

## Introduction

Transforming Kaiser Permanente to meet today's challenges means we are asking a lot from our teams and co-leads. To make massive changes as leaders, your role must build capacity as a co-lead to lead increased performance, to participate in joint decision making and to engage every member of the team in the day-to-day decisions regarding improving the performance of their work unit.

The first step in the process of leading change is to model transformative behaviors yourself. You can:

- coach;
- know when to be facilitative instead of directive;
- ask for feedback so you improve your own performance; and
- give feedback to help your team know what they are doing well and where they can be more effective.

As a co-lead, one of the critical roles you fill is that of a coach to team members (also called coachees) to facilitate their ability to work together for process improvement in their teams. Coaching focuses on the present and requires the coach to be highly self-aware. The goals of coaching are to:

- help a team member/coachee become more self-aware;
- increase a team member/coachee's belief in his/her own skills and ability to manage his/her own behaviors; and
- increase a team member/coachee's ability to develop skills in others.

Make use of the tools in this section to help you be confident and competent in supporting co-leads as they model desired behaviors and lead successful unit-based teams.

### Job Aids, Tools and Templates

- Coaching Basics
- Coaching Conversation Model
- Critical Coaching Skills
- Coaching Skills Self-Rating Form



“My mother said to me, ‘If you become a soldier, you’ll be a general; if you become a monk, you’ll end up as the Pope.’ Instead I became a painter and wound up as Picasso.”

Pablo Picasso, artist

## Coaching Guidelines/Tools



“All my growth and development led me to believe that if you really do the right thing, and if you play by the rules, and if you’ve got good enough, solid judgment and common sense, that you’re going to be able to do whatever you want to do with your life.”

Barbara Jordan,  
U.S. congresswoman

### Purpose

Once you have your UBT formed and you are doing your process improvement work, there may be a need to do some individual coaching with team members who are struggling or seeking guidance. These tools provide methods for you to coach your team members to achieve maximum results.

### Outcomes

When using these coaching tools, you will be better prepared to coach team members to work with maximum efficiency and with effective relationships.

### Instructions

Use the coaching conversation model to guide your conversations when a team member comes to you for coaching. Remember to use questions to pull ideas and solutions out of the person you are coaching rather than telling them your opinion or what you think they should do. It is critical to write down the action steps at the end of the conversation and to offer a follow-up meeting once the person has taken action. This allows the person to come back to you for additional coaching and for you to reinforce their actions and recognize their commitment to trying to make a situation better.

## Coaching Basics

### Who Coaches Whom?

**Sponsors** coach  
co-leads



**Co-leads** coach team members  
and work groups



**Colleagues** coach each other  
(peer coaching)

When you are coaching, you have to excel at:

- building and maintaining rapport;
- asking good questions to facilitate mutual understanding; and
- reflecting back content and coachee feelings.

Coaching sessions may happen in the moment or be planned ahead of time. You might coach to provide guidance or a co-lead/coachee might request help in the form of coaching.

“When speaking with people who are angry or upset, I always find it better to be nice than right.”

Ric Bennewate,  
regional operations manager, NW





## TOOL: Coaching Conversation Model

1. **Ask the person you are coaching to describe the current issue or problem**, with specific examples and a small amount of relevant background.

2. **Ask him or her to describe the ideal outcome**; what is their **specific vision** of how things would be once he or she sorts out the problem.

3. Have a conversation with the person to **identify the obstacles/blocks** that exist between the problem and the ideal outcome.

**Sort them into three groups:**

- Blocks that exist **within the situation itself** (inadequate resources, shifting priorities, understaffed, etc.)
- Blocks that exist **with others** (anxious patient, stressed or indifferent co-worker, manager who you have difficulty working with, etc.)
- Blocks that exist **within the individual** (lack of skill/knowledge, low motivation, feeling overwhelmed, impatient, communication style, etc.)

4. **Jointly brainstorm** ways around these blocks and possible next steps. Agree on an approach and who'll do what by when.

5. **Agree** on when to have another conversation to discuss the outcome of actions determined by the brainstorming.

Source: Colorado Region Human Resources  
<http://coweb.co.kp.org/hr> (KP Intranet only)



## TOOL: Critical Coaching Skills

Review this list of skills to understand specific techniques you might use when coaching a co-lead and to assess any areas where you might need to improve or get more training. Consider practicing one skill per coaching session or highlighting ones you want to further develop.

SKILL	DESCRIPTION
<b>1. Listening actively</b>	<p>Listen to what is and is not said. Note the individual's manner and tone of voice.</p> <p>Paraphrase, mirror or reflect what was said to ensure the message has been understood as intended.</p>
<b>2. Questioning</b>	<p>Use questions to obtain information, establish rapport, clarify or stimulate thought. How they are asked either can facilitate or hinder the process of communicating.</p>
<b>3. Building rapport and trust</b>	<p>Overcome resistance and distrust by concentrating on what you have in common.</p> <p>Be open about your own thoughts and feelings, demonstrate competencies in the individual's area and always have the person's best interests in mind.</p>
<b>4. Being candid and challenging</b>	<p>Speak frankly from your more objective position as a coach. Draw attention to certain issues for the benefit of the other person.</p> <p>Phrase your questions so the other person is challenged. (How do you know that? What evidence do you have for that?)</p>
<b>5. Giving encouragement and support</b>	<p>Encourage individuals and support them in thinking through their commitments to action.</p> <p>Make your actions match your words (that is, if a person needs a coach's support, it is important the coach not give the impression of being too busy).</p>

Source: Interaction Associates  
[www.interactionassociates.com](http://www.interactionassociates.com)



## TOOL: Coaching Skills Self-Rating Form

**Directions:** Please carefully read the statements below and choose the response that best describes your behavior. Using a scale of "1" (Never) to "5" (Always), choose the response that most accurately reflects what you actually do, and not what you believe you should do.

**1. When meeting with a co-lead/coachee, I consciously try to fully "get it" and understand that person's perspective and feel what they are feeling.**

1	2	3	4	5
Never		Sometimes		Always

**2. I spend more time listening when meeting with others than I do speaking.**

1	2	3	4	5
Never		Sometimes		Always

**3. I can modify my coaching and overall approach to best suit the person I am working with and the situation we are discussing.**

1	2	3	4	5
Never		Sometimes		Always

**4. I assist people in considering alternative perspectives regarding a difficult situation.**

1	2	3	4	5
Never		Sometimes		Always

**5. I encourage people to put into motion specific action plans.**

1	2	3	4	5
Never		Sometimes		Always

**6. Where do you see room for improvement?**

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