



ISEI

Institute for Social + Emotional Intelligence

Institute for Social + Emotional Intelligence®

Leader as Coach Participant Manual

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Learning Objectives

Upon completion of this workshop, you will be able to:

- Shift from a “supervisor” mindset to a “Leader as Coach”
- Be proficient and comfortable using coaching skills to help your direct reports and others learn, develop and grow in the workplace
- Integrate and apply the techniques of the coaching conversation and the coaching process seamless into everyday interactions
- Identify and describe your communication and coaching style and the communication styles of others to ensure coaching success
- Support and challenge your best performers to greater levels of achievement
- Create and implement your own development action plan to hone your coaching skills
- Develop a coaching culture in your part of your organization

My objectives:



Notes:

Definition of Coaching

Coaching is a _____ process
designed to help individuals and teams achieve
and _____ top _____
in ways that are linked to the organization's
_____.

goals

sustain

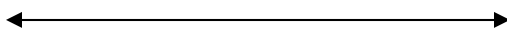
performance

developmental

What is coaching?

- An essential skill for leaders and managers
- An ongoing partnership; a sustained alliance
- A process for promoting discovery, learning, growth and higher levels of performance
- A collaborative effort where the coach serves as a strategic thinking partner, and manager and employee ***think and plan together***

The Telling – Asking Continuum



Pros of Telling	Pros of Asking

What coaching is not . . .

- Telling people what to do
- Fixing problem performers
- Therapy, consulting or training
- A time-consuming process
- Someone else's job
- A one-time event
- Just another management fad

Notes

Leadership and Management Styles are Changing

Gallup Study*

- In large companies (> 5000 employees), only ____ % of employees report they feel engaged at work
- ____ % in mid-sized companies
- ____ % in small companies (< 50 employees)

R – O – A – D Warrior Phenomenon

The #1 reason people leave their jobs is

People join organizations, but leave _____

*From *First Break all the Rules*, Buckingham & Coffman, 1999

 The opposite of disengaged employees is _____ employees.

 Satisfied employees often work for “talented” managers – those who take more of a coach approach to leadership and management. According to the Gallup study, “talented” managers have above-average employee satisfaction scores.

 The Gallup research further reported that organizations with above-average employee satisfaction scores also had

- _____ % higher customer satisfaction scores
- _____ % higher productivity
- _____ % higher profits

What do you want in a manager?

What do your direct reports want from you as a manager?

The Twelve Essentials to Attracting and Retaining a Talented Workforce

From *First Break All the Rules*, by Marcus Buckingham and Curt Coffman, The Gallup Organization, Simon & Schuster, 1999.

How would your employees respond to the following twelve questions?

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my company make me feel like my work is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, have I talked with someone about my progress?
12. At work, have I had opportunities to learn and grow?

You are more likely to attract and retain top talent if your employees can answer “yes” unequivocally to these questions.

Benefits of Coaching

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

“I never cease to be amazed at the power of the coaching process to draw out the skills or talent that were previously hidden within an individual, and its ability to help the individual find a way to solve a problem previously thought unsolvable.”

*- John Russell, Manager Director
Harley Davidson Europe, Ltd*

Shifting from “Old Style” to “Leader as Coach”

From

To

- | | |
|---|---|
| 1. Controls employee's actions | Brainstorms options with employees and supports their decisions |
| <hr/> | |
| 2. Directs, dictates, tells, talks a lot | Asks questions, guides, empowers, listens a lot |
| <hr/> | |
| 3. Focuses on weaknesses | Focuses on strengths |
| <hr/> | |
| 4. Manages solely for results | Manages the development of employees |
| <hr/> | |
| 5. Assigns blame | Takes responsibility |
| <hr/> | |
| 6. Solves problems in isolation | Helps others solve & prevent problems |
| <hr/> | |
| 7. Creates a fear of consequences; abhors risk-taking | Creates a safe environment for taking calculated risks |
| <hr/> | |
| 8. Presumes, assumes | Explores, discovers |
| <hr/> | |
| 9. Is the source of approval (& bottleneck) | Is a resource for learning, growth & problem solving |
| <hr/> | |
| 10. Focuses solely on the bottom line | Focuses more on people |
| <hr/> | |
| 11. Competes | Creates problem-solving partnerships with employees |
| <hr/> | |
| 12. Plans, directs, controls & plays the entire game | Lets the players play the game |
| <hr/> | |

Exercise: Place a 'O' along the continuum that best indicates where you personally spend most of your time now in managing employees and situations, and an "X" where you would like to be as a leader-coach.

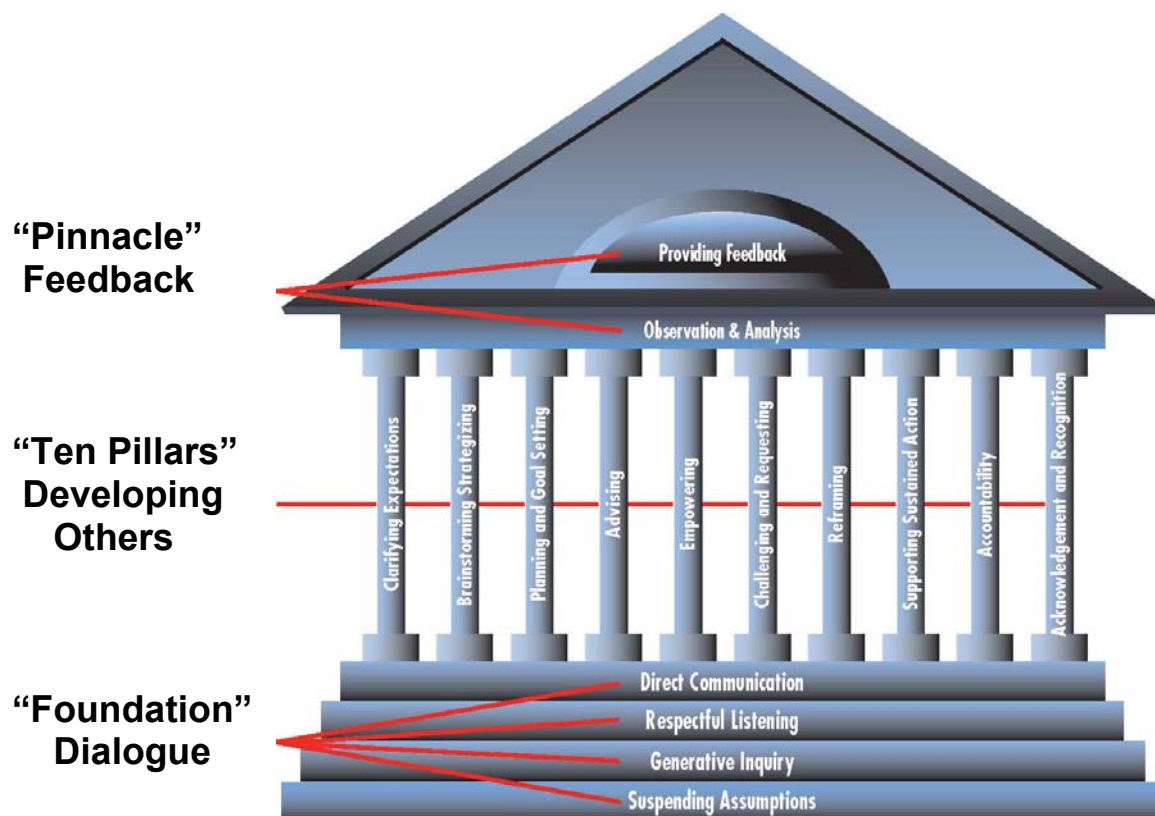
Coaching Skills

 **Foundational Skills: The Practice of Dialogue**

 **Advanced Skills: Developing Others**

 **The Critical Skill: Honest Feedback**

A Model of Coaching



The Practice of Dialogue



Shared inquiry



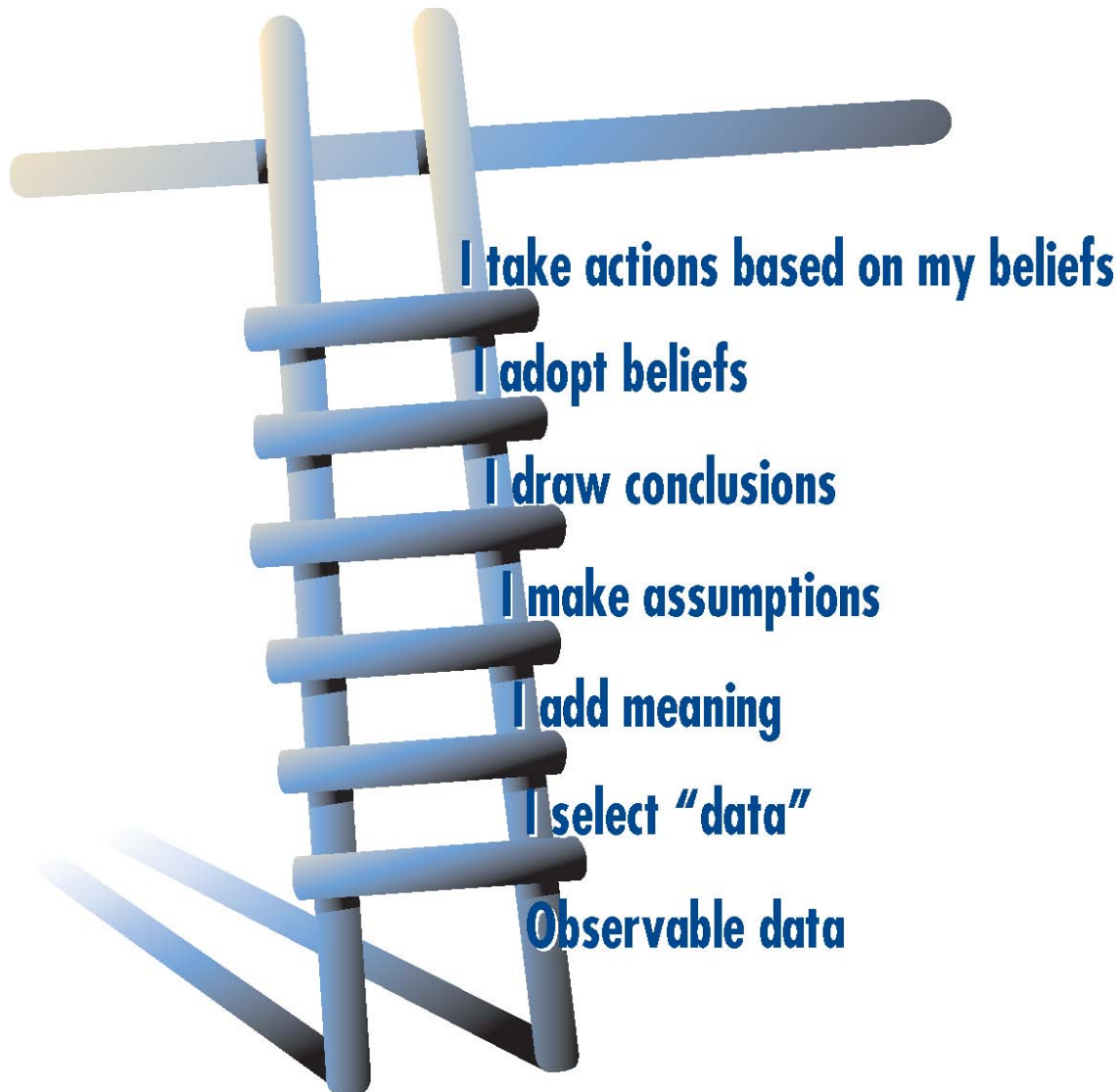
Four primary skills

- Suspending assumptions
- Generative inquiry -- “**Smart Questions**”
- Respectful listening – “**Deep Listening**”
- Direct communication – “**Straight Talk**”



At its core, an attitude of respect

Suspending Assumptions: The Ladder of Inference



Suspending Assumptions: How to Do It

- Be aware of your assumptions, and new ones *in the moment they arise*
- Give voice to your assumptions; ask for clarification and input
- Be open to new ideas
- Be willing to be influenced by the conversation
- Make it safe for people to say what they think
- Suspend your certainty
- Hold your judgments and criticisms – be aware of the thoughts and feelings as they come up, and hold them for later use
- Avoid stating your opinions & positions from the outset; ask questions to generate mutual exploration

“The true test of a first-rate mind is the ability to hold two contradictory ideas at the same time.”

- F. Scott Fitzgerald, writer

Generative Inquiry -- “Smart Questions”



A powerful form of asking questions



Designed to _____



Make questions

- **Open-ended**
- **Brief (no speeches leading up to the question)**
- **Neutral**
- **Constructive**
- **Designed to evoke forward movement**

Exercise – Using Neutral Language

Instructions:

How can you make the following statements and questions neutral? Work in table groups and then report out.

“Look, you and I both know you’re giving me the same line you gave me at last week’s meeting. I don’t need to hear it all again. Can you get to the point?”

“This sounds like a bunch of excuses. Where’s the action?”

“You know, I’m trying to be helpful here, but you’re not listening to a word I’m saying!”

“You’re procrastinating on this project. Just get it done. What’s the problem anyway? Are you afraid you can’t handle it, or that you can’t you take the pressure?”

“I learned in a seminar once that when you sit like that with your arms crossed, you’re mad about something. What is it this time?”

Smart Questions: How to Do It

-  Break the habit of only making statements (strive to make at least half your utterances questions)
-  Carefully formulate questions that invite exploration and discovery
-  Frame them in a way that evokes an image of a positive or better outcome or future
-  Develop a list of good questions
-  Practice, practice, practice

Examples

- *What do you want to have happen?*
- *What's the ideal outcome?*
- *What options have you considered?*
- *Are there other possibilities here we haven't considered yet?*
- *If we took a completely fresh approach, what would that be?*

Respectful Listening – “Deep Listening”

-  Listening is an intentional and active exploration for meaning
-  Listening for context – knowing the person’s external and internal circumstances to discern what is really being said
-  Listening reflectively by using appropriate attending, following and reflecting skills
-  Listening for . . .
 - Verbal messages
 - Nonverbal messages
 - Context
 - “Sour notes” – gaps, distortions, dissonance

“Listening well is as powerful a means of communication and influence as to speak well.”

- The Honorable John Marshall,
Chief Justice

Are you a good listener?

(see next page for a quick test) →

Self-Test for Listening Effectiveness

How do you rate your listening ability? Surveys show that one of the most important factors that motivates employees to stay with a company is that they feel heard and listened to by their managers. Some top executives believe that listening is the most important management function. Take this short test to assess your listening skills. Please be honest with yourself. You will not be asked to share your results with anyone.

Check yes or no beside each of the following statements:

- | Yes | No | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | 1. When someone begins speaking, do you immediately begin to formulate your response? |
| ☐ | ☐ | 2. Do you have difficulty with silence? |
| ☐ | ☐ | 3. Do you sometimes think that listening to someone is a waste of time? |
| ☐ | ☐ | 4. Do you typically think of other things while you appear to be listening? |
| ☐ | ☐ | 5. Do you quickly jump to conclusions and interrupt with suggestions? |
| ☐ | ☐ | 6. Do you assume you know what someone will say and finish statements for them? |
| ☐ | ☐ | 7. Is it difficult to focus on what others are saying when you have something on your mind? |
| ☐ | ☐ | 8. Have you said to others, "Listen to me"? |
| ☐ | ☐ | 9. Do you sometimes seem to miss what others are saying and the context they intended? |
| ☐ | ☐ | 10. Do people tell you that you are not a good listener? |

If you answered "yes" to more than six of the questions, your natural tendencies are inhibiting your ability to listen. If you answered "no" to five or more of the questions, you are a pretty good listener.

Listening for Context

 Listening for what's *not* being said

 Listening for the person's

- Needs
- Motivations
- Values
- Goals and aspirations
- Energy level
- Strengths and where she needs development
- Barriers in his way
- Needed support

“Formula for handling people:

- 1. Listen to the other person's story.**
- 2. Listen to the other person's *full* story**
- 3. Listen to the other person's *full* story *first*.”**

- General George C. Marshall

Checklist for listening contextually

	Yes	No
1. What does this person need?		
▪ to be respected	☐	☐
▪ to be challenged	☐	☐
▪ to be acknowledged	☐	☐
▪ to be reassured	☐	☐
▪ to be told she's right	☐	☐
▪ to have certainty	☐	☐
▪ to be in control	☐	☐
▪ to be needed	☐	☐
▪ to be helpful	☐	☐
▪ to be part of the team	☐	☐
▪ to be liked	☐	☐
▪ to have information	☐	☐
▪ to be recognized	☐	☐
▪ to have greater independence	☐	☐
▪ to have more structure	☐	☐
2. What motivates this person?		
▪ Money	☐	☐
▪ Achievement	☐	☐
▪ Success	☐	☐
▪ Making a contribution	☐	☐
▪ Being part of the team	☐	☐
▪ Prestige	☐	☐
▪ Challenge	☐	☐
▪ Recognition	☐	☐
▪ Power	☐	☐
▪ Control	☐	☐
3. What does this person value?		
▪ Time off	☐	☐
▪ Travel (or staying home)	☐	☐
▪ Opportunities to learn new things	☐	☐
▪ Opportunities to develop others	☐	☐
▪ Adventure	☐	☐
▪ Fun	☐	☐
▪ Making a difference	☐	☐
▪ Service	☐	☐
▪ Leaving a legacy	☐	☐

- | | | |
|--|--------------------------|--------------------------|
| ▪ Partnering, collaboration, connectedness | ☐ | ☐ |
| ▪ Harmony | ☐ | ☐ |
| ▪ Excellence | ☐ | ☐ |
| ▪ Freedom to choose, independence | ☐ | ☐ |
| ▪ Community | ☐ | ☐ |
| ▪ Orderliness | ☐ | ☐ |
| ▪ Honesty, directness | ☐ | ☐ |
| ▪ Tradition | ☐ | ☐ |
| ▪ Risk taking | ☐ | ☐ |
| ▪ Creativity, innovation | ☐ | ☐ |

4. What is this person's ability to set and achieve goals?

- ☐ Has significant goals and the knowledge and skills to achieve them.
- ☐ Has significant goals but needs help in achieving them. (What kind of help is needed, for example, help in breaking down the goals into more manageable segments?)
- ☐ Has moderate goals.
- ☐ Has minimal goals.
- ☐ Lacks clear understanding of goals.

5. What is this person's energy level?

- | | | |
|---|--------------------------|--------------------------|
| ▪ Passionate | ☐ | ☐ |
| ▪ Enthusiastic | ☐ | ☐ |
| ▪ Open to change | ☐ | ☐ |
| ▪ Committed | ☐ | ☐ |
| ▪ Resistant | ☐ | ☐ |
| ▪ Drained, burned out, lethargic, bored | ☐ | ☐ |

6. What are this person's strengths?

- | | | |
|---|--------------------------|--------------------------|
| ▪ Technical | ☐ | ☐ |
| ▪ Interpersonal/communication | ☐ | ☐ |
| ▪ Mathematical/statistical | ☐ | ☐ |
| ▪ Intellectual | ☐ | ☐ |
| ▪ Visionary, oriented to the big picture | ☐ | ☐ |
| ▪ Oriented to details and completing tasks | ☐ | ☐ |
| ▪ Good judgment | ☐ | ☐ |
| ▪ Experience and track record with the organization | ☐ | ☐ |
| ▪ Focus on results | ☐ | ☐ |
| ▪ Focused on people | ☐ | ☐ |
| ▪ Focused on the process | ☐ | ☐ |
| ▪ Courage | ☐ | ☐ |



- | | | |
|---|--------------------------|--------------------------|
| ▪ Determination, perseverance | ☐ | ☐ |
| ▪ Willingness | ☐ | ☐ |
| ▪ Perspective | ☐ | ☐ |
| ▪ Inexperience | ☐ | ☐ |
| ▪ Goals are too ambitious | ☐ | ☐ |
| ▪ Lack of ethical behavior | ☐ | ☐ |
| ▪ Procrastination | ☐ | ☐ |
| ▪ Bad habits | ☐ | ☐ |
| ▪ Biases, prejudice | ☐ | ☐ |
| ▪ Negative past experiences | ☐ | ☐ |
| ▪ Inability to set boundaries | ☐ | ☐ |
| ▪ Inability to take action during conflict | ☐ | ☐ |
| ▪ Inability to share information | ☐ | ☐ |
| ▪ Inability to follow through (irresponsible) | ☐ | ☐ |
| ▪ Need for perfection | ☐ | ☐ |
| ▪ Need for domination and/or control | ☐ | ☐ |

7. What's missing?

- | | | |
|---------------------------|--------------------------|--------------------------|
| ▪ Confidence | ☐ | ☐ |
| ▪ Specific skills | ☐ | ☐ |
| ▪ Knowledge | ☐ | ☐ |
| ▪ A plan | ☐ | ☐ |
| ▪ Commitment | ☐ | ☐ |
| ▪ Experience | ☐ | ☐ |
| ▪ Structure or a process | ☐ | ☐ |
| ▪ Strategies | ☐ | ☐ |
| ▪ Goals | ☐ | ☐ |
| ▪ Monetary resources | ☐ | ☐ |
| ▪ Human resources to help | ☐ | ☐ |

8. What is this person's communication style?

- ☐ Direct: fast paced, focused on the bottom line, outcome oriented, opinionated, decisive, risk taking.
- ☐ Outgoing: highly social, not detail-oriented, innovative, persuasive, spontaneous, big-picture thinker, charming, energetic, good communicator.



- ❑ Supportive: friendly, caring, methodical, trustworthy, empathic, cooperative, peacemaking, pleasant, positive, harmonizing, avoids conflict, more reserved, concerned for others.
- ❑ Analytical: intellectual, goes by the rules, private, diplomatic, systematic, holds self and others to high standards, considers all options before acting, organized, resists change.

Notes:

"You cannot truly listen to someone and do anything else at the same time."

- M. Scott Peck

Reflective Listening Skills

1. Attending

- Using a posture of involvement
- Establishing and maintaining eye contact
- Reinforcing what is being said through appropriate facial features and body movement
- Assuring a non-distracting environment that demonstrates the you are psychologically present to the speaker

2. Following

- Tuning in to how the other person is thinking and viewing a situation
- Door-openers
- Encouragers
- Open-ended questions
- Attentive silence

3. Actively Reflecting

- Comprehending, validating, accepting, acknowledging
- (not judging)
- Expressing understanding; empathizing (not necessarily agreeing); viewing things from the other's perspective
- Mirroring the mood of the other person, their emotional state
- Absorbing and re-stating the speaker's content and/or feeling
 - o Interpreting & summarizing (more than simply paraphrasing)
 - o Reflecting meaning / feeling
 - o Clarifying what the other has said

How to listen deeply and respectfully . . .

-  Set aside your own agenda; let go of inner clamoring
-  Actively **intend** to listen and understand another's ideas, position, feelings or attitude
-  Listen for what is said and not said
-  Listen for **context**
-  Engage in **reflective listening**
-  Acknowledge feelings
-  Say what you heard to verify
-  Ask for clarification; verify what was said and meant
-  Allow silence

Phrasing examples . . .

- *Help me understand what you mean by . . .*
- *Tell me if I'm hearing you right . . .*
- *Hmmm. Sounds like you're feeling . . .*
- *It sounds like you're really passionate about this.*
- *When you said . . . I assumed you meant . . .*
. . . is that right?

Direct Communication - “Straight Talk”

-  Telling the truth; being candid
-  Revealing your inner thoughts & perceptions
-  Identifying mismatches between what is said and what is known
-  Challenging distortions – identifying gaps
-  Refraining from put-downs and “make-wrongs”

“Courageous speech has always held us in awe.”

-- David Whyte, *The Heart Aroused*

How to Engage in Direct Communication

-  A solid foundation of trust is a prerequisite
-  Listen for mismatches, gaps, distortions, biases, or lack of ownership of the problem
-  Tune into your own reactions and thoughts about what you've heard expressed and ask, "what needs to be expressed now?"
-  Frame your truth diplomatically
-  Speak quietly, non-judgmentally and non-emotionally
-  Use specific examples
-  Make your thinking process visible
-  Trust yourself to say the right thing if it comes from the intention of wanting to help the other person grow

Phrasing Examples

- *May I offer my thoughts and trust you will receive them as intended: as a way to help you overcome this hurdle?*
- *Sue, I hear you say the morale of your team is your highest priority, but do you realize that by refusing to deal with a non-performer, you are hurting morale?*
- *John, what part of this problem is yours?*
- *I'm having difficulty seeing it the way you're seeing it . . . Here's what I'm seeing . . .*

The Coaching Conversation

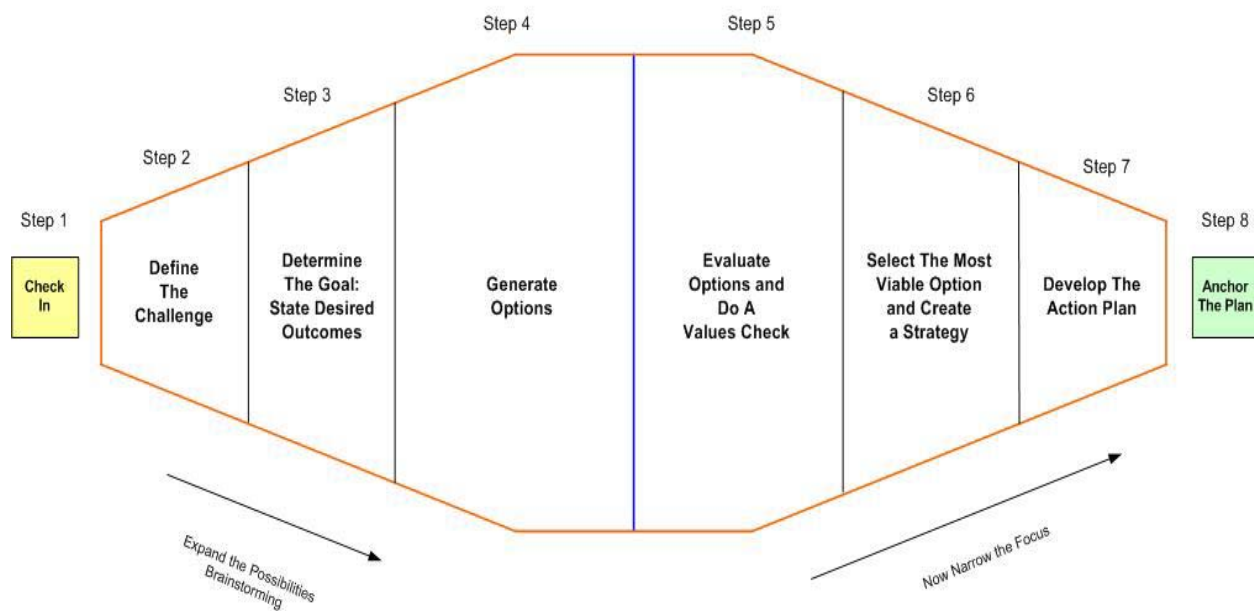


Figure 1

Steps of the Coaching Conversation

1. Focus the Conversation

- Focus the conversation
- Establish the purpose of having a conversation
- What issue(s) are we here to discuss?

2. Define the Challenge

- Establish a common understanding of the problem or challenge
- Identify the stakeholders being impacted
- Assess the budgetary implications of the challenge (if necessary)
- State the problem in a single clear statement

3. Determine the Goal

- What is the ideal or desired outcome?
- If this issue is resolved, what will success look like?
- What is the result if this problem is resolved?
- Craft a goal statement (this is not a solution statement, but a goal statement)

4. Generate Options

- Ask questions to stimulate thinking
- Encourage innovative thinking
- Quiet your mind & listen non-judgmentally
- Refrain from offering your own solutions (at least initially)
- Brainstorm to explore options
- Paraphrase what you are hearing
- Draw out consequences
- Share personal experiences and your ideas *after* the person you are coaching has offered his/hers

5. Evaluate Options/Do a Values Check

- Begin to narrow the focus
- Eliminate unworkable options
- Do a values check – are the options you are considering aligned with the organization’s mission, vision and values? Are they fair? The right thing to do? Eliminate those options which don’t pass the values check.
- Of the remaining options, identify the one or two which will get you most directly to your goal, to problem resolution

6. Select the Most Viable Option

- Brainstorm various strategies to get you to your goal
- Explore resource needs of the various strategies
- Identify potential barriers of each strategy and what action is needed to clear barriers
- Select the most viable option and begin to guide the person you are coaching to the development of an action plan

7. Develop an Action Plan

- Guide the person you are coaching to identify, step-by-step, what actions they will be take and the estimated time to complete those actions
- Help the individual break the steps down into “bite-sized chunks”
- Ask about other individuals who need to be informed or involved
- Ensure the timing is realistic, and establish check-in milestones
- Discuss a fall-back or alternative plan in case the plan doesn’t work

8. Anchor the Plan

- Ask the person you are coaching to recap what they are going to do
- Ask for their commitment to completing it, and to checking in with you at various milestones
- Emphasize your support and availability should problems arise
- Establish accountability to the plan and the timing for completion

Questions to Use in Each Step (Smart Questions)

Develop questions you would use for each step of the Coaching Conversation below.

1. Check in

2. Define the challenge

3. Determine the goal

4. Generate options

5. Evaluate options

6. Select the most viable option

7. Develop the action plan

8. Anchor the plan

Observer notes

Use these pages while you are in the role of “observer” to take notes on what the coach did well and what could be improved. Make suggestions as appropriate:

Step 1 - Check in

Smart Questions:

Listening:

Straight Talk:

Step 2 - Define the challenge

Smart Questions:

Listening:

Straight Talk:

Step 3 - Determine the goal

Smart Questions:

Listening:

Straight Talk:

Step 4 - Generate options

Smart Questions:

Listening:

Straight Talk:

Step 5 - Evaluate options

Smart Questions:

Listening:

Straight Talk:

Step 6 - Select the most viable option

Smart Questions:

Listening:

Straight Talk:

Step 7 - Develop the action plan

Smart Questions:

Listening:

Straight Talk:

Step 8 - Anchor the plan

Smart Questions:

Listening:

Straight Talk:

Other Observations:

A review of what I learned today:

What is coaching? My personal definition:

What coaching is **not**:

People join _____ and leave _____.

What are the four foundational skills of coaching?

1. _____
2. _____
3. _____
4. _____

On a scale of 1 – 6, the following represents my current skill level in coaching and the skill level I would like to achieve in my role as a leader.

1 = no skill, no knowledge

2 = limited knowledge and skills

3 = general conceptual knowledge, skills still developing

4 = learning the skills, can apply them with reminders and assistance

5 = in-depth knowledge, can apply skills without reminders or assistance

6 = expert, comprehensive knowledge; can apply coaching skills unconsciously, can teach others the skills and provide expert advice on their application.

Following is how I rate my skills currently and the skill level I would like to achieve:

	Current Skill Level	Needed/Desired Skill Level
Suspending assumptions		
Deep listening		
Smart questions		
Straight talk		
The Coaching Conversation		

The skills I most need to develop are:

Strategies I will use to develop these skills:

My commitment (s) to using these skills and The Coaching Conversation between now and the next class meeting:

The DiSC: Understanding your Communication and Coaching Style

- A snapshot of how people give and receive feedback, communicate and coach
- Not a personality profile or psychological tool; it measures *behavior*
- Helps you identify your preferred style and the style preferred by others
- Helps you identify and build on your own strengths and the strengths of others
- Helps you form better working relationships

The DiSC Model

Active/Outgoing/Faster-Paced

D

- Directive
- Decisive
- Assertive
- Strong-willed
- Thrives on change
- Independent
- Focuses on results
- Bottom-line oriented

i

- Animated, energetic
- Enthusiastic
- Optimistic
- Persuasive
- Talkative/outgoing
- Relationship-oriented
- Great speakers
- Highly creative

Task Focused

People Focused

- Analytical/accurate
- Persistent
- Cautious
- Has high standards
- Diplomatic (usually)
- Perfectionist
- Data-oriented
- Careful decision makers

- Dependable
- Agreeable
- Supportive
- Calm, stable
- Amiable, sincere
- Patient, deliberate
- Team/group-oriented
- Caring

C

S

Reserved/Slower-Paced

More About You – High D

If you have a “high D” profile your strengths may include that you:

- Can make a decision when no one else wants to
- Are not afraid to confront tough issues/situations
- Accept change as a personal challenge
- Keep the team focused and on task
- Are a bottom-line organizer
- Initiate action
- Are forward-looking
- Are innovative

Those you work with may see the following limitations: You may

- Come across as intimidating or unapproachable
- Seem insensitive to others
- Be perceived as impatient with others
- Try to get the team moving before they are ready
- Overuse your position
- Be perceived as lacking tact and diplomacy
- Take on too much, too soon, too fast

You can be a more effective coworker or team member by:

- Developing more patience
- Toning down your directness – asking more questions
- Working on your approachability – watch body language and offer more encouragement in conversation
- Other ideas?
- _____
- _____
- _____

More About You – High i

If you have a “high-I” profile, your strengths may include that you:

- are always available for others – you have an open-door policy
- are good at inspiring others toward goals
- spread your enthusiasm and positive attitude to others
- easily give positive feedback to those you work with
- are creative in problem-solving and brainstorming
- are a team player
- negotiate conflicts seeking a win-win for all

Those you work with may see the following limitations: You may appear

- disorganized
- superficial
- lacking in follow-through
- inattentive to details, or not detailed enough in giving directions
- unrealistic
- too trusting – trusting all people indiscriminately

You can be a more effective coworker and team member by:

- listening more carefully to what people really need
- being more specific in praise and work direction
- becoming more organized
- providing more detail/paying more attention to detail
- being more discriminating in whom you trust
- Other ideas?

- _____
- _____
- _____

More About You – High S

If you have a “high-S” profile, your strengths may include that you are:

- a dependable team player; especially good with self-directed work teams
- empathetic and sensitive to the needs of others
- methodical and good at preparing meeting agendas and minutes
- a great listener
- easy to get along with
- patient
- appreciative of people, and you tell them so
- service-oriented

Those you work with may see the following limitations: You may appear

- indecisive
- indirect in your requests of others, or your directions to others
- resistant to change; hesitant to implement needed change
- to avoid conflict or yield to controversy
- to have difficulties establishing priorities

You can be a more effective coworker or team member by:

- becoming more assertive and direct with others
- coping better with change
- not carrying the burden of everyone else’s problems
- more confident in addressing conflict
- Other ideas?
- _____
- _____
- _____

More About You – High C

If you have a “high-C” profile, our strengths may include that you:

- are thorough in analysis and implementation
- maintain high standards
- are conscientious and accurate
- are diplomatic and fair to everyone
- are able to keep confidences
- define, clarify, test and get information
- are objective – the “anchor of reality”
- are a comprehensive problem solver

Those you work with may see the following limitations: You may be perceived as

- overly concerned with perfection
- aloof or cool – concerned more with task than people
- hampering creativity in others with your desire to stick to the rules, policies, procedures and standards of performance
- defensive when your ideas are criticized
- bogged down in details
- overly intense

You can be a more effective coworker or team member by:

- better accepting differing thinking styles
- being more open and communicating more
- being less critical
- going for “good enough” rather than “perfection”
- Other ideas?

- _____
- _____
- _____

Strengths Overused Become Weaknesses

D's who are good at directing and deciding may become

- autocratic
- demanding
- aggressive
- egotistical

i's who are good at promoting and persuading may

- oversell or be perceived as manipulative
- come across as too self-promoting or insincere
- become overly optimistic or enthusiastic, even unrealistic
- talk too much, come across as "gabby"

S's who are steady and agreeable may

- give in despite their needs
- avoid conflict to their own detriment and others'
- appear, under stress, to be non-demonstrative, unconcerned, hesitant or inflexible when dealing with change

C's who are good at analyzing and checking may

- become perfectionistic and indecisive
- come across as picky, fussy and overly critical
- become pessimistic, possibly even fearful
- come across as inflexible when it comes to rules, policies, procedures and standards

Notes:

Keys for Coaching and Communicating with the “D” Dimension of Behavior

People you work with who you think may be D’s (initials only):

Remember: D’s like others to be direct, straightforward, and responsive to their need for results. They like authority, challenges, prestige, freedom, varied activities, growth assignments, “bottom-line” approach, opportunity for advancement.

Ideas for coaching and communicating with D’s:

- provide direct answers, be brief and to the point
- ask “what” questions, not “how”
- stick to business, stay on topic (don’t go off on tangents)
- speak to results, outline possibilities to get results and solve problems
- stress logical benefits of featured ideas, approaches
- when in agreement, agree with facts and ideas, rather than the person
- if timelines are a factor in getting something done, get these out in the open as they might related to end results
- show your competence; they have no patience with incompetence
- don’t chit-chat about social matters or other matters they think might be a “waste of time”

Be prepared for:

- blunt and demanding approach
- lack of empathy
- lack of sensitivity
- little social interaction

How does the D like to be coached? What questions would work well?

Keys for Coaching and Communicating with the “i” Dimension of Behavior

People you work with who you think may be i’s (initials only):

Remember: i’s like others to be friendly, emotionally honest, and to have their contributions recognized. They like to have people to talk to, freedom from control and detail, favorable working conditions, social recognition and recognition of abilities, and a chance to motivate people, and inclusion by others.

Ideas for coaching and communicating with i’s:

- provide a favorable, friendly environment
- approach them informally; be relaxed and sociable
- let them verbalize their ideas, thoughts and feelings
- offer them ideas for transferring talk into action
- provide time for stimulating sociable activities
- keep the conversation light, but provide details in writing (so you can help them remember the details), but don’t dwell on details
- give public recognition for individual accomplishments
- provide a participative culture and relationship
- use humor

Be prepared for:

- attempts at persuasion and influence
- a need to be in the “limelight”
- possible overselling of ideas
- vulnerability to perceived rejection

How does the I like to be coached? What questions would work well?

Keys for Coaching and Communicating with the “S” Dimension of Behavior

People you work with who you think may be S’s (initials only):

Remember: S’s like others to be relaxed, agreeable, and cooperative and show appreciation. They like security, time to adjust to change, sincere appreciation, identification with a group or team, and opportunities to specialize.

Ideas for coaching and communicating with S’s:

- provide a secure, consistent, personable and agreeable environment
- focus on answers to “how” questions to provide them with clarification
- be patient in drawing them out, including their goals; take a sincere interest in them as a person
- show sincere appreciation
- help them see their importance to the organizational good
- present ideas for change (departures from current practices) in a non-threatening manner; give them a chance to adjust
- clearly define goals, roles and procedures, and their place in the overall plan; let them know how things are or will be done
- provide personal assurances of follow-up support
- allow them to move slowly into change

Be prepared for:

- a friendly and warm approach to colleagues, direct reports and supervisors
- resistance to change
- difficulty prioritizing due to a desire to please everyone
- a desire to be sincerely appreciated
- an avoidance of conflict

How does the S like to be coached? What questions would work well?

Keys for Coaching and Communicating with the “C” Dimension of Behavior

People you work with who you think may be C’s (initials only):

Remember: C’s like others to provide details, value accuracy and minimize socializing. They like personal autonomy, opportunity (and time) for careful planning, exact job descriptions, precise expectations and a uniform adherence to high standards.

Ideas for coaching and communicating with C’s:

- take the time to prepare your case in advance, and provide a logical rationale and solid data for your proposals
- provide the straight pros and cons of the various options you considered
- support ideas with accurate data
- provide reassurance that no surprises will occur
- provide exact job descriptions with precise explanations of how their work fits in the big picture
- review recommendations to them in a systematic and comprehensive manner; be precise and focused
- if agreeing, be specific as to what you agree with
- if disagreeing, disagree with facts rather than the person (remember: they’ve already analyzed the situation thoroughly, and are rarely wrong)
- be prepared to provide explanations in a patient, persistent and diplomatic manner
- give clear expectations and deadlines
- show loyalty and dependability
- be tactful and emotionally reserved
- value high standards

Be prepared for:

- resistance to vague or general information
- a desire to double-check everything
- little need to affiliate with other people
- discomfort with ambiguity

How does the C like to be coached? What questions would work well?

The “Ten Pillars” -- Developing Others

1. Clarifying expectations
2. Brainstorming/strategizing
3. Planning and goal setting
4. Advising
5. Empowering
6. Challenging and requesting
7. Reframing
8. Supporting sustained action
9. Fostering accountability
10. Acknowledging/recognizing

The greatest good you can do another is not just share your riches, but reveal to him his own.

-- Benjamin Franklin

Pillar 1: Clarifying Expectations

Of the twelve primary factors related to employee satisfaction and productivity, a clear understanding of expectations ranked in the top five, according to the Gallup survey (Buckingham and Coffman 1999).

In order for employees to grow and develop, they must know what is expected of them. It is the responsibility of the leader as coach to set clear and accurate performance expectations. This occurs in a coaching conversation in which the leader-coach and direct reports focus on performance *today* and, at the same time, jointly plan for the future.

There are times when a task must be completed in a certain specified way, and other times when the employee may be granted more latitude for creativity and innovation. When there are several ways to approach a task or challenge, the leader-coach can specify the desired outcome and brainstorm with the employee as to her action plan and approach to accomplishing that outcome. Time frames for completion are also part of clarifying expectations.

Please turn to the next page for phrasing suggestions.

Phrasing suggestions:

- Susan, I need the strategic plan completed by next Friday, with a full report on my desk by noon. (Note the specific reference to time.)
- As you know, the report will require sections on data collection and analysis, a budget and cost analysis, an implementation plan, and recommendations and conclusion. (Note the specific instruction as to content.)
- Can we talk about your thinking regarding how you will approach getting this done? (Note that the outcome is specific, but the leader-coach is open to ideas about how to accomplish the task.)
- I know you have several other things going, but this has to take precedence. If you need to have Ron come in and help on the new product launch initiative, let me know. (Note that the leader-coach wants to be sure his expectations are reasonable. This is the direct report's opportunity to seek clarification about leader's priorities for completing the myriad projects she has before her.)
- Okay, let's be sure we both understand how we're going to do this. Can you tell me your understanding of what we've just decided? (Note that the leader understands that for expectations to be perfectly clear, there must be mutual understanding. He knows what he has in his mind, but wants to know how the direct report sees it.)

Pillar 2: Brainstorming/Strategizing

In brainstorming and strategizing, the leader as coach is a strategic thinking partner. Brainstorming is about expanding or enlarging the possibilities and helping the person being coached to create more ideas than he can create on his own. The leader-coach and the person being coached jointly participate in brainstorming.

The purpose is to generate new ideas, new ways of solving problems, new alternatives and new choices. Often, it is a creative and fun experience for both the leader and her direct report.

Strategizing is about helping an individual select the best course of action and develop a plan for reaching his goals. It provides focus and priorities for action. Having a plan and a clear course of action instills confidence. Some suggested phrasing for this step of development include:

Phrasing Examples:

- Can we brainstorm some options?
- Great! What's another option?
- What are your highest priorities?
- Where should you focus first?
- What's the best strategy for achieving that goal?

Pillar 3: Planning and Goal Setting

In this process, the leader as coach works with his direct report to: define the problem or opportunity; jointly establish the goal(s), identifying precisely and specifically the desired result(s), that is, to set SMART (specific, measurable, achievable, relevant, timed) goals; generate and evaluate options (perhaps through brainstorming); select the best option and plan the action to reach the goal, including a time line; and craft a plan to measure and monitor progress.

Questions and Phrasing Examples:

- Let's get clear on the problem. Would it make sense to write out a problem statement?
- What is the outcome you're seeking?
- What are the criteria you plan to use to evaluate the options?
- Step-by-step, how will you accomplish your goal?
- What is your time frame?
- What resources do you need?
- What are the potential barriers, and how can you get beyond them?
- How will you monitor your progress and measure your success?

Pillar 4: Giving Advice

Though the primary goal of coaching is to evoke answers from the individual being coached, from time to time the leader as coach also gives advice. Most leaders and managers are in a position to offer an opinion based on their experience, training or body of knowledge.

Advising can take the form of giving direct answers to an employee who asks questions, offering an opinion about a course of action, or offering some perspective about where an employee is and where he needs to be. It may entail drawing a model on a piece of paper or even telling the employee what to do.

Used sparingly, advising is one helpful tool in the coach-manager's toolbox. The operative word is *sparingly*. Coaching is built on the concept of self-responsibility; the function of the leader-coach is to help individuals develop the ability to find their own answers. This suggests that advising be kept to a minimum.

Some phrases that are straightforward without being too directive are listed below:

Phrasing Examples

- Let me tell you what I know, and you can tell me if it's something you can use.
- Here's what I've seen work around here.
- Let me draw a model to see if that helps put this in a little better perspective.
- Would you mind if I offered a little advice?
- It seems to me, if your goal is ..., your first step might be ...

Pillar 5: Empowering

Empowering is the process of investing another with power. Effective leaders realize that empowering means helping employees find, access and use their internal sources of power. Leaders taking a coach approach do this by pointing out employees' strengths and helping them break down goals into manageable steps.

Leader-coaches encourage direct reports to take action, no matter how small, to build confidence in their employees. Finally, leaders taking a coach approach recognize and reward employees as they grow and create results.

Phrasing suggestions:

- One of your greatest strengths is your ability to communicate in a way that inspires the team. I encourage you to speak your truth.
- This is a huge project. Let's look at its component parts. Then it will seem more manageable.
- You'll be amazed at how you build momentum once you get into action.
- You know, the work you did on the water quality project really got the attention of the Board. You did a great job with that, and they are looking forward to more of your contributions.

Pillar 6: Challenging and Requesting

Challenging and requesting are very powerful developing skills. In challenging direct reports, a leader as coach asks him to stretch himself beyond his self-imposed limit. One responsibility of the leader is to have a greater sense of direct reports' potential than they themselves have and to articulate her confidence in a way that encourages them to achieve more than they would otherwise attempt to achieve.

A few well-placed challenges may be sufficient to motivate a direct report to perform at a level that exceeds his own expectations for himself. Once challenged, he is likely to do all he can to rise to that challenge.

The most effective leaders create challenges that play to their employees' strengths. One way to challenge a direct report is to point out the assets and resources he possesses but is failing to use. In challenging direct reports, a coach-manager clearly, positively and specifically lays out her expectations.

Another way to challenge is to make direct requests for larger goals and greater results. Requesting involves asking the employee to take a specific action, an action he would not take without the leader's request. The leader may feel free to ask for much more than the employee would ask of himself. The request should be difficult enough to spur the employee to think about new and far greater possibilities.

Some phrases that challenge employees to perform at peak levels are included on the next page:

Phrasing Examples:

- I'd like to ask you to step up and take a calculated risk on this project. Here's what I'm thinking ...
- You have some strengths in the area of web design that you are not leveraging. I request you double your efforts on the graphics and launch the best website this organization has ever seen.
- These are my specific expectations of your team ... Can they handle it?
- "You don't need to have all the answers before you begin this project. Although we originally scheduled two weeks for phase one, I request you complete it by the end of this week. We need to accelerate this project.
- Will you commit to 25 new sales contacts this week?
- Sally, I have a request. I request you revise the rate structure before our next one-on-one. Can you do it?
- Joe, we've talked several times about your need to create a partnership with Engineering. I'd like to make a request. I request you meet with the VP of Engineering sometime between now and the end of the month to open a dialogue on how we can better support their efforts.
- Jane, we both know that upper management needs to know how capable you are and recognize your contributions to the organization. I'm going to challenge you to complete this IT project in half the time.

Pillar 7: Reframing

From time to time everyone becomes stuck in looking at situations in certain ways. Being stuck in one perspective limits growth and can be disabling.

Reframing involves encouraging an individual to see things from alternative perspectives. It requires the leader and direct report to look at the original data, situation or set of circumstances with a different mindset, often from the perspective of others. Reframing can open new pathways and opportunities.

To encourage reframing, a coach-manager might ask some of the questions below:

Phrasing Suggestions:

- How can we look at this problem differently?
- Let's look at this negotiation from their perspective. What are their highest priorities?
- How do you think this engineering redesign will affect manufacturing and their timeframe for deployment?
- What are the implications of this change on customers as a whole?
- That's one possible interpretation. What's another?
- What would this problem look like if you felt powerful?

Pillar 8: Supporting Sustained Action

The old adage “use it or lose it” is true of new perspectives and new skills. An effective leader encourages direct reports to sustain newly acquired skills.

The leader as coach can do this in a variety of ways. He supports skill acquisition and learning by suggesting or providing new and expanded opportunities for direct reports to continue to practice and sharpen new skills. He provides support and encouragement when an individual hits a plateau. He finds ways to stretch her capabilities, and he empowers her to take risks. He keeps her focused, rekindles her spirit and helps to bolster her enthusiasm. He rewards her progress, not just the results. He gives her permission to fail. He identifies appropriate challenges and gradually raises the bar. He keeps her engaged.

Phrasing Examples:

- Now that you’ve made the sales presentation to our department, Sarah, I’d like you to present it to the CEO and Board at their meeting this week.
- I know you’re being pulled in a lot of directions right now, Dave, but I’d like to ask you to stay focused on the ultimate goal: ensuring the highest quality design specs this department has ever turned out.
- I know time off is important to you, so as a way of saying thanks for helping us get through this first phase of the project, I’d like you to offer you a few extra days off, perhaps a long weekend later this month? (This rewards progress, not just the final results.)
- You know, Don, every one of us in this organization has taken a risk from time to time, and sometimes it just didn’t go well. You’re not alone. It’s part of life and how we learn. I have a lot of confidence in you and your ability to get on top of this problem.

Pillar 9: Fostering Accountability

By its very nature, coaching creates accountability. Regular meetings and commitments to action provide the focus and discipline that keep individuals on track.

The authors of *Co-Active Coaching* point out that accountability is “a measuring tool of action and a means to report on learning” (Whitworth, Kimsey-House and Sandahl 1998). They state that accountability does not mean assigning blame, scolding, punishing or judging. In their words, “to be accountable means simply that: to give an account. What worked? What didn’t work? What happened? What would you do differently next time?”

Accountability results from a mutual understanding between the leader as coach and the employee regarding three things: What will you do? When will you do it? How will I know?

Following are some phrases that can be used to foster accountability:

Phrasing Examples:

- What will you do? When will you do it? How will I know?
- So, let’s see how you’re progressing so far.
- What worked? What didn’t? What will you do differently next time?

Pillar 10: Acknowledging/Recognizing

The best acknowledgement addresses who the employee's *is* (that is, his inner character) and how he followed through on his values and commitments. Praise and compliments are appreciated by employees, but genuine acknowledgement and recognition of work well done is felt in the heart.

Recognition is key to retention, according to a Gallup survey (Buckingham and Coffman 1999). Yet managers don't acknowledge direct reports often enough.

What can leaders do? Make the acknowledgement specific to the person and his accomplishment, and make it genuine, never patronizing. Determine whether he likes to be recognized publicly or privately, and honor his preferences. Determine how he likes to be rewarded: Some people appreciate a bonus; some prefer a plum assignment or promotion; some would like to see their name in the company newsletter; and some enjoy small gifts, such as flowers, balloons or a couple of tickets to the movies.

Phrasing examples:

- Great job on the conference brochure, Cindy. (Praise.)
- Rick, you said you wanted to further your education. You persevered these past two years, going to school nights and weekends, and you're to be congratulated on earning your MPH. This is a tremendous accomplishment. (Very specific acknowledgement of who the person is, that is, one who values education and perseveres.)
- You've done an incredible job, Susan, in launching the new corporate foundation. The financial support from the employees is exceeding everyone's expectations. The projects you've funded in the community have done a world of good for some very needy people, and the PR for the company doesn't hurt either. Thank you for your far-sightedness and perseverance in developing this program.

The Pinnacle of Coaching: Providing Effective Feedback

After engaging in dialogue and using the skills to facilitate personal development, the crucial next step in coaching is to observe employees' performance and provide feedback.

Feedback is perhaps the most critical component of any working relationship. People hunger for it, yet many leaders seem to lack the confidence or skill to provide it. Some managers may equate feedback with criticism. This is not the case. Feedback is simply "information about past behavior, delivered in the present, which may influence future behavior" (Seashore and Seashore 1992).

Feedback takes two forms: positive and constructive (for performance improvement). Taken together, these two forms of feedback comprise a powerful tool to guide individuals in behavior change and performance improvement.

Feedback informs employees about how they are doing and fosters growth by helping them learn what is and what is not productive. Such knowledge motivates people to continue to do what works and to change what does not work. In this way feedback strengthens relationships and builds trust.

Both positive and constructive feedback allow leaders to show appreciation for employees. Recognizing strong performance can be done publicly or in private. Telling people when they failed to meet expectations (in private, of course) is equally important. Feedback allows the leader-as-coach and the employee to catch problems before they grow to unmanageable proportions.

Leaders who fail to evaluate performance honestly do a grave disservice to direct reports. Individuals who are motivated by their desire to make a contribution need praise and positive reinforcement. Individuals motivated by opportunities for advancement will grow and learn as a result of both positive and constructive feedback.

Feedback motivates people and infuses them with self-confidence. Lack of feedback not only deprives employees of information they need to grow and develop, but it leads to diminished morale, confusion about work expectations, lowered performance, and delayed decisions or action. Daniel Goleman, in *Working with Emotional Intelligence* (1998), reports on a study of the effects of performance feedback on self-confidence:

MBA students were either praised, were criticized or received no feedback on their performance in a simulation of creative problem solving. They had been told that their efforts would be compared with how well hundreds of others had done on the same task. Those who heard nothing about how well they did suffered as great a blow to their self-confidence as those who were criticized. The report cautions that “when organizations deprive employees of specific job-related information, they may unknowingly inhibit their performance” (p. 149).

Feedback can be delivered formally in structured sessions or in writing, or it can be delivered informally in a casual setting. ***Delivering feedback annually is ineffective; feedback must be regular and it must be timely.*** The following sections examine the steps involved in providing feedback.

Observing and Analyzing

In the course of developing people, the function of the leader as coach is to allow individuals to step up to the challenges to which both parties have agreed. The leader then steps back and begins to observe and analyze how things are going.

To observe, the leader-as-coach must manage by walking around so that she can notice and record specific activity. This does not mean micromanagement or spying. It often helps for the leader to let her directs know she likes to get out of her office to see how things are going from time to time, and that she likes to make herself available as things come up.

Quantitative data and specific examples of action support the validity of feedback. This data can be used to evaluate how well an employee is performing as compared to specific actions and outcomes jointly agreed upon by the leader and employee.

Whenever the leader-as-coach hears something about an employee that is positive or that suggests improvement is needed, she should jot it down. She should keep track of both good work and needed improvements. Details are critically important. Index cards or business cards can be helpful in jotting notes during “walkabouts.”

Phrasing Examples:

The following examples illustrate the difference between observations that are too general observations that are helpful:

- The proposal you prepared is not specific enough. You need to work on it some more. *(Too general.)*
- The proposal you prepared did not give the audience a clear sense of our proposed approach. We need to include the specific action steps we discussed at the meeting last Thursday. We also need to include a more clear definition statement of the problem. In addition, this Board likes to see a line-item budget. Finally, we need to match each of our people and their skills with the specific requests of the Board. Do you want to discuss the details of how we need to write this differently? *(Note that the leader offers specific examples for improvement. The feedback is not critical or judgmental of the person; rather, it addresses the problem. Further, it is timely. At the end, the leader invites the direct report to spend more time clarifying the task.)*

To gather data and examples to support feedback, leaders can observe and analyze a variety of activities, including:

- report preparation (timeliness, accuracy, quality);
- administrative tasks (timeliness, accuracy, quality);



- interpersonal interactions (how conflict was managed, how direct reports were managed, written and verbal communication, meeting management, presentations, attitude);
- customer interactions (constituent or citizen meetings, call center measures, patient satisfaction measures, handling phone calls, customer service counter, etc.); and
- planning activities (timeliness, accuracy, quality).

Providing Positive and Constructive Feedback

Feedback is more than saying “thanks” or “nice job.” Vaguely worded feedback has little value. Here are a few more tips for providing effective feedback:

- **Be specific.** Identify specific actions and describe why they were (or were not) effective. Be sincere and genuine with positive feedback; clearly explain which actions should be repeated and why. Be specific with constructive feedback as well, and use the information you collected during the observation and analysis phase. Compare performance to the goals and expectations that were jointly established so direct reports can see what adjustments they need to make.
- **Be descriptive, not judgmental.** Describe the behavior or performance that went well or that needs improvement. Focus on the person's behavior or actions, not the person. Don't judge.



- **Be timely.** Provide feedback when things are fresh. The facts will be current and people will be better able to recall details.
- **Offer suggestions for alternative behavior.** This helps direct reports know what to do with the feedback. Help them develop plans to improve performance.
- **Be courageous yet compassionate.** Don't dance around. Get to the point. State why you are having the conversation. Describe what you know. Be honest. At the same time, do no harm. Be aware of your intentions and never give feedback to hurt or injure the other person (or to "take him down a peg or two"). Your intentions should be to remind people of their potential and to improve their performance. Frame your feedback so that it affirms their talents and who they are. At the same time, create a vision of what's possible in order to stretch them to new heights. Ask yourself, what's in this for them?
- **Be sincere and honest.** Speak your truth in a way that is genuine for you. Empty praise is obvious, demeaning and insulting. Be yourself.
- **Provide a balance between positive feedback and constructive feedback.** If possible, try to tip the scale more to positive feedback. This will be perceived as sincere if it is balanced with suggestions for improvement.
- **Don't guess at motives.** First, don't base your feedback on assumptions or guesses. Second, don't make excuses for people. This weakens your feedback and sounds as if you are timid or don't believe in what you're saying. Talk about actions, behaviors and performance, not motives.



- **Avoid using words like *always* and *never*.** These absolutes demoralize people. They may make people angry and defensive and thus unable to hear the feedback. It's probably not true that they "always" or "never" do something.
- **Prepare.** Think about what needs to be said and how you will say it.
- **Provide choices and suggestions for improvement.** As you conclude your feedback, let people know that they have some options and that they can use this as an opportunity to improve performance. Provide suggestions for different alternatives.
- **Make it ongoing.** Feedback is a process of offering useful information for continuous improvement. By its very nature it requires regularity.

Clearly, the way you phrase feedback affects how it will be received and understood. Following are some examples of positive and constructive feedback:

Phrasing Examples:

- "Your presentation to the sales managers this morning was excellent, Tom. You were very explicit on the price points and volume figures, just what they needed to know. (*Specific.*)

- “I’m concerned about the water quality figures I’m seeing coming out of the lab, Linda. As you know, the Water Quality Control Commission wants our discharge of ammonia to be less than x units per gallon, and the reports I’ve reviewed this week suggest that we are getting dangerously close. What actions are you taking to be sure we don’t violate our permit? *(Specific and timely, no judgment.)*

- I care about you, Jane, and I don’t like the fact that you tolerate the CFO ripping into you and your team in public meetings like that. You owe it to your team to be their champion, and you owe it to yourself to stand up to him and be more assertive. You make too much of a contribution to this organization for me to lose you to his abuse. Now, I know a four-step process of dealing with bullying behavior in the workplace. Would you like to look at some ways you might address this problem? *(Courageous and compassionate. The coach provides specific suggestions, acknowledges the talent Jane brings to the organization and offers to spend some time working through the specific behavior Jane needs to change. The feedback is nonjudgmental, sincere and honest, with no dancing around the issue.)*

Designing the Coaching Alliance

- Build a bond of trust
- Tune into other person's view of the world
- Generate awareness
- Confidentiality & ethics

Building Trust

- Examine your intentions, they are transparent
- Carefully select your language, be sure it is neutral
- Keep your word, commitments and promises, follow through on your stated intentions
- Walk the talk, act in accordance with your own stated values, beliefs, and principles
- Share information, and give true, accurate, honest information at all times
- Ensure that employees receive fair treatment and equal opportunity
- Treat employees with respect and consideration
- Tell the truth without beating around the bush
- Accept accountability for your actions
- Share the credit, accept the blame
- Do what's right for the organization, not what's most personally rewarding

Tuning into the Other's View of the World

The following questions are intended to be used in a coaching conversation with individual members of your team. The purpose of this conversation is to help you connect with your team members, identify what motivates them, tune in to their view of the world, and help you increase their satisfaction and productivity.

This conversation will help you understand each individual's strengths, limitations, style, motivations, needs and aspirations. The insights you gain will help you analyze your leadership style or the approach you should take to managing each individual member of your team. It can also help you build rapport and enhance your relationships with your team.

Introduce the conversation by telling team members that you are interested in learning as much as you can about them so you can better support them in achieving their goals. Tell them you will be asking them about what they enjoy most about their work, about their goals, their strengths, and what they expect of you, their team leader. This conversation will take at least an hour, quite possibly longer.

You probably won't be able to cover all these questions in one sitting, so plan ahead and select the ones which are most important, and be sure to give some thought to how you will put them into your own words. Tell them you would like to take notes to be sure you capture everything, and ask if that's okay.

Interview Questions:

1. Why did you come to work here? (What keeps you here?)
2. What do you enjoy most about your work?
3. Do you have a skill or an area of mastery you would like to use more of in your work? What is it?
4. What are your strengths and talents? Please help me understand what you like to do best.
5. What would you say are your weak points? What do you want me to understand are areas of difficulty for you?

(After the conversation, reflect on: What does this person enjoy most? How can I maximize the contribution this person can make?)

6. With what kind of person do you work best?
7. With whom do you like to team and why?
8. Are you a person who will tell me how you feel, or will I need to ask? Do I ask you often enough how things are going for you?
9. Do you ever become negative or disappointed with yourself? (If yes) How can I help you when that happens?
10. How important is it for you to be friends with the people with whom you work?
11. How often do you think you and I should get together to discuss how things are going?

(After the conversation, reflect on: How frequent should my contact be with this person? Will this person tell me how he/she feels, or should I ask? With whom should this person partner? How do I build a productive relationship with this person?)

12. What do you want to accomplish in the next six months?
13. What do you think I expect of you during this year? What do you expect of me?
14. What do you want to be doing three years from now?

15. Do you prefer to work where you are given a specific plan or set of directions, or do you prefer to create the plan yourself?
16. What is the most effective way for you to set goals? What can I do to help you achieve your goals?
17. Is there a particular skill or competency you would like to learn?
18. What is the best way for you to learn something new?
- (Reflect on: Are this person's goals and objectives clearly defined? What kind of support does this person need from me? How can I create a learning environment for this person?)*
19. What motivates you to achieve . . . to be successful?
20. Would you say you are a competitive person?
21. What are the most important rewards to you?
22. On a scale of one-to-five, with five high, how important is each of the following?
- a. ____ Being your own boss?
 - b. ____ Working independently?
 - c. ____ Having others like you?
 - d. ____ Working as part of a team?
 - e. ____ Challenging work?
 - f. ____ Learning new things?
 - g. ____ Training/teaching others?
 - h. ____ Knowing how well you are doing compared with others?
 - i. ____ Being the best?
 - j. ____ Receiving recognition for what you do well?
 - k. ____ Receiving recognition in front of others?
 - l. ____ Receiving recognition in private?
23. When you are successful, who do you want to know it?
24. Overall, what kind of recognition do you like best?

25. Can you think of anything else that I should know about you, anything that would make a difference in our working relationship or in your effectiveness here?

(Reflect on: What are this person's motivators? (e.g., money, independence, promotion, recognition, etc. What are the key incentives to motivate this person?)

Actions: From the insights you've gained during this conversation, what three actions will you take to support this person's growth and productivity?

1.

2.

3.

Notes:

Generating Awareness

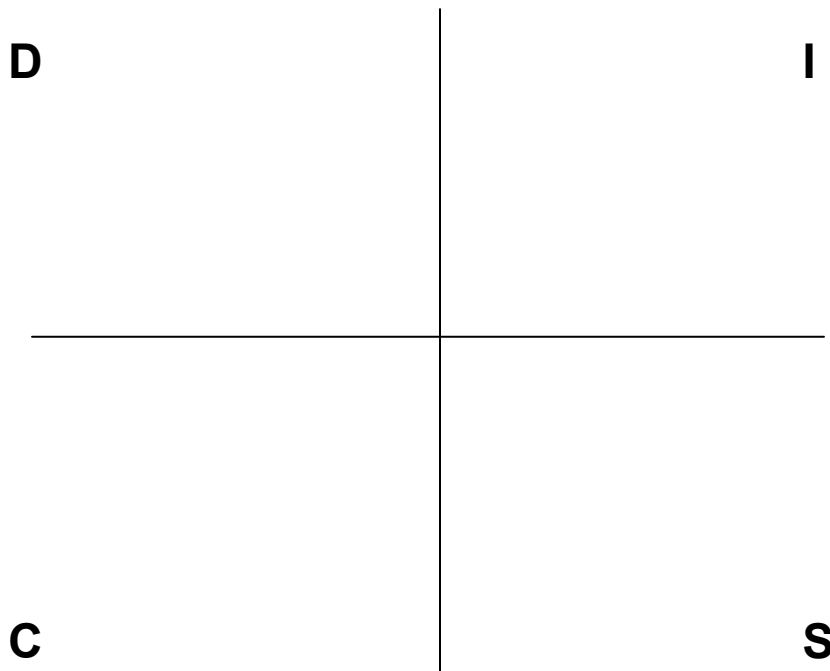
- Quantitative and qualitative 360s
- Other assessments (DISC, MBTI, others)
- Self awareness
- Social awareness

Confidentiality and Ethics

- ◆
- ◆
- ◆
- ◆
- ◆

A review of what I learned today

Think about the people you work with most often. Try to guess their communication style(s) and place their initials in the appropriate quadrant:



Here are some of the tips and techniques I will use to work with specific individuals with specific styles:

Director Style:

Initials:

Strategies for working with them: _____

Influencing Style:

Initials:

Strategies for working with them: _____

Steadiness Style:

Initials:

Strategies for working with them: _____

Conscientious Style:

Initials:

Strategies for working with them: _____

Pillars Skills I most want to develop:

_____	_____
_____	_____
_____	_____

Strategies & Commitments to Developing Pillars Skills:

I know I need to become more effective at providing honest feedback to:

_____ and _____.

This is how I will do it, and this is what I will say:

And I will provide them with this feedback by (date): _____

In order to improve my coaching skills, I plan to:

Goals

Target Date

And my plan to practice coaching in the next four weeks is:

Finally, identify where you are currently on the continuum from “old style” to “leader-as-coach”. Place an ‘O’ along the continuum that best indicates where you spend most of your time currently in managing employees and situations, and an “X” where you would like to be as a leader-coach. Notice the biggest gaps. What are your highest priorities? On the next page, develop your plan for closing these gaps

<i>From</i>	<i>To</i>
1. Controls employee's actions	Brainstorms options with employees and supports their decisions
2. Directs, dictates, tells, talks a lot	Asks questions, guides, empowers, listens a lot
3. Focuses on weaknesses	Focuses on strengths
4. Manages solely for results	Manages the development of employees
5. Assigns blame	Takes responsibility
6. Solves problems in isolation	Helps others solve & prevent problems
7. Creates a fear of consequences; abhors risk-taking	Creates a safe environment for taking calculated risks
8. Presumes, assumes	Explores, discovers
9. Is the source of approval (& bottleneck)	Is a resource for learning, growth & problem solving
10. Focuses solely on the bottom line	Focuses more on people
11. Competes	Creates problem-solving partnerships with employees
12. Plans, directs, controls & plays the entire game	Lets the players play the game

This image shows a full page of blank, lined paper. It features approximately 20 horizontal black lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings present.

Questions, or for coaching, please call Laura Belsten at 303-838-1100.