

How to Implement the Way of the Carpenter

The One-on-One Coaching Meeting

The following approach is suggested as a way to implement the Way of the Carpenter process with your team members. Distribute Coaching Guidebooks to them, and explain the model and process by reviewing the first seven pages of the Guidebook together. Remind them of the overall organizational, team and individual mission and goals. Then:

- a) Email or provide a hard copy of the SMART Goal Worksheet to each team member. Ask them to think about a current goal with which they'd like more direction and support, and have them complete the SMART Goal Worksheet. Then schedule a meeting with individual team members to review their goal and begin the process.

Caution: If you manage a large team, you may wish to begin this process with one or two team members before implementing it with others. You can then add additional team members to the process as your time and schedule allows.

- b) At the first meeting, share your insights from the Way of the Carpenter workshop and why this model is important for the team/organization. Emphasize the importance of the heart (motivation) for both yourself and them. Remind them that the ultimate goal is to Exalt God Only through humility and God-grounded confidence.
- c) During the first meeting, review (and maybe refine) their SMART Goal – along with their input, to get agreement on the goal/task they are working on. Then use *The Coaching Guidebook** and the Coaching worksheets to discuss how to proceed. Explain that this will create an even more efficient and effective way to communicate and allow them to receive the appropriate amount of direction and support to accomplish their goals.
- d) By the end of the meeting the team member should know the basics of the process, agree on a date for the next meeting, and have an assignment to complete a Coaching Worksheet that best matches their Developmental Step regarding the goal/task on their SMART Goal Worksheet.
- e) End the meeting together in prayer, committing each of you and this process to the Lord for His glory.

*Both team member and leader should refer to *The Coaching Guidebook* during meetings. Order additional Coaching Guidebooks from Lead Like Jesus at www.LeadLikeJesus.com.

SMART Goal Worksheet

Name: _____

Directions: Complete the sentence starters:

Specific

I will (state specifically what you want to accomplish) ...

Measurable

I will measure the goal accomplishment by ...

Attainable

I know this is attainable because ...

Relevant

This is a good use of my time because ...

Time Bound

I will accomplish this goal by ...

Include the SMART items above to write a complete goal statement:

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The Way of the Carpenter Coaching Worksheet - Novice

Novice: I am at the 1st Developmental Step on this specific goal and task

Generated by: _____ Meeting date: _____

Collaborating with: _____ Time: _____

Discussion topic(s) related to:

Goal or task:

Team Member: I'm a Novice (just starting out)

Leader: I need an Instructing Strategy

Low Skill Level

- New to the goal or task
- Not aware of expectations
- May have transferable skills

High Dedication

- Ready for the challenge
- Eager to learn
- Willing to take direction

High Direction

- Telling/showing
- Planning
- Defining

Low Support

- Orienting
- Monitoring
- Giving feedback

Prior to the meeting, plan the following:

Word Tracks for the team member to use:

Word Tracks for the leader to use:

Questions to ask by the team member:

Questions to ask by the leader:

At the end of the meeting, do the following:

Determine next steps – who will do what, by when?

End in prayer

The Way of the Carpenter Coaching Worksheet - Apprentice

Apprentice: I am at the 2nd Developmental Step on this specific goal and task

Generated by: _____ Meeting date: _____

Collaborating with: _____ Time: _____

Discussion topic(s) related to:

Goal or task:

Team Member: I'm an Apprentice (in training) Leader: I need a Developing Strategy

Low Skill Level

- Inconsistent w/ progress
- Still learning
- Not competent yet

Low Dedication

- Overwhelmed
- Discouraged/frustrated
- Ready to quit

High Direction

- Redirecting
- Clarifying
- Asking

High Support

- Praising
- Sharing feedback
- Encouraging

Prior to the meeting, plan the following:

Word Tracks for the team member to use:

Word Tracks for the leader to use:

Questions to ask by the team member:

Questions to ask by the leader:

At the end of the meeting, do the following:

Determine next steps – who will do what, by when?

End in prayer

The Way of the Carpenter Coaching Worksheet - Journeyman

Journeyman: I am at the 3rd Developmental Step on this specific goal and task

Generated by: _____ Meeting date: _____

Collaborating with: _____ Time: _____

Discussion topic(s) related to:

Goal or task:

Team Member:
I'm a Journeyman (can perform the tasks)

Leader:
I need a Supporting Strategy

Moderate Skill Level

- Skillful and adept
- Performing adequately
- Contributing

Varying Dedication

- Doubtful
- Hesitant/Unsure
- Lack of motivation

Low Direction

- Listening
- Asking
- Collaborating

High Support

- Reassuring
- Appreciating
- Encouraging

Prior to the meeting, plan the following:

Word Tracks for the team member to use:

Word Tracks for the leader to use:

Questions to ask by the team member:

Questions to ask by the leader:

At the end of the meeting, do the following:

Determine next steps – who will do what, by when?

End in prayer

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The Way of the Carpenter Coaching Worksheet - Teacher

Teacher: I am at the 4th Developmental Step on this specific goal and task

Generated by: _____ Meeting date: _____

Collaborating with: _____ Time: _____

Discussion topic(s) related to:

Goal or task:

Team Member:
I'm a Teacher (can teach others)

Leader:
I need a Commissioning Strategy

High Skill Level

- Accomplished
- Considered an expert
- Consistently competent

High Dedication

- Justifiably confident
- Inner drive to succeed
- Fully committed

Low Direction

- Empowering
- Confirming
- Challenging

Low Support

- Affirming
- Praising
- Encouraging

Prior to the meeting, plan the following:

Word Tracks for the team member to use:

Word Tracks for the leader to use:

Questions to ask by the team member:

Questions to ask by the leader:

At the end of the meeting, do the following:

Determine next steps – who will do what, by when?

End in prayer

Application Exercise Part 1: Measuring Capacity to Perform

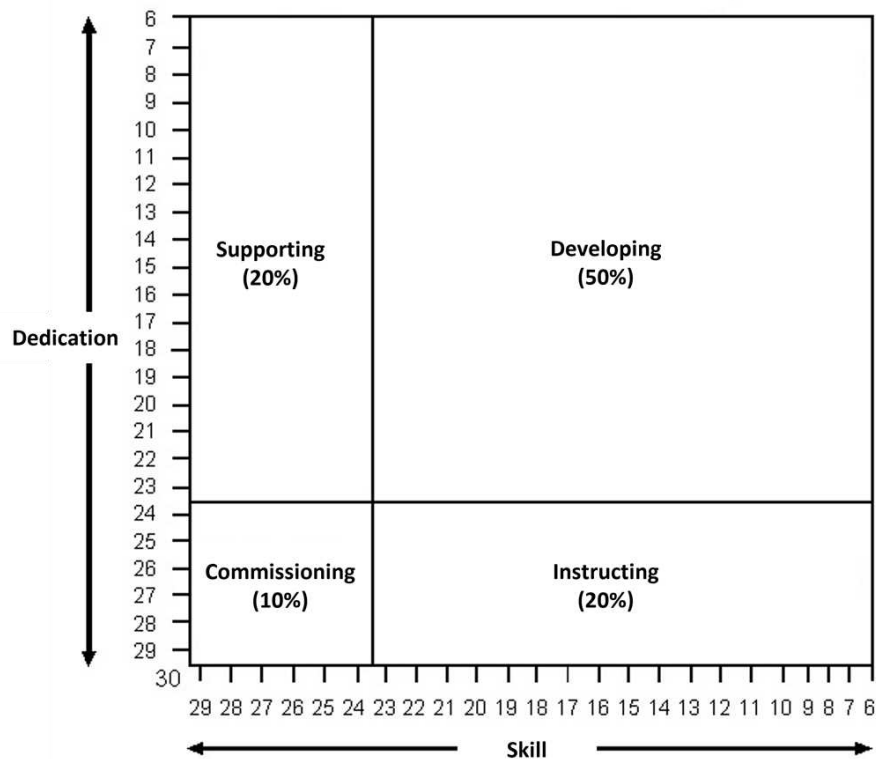
Use the next two pages to conduct a detailed evaluation of a person's (or team's) capacity to perform a specific job well. As you've learned, Capacity to perform is defined by a combination of Skill and Dedication. Use the form below to measure these two dimensions for a specific job and person/team. First, list the job/task that needs to be done; next, enter the person/team you have selected to do it. Then, circle a rating on each of the scales to assess their capacity.

Job/Task: _____ Person/Team: _____

A. Skill Circle the most appropriate number in each row. This person...				
Does not know how to do the work			Knows how to do the work	
1	2	3	4	5
Lacks needed resources			Has access to all needed resources	
1	2	3	4	5
Is lacking in relevant knowledge			Knows a lot about this task	
1	2	3	4	5
Lacks the skills needed to do it well			Has all the skills needed to do it well	
1	2	3	4	5
Lacks relevant (specific) experience			Has a lot of relevant experience	
1	2	3	4	5
May not have enough information			Has all the information needed to do well	
1	2	3	4	5
A. Skill Score (total of circled numbers):				
B. Dedication Circle the most appropriate number in each row. This person...				
Does not seem to be interested in the task			Seems highly interested in the task	
1	2	3	4	5
Does not believe the task is important			Appears to believe the task is important	
1	2	3	4	5
Does not seem to see personal benefits from doing the task well			Is enthusiastic about the personal benefits of doing the task well	
1	2	3	4	5
Does not think s/he can succeed			Is reasonably sure s/he can succeed	
1	2	3	4	5
Is not motivated to excel			Is highly motivated to excel	
1	2	3	4	5
Does not have support from others			Has plenty of support from others	
1	2	3	4	5
B. Dedication Score (total of circled numbers):				

Next, add up the totals for each group of six scales. Then, transfer those totals to the chart on the next page by circling the appropriate number on the two scales of the graph (Skill at the bottom & Dedication along the left.) Finally, place a dot in the part of the graph where the two scores intersect.

Application Exercise Part 2: Using Capacity Scores to Choose a Strategy



Choosing a leadership strategy:

Plotting your scores from the form on the previous page provides a quick indication of the best strategy to use to help the person perform well. For example, a person needs to average 4 or higher on all of the scales to be ready for Commissioning - a total of 24 or higher on both Skill and Dedication.

In the diagram, the four quadrants are clearly not equal in size. The size of the quadrants reflects the best strategy for each of the possible combinations of situations and performers. The relative sizes also represent the most common contexts in which leaders function. As shown in the diagram, the strategy you will most likely be required to choose – perhaps 50% of the time – is **Developing**. Conversely, the strategy you will least likely choose – perhaps 10% of the time – is **Commissioning**. That leaves two strategies each of which you might typically choose 20% of the time - **Instructing** and **Supporting**.

This makes common sense based on two realities. First, it takes more time for performers to develop the capacity to be fully commissioned to work independently. By that point, their high level of capacity enables them to teach others. Hence the designation **Teacher**. Second, in most settings the smallest number of performers will be the **Novices** and **Journeyman**. Most performers will usually be functioning at the Apprentice level, especially if you are committed to the ongoing development of your people.

Your actual percentages will differ based on the uniqueness of the jobs or tasks and the developmental level of your performers. In the end, the best choice is always the one that best fits the context.