   ⇒ What went really well last week?
   ⇒ What challenges did you face?
   ⇒ How did you resolve your challenges?
   ⇒ What were your lessons learned from last week?

2. Together go to CheckPointOnline.com. Be prepared to ask very thorough questions as you work through their responses. This session may need to be divided into two sessions.

Screens	1 & 2	It All Starts With You
Screen	3	Understanding Your Development Needs
Screen	4	Getting to the Real Issue
Screen	5	Confirming Your Commitment
Screen	6	Identifying Your Development Needs
Screen	7	Everyone Needs Feedback
Screen	8	**Skip Screen 8**
Screen	9	Addressing Your Development Needs
Screen	10	Applying KSS
Screen	11	Development Activity Menu
STOP		

3. Together, go to Screen 11 and review their responses to the following:

⇒ Aha Action Plan
⇒ KSS Action Plan
⇒ Development Tips & Activity

4. Review the third assignment.

5. Set a date for the next coaching session.

Date of Next Meeting: _____ Time: _____ Place: _____

Third Assignment:

Review the skill building tips and complete the on-the-job activities for the **Leadership Action/Behavior of:**

- *Making Expectations Clear*

- *Establishing a Manageable Workload*

Congratulations!

The completion of the first eleven Skillbuilder screen creates clear focus on the participants development need. When they identified their specific development goal, they accomplished two things. They have made a commitment to improve and they have the desire to work with you as their performance coach. The next three coaching sessions will bring focus to what they will need to know and do to improve in a specific leadership skill area.

Notes:

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Coaching Session Number 4: Providing Directions

Date: _____ Time: _____ Place: _____

</div>

1. Put the participant at ease. Encourage the identification of topics that the participant would like to discuss. Ask the participant:

   ⇒ What went really well last week?
   ⇒ What challenges did you face?
   ⇒ How did you resolve your challenges?
   ⇒ What were your lessons learned from last week?

   Notes:

2. Jointly go to CheckPointOnline.com and review responses to the following:

Leadership Action/Behavior of:

- *Making Expectations Clear*

- *Establishing a Manageable Workload*

Be thorough in your review of the responses.

3. Set a date for the next coaching session.

Date of Next Meeting: _____ Time: _____ Place: _____

4. Review the fourth assignment.

Fourth Assignment:

Review the skill building tips and complete the on-the-job activities for the **Leadership Action/Behavior of:**

- *Accomplishing Long-Term Objective by Planning Incremental Steps*

- *Keeping Focus on the Big Picture While Implementing Details*

⇒ Review, revise and/or update the Aha Action Plan and the KSS Action Plan.

Coaching Session Number 5: Providing Directions

Date: _____ Time: _____ Place: _____

1. Put the participant at ease. Encourage the identification of topics that the participant would like to discuss. Ask the participant:

⇒ What went really well last week?
⇒ What challenges did you face?
⇒ How did you resolve your challenges?
⇒ What were your lessons learned from last week?

2. Jointly go to CheckPointOnline.com and review responses to the following:
Leadership Action/Behavior of:

- ***Accomplishing Long-Term Objective by Planning Incremental Steps***

- ***Keeping Focus on the Big Picture While Implementing Details***

Be thorough in your review of the responses.

3. Review the Coach/Participant Agreement. Determine your progress towards accomplishing the participant's objectives.

4. Set a date for the next coaching session

Date of Next Meeting: _____ Time: _____ Place: _____

5. Review the fourth assignment.

Fifth Assignment:

1. Complete your responses to the Aha Action Plan and KSS Action Plan.

2. Review all of your responses to the SkillBuilder. Be prepared to identify what you will:

   ⇒   Keep Doing
   ⇒   Stop Doing
   ⇒   Start Doing

3. Complete the Online portion of the SkillBuilder by printing your Action Plan. Bring a copy to your final coaching session.

Coaching Session Number 6: Providing Directions

Date: _____ **Time:** _____ **Place:** _____

1. Put the participant at ease. Encourage the identification of topics that the participant would like to discuss. Ask the participant:

    ⇒ What went really well last week?
    ⇒ What challenges did you face?
    ⇒ How did you resolve your challenges?
    ⇒ What were your lessons learned from last week?

    Notes:

2. Review the SkillBuilder Action Plan. Spend additional time around the following two areas:

    • Aha Action Plan

    • KSS Action Plan

3. Review the Coach/Participant Agreement. Discuss the progress the participant has made as a result of the coaching session.

4. Ask the participant the following:

As a result of your participation in the SkillBuilder and Coaching Process:

What are you going to:

    • Keep Doing
    • Stop Doing
    • Start Doing

5. Thank the participant for their hard work they demonstrated in preparation for the coaching sessions and their commitment to the coaching process.

    Notes:

SkillBuilder —
Coaching for Success

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Written by
John F. Bradford, Vice President

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Information Provided by Decision Point LLC
Profiles International Strategic Business Partner
415 Silas Deane Highway Suite 100
Wethersfield, CT 06109
860-563-5759
www.DecisionUSA.com

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