

- ▶ procedures for coaching team members
- ▶ expressions for coaching
- ▶ roleplaying an interview

4.4 Speaking Coaching

Discussion

1 Decide how you would respond as a manager to each of these situations. Choose options from the list a–l.

- 1 A new employee has failed to complete an important project.
 - 2 An experienced employee has failed to complete an important project.
 - 3 A new employee has delighted customers with exceptional service.
 - 4 An experienced employee has delighted customers with exceptional service.
- | | |
|--|-----------------------------------|
| a) fire the employee | g) pay them a bonus |
| b) supervise the employee more closely | h) give them more autonomy |
| c) scream and shout for twenty minutes | i) thank them for their hard work |
| d) have a heart-to-heart talk to identify the causes | j) give them a promotion |
| e) give them a final warning | k) tell them not to overdo it |
| f) do nothing | l) something else |

Reading

2 Read the two procedures for coaching team members and explain why opinions a–f below are incorrect.



Recognizing merit

- 1 Make contact**
 - Set the scene: describe the time, place and situation when the employee's performance was exceptional.
 - Refer to the work in question.
- 2 Give praise**
 - Give a specific example of the facts or results you appreciate.
 - Point out the personal qualities which contributed to the employee's success.
- 3 Conclusion**
 - Explain the positive consequences of the employee's behaviour for the company, the department and for you yourself.
 - Keep the interview short and avoid discussing other subjects: two or three minutes are usually enough.

Constructive criticism

- 1 Make contact**
 - Set the scene: describe the time, place and situation when the problem occurred.
 - Describe the problem and the results.
 - State facts, not opinions.
- 2 Diagnose the problem**
 - Elicit the causes of the problem (behaviour, method, equipment, organization, etc.).
 - Express your opinion.
 - Explain the consequences for the organization.
- 3 Commit to action**
 - Offer suggestions which recognize the employee's good points but eliminate the faults.
 - Invite the employee to make comments.
- 4 Conclusion**
 - Set new objectives, stating the methods to be used and a deadline.

- a) Just let your people know if you're happy with their work: you don't need to go into details.
- b) People know when they've messed up: they don't need me to tell them. I just shout to let them know how I feel about it.
- c) Never mention an employee's qualities, next thing you know, they'll want a pay rise.
- d) Don't expect your assistant to understand what went wrong; if she knew, she'd be doing your job!
- e) Congratulating someone on a job well done is a good opportunity to set them more ambitious objectives.
- f) If it works for the army, it works in business. Tell them to work harder, and no talking back!

Internet research

Search for the keywords *how to manage difficult people*. Draw up a list of your top ten tips.

Listening

3 1:60–1:61 Listen to two interviews between Mrs Gómez, a store manager in the Philippines, and Rafael, a department supervisor. Answer the questions.

- 1 What did Rafael a) do right and b) do wrong?
- 2 How do you think Rafael feels at the end of each interview?

4 1:60–1:61 With a partner, find suitable words to complete the useful expressions for coaching in the checklist. Then listen again and check your answers.

Useful expressions: Coaching

Setting the scene

As you _____, the last three weeks have been really busy.
It _____ there was a problem with ...

Giving praise

_____ to you, everything has gone really smoothly.
I want to say how much I _____ your ...
I'm very _____ for the support you have _____ me personally.
These are qualities the company _____.

Diagnosing a problem

Can you tell me _____ what _____?
Do you have any ideas _____ why ...?

Committing to action

What do you think we can do to _____ this doesn't happen again?
So if you need help, you will _____ to me, won't you?

Concluding

Let's just _____ what we have agreed.
_____ in a month's time to see how you're getting on.
_____, Rafael, and thank you!

5 When giving constructive criticism, asking questions rather than making statements helps to reduce tension and establish a dialogue. Translate Mrs Gómez's thoughts into the questions you heard her use by putting the words into the correct order.

- 1 *I want to see you in my office, now!*
Could / a / have / I / word / just / ?
- 2 *You should know better than to be rude to a customer!*
You / afford / basic / can / can't / care / customer / forget / skills, / to / you / your / ?
- 3 *You're not a beginner any more!*
You've / for, / been / now / three / us / what, / with / years / ?
- 4 *If this happens again, you're out!*
You / can / consequences, / do / don't / have / kind / problem / this / of / realize / serious / you / ?
- 5 *That's all, we've already wasted enough time on this!*
Is / add / anything / like / else / there / to / you'd / ?
- 6 *I take it you understand that.*
Are / comfortable / that / with / you / ?

Roleplay

6 With a partner, take turns to be a manager and an employee. Decide what the employee has done right or wrong, and roleplay interviews recognizing merit or giving constructive criticism. Follow the procedures in Exercise 2.



eWorkbook

Now watch the video for this unit.

Glossary

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elicit
mess up
overdo
praise