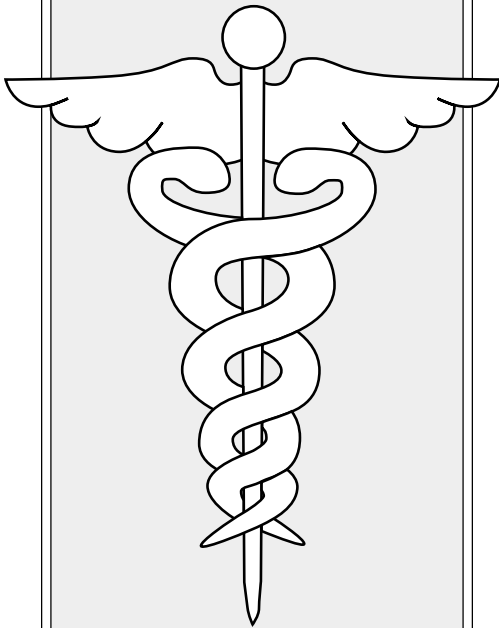**Health & Sciences Television Network, A Division of PRIMEDIA Healthcare**

Coaching Employees through Difficult Situations

EDA 250-0085

presenter

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INTRODUCTION

Employees need help to know how to work through conflict situations, and managers need to know how to help them. This program discusses the benefits of coaching, the characteristics of a good coach, and the fundamentals of coaching. The program also discusses how to motivate employees and suggests ways to modify employee behavior.

TARGET AUDIENCE

The target audience for this program includes nurses, certified professionals in healthcare quality, and pharmacists.

LEARNING OBJECTIVES

After completing this activity, the participant should be able to:

1. describe the factors that affect motivation and discuss how to tap into others' motivation.
2. list several reasons why subordinates do not do what is expected of them.
3. explain factors that affect difficult situations and take actions which address these difficult employee situations.
4. describe ways to influence others' behavior.

CNE Credit: 1.0 Contact Hour—ANCC   8/00
CPHQ Credit: 1.0 CE Hour—HQCB
CPE Credit: 1.0 Contact Hour or 0.10 CEU—ACPE

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Credit Information

This syllabus is designed to be used in conjunction with video program EDA 250-0085 by the Health & Sciences Television Network, a division of PRIMEDIA Healthcare. PRIMEDIA Healthcare is a division of PRIMEDIA Workplace Learning.

This activity for 1.0 contact hour is provided by PRIMEDIA Healthcare, which is accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation.

This activity is also accredited for continuing nursing education in the following states which do not recognize ANCC credits: Alabama Board of Nursing (provider number ABNP0529), California Board of Registered Nursing (provider number CEP10783), Florida Board of Nursing (provider number FBN 2552) and Kansas State Board of Nursing (provider number: LT0166-0750, independent study).

This program has been approved for 1.0 continuing education hour for CPHQ recertification by the Healthcare Quality Certification Board.

PRIMEDIA Healthcare, a division of PRIMEDIA Workplace Learning, is approved by the American Council on Pharmaceutical Education as a provider of continuing pharmaceutical education.

AC PE   CE Credit: 1.0 Contact Hour, or 0.10 CEU
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For questions or general information, please contact:

Director of Education
PRIMEDIA Healthcare
4101 International Parkway
Carrollton, TX 75007
(800) 624-2272, ext. 5312

Upon our receipt of the completed Answer Sheet/Evaluation Form, participants will receive a Certificate of CE Credit within four weeks.

COACHING EMPLOYEES THROUGH DIFFICULT SITUATIONS

At some time or another, most managers and administrators must deal with difficult employees. The problem with the employee does not always require termination. In fact, most companies prefer not to terminate a difficult employee. This can be expensive. It takes time and money to recruit, hire, and train a replacement, and the company already has time and money invested in that employee. Terminating an employee can even cost money in unemployment compensation benefits or a possible wrongful termination suit. This dilemma exists in all companies, healthcare organizations included.

Most healthcare organizations are over-managed and under-led. Consequently, managers and administrators have created more compliance than commitment. Therefore, it is no surprise that managers and adminstrators often deal with motivational challenges. Two organizational cultures that have a large number of de-motivated employees are hospitals and educational institutions.

Signs of performance problems may be evident after a few months on the job. An employee may be consistently absent or tardy. He or she may be unproductive, uncoorperative, and/or blame others for his or her lack of performance. These problems must be recognized and dealt with quickly.

In past years, organizations were usually shaped like pyramids and run by a centralized authority. Businesses today rely less on a centralized authority and more on managers and adminstrators who work as coaches rather than strict authority figures. This is true in the healthcare industry.

COACHING

Yoder-Wise defines *coaching* as a "process that involves the development of individuals within an organization" (p. 272). Coaching can be individual or team oriented. In the coaching process, the employee and his or her manager interact on a regular basis; the ultimate result of this interaction is that the employee functions at his or her optimal level. Coaching is a learned behavior for the manager or administrator and takes time and effort to develop, but the rewards of good coaching can be significant.

Many organizations today are led by coaches. A good coach can improve morale, mediate staff disputes, teach new skills, facilitate team building, and implement change.

BENEFITS OF COACHING

Coaching is a challenging task, but has many benefits, including ("Coaching Employees," 2000):
- ❖ employees learn more about their jobs and perform better.
- ❖ employees develop a sense of loyalty toward you and the business.
- ❖ working conditions are improved.
- ❖ productivity is enchanced and maximized.

CHARACTERISTICS OF A GOOD COACH

A good coach has certain characteristics: he or she is ("Coaching Employees," 2000):
- ❖ confident in the abilities of individuals.
- ❖ enthusiastic.
- ❖ caring.
- ❖ supportive.
- ❖ goal-oriented.
- ❖ knowledgeable.

- ❖ a good communicator.
- ❖ patient.
- ❖ responsive.
- ❖ an excellent listener.

The coaching process also fosters certain behaviors that can be duplicated in the workplace. These include ("Coaching Employees," 2000):
- ❖ mutual respect. Both you and your staff must accept the mutual dependence each has on the other for each of you to succeed. Respect can grow based on the contribution of each party.
- ❖ supportive environment. Where respect exists, the working environment is supportive. An environment that does not foster respect encourages distrust and conflict.
- ❖ trust. Where there is fear, there can be no trust. The workplace must encourage an atmostphere of trust, which includes candor and an acceptance of an intitial level of failure.

MOTIVATION

Motivation taps into what people value, personally and professionally, and reinforces those values to achieve growth and movement toward a vision (Yoder-Wise, 1999). Good coaches create a climate that motivates and inspires their employees.

PRINCIPLES OF MOTIVATION
Principles of motivation include:
- ❖ You cannot really motivate someone else, but you can tap into his or her motivation.
- ❖ Everyone is motivated. We sometimes say that someone is not motivated when we mean is that he or she is not motivated to do what we want.
- ❖ People feel motivated when there is a link between effort, performance, and rewards.

People must feel the effort they put forth leads to an increase in work performance which yields certain rewards they value. If a disconnect between effort and performance occurs, the person feels that, no matter how much effort is expended, it does not make a difference. If a disconnect between performance and rewards occurs, the person may say, "It does not matter how good my performance is because it does not get me anything that I want."
- ❖ Without participation, there is no commitment.
- ❖ People are motivated when you tap into their values for working.

PSYCHOLOGY TODAY POLL

Edward Lawler III and Patricia Renwick asked readers of *Psychology Today* to indicate those job aspects that were most important to them. The top six reader-respondent rankings were, in order of importance:
- ❖ the chance to do something that makes you feel good about yourself as a person.
- ❖ the chance to accomplish something worthwhile.
- ❖ the chance to learn new things.
- ❖ the opportunity to develop new skills.
- ❖ the amount of freedom that you have to do your job.
- ❖ the chance to do the things that you do best.

The amount of pay ranked twelfth out of eighteen items.

MANAGER POLL

Ferdinand Fournies describes in *Coaching for Improved Work Performance* (1999) that 4,000 managers were asked the question "Why don't subordinates do what they are supposed to do?" The following were the top responses:
1. They do not know what they are supposed to do.
   Solution: Clarify and document roles and responsibilities. Schedule a meeting. Have all team members list their roles an responsibilities. Post charts, and have the team add items to the charts. Have the team discuss the items on each individual's chart and agree to and document changes in roles and responsibilities.

2. They do not know how to do it.
   Solution: A good coach is a good teacher. Teaching is a skill involving telling, showing, letting employees try, and praising progress.

3. They do not know that they should.

Solution: Setting clear expectations is extremely important for the coach. Staff must know what winning looks like.

4. There are obstacles beyond their control.

Solution: A good coach teaches employees to focus on things that they can change and not to be consumed by things they cannot change.

5. They do not think it will work.

Solution: A good coach can show employees it will work by engineering some early wins. Results wins over most skeptics.

6. They think their way is better.

Solution: Have dialog with the employee and listen to his or her reasoning. Another way may be better.

7. They are not motivated or have a poor attitude.

Solution: Tap into their values for working, or show them a new job.

8. They are personally incapable of doing it (personal limits).

Solution: Hire people who can do the job. Sometimes the personal limits, however, are self-imposed. If so, show the individual that he or she can do the job by believing in that person and anchoring the self-belief.

9. There is not enough time for them to do it.

Solution: Discuss what they should stop doing in order to make time to perform the task.

10. They are working on wrong priority items.

Solution: Discuss priorities. Parato's principle is that 80% of the results flow from 20% of the activities. A good coach helps find the 20% and has the courage to say no to the less important things. Covey (1993) writes that you can only say no and smile when there is a bigger yes burning inside of you.

11. They think they are doing it (no feedback).

Solution: Provide feedback. Employees invariably say they do not receive enough feedback.

12. They have poor management.

Solution: Get some good management training. Deming, the quality expert, says most quality problems are management problems.

13. They have personal problems.

Solution: Refer employees to an Employee Assistance Program (EAP) or lend a sympathic ear.

FUNDAMENTALS OF COACHING

Good coaches focus on the fundamentals of the game, the "blocking and tackling" of coaching. The following ten factors, listed from least to most important, are the "blocking and tackling" of coaching in a work setting:

10. Approachability of the leader. If the leader is not approachable, he or she gets caught off-guard by problems. All leaders have organizational problems. You hope that your people are not afraid to come to you directly when they have issues with you.

9. Style of dealing with conflict. Some people avoid conflict. When we avoid conflict, we see this big elephant in the room, but we all step around it and do not talk about it. When you avoid conflict, it tends to get worse. On the other hand, others seem to enjoy "a good fight." Both extremes of dealing with conflict are to be avoided.

8. Amount of courage and consideration. I have a theory that we are born with one of these two characteristics, but the second must be cultivated and developed. The person who has courage without consideration may be a detested manager or a dictator. The person who has consideration without courage may be seen as a pushover.

7. Lack of clarity around roles and responsibilities. This is the number three reason why teams fail. Managers and administrators would have fewer "difficult people" if roles and responsibilities were made clearer. You

know that roles and responsibilities are unclear when you hear such comments as:

- "I thought I was supposed to do that."
- "We both did that?"
- "Nobody did that?"

6. Lack of clear direction. This is the number one reason why teams fail. If you don't know where you're going, any road will take you there.

5. Ability to give feedback and frequency of feedback. In general, most employees need more frequent feedback, both positive and negative. Specifically, employees need to be told at least ten times that they are doing something right for every "needs improvement" suggestion.

4. Expressed and wanted control. The FIRO-B is a diagnostic self-test; one of the factors it measures is expressed and wanted control. For example, if you have a high expressed control, and very low wanted control, your personality may appear rebellious when others try to impose influence. On the other hand, the high expressed control may appear invasive to others when this person tries to be the "mother hen" and protect someone who does not want or need protection.

3. Level of trust that has been established. Trust has been called an organization's immune system. Once trust is gone, all sorts of other illnesses begin to invade the organization. Trust is built through making daily emotional "bank account deposits."

2. Amount of communication and ability to communicate. For example, when giving feedback, it is best to use "I" language rather than "You" language. Here is an illustration. If you didn't understand what I'm saying, you could either say: "You are not being very clear" or "I did not understand that last point." The first statement makes the speaker feel attacked and defensive. The second statement makes the other person want to clarify.

1. Expectations. Disappointment is as much about expectations as anything. Setting realistic expectations can help prevent difficult people situations.

BEHAVIOR MODIFICATION FACTORS

Following are some factors that should be considered when attempting to influence or change someone else's behavior. Keep in mind, however, that changing yourself or your own paradigm may be better alternatives. Factors to consider include:

- ❖ modeling the desired behavior.
- ❖ negative reinforcement.
- ❖ modifying the environment.
- ❖ listening actively.
- ❖ solving the right problem.
- ❖ allowing natural consequences.

MODELING THE DESIRED BEHAVIOR
Sometimes actions speak so loudly that people cannot hear what is being said.

NEGATIVE REINFORCEMENT
In this context, negative reinforcement means simply ignoring unwanted behavior. This often works because that which does not get rewarded or recognized does not get repeated.

MODIFYING THE ENVIRONMENT
For children, you just remove the distraction. For adults, one might modify the environment by moving office machinery. For example, if an employee chats for thirty minutes on his or her way to the fax machine, consider putting a fax closer to that person's work area.

LISTENING ACTIVELY
The ticket to influence is understanding, and understanding often comes from active listening.

SOLVING THE RIGHT PROBLEM
Many times, we solve the wrong problem well. For every one person hacking at the root of a problem, there exist thousands hacking at the leaves.

If you do not kill the root, the problem resurfaces and probably is more resilient than ever.

ALLOWING NATURAL CONSEQUENCES

Sometimes, we can allow the "difficult person" to experience the natural law consequences of his or her behavior.

QUESTIONS TO ASK WHEN FACED WITH A DIFFICULT EMPLOYEE

When faced with a difficult employee, ask the following questions:
- ❖ How have I contributed to this problem?
- ❖ What is the difficult person's perspective?
- ❖ Are there risks and if so, what might they be?
- ❖ Has any feedback been given in the past? If people are causing problems, they deserve to be told and to be given a chance to correct things.
- ❖ What is the development level of the difficult person? In other words, are they brand new to the task? If so, they need more direction. If they are fully competent and committed to the task, they may need more autonomy and delegation. If they are somewhere in the middle, they may need coaching or participation.
- ❖ What is the recommended action?

SUMMARY

At some time or another, managers and administrators will be faced with difficult employee situations. Knowing how to coach and motivate employees encourages a better working environment and, in turn, allows better patient outcomes.

DISCUSSION QUESTIONS

1. What are the most difficult employee situations that you face? What have you done to address these situations?

2. What do your employees value most in work? How could you tap into these values for working?

3. How approachable are you? How do you know?

4. Is the direction within your department clear? How could you improve the clarity?

5. How clear are your employees' roles and responsibilities? How could you improve this clarity?

6. Do you provide enough recognition? In what ways could you recognize good performance?

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POST TEST

COACHING EMPLOYEES THROUGH DIFFICULT SITUATIONS

1. The principles of motivation state that you cannot really motivate someone else.
   a. True
   b. False

2. Money is the job aspect that employees list as most important to them.
   a. True
   b. False

3. A more effective employee is:
   a. high in courage, low in consideration
   b. high in courage, high in consideration
   c. low in courage, low in consideration
   d. low in courage, high in consideration

4. The number one reason why teams fail is:
   a. lack of clear direction.
   b. lack of clarity around roles and responsibilities.
   c. too much conflict.
   d. lack of team compensation incentives.

5. _____ has been called the organization's immune system.
   a. Communication
   b. Leadership
   c. Trust
   d. Organizational structure

6. _____ teaches employees what *not* to do, but it does not teach them what *to* do.
   a. Coaching
   b. Punishment
   c. Modeling
   d. Feedback

7. Listening is vital to succcessful manager-employee relationships.
   a. True
   b. False

8. A person brand new to an activity needs more:
   a. direction.
   b. freedom.
   c. participation.
   d. interaction.

9. When there is a link between effort, performance, and rewards, the employee feels:
   a. frustrated.
   b. motivated.
   c. coachable.
   d. promotable.

10. The ticket to influence is:
    a. understanding.
    b. consensus.
    c. teamwork.
    d. problem solving.

ANSWER KEY

COACHING EMPLOYEES THROUGH DIFFICULT SITUATIONS

1. a
2. b
3. b
4. a
5. c
6. b
7. a
8. a
9. b
10. a

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Instructions for CE Credit

To obtain CE credit:

1. Watch the satellite broadcast or videotape.
2. Read the accompanying syllabus.
3. Participate in answering the discussion questions.
4. Take the post test.
5. Complete the answer sheet and evaluation form.
6. Submit forms to site coordinator for processing.

Directions to Site Coordinator:

Before the activity offering date, you will receive a master syllabus containing supplemental reading materials, discussion questions, a post test, an answer sheet and evaluation form, and an answer key.

1. Photocopy the number of syllabi (excluding the answer key) that will be needed for the participants.

2. After viewing the video presentation, have the participants read the syllabus. Then lead a discussion using the discussion questions provided with the syllabus.

3. Following the discussion, have the participants record all information requested in the top part of the answer sheet and evaluation form.

4. Have the participants complete the post test and record their answers on the answer sheet and evaluation form in the spaces provided.

5. Grade the post test for a 70% pass rate.

6. Using the answer key sheet, discuss the answers with the participants.

7. Confirm the identity of the participant.

8. Validate successful completion of the activity by checking the "yes" or "no" pass indicator, and sign your name on the line provided.

9. Mail completed forms to:

   Interactive Education Services
   4101 International Parkway
   Carrollton, TX 75007
   FAX (972) 309-4926

   A CE certificate will be mailed within 4 weeks following receipt of the answer sheet and evaluation form.

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Answer Sheet and Evaluation Form

EDA 250-0085   Title: *Coaching Employees through Difficult Situations*

Name (Please p5rint): _____   Date: _____

Employer: _____ Employer's Telephone: _____

Employer's Address: _____

Social Security Number:*_____   Length of time to complete program: _____

Did you watch the program: ___ live or ___ on videotape; ___ alone or ___ in a group? (Check all that apply)

License Number	Discipline Code	Position Code	Participant's Signature
_____	____ ____	____ ____ ____	_____
Very important*	**See instructions on reverse.**		**To verify your attendance**

*Social Security and license numbers are for internal records and tracking purposes *only*.

Post Test Answers

Use this section to record post test answers, if a post test is provided.

1. ____	4. ____	7. ____	10. ____	13. ____	16. ____	19. ____	Pass: ___Y ___ N (minimum of 70%)
2. ____	5. ____	8. ____	11. ____	14. ____	17. ____	20. ____	Validated by site coordinator
3. ____	6. ____	9. ____	12. ____	15. ____	18. ____		_____

Participant Evaluation

Please circle the response that matches your opinion about this program.

	Strongly agree	Agree	Disagree	Strongly disagree	
1. I was able to achieve each educational objective (see p. 2 of syllabus):					
Objective #1	4	3	2	1	N/A
Objective #2	4	3	2	1	N/A
Objective #3	4	3	2	1	N/A
Objective #4	4	3	2	1	N/A
Objective #5	4	3	2	1	N/A
Objective #6	4	3	2	1	N/A
2. The educational objectives were related to the overall purpose.	4	3	2	1	N/A
3. The Presenter (as sequenced in the syllabus) demonstrated expertise in the subject matter:					
Presenter # 1	4	3	2	1	N/A
Presenter # 2	4	3	2	1	N/A
Presenter # 3	4	3	2	1	N/A
Presenter # 4	4	3	2	1	N/A
Presenter # 5	4	3	2	1	N/A
4. The instructional process was of high quality.	4	3	2	1	N/A
5. The teaching strategies were appropriate.	4	3	2	1	N/A
6. The physical facilities were appropriate.	4	3	2	1	N/A
7. The activity enhanced my professional effectiveness.	4	3	2	1	N/A
8. The topics were current and relevant to my practice.	4	3	2	1	N/A
9. The supplemental written materials were useful.	4	3	2	1	N/A
10. Overall, the activity was effective and met my expectations.	4	3	2	1	N/A

Comments/ Future Topics_____

_____

_____

Send completed forms to:
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Discipline Codes: Instructions

Some of our programs are accredited for more than one discipline. To ensure that we issue each participant a certificate by the appropriate accrediting body, we ask that you supply us with the following information:

1. The two-digit discipline code
2. Followed by the position code

Example: For a medical doctor use: __1__ __0__   __M__ __D__ ___

Discipline	Position Code	Position
10 Physician/ Doctor	DO	Doctor of Osteopathy
	FP	Family Physician
	MD	Medical Doctor
	MSP	Medical Staff Physician
	NP	Nurse Practitioner
	PS	Psychiatrist
	PST	Physician Assistant
30 Nursing	AND	Assistant Director of Nursing
	AHN	Assistant Head Nurse
	ANM	Assistant Nurse Manager
	ARN	Administrator/Registered Nurse
	CCN	Critical Care Nurse
	CM	Clinical Manager
	CN	Charge Nurse
	CNA	Certified Nurse Aide
	CS	Clinical Specialist
	DON	Director of Nursing
	EDU	Education
	EMS	Emergency Services
	HN	Head Nurse
	HSA	Health Support Aide
	IC	In-Service Coordinator
	IVN	IV Nurse
	LPN	Licensed Practical Nurse
	LVN	Licensed Vocational Nurse
	MCN	Maternal Child Nurse
	MSN	Medical Surgical Nurse
	NA	Nursing Assistant/Aide
	NMA	Nursing Management
	NT	Nurse Tech
	ORT	OR Technician
	PAR	Paramedic
	RA	Restorative Aide
	RN	Registered Nurse
	SN	Staff Nurse
	SNC	Senior Nurse Consultant
	SUP	Supervisor
	SUR	Surgical & Anesthesia Services
12 Hospital Administration	HA	Hospital Administrator
	AHA	Assistant Hospital Administrator
	AA	Administrative Assistant
13 Pharmacy	PA	Pharmacy Technician
	PH	Pharmacist

Discipline	Position Code	Position
14 Dietitians/ Dietary	DA	Dietary Assistant/Aide
	DI	Dietitian
	DTS	Dietary Services
	FS	Food Service Preparer
	RD	Registered Dietitian
15 Dietary Managers	DOD	Director/Manager of Dietary
16 Counseling	MHC	Mental Health Counselor
	PSY	Psychologist (non-MD)
	SOC	Social Service
	SW	Social Worker
17 Medical Technology	EMT	Emergency Medical Technologist
	LAB	Pathology and Laboratory
	LT	Laboratory Technologist
	LTA	Laboratory Technician Assistant
18 Physical Therapy	PT	Physical Therapist
	PTA	Physical Therapy Assistant
19 Occupational Therapy	OT	Occupational Therapist
	OTA	Occupational Therapy Assistant
20 Respiratory Therapy	RT	Respiratory Therapist
21 Medical Records	ART	Accredited Records Tech.
	BIL	Billing/Finance
	MRC	Medical Records Clerk
	RRA	Registered Records Admin.
22 Radiology	RAD	Radiologist/Nuclear Med.
23 Medical Sonography	MS	Medical Sonographer
24 Athletic Training	AT	Athletic Trainer
25 Quality Assurance	QIN	Quality Assurance/ Infection Control
26 Activity Director	AAC	Assistant Activity Director
	AC	Activity Coordinator
	AD	Activity Director
35 Case Mgmt	CCM	Certified Case Manager
27 Other	OTH	_____