LEADING & COACHING FOR SUPERIOR PERFORMANCE
About the Instructor

- Joseph (Joe) T. McMurry
  - Eleven (11) years of experience teaching organizational leadership and industrial technology courses for Purdue University.
  - Executive positions overseeing all aspects of business, including: operations/manufacturing, organizational development and human resources, engineering, hardware and software development, quality assurance, project management, purchasing, material control and distribution, sales and marketing, contract negotiation and accounting.
  - Education:
    - Masters in Business Administration, Indiana Wesleyan University
    - Bachelor of Science in General Management, Purdue University, Krannert School of Management

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Objectives

At the end of this talk, you should be able to:

- Identify the skills and attitudes needed to be an effective leader and coach.
- Assess your own leadership style and ability.
- Identify employee motivators.
- Define the coaching process and list coaching best practices.
Understanding Me

- Stereotyping

- Halo effect:
  - If overall impression is positive, we ignore negative characteristics and concentrate on positive ones.

- Horn effect:
  - If overall impression is negative, we ignore positive characteristics and concentrate on negative ones.

- Contrast effect:
  - We perceive greater or lesser differences than actually present due to prior exposure.
    - A 6’7” basketball player will make an average man of 5’10” seem short.
Understanding Others

- To effectively lead and coach, we must also understand others.

Self-actualization:
Becoming what you are capable of becoming

Maslow’s Hierarchy of Needs

- Physiological needs: Food, water, warmth, rest
- Safety needs: Security, safety
- Belongingness and love needs: Intimate relationships, friends
- Esteem needs: Prestige, feeling of accomplishment
- Self-actualization: Achieving one’s full potential, including creative activities

Psychological needs

Basic needs

Self-fulfillment needs
McGregor’s Theory X and Theory Y

Theory X:
- Assumes employees are naturally unmotivated and dislike work
- Encourages authoritarian management style

Theory Y:
- Assumes employees are self-motivated & creative and enjoy working
- Encourages participative management style

Key point: Your assumptions can influence your management style.
Motivating Others: Goal Setting

- **Goal setting theory:** Behavior is regulated by values, intentions, and goals.

- Principles to improve chance of success:
  - Clarity: SMART goals
  - Challenge
  - Commitment
  - Feedback
  - Task complexity

  **Key point:** Clear goals and appropriate feedback motivate employees.

1. **Specific**
2. **Measurable**
3. **Attainable**
4. **Results oriented**
5. **Target dates**
Motivating Others: Expectancy

- **Expectancy theory**: Views motivation as the result of three different expectancies:

  - **Effort**: The employee believes that effort will result in acceptable performance.
  - **Performance**: The employee believes that acceptable performance will produce the desired reward.
  - **Reward**: The employee values the reward.

  ![Diagram](image)

  **Key point**: Individuals choose actions they think will provide a reward.
Motivating Others: Equity Theory

- **Equity theory of motivation**: We seek a fair balance between what we put into our work and what we get out.
  - Perceived favoritism can be a result.

**Key point**: Employees are motivated by a positive connection between what they put in and what they get out.
Motivating Others: Contingency

- **Contingency theory** (Hersey-Blanchard):
  - Leadership depends upon the individual situation.
  - No single leadership style can be considered the “best.”

A larger version of this diagram is in your participant's guide.

Clarifying Roles & Objectives

- Clearly explain an assignment and the reason for it.
  - Set specific goals and deadlines for important tasks.
  - Explain priorities for different objectives or responsibilities.
  - Check for understanding of the assignment.
- Provide any necessary instruction on how to do it.
  - Observe operations directly.
  - Ask specific questions.
- Encourage reporting of problems and mistakes.
- Use information from monitoring to guide other behaviors.
Supporting Employees

- Show acceptance and positive regard.
- Provide empathy and support when a person is anxious or upset.
- Bolster the person’s self-esteem and confidence.
- Be willing to help with personal problems.

A leader is only as successful as his/her team.
Developing Employees

Developing subordinates’ skills:

- **Mentoring**
  - Show concern for each person’s development.
  - Promote the person’s reputation.
  - Provide helpful career advice.
  - Help the person prepare for a job change.

- **Coaching**
  - Help the person identify ways to improve performance (be patient and helpful when coaching).
  - Encourage coaching by peers when appropriate.

- **Provide developmental opportunities**
  - Assign appropriate but challenging tasks.
  - Encourage attendance at relevant training activities.
  - Provide opportunities to learn from experience.
Team Member Performance

- What should our employees expect and deserve regarding our reaction to performance problems?
- McMurry’s four (4) questions.

1. Have I given them the **proper tools**?
2. Have I given them the **proper training**?
3. Have I given them the **responsibility** AND **authority** to do their job?
4. Have I gotten **out of their way**?
Employee Coaching

- Coaching:
  - Is an approach to managing people.
  - Creates a motivating climate for performance.
  - Improves the match between actual and expected performance.
  - Increases the probability for employee success.
  - Requires an understanding of yourself and your employees.
    - What motivates employees?
  - Fits with a participative leadership style.
Coaching Process

1. Identify a performance gap
2. Get agreement on the gap
3. Explore causes and solutions
4. Develop a plan of action
5. Assess progress; provide praise

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Coaching Guidelines

- Make it an encounter, not a confrontation.
  - Focus on the behavior, not the person.
  - Use “I” messages, not “You” messages.
  - Ask open-ended questions.
  - Use empathy when appropriate.

- Clearly define consequences:
  - Focus on both positive or negative.
  - Whatever you do, make sure you can follow through!

- Invite options for resolution and offer support.

See additional information on coaching in your participant's guide.
You are a payroll manager supervising 25 people. Your team works in close quarters with little physical separation between work stations. Drew is one of your best performers, yet you have received complaints that Drew tends to sprinkle conversations with rather crude and vulgar references. This is not a team of saints, but some have complained that Drew is crossing the line. You need to talk to Drew.
Objectives

Now that you have completed this workshop, you should be able to:

- Identify the skills and attitudes needed to be an effective leader and coach.
- Assess your own leadership style and ability.
- Identify employee motivators.
- Define the coaching process and list coaching best practices.
Sources