

# 6-Sigma Coaching Skills

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## Effective Six Sigma Deployment and Sustained Integration

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# Session Objectives

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- ❑ Provide a short (very) background
- ❑ Develop a rationale for a coaching initiative w/in Six Sigma
- ❑ Identify 6-Sigma coach **roles** (Do) and **skills** (Know)
- ❑ Explore specific **dimensions** (Be) of coaching
- ❑ Demonstrate a coaching model
- ❑ Suggest a future coach road map

# Why Coach?

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- **Assumption:** Inherent part of belts' task
- **Who:** Coach belts, champs, process owners, stakeholders and teams
- **Why:** Promote high motivation to meet expectations
- **Why:** Enhance 6-sigma results
- **Result:** Provide basic approach to 6-Sigma across the organization and among all stakeholders
- **Result:** Build Community of Practitioners COPS

# Research on Coaching Benefits: Organizational

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- ❑ Allows fuller use of individual's talents potential 79%
- ❑ Demonstrates commitment to individuals and their development 69%
- ❑ Higher **organizational performance, productivity** 69%
- ❑ Increased creativity, learning, knowledge 63%
- ❑ Intrinsically motivates people 57%
- ❑ Facilitates the adoption of a new culture, style 39%
- ❑ Improves relationships between people & departments 35%

Research findings summarized are based on a survey of 339 human resource and personnel specialists who responded to a questionnaire in May 1999. The Work Foundation is the UK's leading evidence-based research and management consultancy.

## Coach Roles (Do)

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- ❑ Study buddy – new belts in training
- ❑ Tool guru – tools and techniques
- ❑ Coach – individuals and teams
- ❑ Strategist – organizational objective connection

## Coach Skills (Know)

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- DMAIC, DFSS, Lean
- Project management
- Process management
- Change management
- Communication
- Situational assessment
- Coaching tools, models, methods

## Coach Dimensions (Be)

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- ❑ Intelligence – emotional, social, cultural
- ❑ Relationship – build & maintain
- ❑ Communication – offers/proposals
- ❑ Learning styles – verbal, visual, tactile
- ❑ Somatic balance
- ❑ Self awareness, evaluation and correction

## G.R.O.W. Model

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- ❑ Goals – individual session and long term
- ❑ Realities – clear assessment of the situation (plus/delta)
- ❑ Opportunities – way to move forward
- ❑ Will – clear expectations of next tasks, steps, goals

# Coaching Demo

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As you observe the following items, pick out specific moments or examples of exchanges that support your observation.

- ❑ Observe/assess adequacy/thoroughness of each of the four steps in the GROW model
- ❑ Assess elements of directive verses non-directive
- ❑ Assess coach's questions – format, structure, focus
- ❑ Watch for “dancing” by coach or player – unwillingness to squarely address the issue – honest dialogue
- ❑ Listen for choice of wordage framing:
  - positive verses negative,
  - action verses passive words
  - visual, tactile, action
- ❑ Assess coach listening behaviors
- ❑ Observe somatic relationship and movement between coach and player
- ❑ Overall assessment of the session: Are the outcomes practical, realistic, doable

## Other Models

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- ❑ Directive verses non-directive or push/pull stance
- ❑ Making proposals, offers, counter proposals
- ❑ NLP
- ❑ Positive appreciative enquiry
- ❑ Mind, concept mapping

## Coach Self-Evaluation

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- Clear use of adopted model
- Focus on player needs
- Adaptation to player's modus
- Reality check – grounded/useful
- Self-assessment and adaptation

## Next Steps

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- Seek coach related internet and other sources and resources
- Develop an organizational COPs
- Develop a reading, study list
- Map specific, time bound objectives



[www.TheSixSigmaCoach.com](http://www.TheSixSigmaCoach.com)