

Manager as Coach: Managing4Results™ as the Playbook

By Susan Curtin



Insights4Results

Developing Leadership Talent & Succession

Table of Contents

About the Author	3
Introduction	4
Chapter 1: What is Managing4Results™?	6
Part 1: Managing4Results™ Framework	7
Part 2: Managing4Results™ in Action	8
Chapter 2: Case Study: Alcon Laboratories	17
Part 1: Background	18
Part 2: Survey Format	20
Part 3: Sales Manager Survey	22
Part 4: Sales Manager Survey Results	31
Part 5: Sales Representative Survey	34
Part 6: Sales Representative Survey Results	39
Chapter 3: Managing4Results™ Assessment	43
Chapter 4: Implementing Managing4Results™	56

About the Author



Susan Curtin, President at Insights4Results, LLC, is an award-winning organization development professional with over 26 years of experience in employee engagement, leadership development, and succession planning. Susan founded a leadership, talent, and succession management consulting firm, [Insights4Results](#), to fill a need in public and private organizations to develop leadership capacities, thereby ensuring a pool of talent to fill their key positions. Her company has delivered executive coaching services to corporate, public, and non-profit organizations since 2008. Susan created and licensed Managing4Results™, a successful, comprehensive management program that incorporates development of a department managers' role as a coach for ongoing employee engagement and increased retention.

This program helps managers learn “How to be,” “When to do,” and “What to do” in order to build stronger relationships with their direct reports through giving constructive feedback, coaching, and communicating in ways that truly motivate and enable teams to achieve greater results. [Managing4Results™](#) provides a certification program for coaches, consultants, and trainers interested in utilizing this proven training program for their current and future client organizations.

Susan has two decades of successful internal experience coaching and mentoring managers to successfully transition to the next stage of leadership. She has expertise in enhancing and expanding leaders' Emotional Intelligence, interpersonal savvy, and political acumen. She has created award-winning leadership development programs incorporating leadership competencies, coaching and mentoring and designed special action learning projects, recognized for her excellence by ATD and NACO. She taught six years in the ICF-approved Certificate Program, *Coaching for Organizational Excellence*, through San Diego State University.

Susan is a Board Certified Executive Coach, Certified Employee Assistance Professional and has the Master Corporate and Executive Coaching designation. In addition, she is a licensed HeartMath Provider and Coach and completed the first [Conversational Intelligence® \(C-IQ\) Certification program](#), allowing her to incorporate these vital tools and resources into the work she delivers.

Introduction

The task of workplace learning and performance professionals is to equip and empower managers to drive better results, make more informed decisions, and develop strong performers and teams. Managing4Results™ is an intuitive, practical, and diverse teaching model, which guides managers on how to focus their time and energy for optimal results. This model is about learning to apply precise behaviors and timing to make the most of training, coaching, and discipline. Coaching, it turns out, is NOT the answer to all managerial efforts. However, when done at the right time, for the right reason, and in the right way, coaching can influence employee engagement and retention in the organization.

The Managing4Results™ model intuitively charts a path to optimal performance as it draws on principles that managers may already be instinctively using when managing team members at different performance states, and with differing abilities, needs, and levels of autonomy. In particular, this model provides a convenient and consistent guide for managers to assess their staff's competency and independence in a particular task or role, and choose suitable managerial behaviors.

Whether used for coaching, succession, or discipline, Managing4Results™ carries managers on the performance journey from the peaks of development to the valleys of corrective action.

Managers are most effective when they repeatedly achieve their objectives and accomplish results. They are, however, only as effective as the work their performers accomplish. By applying the Managing4Results™ model, managers learn how to accelerate optimal performance by assessing six states of performance and applying the appropriate managing behaviors. By learning how to match performer states to managerial behaviors, managers are able to create better teams that achieve better results.

The Managing4Results™ model equips managers with three key processes: 1) a training process, 2) a coaching process; and 3) a disciplinary process. In each process, the goal is to recognize the performer's state and apply the appropriate managerial behavior. According to Wallace and Trinka's *Leadership and Employee Engagement in Organizations*, "Leadership of the immediate supervisor is more important than any other organizational variable." Therefore, applying the right behavior to the right state may result in an increase in confidence and competence of the performer, and thus employee engagement.

Managers are most effective when they repeatedly achieve their objectives and accomplish results. They are, however, only as effective as the work their performers accomplish. By applying the Managing4Results™ model, managers learn how to accelerate optimal performance by assessing six states of performance and applying the appropriate managing behaviors. By learning how to match performer states to managerial behaviors, managers are able to create stronger teams that achieve better results.



CHAPTER 1

What is Managing4Results™?

SECTION 1

Managing4Results™ Framework

Purpose

Insights4Results obtained a population of managers, from first line supervisors to executive managers, to validate the assessment based off the Managing4Results™ model. This model helps managers decipher what behaviors to apply to employees at different states of autonomy and ability. Insights4Results validated the assessment by designing a survey from both the perspective of the employee and manager.

Benefits

Managers that participated in the survey received an article on the Managing4Results™ model. This article provided beneficial information for managers and how they can use simple managerial behaviors at key times to get the best performance possible. Therefore, managers equipped with this information could apply “How to be,” “When to do,” and “What to do” in real life circumstances to get employees to reach their optimum performance level. This provided a direct benefit to managers seeking to have all employees performing at their best.

Process

There were two options for inviting participants to complete the survey: 1) The organization provided Insights4Results an email list of as many managers, with one or more direct reports, as possible, 2) The organization sent the invitation email and reminders internally.

Each participating manager received an invitation email to fill out the survey and some brief demographic/organizational information (sex, age, ethnicity, years of experience as a manager, number of people in org, type of industry, level in the organization). The information was kept completely confidential with no tie back to the individual. Each manager that completed the survey had access to the Managing4Results™ article to read. The managers had three weeks to fill out the survey with reminders sent out once a week. After the three weeks was over, the survey was closed.

SECTION 2

Managing4Results™ in Action

Managers are frequently pulled in multiple directions, and often set up to fail. In our ever-flattening organizations managers are as committed to their tasks and projects as they are to their performers and teams. While savvy managers fully recognize the value and necessity of developing performers, making the time to do it, and doing it right, this goal is increasingly difficult. Human nature is such that under duress we default to our most developed ability. Unfortunately, our most developed ability may not be the most appropriate resource for managing diverse performers.

The Managing4Results™ model is useful for cutting through the clouds of thought and emotion that arise during these stressful situations. It provides managers with a clear pathway for effectively approaching each performer in order to drive optimal results. By following this model, tending to declining performance is as clear to address as developing high performance. The emotional challenge of addressing declining performance is reduced in three ways: 1) knowing which managerial process and behaviors to apply, 2) establishing appropriate rapport, trust, and collaboration early in the relationship, and 3) attending to the decline as soon as it begins to manifest.

Commonly, managers allocate disproportionate amounts of their time addressing declining performers, thus not allowing time for development of strong performers. A manager's oversight of developing strong performers may result in less productivity disengaged performers, and, consequently, turnover. According to the management consulting company Gallup, \$483 billion to \$650 billion a year is lost in productivity due to disengaged employees. In addition, organizations that were rated the 50 "Best Employers" and invested in their employees, outperformed their competitor's growth rate by 10% (Bilinsky & Calloway, 2006). This familiar behavior is a considerable derailment of succession management efforts. Strong performers – especially Generation X, Y and the incoming Z – expect and deserve attention, specifically through coaching and mentoring.

How to Manage for Optimal Results

Organizations don't reach levels of performance, people do! By effectively managing individuals and teams, goals are met, and organizations are able to thrive and prosper.

In order to bring the model to life we will be building on the following scenario throughout this chapter.

Ginny is a manager in a governmental agency, overseeing a staff of 17 in business services. While she has 15 years of management experience, only the past two years have been at this organization. She has a master's degree in business, and extensive HR experience. The organization has recently completed a competency model for management and staff, with team orientation being incorporated as a core competency. Her challenge now is to take a group of individual performers who have mastered their tasks and retrain them in order to forge a collaborative team environment.

Dianne is Ginny's most senior, autonomous, and able performer in the group. As such, Ginny relies upon her for problem solving and uses the coaching process to encourage and support her. Most recently, Dianne was given the opportunity to train one of the new hires, Fred. This was the genesis of frustration for Dianne, and, by extension, for Ginny. Dianne reported to Ginny her frustration at Fred's slow uptake; he couldn't seem to perform the task as directed.

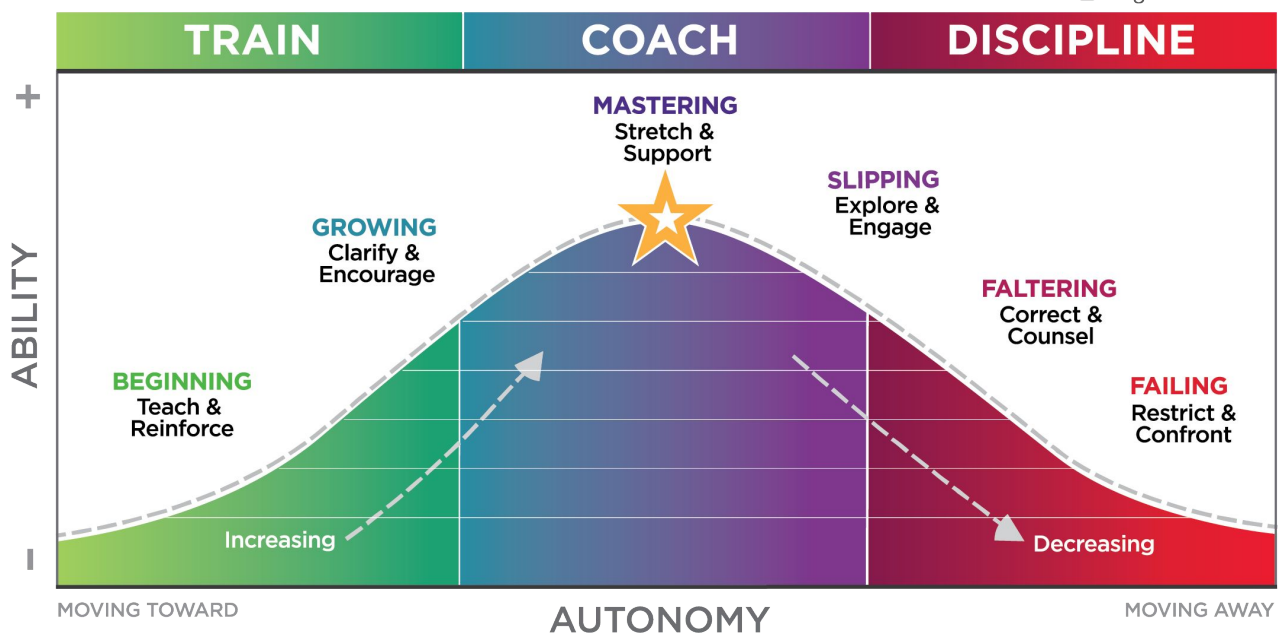
The issue at hand has at least two levels, how does Ginny manage Dianne, and how does Dianne manage Fred. Both Dianne and Fred are at beginning levels at their ability to perform – Dianne at learning how to train, and Fred at learning the new tasks and responsibilities of his new position. By using the Managing4Results™ model, Ginny was able to identify that her normal mode of coaching Dianne was inappropriate for her current relationship with Fred. Rather, a training process was going to produce the best results for both Dianne and Fred.

Managing4Results™ Model

Following is an introductory discussion of the Managing4Results™ model. Optimal performance derives from optimal ability and autonomy. The pathway of managing optimal performance is comprised of three processes: training, coaching, and disciplinary. Each process is made up of two performer states; each state has two management behaviors – one task-focused and one relationship-focused. In total there are six states and 12 managing behaviors.

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BEGINNING STATE

The Beginning State describes a new hire to the position or organization. It also describes an experienced performer who has been assigned a new task or role.

The Gallup Workplace Audit (2000, 2002, 2010), commonly referenced as the Q12 Survey, research on employee engagement confirms that employees are engaged in their work when: they have a clear understanding of what is expected of them, they are provided an opportunity to do what they do best, and they feel valued and appreciated by the organization for their contributions.

In our scenario, Dianne, accustomed to being appreciated for mastery in her role, became frustrated at the lack of appreciation in her new training role. Ginny, continuing to view Dianne as highly able and autonomous, gave her little instruction on how to train a new hire. In the Beginning State, managers should give performers an opportunity to do what they do best by teaching and reinforcing their clear expectations. Teaching – a task-focused behavior to provide information about goals and skills, good examples, and experiences. Reinforcing – a relationship-focused behavior acknowledging what they are learning and incorporating into their new role.

GROWING STATE

The Growing State describes the performer's use of new skills and capabilities by adapting new learning to different situations.

According to Maslow's four stages of learning, development occurs sequentially:

Stage 1: Unconscious incompetence

Stage 2: Conscious incompetence

Stage 3: Conscious competence

Stage 4: Unconscious competence

At the Growing State the performer is moving through Stages 2 and 3.

Dianne, in our scenario, having swallowed her pride, accepted Ginny's teaching relative to new employee training. As Fred's trainer, she was in the Growing State of ability and autonomy. Fred, too, moved to the Growing State of his role. Fred was able to think more critically, analyze changing circumstances, and begin to select among viable alternatives for his new role.

Managers provide performers in the Growing State an opportunity to do what they do best by demonstrating managerial behaviors of clarifying and encouraging. Clarifying – a task-focused behavior for simplifying information and resolving ambiguity, as well as asking the performer for verification of understanding. Encouraging - a relationship-focused behavior to inspire and instill confidence through support, encouragement, and recognition.

MASTERING STATE

A performer in the Mastering State has fully internalized rules, procedures, and processes, and performs effortlessly as though it were second nature to them.

A performer who is peaking in autonomy and ability, or unconscious competence, is in the Mastering State. Managers are typically grateful to have peak performers who are autonomous. These managers often adopt a hands-off approach to Mastering performers, as their hands are full with their own work demands and low performers. The incubating danger of this approach is losing connection and real-time observation of the Mastering performer. Rather, this is the ideal time and circumstance for using the coaching process.

Meanwhile, by drawing on her past successes, Dianne arrived at the Mastering State in training her new employee. As Dianne internalized the practices and behaviors of training, Ginny continued to encourage and support Dianne in her training efforts. Fred, in spite of Dianne's training skill, is still having difficulty grasping the nuances of his role, thus continuing to reside in the Growing State.

Managers provide performers in the Mastering State an opportunity to do what they do best by demonstrating managerial behaviors of stretching and supporting. Stretching – a task-focused behavior to broaden performer's ability and autonomy by providing challenging tasks and assignments. Supporting – a relationship-focused behavior to call forward untapped potential and deepen trust and collaboration.

SLIPPING STATE

A performer in the Slipping State shows a beginning pattern of decline in performance and/or attitude.

The Slipping State can be either a great hidden cost, or an unparalleled ROI of management effectiveness. Managers often miss this state for three reasons: 1) as a result of a hands-off approach, 2) being stuck in their historical perception of the performer in the Mastering State, or 3) their discomfort of having difficult conversations.

Dianne, having reached Mastering in the training skills, was learning the broader role of supervision. She continued to invest time and effort in training Fred, attempting to increase his performance. Ginny, on the other hand, recognized from experience and observation that Fred was slipping. She noticed a small, but definite pattern, of errors and behavioral issues. Ginny role-played with Dianne to clarify how to have the difficult conversation with Fred.

Managers provide performers in the Slipping State an opportunity to return to do what they do best by demonstrating managerial behaviors of exploring and engaging. Exploring – a task-focused behavior to search out and examine the particulars in the attempt to learn facts and feelings about a situation. Engage – a relationship-focused behavior to identify unmet needs and motives and confirm and rebuild trust.

FALTERING STATE

A performer in the Faltering State is demonstrating a noticeable and documented pattern of decline in performance and/or attitude.

Now into the Disciplinary Process, managers must rely on their HR processes and resources to assist in their organization's formal discipline requirements. While HR will determine the specific guidelines and procedures, the managerial behaviors are consistent – correct and counsel.

Dianne, having explored the causes of Fred's errors and behavioral issues, could not effectively reengage him. His performance continued to decline, showing less ability and requiring more time and supervision. Dianne, with a heavy heart, scheduled a formal performance meeting with Fred to create an action plan to improve his performance.

Managers can provide performers in the Faltering State an opportunity to return to do what they do best by demonstrating managerial behaviors of correcting and counseling. Correcting – a task-focused behavior for quantifying the cost and impact of behaviors and clearly communicating what has to change, how, and by when. Counsel – a relationship-focused behavior for engaging in frank conversation about consequences and advising and holding the performer accountable to a clear plan of action.

FAILING STATE

A performer in the Failing State has not been responsive to corrective agreements and actions, persistently demonstrates blaming and lack of accountability for behavior and/or attitude.

Coworkers, frustrated with a poor performer, eventually shift their frustration from the poor performer to their supervisor.

Dianne's efforts to correct and counsel Fred were unsuccessful. While Dianne wished to provide more opportunities for Fred, Ginny could sense the growing criticism in the team and suggested a final meeting with Dianne and Fred. Before the meeting with Fred, Ginny continued to encourage Dianne to be confident in her ability to have the difficult conversation. She focused on her ability to confront Fred with the facts and confirm his understanding of the consequences and timeframe.

Managers can provide performers in the Failing State a final opportunity to return to do what they do best by demonstrating managerial behaviors of restricting and confronting. Restricting – a task-focused behavior for limiting the performer to a few tasks where they have demonstrated their ability and autonomy. Confronting – a relationship-focused behavior with a “last chance” discussion and direct description of performance issues, their impact, and final consequences.

Conclusion

While all efforts were made, Fred was not a good fit for the position. Dianne, on the other hand, went on to expand her repertoire of abilities through Ginny's training and coaching support. Ginny was empowered and recognized for her focus on succession management – the active development of leadership talent. Dianne was identified as a high performer and went on to apply for expanded leadership positions.

The preceding discussion of the performer States and managerial behaviors are easily remembered and applied in one of three processes. The Training Process is first, followed by the Coaching Process and concluding with the Disciplinary Process. For purposes of management in general, and succession management in particular, focusing on the Coaching Process is critical.

Coaching is commonly listed in a manager's job description and competency models. From the perspective of the Managing4Results™ model, this coaching is delivered in the Growing State by coaching a performer in their new role and the Slipping State by coaching a performer when they are slipping in their performance. Unfortunately, they often miss the opportunity to coach for development – the coaching which occurs in the Mastering State.

Managers demonstrate their savvy by masterful use of their time and effort. By applying the Managing4Results™ Model they will:

- Tend to talent in new roles or tasks through training and coaching
- Engage their high performers in the Mastering State through coaching for development
- Deal more swiftly and clearly with declining performance in the Slipping State by coaching for improved performance to avoid the Disciplinary Process

Succession management is not merely relegated to good times or focusing only on senior executives. Succession management is a critical competency for every level of management. The Managing4Results™ model offers a practical and intuitive pathway to optimal ability and autonomy by giving them the tools they need to identify and develop high performers who produce breakthrough results to secure the future of the organization.

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CHAPTER 2

Case Study: Alcon Laboratories

SECTION 1

Background

In 2010, Insights4Results was hired on by Alcon Laboratories, the world's largest eyecare company and consistently ranked among Fortune's 100 Best Companies to Work for. Alcon had been growing globally in sales and market share and had an active and innovative Global Performance Development Team.

Recognizing that effective leadership development of their sales managers, along with consistent processes were fundamental to achieving their global market growth goals, Alcon approached Insights4Results to help assess and refine the sales leadership development process. The objective was to systematically improve Alcon's Commercial Division's sales leader's effectiveness, allow the reps to make better decisions, and focus on growing market share.

Identified Need

Insights4Results approach to fulfill the client's objective covered four aspects of leadership development:

1. Create a Sales Manager Developmental Pathway. This pathway offered graduated levels of learning and development and included assessment and mentoring.
2. Develop a customized coaching method for the managers to use with their reps. Specifically, create a coaching process that is so culturally fitting to Alcon and so intuitive to use that the managers would choose to apply it consistently.
3. Produce a benchmarked screening assessment to help the managers organize candidates into their districts and use the screening information to form targeted development coaching for the new reps.
4. Structure Alcon culture centric learning modules for leadership, coaching, accountability, team management, and business acumen. As the overarching success factor, all learning and development interventions were developed using Alcon culture, language, strategies, and processes. A tight focus was maintained to make the learning seamless to the managers and immediately applicable to their environment.

Solution

By partnering the Global Performance Development Team, Insights4Results was able to fully grasp the company's culture, enabling Insights4Results to create a customized Leadership Development Process for Alcon's managers. Further keys to success included vigorous dialogue with stakeholders and executives and a staged deployment of learning interventions that systematically built manager competence and confidence.

The new Leadership Development Process consisted of four elements:

1. A clear model of leadership competencies and effectiveness providing an outline for effective leadership development and promotion.
2. Staged learning and mentoring for continuously improving leadership practices.
3. A customized coaching model that embraces Alcon's sales management culture and offers immediate improvement to sales representative's performance. The customized A.L.C.O.N model is as follows:
 - **Aim & Agree**
 - **Listen & Learn**
 - **Challenge & Teach**
 - **Options & Opportunities**
 - **Next Steps**
4. An internally tested and validated managing model that identified the 3 key managerial processes, 6 employee states and 12 manager behaviors.

Impact

The customized Leadership Development Process was the most well designed, well executed, and well received program of its kind for Alcon across the globe. Based off the success of this process the Managing4Results™ model was born. This spearheaded the managers' ability to improve decision making, team commitment, and overall accountability toward Alcon's strategy, thus increasing their market share.

The leadership chain, from District Managers to Regional Directors, and Vice Presidents to General Managers, have participated and are applying the tools and processes to improve overall effectiveness and market share. In 2015, an internal survey was completed to confirm the impact of the Managing4Results™ and the Alcon Leadership Development Process on employee engagement and retention.

The following are the actual surveys that were sent to both the Sales Representatives and the Sales Managers and a summary for one of the divisions.

SECTION 2

Survey Format

For Alcon, training, coaching, and development serves as an investment in their representatives for long-term success. It is a strategic investment in winning — developing continuous learners who adapt to change, meet current and future demands, and outperform customer expectations.

In order to further develop its sales representatives, Alcon launched a Customized Coaching Program with Managing4Results™ in 2010. Managing4Results™ is a journey that imparts the critical knowledge, skills, and abilities for being a winning supervisor, manager and leader. It teaches managers “How to be,” “When to do,” and “What to do” to develop all your representatives in achieving the Mastering State, the highest ability and autonomy in their positions, allowing them to achieve the best results for the organization.

As a result of the Managing4Results™, program managers were able to:

- Gain the competence to accelerate results and improve productivity
- Increase their ability to identify coaching vs. training or counseling
- Apply the Alcon coaching model for a repeatable and consistent development conversation
- Apply the tools of EQ, Trust, Behavioral Style and motivators in coaching for peak performance
- Develop more engaged and productive relationships

In addition, this program aids managers to develop stronger relationships with their direct reports through giving constructive feedback, coaching, and communicating messages about compensation that will truly motivate and enable teams to achieve great results.

In order to examine the effects of Managing4Results™ at Alcon, Insights4Results, in collaboration with Alcon’s Commercial Management team, developed and administered a survey. The aim of the survey was to solicit sales representatives’ input on their experience with receiving coaching support from their sales manager and their sales manager’s use of the Managing4Results™ Diagnostic Model and the Alcon Conversational Model. For the purpose of the survey, coaching was defined as a collaboration between the employee and manager that accelerates results and learning through trust and curiosity.

The survey was administered to each of Alcon's Business Units (Vision Care, Surgical, and Pharmaceuticals). Here we will examine the results of the surgical sales team. For the purpose of this study, Surgical will serve as the baseline division in which to compare the other two sales divisions because they are the division to most recently implement Managing4Results™ with their managers and sales team.

Objectives

The survey had four objectives:

1. Survey sales managers to see how their ability to utilize the Managing4Results™ model and, in particular, coaching has served to aid them in their ability to hire, train, develop, and retain employees. Solicit input on any gaps in the coaching program for each business unit.
2. Conduct interviews with sales managers to receive feedback on current training program and their ability to utilize Managing4Results™ Model and Coaching with their sales representatives.
3. Survey sales representative and categorize the survey according to technical skills and their level of "mastering" in order to learn how their sales managers behavior affects their level of engagement and overall job satisfaction.
4. Conducting interviews with sales representatives to learn of their sales managers effectiveness in utilizing the Managing4Results™ Model and Coaching.

This 46-question sales manager survey was administered online using Qualtrics survey software from February 04, 2015 through September 01, 2015. Empty cases were deleted and three responses were deleted because respondents did not select their franchise (n = 38).

SECTION 3

Alcon Global Performance Coaching System and Managing4Results™ Sales Manager Survey

All responses to this survey will remain confidential and anonymous. You will not be able to be identified as an individual or group by participation in this survey. The purpose of this survey is to solicit your input on your experience with providing coaching support and your use of the Managing4Results™ Diagnostic Model and the A.L.C.O.N. Conversational Model. Coaching is defined as a collaboration that accelerates results and learning through trust and curiosity.

This survey will take approximately 15 minutes to complete the 46 items, which include personal demographics. If you are unable to complete this survey in a single sitting, please exit the survey and return at a future date when you have the ability to approximately allot 15 minutes to completing the survey. In responding to this survey, all of replies will remain anonymous. This survey will be repeated at future date.

Throughout this survey, we will be asking about Coaching & therefore, it is important we all have the same definition of Coaching. Just a reminder, Coaching is a collaboration that accelerates results and learning through trust and curiosity. An example of Coaching includes a thoughtful conversation for the purpose of improving the skills &/or behaviors of others so they may be more successful in their position.

1. Are you familiar with Global Performance Coaching (GPC) System?

- Yes (1)
- No (2)

2. On a scale of 1 to 5 with 1 being no familiarity and 5 being extremely familiar, how familiar are you with building a Coaching Environment using Curiosity/DISC/Emotional Intelligence/Trust?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

3. On a scale of 1 to 5 with 1 being no familiarity and 5 being extremely familiar, how familiar are you with diagnosing your Sales Representatives performance using the Managing4Results™ Model?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

4. On a scale of 1 to 5 with 1 being no familiarity and 5 being extremely familiar, how familiar are you with using the A.L.C.O.N. Conversational Model?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

5. Have you attended the GSM1 (Coaching) or GSM2 (Coaching Execution training) which feature the Managing4Results™ & ALCON models?

- Yes (1)
- No (2)

If yes, when was your training completed?

Date _____

If no, what was your reason for not completing the training?

- Missed scheduled training due to illness or personal issue (1)
- Missed scheduled training due to other Alcon related event (2)
- Training has not been offered since I have been in my current role at Alcon (3)
- Training has not been mandated (4)
- I was told by my manager to attend Novartis Coaching2Connect training (5)
- I was told by my manager to attend M1 training (6)
- I do not see the importance of attending the training (7)
- Other (8) _____

6. Are you currently using coaching with the Managing4Results™ Diagnostic Model with your Sales Representatives?

- Yes (1)
- No (2)

If yes, how often are you providing coaching using the Managing4Results™ Diagnostic Model, whether face-to-face or electronically with your Sales Representatives?

- Less than Once a Month (1)
- Once a Month (2)
- 2-3 Times a Month (3)
- Once a Week (4)
- 2-3 Times a Week (5)
- Daily (6)

7. Are you currently coaching using the A.L.C.O.N. Conversational Models with your Sales Representatives?

- Yes (1)
- No (2)

8. How often are you providing coaching using the A.L.C.O.N. Conversational Model, whether face-to-face or electronically with your Sales Representatives?

- Less than Once a Month (1)
- Once a Month (2)
- 2-3 Times a Month (3)
- Once a Week (4)
- 2-3 Times a Week (5)
- Daily (6)

9. If you are not currently Coaching on a regular basis what prevents you from doing so? (Check all that apply)

- Amount of available time (1)
- Skill and/or ability related to Managing4Results™ Model (2)
- Skill and/or ability related to A.L.C.O.N. Coaching Model (3)
- Not interested in coaching (4)
- Do not find value in the Managing4Results™ Model (5)
- Do not find value in the A.L.C.O.N. Coaching Model (6)
- Do not understand the Managing4Results™ Model (7)
- Do not understand the A.L.C.O.N. Coaching Model (8)
- Do not understand building the coaching environment, including Emotional Intelligence/DISC/Trust/Curiosity (9)
- Other (10) _____
- N/A I provide Coaching regularly (11)

10. Are you currently utilizing the Managing4Results™ and A.L.C.O.N. job aid provided to you at the training?

- Yes (1)
- No (2)

11. How and when are you utilizing the Managing4Results™ and A.L.C.O.N. job aid provided to you at training? Write your response below.

12. Are you currently using the Managing4Results™ model and identifying each state in Coaching and/or managing your Sales Representatives?

- Yes (1)
- No (2)

13. How often are you using the Managing4Results™ model with your employees?

- Less than Once a Month (1)
- Once a Month (2)
- 2-3 Times a Month (3)
- Once a Week (4)
- 2-3 Times a Week (5)
- Daily (6)

14. When developing your new Sales Representatives how long of a period of time do they remain in the Beginning state? Write your response below.

15. How many Sales Representatives do you have in the Beginning state? Write your response below.

16. When developing your Sales Representatives how long of a period of time do they remain in the Growing state? Write your response below.

17. How many Sales Representatives do you have in the Growing state? Write your response below.

18. When developing your Sales Representatives how long of a period of time do they remain in the Mastering state? Write your response below.

19. How many Sales Reps do you have in the Mastering state? Write your response below.

20. You have an employee who is growing in role, what are the managerial behaviors that you apply in coaching for performance? (Check all that apply)

- Teach & Support (1)
- Clarify & Encourage (2)
- Stretch & Grow (3)
- Investigate & Re-engage (4)
- Correct & Counsel (5)
- Restrict & Confront (6)

21. If someone is at the Mastering state and you are stretching and supporting them, what are some examples of how you stretch and support? Write your response below.

22. When someone is in the Slipping state and you are coaching for improved performance, what is a common challenge you face? Write your response below.

23. For your employees at the Mastering state who want to be promoted how has the Managing4Results™ model helped you with developing this individual? Write your response below.

24. For your employees at the Mastering state who do not want to be promoted how has the Managing4Results™ model helped you with developing this individual? Write your response below.

25. How has the Managing4Results™ model benefited you as a manager? Write your response below.

26. Do you believe that the current Managing4Results™ model needs to be changed?

- Yes (1)
- No (2)

If yes, in the Slipping State do you think explore and engage is a better choice for managerial behaviors than investigate and re-engage?

- Yes (1)
- No (2)

27. How does the Managing4Results™ model need to be changed? Write your response below.

28. Why do you think the Managing4Results™ model needs to be changed? Write your response below.

29. At what state would you rate your coaching skills?

- Beginning (1)
- Growing (2)
- Mastering (3)
- Slipping (4)
- Faltering (5)
- Failing (6)

30. Is there a particular Coaching skill and/or behavior that you would like to develop?

- Yes (1)
- No (2)

If yes, what skill and/or behavior? (Check all that apply)

- Teach & Reinforce (1)
- Clarify & Encourage (2)
- Stretch & Support (3)
- Investigate & Re-Engage (4)
- Correct & Counsel (5)
- Restrict & Confront (6)
- Listen (7)
- Challenge (8)
- Observe (9)
- Encourage (10)
- Inquire (11)
- Emotional Intelligence (12)
- Curiosity (13)
- DISC (14)
- Trust building (15)

31. Why do you believe that you need to further develop this skill and/or behavior? Write your response below.

32. In your role as a coach, what are the coaching skills and behaviors you utilize during your A.L.C.O.N. coaching conversation? (Check all that apply)

- Listen (1)
- Challenge (2)
- Clarify (3)
- Observe (4)
- Encourage (5)
- Inquire (6)
- Aim (7)
- Agree (8)
- Teach (9)
- Your ability to explore options and opportunities (10)
- Your ability to gain commitment on next steps (11)

33. Think of a time that you coached your representative on a specific skill, how did that skill development influence customer conversion and influence overall sales. Write your response below.

34. Are you currently using the Field Visit Report or Field Coaching Report when coaching your Sales Representatives?

- Yes (1)
- No (2)

35. How can we support your ability to better coach your Sales Representatives going forward? Write your response below.

36. Do you believe that the current A.L.C.O.N. (Aim & Agree, Listen & Learn, Challenge & Teach, Options & Opportunities, Next Steps) model for coaching needs to be changed?

- Yes (1)
- No (2)

37. Do you find the following option for the A.L.C.O.N. model to be more clear and easier to apply? Ask, Listen, Clarify, Options, Next Steps.

- Yes (1)
- No (2)

38. Does the Managing4Results™ model and A.L.C.O.N. model need to be customized for each of the franchises?

- Yes (1)
- No (2)

If yes, how? Write your response below.

39. How many years have you been a Sales Manager at Alcon?

- Less than a year (1)
- 1 - 3 years (2)
- 4 - 6 years (3)
- 7 - 9 years (4)
- 10+ years (5)

40. What is your current franchise?

- Pharma (1)
- Vision Care (2)
- Surgical (3)

CONFIDENTIAL

SECTION 4

Sales Manager Survey Results

Part 1

What is the sales manager's ability to utilize the Managing4Results™ Model and, in particular, how has coaching aided them in their ability to hire, train, develop and retain employees?

On a scale of 1 to 5, 1 being no familiarity and 5 being extremely familiar, 77% were very to extremely familiar with building a Coaching environment using Curiosity/DISC/Emotional Intelligence and Trust. There were 73% who were diagnosing their sales representatives using the Managing4Results™ model, while 67% of participants were utilizing the job aide to assist them. They stated they use it during field rides or on a daily basis if the situation is appropriate, noting that they keep it in their briefcase and reference it on a regular basis.

Part 2

What is the sales manager's ability to utilize the Managing4Results™ Model and Coaching with their sales representatives?

93% of the sales managers were using coaching with the Managing4Results™ Diagnostic Model with their sales representatives. 92% were coaching their sales representatives from once a month to 2-3 times a month. For those who were unable to provide coaching on a regular basis, they stated it was due to the amount of time they had available. One participant shared they were "still in survival mode."

Additional feedback provided recommended finding ways to naturally integrate the coaching in normal day-to-day conversations. There is increased focus while in the field or during review time. As one manager noted, "I feel it is best to provide Coaching as quickly as possible after seeing a coaching opportunity."

When asked what managerial behaviors they apply to someone in the Growing State, 88% answered correctly with Clarify and Encourage. They also provided the following examples of how they provide Stretching and Support to someone in the Mastering State:

- "One-off projects to stretch their knowledge or have them prepare a training session on a specific topic for the rest of the division."
- "Run meetings, lead conference calls, share success with peers using new product."
- "Developing content for a Division meeting."
- "Work directly with contracts/legal to gain exposure to negotiations."

- “Opportunities to coach others.”
- “This is where I have seen some good significant value as Managing4Results™ gives me a tool to, not only document a strategy, but execute against that strategy to assist the sales representative.”
- “The Stretch and Support buckets with those in the Mastering State have been helpful in my approach in engaging these individuals. For example, Stretch uses Brainstorming for options/opportunities, and identifying next level of success and goals. Meanwhile, Support helps identify untapped potential, deepen trust, and collaborate with the employee.”

When asked what was the common challenges they faced with someone in the Slipping State when coaching for improvement, the following was listed:

- “I had 2 sales representatives who were in the Slipping State and both are no longer at Alcon. I had two very different approaches to improve performance and both had a similar challenge of not being able to adapt to changing market, industry, technology, and company culture.”
- “Getting the person to agree they are in the Slipping State and then finding corrective steps to take in order to get them out. The buy-in is often times the most difficult.”
- “Re-engaging them, getting them to acknowledge there is an issue and getting them to take ownership of it.”
- “Getting them to accept that their performance is not what it used to be...acknowledging the Slipping. It is something we can easily address if they desire.”

When asked how the Managing4Results™ Model benefited them as a manager, these were some examples of their responses:

- “It gives me structure to approach coaching.”
- “It allowed me to have a tough conversation with a Representative that was Faltering.”
- “Easy identification of progress of the employee.”
- “Helped me diagnosis my team skill sets.”
- “Created structure to consistent verbiage for coaching and communication.”
- “Provided a basic model that was easy to understand.”
- “It provides an excellent roadmap for successful motivation leading to increase performance.”

Part 3

What are the demographics of the sales managers?

88% of participants completing the survey had also attended a Coaching Execution training, which included the Managing4Results™ and A.L.C.O.N. model. Those who had not attended the training were less likely to complete all the questions in the survey.

Approximately 30% of the participants surveyed indicated they had been sales managers with Alcon for over ten years, another 43% had been in their roles for 4-9 years. The majority of the participants (68%) rated their current coaching skills as in the Growing State, followed by 20% whose skills were in the Mastering State.

SECTION 5

Alcon Global Performance Coaching System and Managing4Results™ Sales Representatives Survey

This year, we are focusing on the fundamentals to coach and develop our people better. The intent of this additional coaching effort is to increase sales results while at the same time improving everyone's level of engagement and satisfaction. This survey is just one of the many tools being implemented in this initiative. This coaching benchmark survey will provide a snapshot of where we are now & where we need to go in the future. We need your confidential input on your coaching experiences/support you have received thus far from your Sales Manager(s).

Throughout this survey, we will be asking about coaching and, therefore, it is important we all have the same definition of coaching. Coaching is a collaboration or two way conversation that accelerates results and learning through trust and curiosity. An example of coaching includes a thoughtful conversation for the purpose of improving the skills and/or behaviors of others so they may be more successful in their position. The purpose of this survey is to create a benchmark for how well we are coaching and developing our organization

All responses to this survey will remain confidential and anonymous. You won't be able to be identified as an individual or group by participation in this survey. This survey will take approximately 15 minutes to complete including personal demographics.

1. How confident are you in your ability to successfully sell your products here at Alcon?
 - No confidence (1)
 - Low confidence (2)
 - Reasonable confidence (3)
 - High confidence (4)
 - Very high confidence (5)

2. What is your current level of motivation when selling your products?
 - No motivation (1)
 - Low motivation (2)
 - Reasonable motivation (3)
 - High motivation (4)
 - Very high motivation (5)

3. What would aid you in increasing your level of motivation when selling?

- More clear and consistent objectives and expectations (1)
- Coaching provided by your manager (2)
- Increase in meetings detailing what you are to do (3)
- I do not need to do anything to increase my level of motivation (4)
- Other (5) _____

4. Is your Sales Manager's direction and expectations clearly communicated in a way that is easily understood?

- Yes (1)
- No (2)

5. Are you currently receiving coaching in order to increase your performance and/or increase your effectiveness?

- Yes (1)
- No (2)

If yes, do you believe that the Coaching provided to you by your manager has allowed you the ability to become a better Sales Representative?

- Yes (1)
- No (2)

6. What benefits have you received from the Coaching provided by your manager? (Check all that apply)

- Increased my sales (1)
- Has provided me with more confidence related to my ability to perform my job (2)
- Increased my Technical Knowledge (3)
- Increase my Interpersonal Skills (18)
- Increased my ability to use PLAN IT / Prepare for Success, Develop Influence (5)
- Increased my ability to use LASR / Identify Needs, Communicate Impact, Overcome Barriers(6)
- Increased my ability to use the 3 S's / Gain Commitment to close (12)
- Increased my ability to deliver the product Brand Message/Story (13)
- Increased my ability related to execution/call metrics (7)
- Increased my ability to interact with multiple products (8)
- Other (9) _____

7. Do you think you would benefit from additional coaching?

- Yes (1)
- No (2)

If no, why are you not interested in receiving more coaching at this time?

Click to write your response (1) _____

8. What benefits do you think more coaching will provide you in the future? (Check all that apply)

- Increase in my sales (1)
- Increase in my motivation (10)
- Increase in my technical product knowledge (12)
- Increase my Interpersonal Skills (22)
- More confidence related to my ability to perform my job (2)
- Increase in my ability related to KPI/targeting (3)
- Further my commitment to the 3 S's / Gain Commitment (4)
- Increase in my ability to use PLAN IT, Prepare for Success, Develop Influence (5)
- Increase in my ability to deliver the product Brand Message/Story (6)
- Increase in my ability related to execution/call metrics (7)
- Increase in my ability to interact with multiple products (8)
- Increase in my ability to use LASR / Identify Needs, Communicate Impact, Overcome Barriers (11)
- Other (9) _____

9. I believe my Sales Manager has effective coaching skills?

- Yes (1)
- No (2)

10. Have you ever asked for coaching from your Sales Manager?

- Yes (1)
- No (2)

If no, what has prevented you from asking your Sales Manager for coaching?

- Limited access to my Sales Manager (1)
- Level of confidence in my Sales Manager to provide the necessary Coaching (2)
- Time limitations (3)
- The amount of work that I have has not allowed for the opportunity to seek out Coaching (4)
- Other (5) _____

11. What actions or skills do you think your manager needs to take in order to be a better coach? (Check all that apply)

- Schedule 1:1 meetings (1)
- Be more open minded (2)
- Be more of an active listener (3)
- Demonstrate more patience (4)
- Better clarification of expectation (5)
- Be more encouraging (6)
- Challenge my thinking (7)
- Inquire more (8)
- Become better at observing (9)
- Become more of a teacher (10)
- Reinforce my successes more (11)

12. If you wanted to achieve a state of Exceeding Expectations in your current position what would be a helpful tool for getting you there? (Check all that apply)

- Coaching provided by my manager (1)
- More clear and consistent objectives and expectations (2)
- Better understanding of what will be required for me to reach a Mastering level (3)
- I don't know (4)
- Other (5) _____

13. Are you routinely receiving a field coaching report from your manager?

- Yes (1)
- No (2)

14. How timely is your field coaching report sent to you?

- Immediately
- One day
- Two days
- Other

15. As a tool to improve communication between you and your manager to improve skills, how valuable is your field coaching report to you?

- Not valuable (1)
- Low value (2)
- Reasonable value (3)
- High value (4)
- Very high value (5)

16. Do you reference your field coaching report after reading it once? If so, how do you use your report to work better?

- Yes (1)
- How Often (3) _____
- No (2)

17. Have you begun conducting business reviews with your manager using the new template?

- Yes (1)
- No (2)
- Other (3) _____

18. Did you receive additional business acumen/marketplace coaching from your manager?

- Yes (1)
- No (2)
- Other (3) _____

19. What business review skill(s) do you need your manager to discuss/coach with you?

20. How long have you been employed at Alcon?

- Less than a year (1)
- 1 - 3 years (2)
- 4 - 6 years (3)
- 7 - 9 years (4)
- 10+ years (5)

21. How long have you been a Sales Representative at Alcon?

- Less than a year (6)
- 1 - 3 years (7)
- 4 - 6 years (8)
- 7 - 9 years (9)
- 10+ years (10)

22. How long have you reported to your current Sales Manager?

- Less than a year (6)
- 1 - 3 years (7)
- 4 - 6 years (8)
- 7 - 9 years (9)
- 10+ years (10)

SECTION 6

Sales Representatives Survey Results

The Sales Representative survey consisted of 20 questions and was administered to 35 surgical sales representatives. While it had a 100% response rate, it is noted that not all 35 participants answered every question. All responses to the survey were anonymous and no personal identifying information was obtained.

The survey asked participants questions on four topics:

1. Personal Assessment of Motivation and Confidence in Role
2. Coaching
3. Familiarity with Managing4Results™
4. Demographics

Part 1: Personal Assessment of Motivation and Confidence in Role

When examining the results of the survey related to representatives' confidence in their ability to successfully sell products at Alcon, it is seen that the majority of representatives (19 of 35) reported very high confidence, followed by 14 representatives reporting high confidence, and 2 representatives reporting reasonable confidence for a total of 35 responses.

Motivation for selling products amongst the Surgical sales team appears to be high at Alcon. Of the 35 representatives surveyed 18 reported high levels of motivation when selling their products, 15 representatives stated they have very high motivation, and 2 representatives reported reasonable motivation for selling their products.

When asked what would aid Surgical sales representatives in increasing their level of motivation when selling, the majority of representatives (17 of 35) reported that they did not need to do anything. Of the remaining representatives 2 reported that they needed more clear and consistent objectives/expectations, 2 reported that they needed their managers to provide coaching, and 14 representatives reported *other*. Of the representatives that selected *other* the majority stated there needed to be more financial incentives. Sales representatives also reported the need for decreasing the number of products on backorder, an increase in training for support teams, increase in training on product differentiation, the need to pay commissions correctly, and increased systemwide communication.

Part 2: Coaching at Alcon

Part 2 focused on communication, managerial coaching, and the representative's perceived benefits of coaching. Nearly all respondents survey (34 of 35) reported that their sales manager's direction and expectations are communicated in a manner that is easily understood.

When asked if Surgical sales representatives are currently receiving coaching in order to increase their performance and/or effectiveness, 29 of 35 representatives reported that they are receiving coaching. Of the employees that are receiving coaching the majority of Surgical Representatives (27 of 28) at Alcon stated that the coaching they are receiving from their managers has allowed them the ability to become better sales representatives.

The top perceived benefits as reported by the survey are related to an increase in sales, increase in confidence related to their ability to perform their job, increase in technical knowledge, and an increase in their ability to deliver the product's brand message. Furthermore, 12 of 34 representatives believed they would benefit from additional coaching. There were a wide variety of reasons stated by the 22 representatives that believed they do not need any additional coaching, however the most common responses are related to the amount of time it requires and a lack of perceived benefit of coaching. The majority of representatives stated that they believed additional coaching would serve to increase their technical product knowledge and increase their sales. When Surgical sales representatives were asked if they believed their sales manager has effective coaching skills, all respondents (31 of 31) agreed. Meanwhile, 22 of 31 representatives reported they had asked their sales managers for coaching.

The final question on coaching asked sales representatives to report the actions or skills that they believed their managers needed in order to become better coaches. Based on the results, it is seen that sales managers need to primarily focus on their ability to schedule one-on-one meetings, be better active listeners, reinforce their representative's success, be more open-minded, challenge their representative's thinking, and inquire more.

Part 3: Familiarity with Managing4Results™

Part 3 focused on the Surgical sales representatives familiarity with the use of Managing4Results™ at Alcon and in their relationships with their sales managers.

Out of 28 respondents, 19 stated they are familiar with the Managing4Results™ model. Of those 19 respondents, 14 stated they are at the Mastery State and 5 stated that they are in the Growing State. For the representatives that are not in the Mastering State, they stated that an increase in coaching by their sales manager, utilization of Global Performance Development, and technical training will allow them to reach this state.

Part 4: Demographics

The majority of participants surveyed (19 of 27) stated they have been sales representatives with Alcon for over ten years, which serves to positively correlate with the number of representatives in the Mastery State. Four representatives have been with Alcon between seven and nine years, one employee reports being in their role between 4-6 years, and three representatives have been with Alcon for less than three years. Of these respondents 13 stated that they have reported to their current sales manager for 1-3 years, seven have reported to their manager for less than a year, five have reported to their manager for 7-9 years, two have reported for 4-6 years, and one representative has reported to their sales manager for 10+ years.

SECTION 7

Conclusion

As a result of working with the Managing4Results™ model, Alcon was able to foster a culture where management at all levels were successfully onboarding new employees and coaching in the three employee States: Growing, Mastering, and Slipping. There was a shared language and understanding about what State employees were at, and what was needed to change for them to successfully move to the next state. The Managing4Results™ model replaced the use of Situational Leadership®, which had been in place when Insights4Results began working with Alcon in 2008.

Based on the successful implementation of Managing4Results™, it became apparent that other organizations could also benefit from the use of this influential model. In 2014, Insights4Results designed a program that could be purchased by organizations as a license or Consultants/Coaches/Trainers who could be certified to deliver the program to their clients.

Since making the program available for purchase, it has already been licensed to Galderma Pharmaceutical, Tear Lab, and Vizient, who all ultimately replaced Situational Leadership® with Managing4Results™. We have certified three coaches and three consultants in delivering the program to their clients.

Learn more about how you can purchase Managing4Results™ on page 58 of this book or on our [website](http://www.insights4results.com) at www.insights4results.com.



CHAPTER 3

Managing4Results™ Assessment

Managing4Results™

Assessment Validation

1 Your performer has made a mistake again on a new assignment. You're frustrated because you've explained it several times and they got it right once.

You as a manager would:

- A. Clarify to the performer the goals of the assignment and encourage that the performer does it correctly next time.
- B. Stretch performer by discussing what assignments they might like and support them in achieving those goals.
- C. Teach the performer to refer back to the time they completed it successfully and reinforce it by having them explain the steps to you.
- D. Restrict the performer from the assignment and confront them about why they are unable to do it correctly.

Please provide any comments:

2 Your performer is accomplishing their recently assigned tasks with less supervision. In addition, they have started to ask questions about tasks they have not been trained on yet.

You as a manager would:

- A. Stretch the performer to continue learning as much new information as possible and support them in taking on as many tasks as they would like.
- B. Clarify the performer's interest in the new tasks and encourage them to gain more experience with current tasks.
- C. Explore the performer's motivation about their current tasks and reengage them in those tasks.
- D. Teach the performer what their tasks are and reinforce that those tasks are the most critical.

Please provide any comments:

3 Your performer is performing their job effortlessly and presents you with a proactive proposal on how to improve the efficiency of their job.

You as a manager would:

- A. Explore what inefficiencies the performer has with their job and re-engage in conversation about why the procedures are done that way.
- B. Stretch the performer to find ways to implement their ideas and support them with the resources they need.
- C. Correct the misinterpretations of the current procedures and counsel the performer to stick to the procedures that are required.
- D. Clarify the importance of the current procedures and encourage the performer to continue to be proactive.

Please provide any comments:

4 Your performer has historically done a great job in their role. However, lately there have been a few times when their performance has been below expectations.

You as a manager would:

- A. Correct their performance and counsel them on what will happen if the lower performance work continues.
- B. Restrict the performer from extra activities and confront them on their lower level of performance.
- C. Stretch the performer by introducing new and more interesting tasks and support them while learning.
- D. Explore how the performer is doing overall and re-engage them in their higher quality work.

Please provide any comments:

5 Your performer has been coming in 15 minutes late for the last 2 weeks and some of the team members have noticed. You have spoken to them in private about the issue twice.

You as a manager would:

- A. Clarify the time the performer is required to arrive at work and encourage them to be there as required.
- B. Teach the performer the policies and procedures for attendance and reinforce them through observation and recognition.
- C. Confront the performer to establish expectations again and restrict them by setting a timeline for improvement.
- D. Correct the performer's understanding of timeliness and counsel them to identify solutions for arriving on time.

Please provide any comments:

6 Your performer has not completed a critical task assigned to them which was due a week ago. You have experienced this several times with this performer. You have discussed this with them and documented it in their performance improvement plan.

You as a manager would:

- A. Stretch the performer by assigning more creative tasks that they will want to complete and support them with coaching.
- B. Clarify any miscommunication about expectations and encourage the performer to be confident in them self.
- C. Restrict the performer to tasks they have committed to in their improvement plan and confront them on the consequences of continued decline in performance.
- D. Teach the performer the task by modeling it and reinforce it by having them practice under observation.

Please provide any comments:

7

Your performer is having trouble applying the new training to their most recent assignment. Despite mistakes, they are very confident that they are able to do it.

You as a manager would:

- A. Stretch the performer by giving them a new task to use the material and support them while they try it.
- B. Clarify with the performer their roles and responsibilities and encourage them to prioritize their tasks.
- C. Explore their understanding of how to apply the training and engage the performer in ways to practice the new skills.
- D. Teach the performer how to implement the training and reinforce it by practicing with them.

Please provide any comments:

8

Your performer has been accomplishing their newer task correctly for a short while, although they still tend to come back to you for their next steps.

You as a manager would:

- A. Correct the misunderstanding between steps and counsel them on how to pay more attention when being told.
- B. Stretch the performer to learn some new training material and support them in finding those resources.
- C. Clarify with the performer how to anticipate the next steps and encourage them to be confident in their ability to complete the task alone.
- D. Explore with the performer their career aspirations and engage them in their motivation to achieve these aspirations.

Please provide any comments:

9 Your performer appears to be satisfied with their current assigned tasks, accomplishing them with ease for an extended period of time.

You as a manager would:

- A. Explore how the performer is feeling about their tasks and re-engage them to continue performing at the current level.
- B. Stretch the performer by challenging them to be more efficient in their task and support them with mentoring.
- C. Restrict them to the tasks they are doing well and confront them on how well they are performing.
- D. Correct any deviations from the task with feedback and counsel them to invest more effort in their work.

Please provide any comments:

10 Your performer has typically been a very motivated individual. At recent team meetings, they have been inattentive and withdrawn.

You as a manager would:

- A. Restrict the performer from further meetings and confront them about their change in attitude.
- B. Explore the change in the performer's motivation and re-engage them in the team meetings.
- C. Correct the performer's behavior and counsel them on the importance of team meeting participation.
- D. Stretch the performer by giving them a challenging role in the team meeting and support them in their new role.

Please provide any comments:

11 Your performer has been demonstrating a negative attitude over the past few months and has shown a pattern of not meeting job expectations.

You as a manager would:

- A. Restrict the performer to several key tasks until they have proven their ability; confront them about their attitude and performance using clear honest language.
- B. Correct any misunderstandings of expectations with the performer and document it and counsel them on the appropriate attitude for the workplace.
- C. Teach the performer the job expectations and reinforce them through observation.
- D. Explore expectations with the performer and engage them in how to do it correctly.

Please provide any comments:

12 Your performer has often been disruptive in team meetings. Despite your documented agreement with them to change this behavior, they continue to distract others in the team meetings.

You as a manager would:

- A. Restrict the performer's behavior in meetings and confront them after the meeting with the violation of the documented agreement.
- B. Correct the performer's understanding of proper meeting behavior and counsel them on consequences of continued disruptive behavior.
- C. Teach the performer all the aspects of meeting etiquette and reinforce how it helps to achieve goals.
- D. Clarify what the meeting is about and encourage them to take notes during it to stay engaged.

Please provide any comments:

13 Your performer continually pops into your office to ask questions about a task you have recently assigned. They take notes when you provide an answer.

You as a manager would:

- A. Teach the performer the steps to successfully complete the task and reinforce their consistency in following the steps.
- B. Restrict the performer to only tasks they do not ask questions about and confront them on their insecurity in completing the tasks they are assigned.
- C. Stretch the performer by insisting they accomplish the task on their own and support them with reading materials.
- D. Clarify with the performer when it is appropriate to ask questions and encourage them to bring up issues in regular scheduled meetings.

Please provide any comments:

14 Your performer successfully understands procedures they have been taught, although they are having difficulty applying those procedures to the task at hand.

You as a manager would:

- A. Explore with the performer the procedures and re-engage them in all their assigned tasks and roles.
- B. Stretch the performer to take on another task and support them in thinking about new and creative ways to apply these procedures.
- C. Correct the performer's conclusion that the procedures are the only way and counsel them on the importance of being creative.
- D. Clarify with the performer their decision-making process about following procedures and encourage them to think about how to link procedures to each task.

Please provide any comments:

15 Your performer has been contributing more than what is required of their job. They are interested in continuing to learn new aspects of the business.

You as a manager would:

- A. Stretch the performer by allowing them to interface with a different department of their choosing and support them with follow-up.
- B. Explore what aspects of the performer's job they are enjoying and engage them in their core job functions.
- C. Teach the performer more details about their current tasks and reinforce the task's relationship to the organization.
- D. Clarify what the performer is currently working on and encourage them to research how the procedures were developed.

Please provide any comments:

16 Your performer has recently begun bringing assignments to you at the last minute. Technically the assignments are on time, although the quality of each assignment is not the best you have seen from this performer.

You as a manager would:

- A. Explore current project expectations and timelines with the performer and re-engage them by identifying underlying barriers.
- B. Restrict the performer to only a few tasks and confront them about their poor work quality.
- C. Correct the performer on their tardiness and diminishing quality of work and counsel them on expectations and job standards.
- D. Teach the performer the rationale behind task expectations and reinforce timeliness.

Please provide any comments:

17 The last three assignments your performer completed were of poor quality, despite the previous agreement about meeting quality standards.

You as a manager would:

- A. Correct the performer by specifying expectations for acceptable performance and counsel them in creating a performance plan for quality.
- B. Encourage the performer by showing approval of good work and clarify that performer understands expectations.
- C. Teach the performer what is acceptable quality and reinforce through continuous training.
- D. Restrict the performer to specific quality expectations and confront them with the consequences that will follow if performance continues to be poor.

Please provide any comments:

18 Your performer has missed the last three weekly meetings and showed up late to the five prior weekly meetings. You have emphasized the importance of timeliness and you have included it in their performance improvement plan.

You as a manager would:

- A. Explore with the performer the information the meeting provides and re-engage them by discussing the meeting goals.
- B. Correct the performer's tardiness and counsel them on why it is important to be timely.
- C. Teach the performer the basic rules of etiquette and reinforce that punctuality is one of them.
- D. Restrict the performer to their primary responsibilities and confront them with the reality of termination if they continue to be tardy.

Please provide any comments:

SCORING ASSESSMENT

Now that you have completed the Managing4Results™ assessment, transfer your answers to the chart below by circling the answer you chose for each question. In addition, add the total number of circles per column at the bottom of the chart.

Question#	Behavior Selected						State
	Teach + Reinforce	Clarify + Encourage	Stretch + Support	Explore + Engage	Correct + Counsel	Restrict + Confront	
1	C	A	B			D	Begin
2	D	B	A	C			Grow
3		D	B	A	C		Master
4			C	D	A	B	Slip
5	B	A			D	C	Falter
6	D	B	A			C	Fail
7	D	B	A	C			Begin
8		C	B	D	A		Grow
9			B	A	D	C	Master
10			D	B	C	A	Slip
11	C			D	B	A	Falter
12	C	D			B	A	Fail
13	A	D	C			B	Begin
14		D	B	A	C		Grow
15	C	D	A	B			Master
16	D			A	C	B	Slip
17	C	B			A	D	Falter
18	D			A	B	C	Fail
Total:							

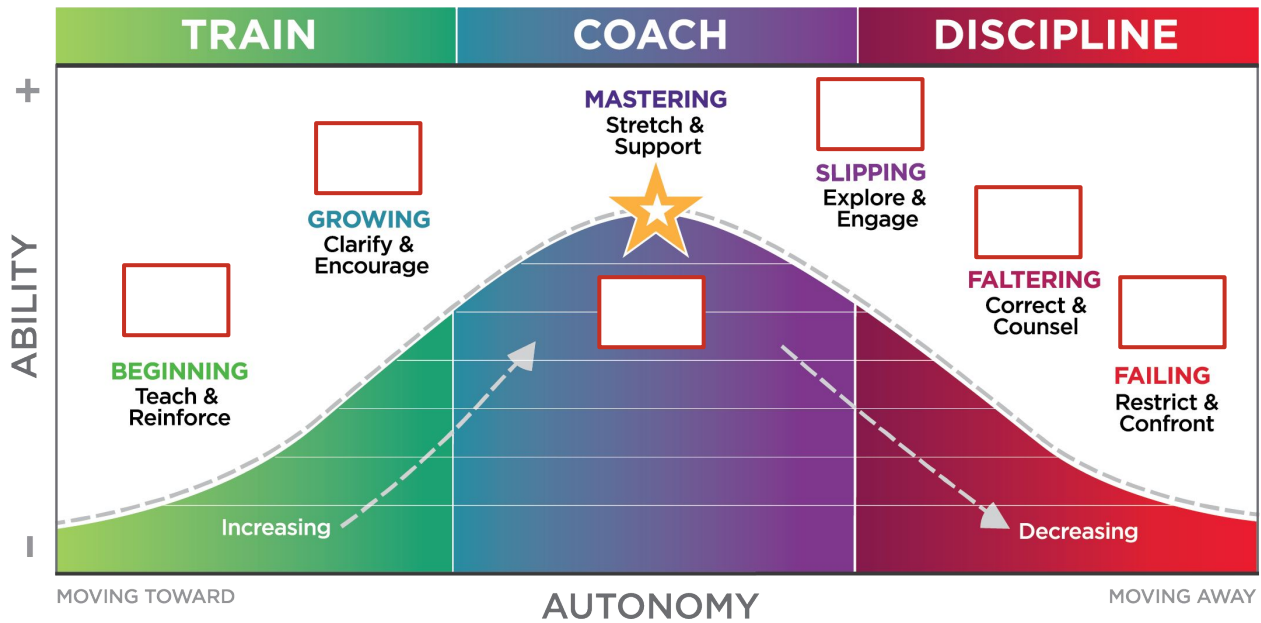
If your answers tend to be to the left side of the correct answer that means you tend to **under behave**, whereas if you tend to choose an answer to the right of the correct answer then you tend to **over behave**.

If you tend to get answers wrong, you may not be focusing enough on assessing the performer's state.

Transfer the numbers on the previous page into the Managing4Results™ model below:

★ Managing4Results™

Insights4Results



What sets of managerial behaviors do you tend to rely on and use the most?

Now that we have considered our natural managerial tendencies, let's look into more about how adaptable we are to the performer's state. Look back at the previous chart on page 53, for every answer you correctly matched circle the 3 points in the corresponding box. Then add up each column at the bottom for the subtotal and then add the four subtotals for your grand total.

Example: If I got #1 correct with the answer C, I would put 3 points in row 1 and the C column.

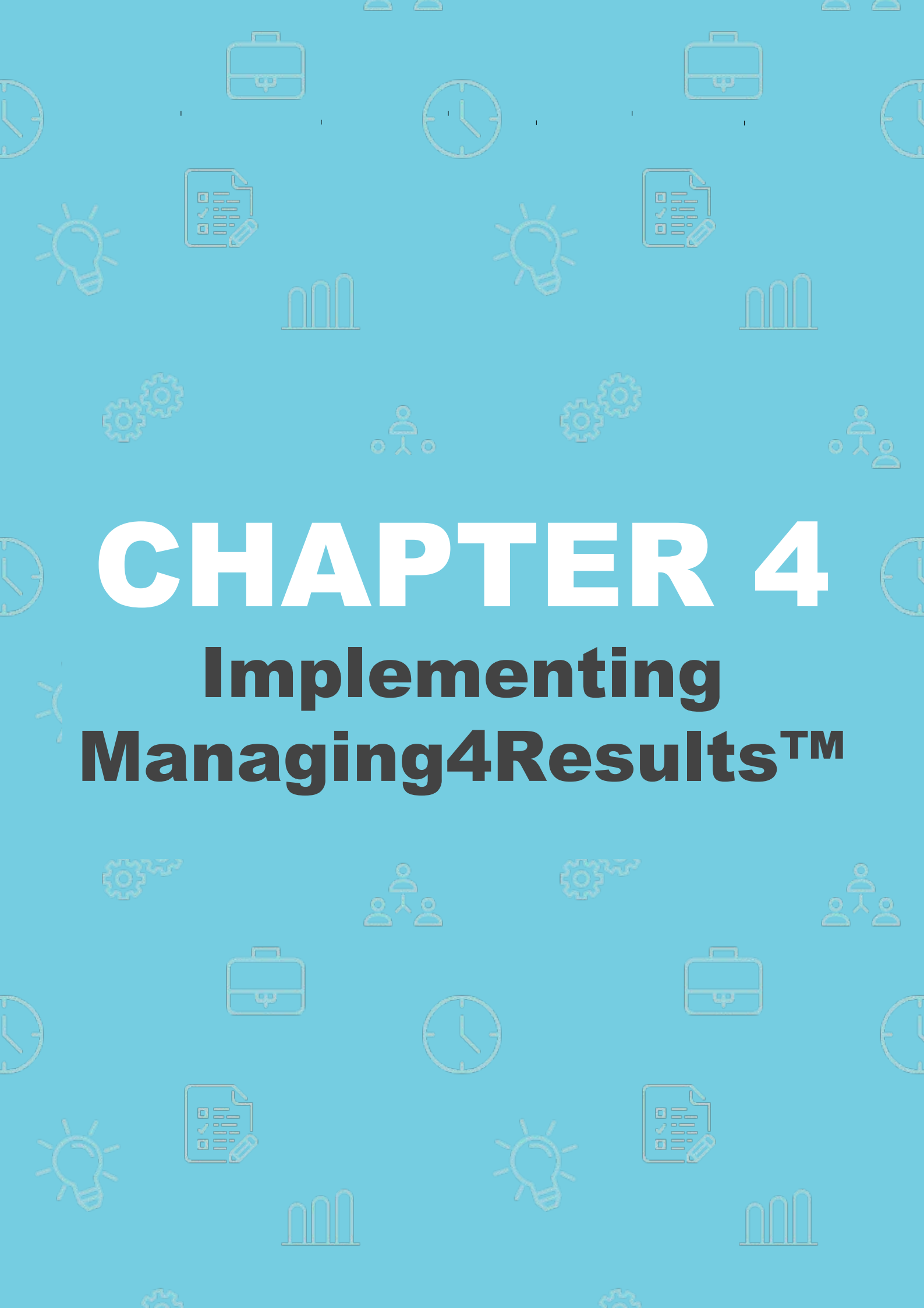
Question #	Style Adaptability				
	A	B	C	D	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					Grand Total
Subtotals					

Scoring

- 0-27 points - shows low adaptability to performer's state = below 50% correct
- 30-42 points - shows good adaptability to performer's state = 50-75% correct
- 45-54 points - shows great adaptability to performer's state = above 75% correct

Are there any patterns mismatching the performer state and the best managerial behaviors?

Email your completed form to Susan Curtin at Susan@insights4results.



CHAPTER 4

Implementing Managing4Results™

Managing4Results™ is an intuitive, practical, and diverse teaching model which guides managers on how to focus their time and energy for optimal results. This model equips managers to apply precise behaviors at the right time to make the most of training, coaching and discipline.

Coaching, it turns out, is not the answer to all managerial efforts. However, when done at the right time, for the right reason and in the right way, coaching can influence direct report results, engagement and retention in the organization.

The Managing4Results™ model successfully draws on principles to support team members at different performance states and with differing abilities, needs and levels of autonomy. In particular, the Model provides a convenient and consistent guide for managers to assess their direct report's abilities and choose suitable managerial behaviors.

Our approach is an exchange; an exchange of dynamic listening and deliberate question asking. We ultimately identify the key leadership and talent factors that influence your organization's issues and successes. Then we apply our breadth of experience in working with companies like yours and people like you to develop a model of your company's leadership culture, language, symbols and values.

As partners, we collaborate with you to mold, customize, and implement an application uniquely designed for your people, values, and systems. Our consulting, training, coaching, and assessments serve to reflect your culture, even as it enhances your results.

Managing4Results™ Training

Organizations don't reach levels of performance, people do! By skillfully managing individuals and teams, managers achieve their results and the organization prospers.

Managing4Results™ participants will learn:

- How to develop themselves from competent project managers to people managers
- Ideas, tools and processes for guiding managers to effectively manage individuals and teams
- How to precisely define and differentiate three processes of the management lifecycle
- Tools to immediately apply ideas toward building better organizations
- How to clarify when to coach and what type of coaching (performance, development, improvement) will best serve organizational goals
- How to analyze and assess a performers' ability, autonomy, and performance state
- How to apply targeted behaviors for optimal results from training, coaching and discipline tactics

Managing4Results™ Certification

Consultants, Coaches, Training, and Organization Development Professionals can become certified in the Managing4Results™ model to deliver this program with their current and future clients. The Certification process is an eLearning certification program and, once completed, provides the consultant with the leaders guide, participant guide, and powerpoint deck.

Cost of Certification is \$2,499.

Managing4Results™ Licensing

The Managing4Results™ license can be purchased by a company or organization to deliver a standardized training program for all supervisors, managers, and leaders. It includes a coaching model, coaching skills assessment, and coaching resources to ensure coaching is provided to develop and retain talent. The license includes specific training for the company or organization's internal trainers who deliver the training to existing, newly hired, or promoted supervisors, managers, and leaders.

Coaching and development is an investment in employees for the long-term benefit of the organization. It is a strategic investment in winning - developing continuous learners who adapt to change, meet current and future demands, and outperform customer expectations.

Cost of license varies depending upon the size of the organization.

For more information on Managing4Results™ certification or licensing, contact Susan Curtin at (619) 980-1458 or susan@insights4results.com.



Insights4Results

Developing Leadership Talent & Succession

Using research-based tools and assessments, Insights4Results provides corporate and executive training to enhance leadership qualities and coach individuals to successfully achieve their goals. Drawing on over 25 years of experience as an award-winning development professional, Insights4Results President Susan Curtin has strategically coached thousands of individuals across multiple industries.

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