

DEVELOPING

“COACHES”

FOR

NEW

WARDENS

PARTICIPANT MANUAL

JUNE 3 - 5, 2003
SAN DIEGO, CA

Developing Coaches for New Wardens

Workshop Objectives

The purpose of this workshop is to provide training and practical experience in the techniques and skills of Co-Active coaching as the foundation of **a leadership culture**. You will learn to use coaching skills with your employees, boss, and peers throughout the workday and thereby build an environment where people step into being a leader within the scope of their job. We believe that there are significant untapped resources waiting to be unleashed in each and every person in organizations, and that building a leadership culture will realize that potential.

This course is oriented towards participation and practical experience rather than lecture. You will have many opportunities to coach and to receive feedback on your coaching.

At the end of the workshop, you will have learned:

- ✓ To use the basic coaching skills of listening, powerful questions, accountability and acknowledgment
- ✓ How to create an environment that supports others in exploring their challenges and developing their own solutions
- ✓ How to identify an individual's values and the roles that values play in motivation and personal development
- ✓ To apply coaching skills to supporting new wardens
- ✓ How and when to use coaching roadmaps to bring the person you are coaching to action and accountability
- ✓ To identify assumptions and interpretations and break the cycle of negative thinking
- ✓ How to call forth each person to be a leader

A LEADERSHIP CULTURE: *The Heart of High Performance Organizations*¹

The opportunity for significant improvement is readily available to every company with the courage to delve into the most mysterious aspect of business, the human being. Every person has the capacity for outstanding and, sometimes, astounding performance.

A simple, yet profound idea is at the heart of organizations that realize that potential: ***Everyone is a leader, all of the time.*** A company where every individual is a leader for their segment of the business, regardless of job title or position, is practicing a leadership culture and will build customer loyalty, and, therefore, market share.

Respected authors such as Warren Bennis, Jim Collins, and John Kotter have studied the characteristics of leadership and culture that lead to high performance and sustained results. The high rate of change and the complexity of the global economy require a new way for everyone in the organization to act. Warren Bennis captures both the direction and passion behind this:

“Our observations have taught us that no single leader can save the day. Truly successful leadership today requires teams, collaboration, diversity, innovation, and cooperation. Leadership has begun to take on a new dimension. The leadership we are seeking is one that is empowering, supportive, visionary, problem-solving, creative, and shared.”²

Mr. Bennis continues and offers a solution,

“The failures of our corporations demand leadership qualities from every staff member, every secretary, every salesperson, every accounts payable clerk, and every CEO, so as to catalyze enthusiasm, encourage risk taking, and create breakthroughs in innovation. The future will work only when each of us makes it work.”³

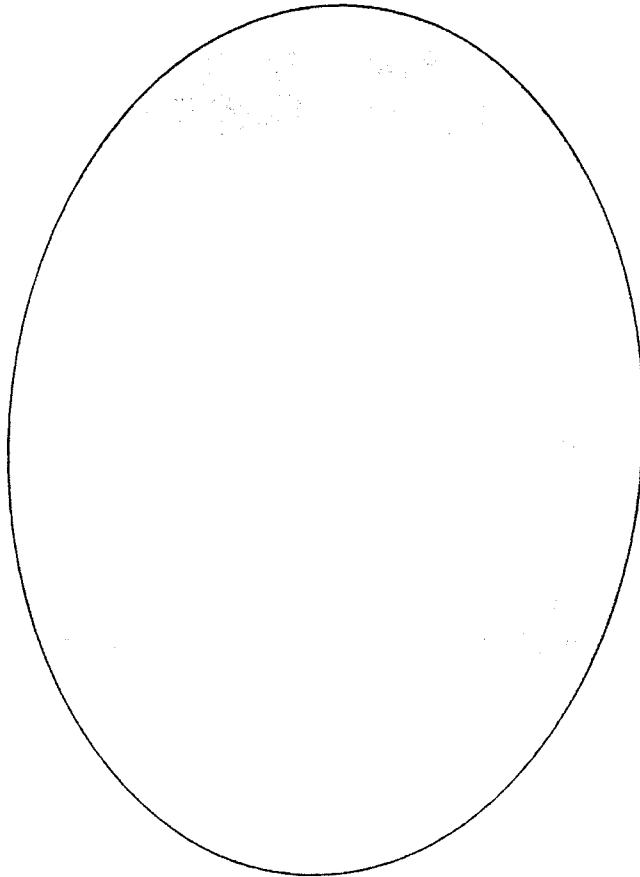
Mr. Bennis is calling each of us to step into leadership regardless of our position. This is particularly poignant in light of the recent collapse of Enron and Arthur Andersen. In Jim Collins' book, *Good to Great*, he defines “level 5 leaders” as those, among other things, who respond to challenges by asking, “Who are the right people to address this?” rather than with a directive. These leaders realize that people—at every level—truly make the difference between adequate performance and sustained outstanding performance.

This is a shift from the recent days of Total Quality Management and Re-engineering, where the focus was on business processes. The focus is again on the human side of the equation. This return to the human factor does not throw out the gains of those initiatives, but rather finds new sources of improvement. We believe that there are significant untapped resources waiting to be unleashed in each and every person in organizations, and that building a leadership culture will realize that potential.

References

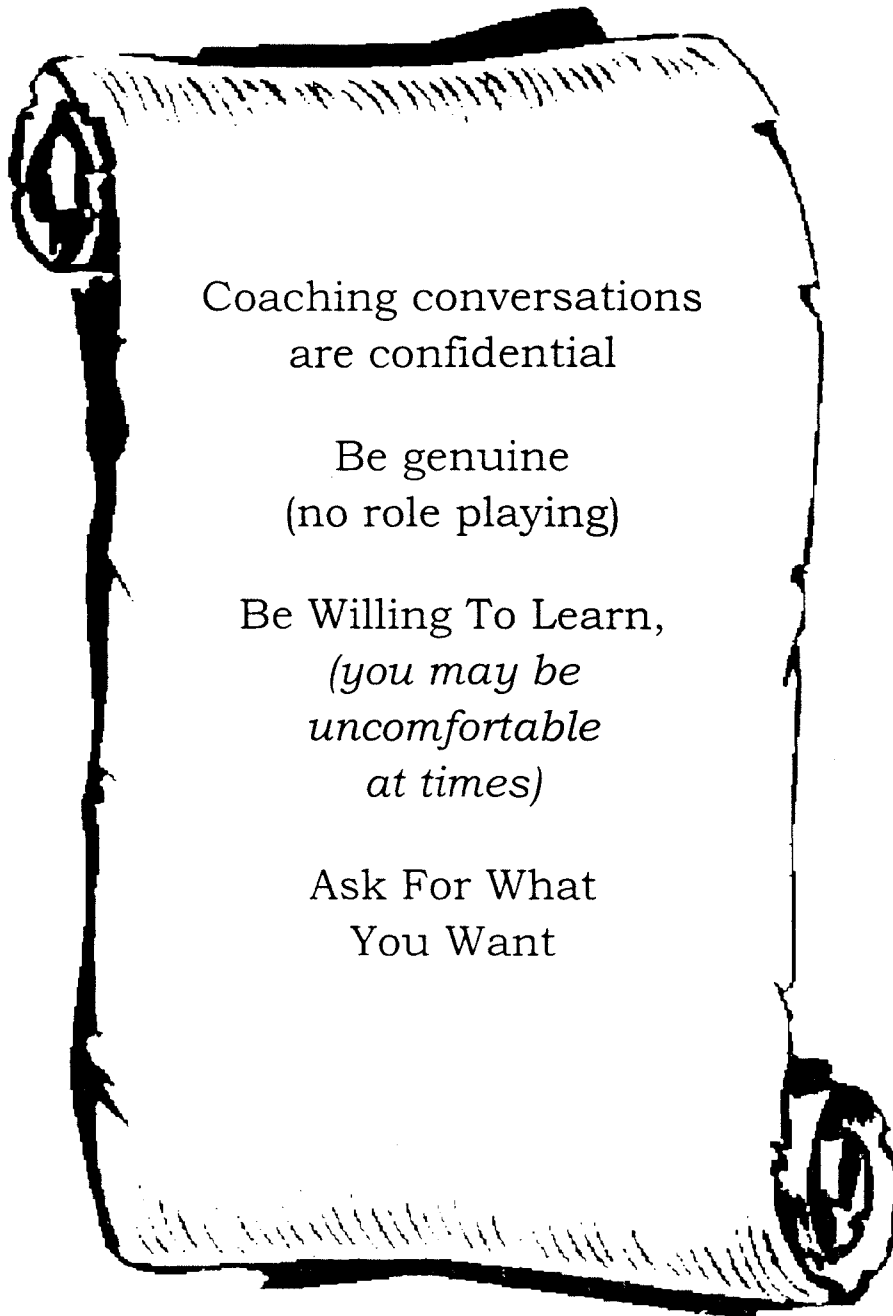
1. Tom, Vercelli and Vu. A Guide To Getting It: Remarkable Management Skills, Clarity of Vision Publishing, Portland, Oregon, 2002, page 69.
2. Warren Bennis and Joan Goldsmith. Learning To Lead: A Workbook On Becoming A Leader, Perseus Books, Cambridge, MA, 1997, page XV.
3. Warren Bennis and Joan Goldsmith. Learning To Lead: A Workbook On Becoming A Leader, Perseus Books, Cambridge, MA, 1997, page XV.

LEADERSHIP COACHING FOR PERFORMANCE AND DEVELOPMENT



**The ability to influence an individual's
inner-workings is every leader's job.**

DESIGNING HOW WE WILL WORK TOGETHER



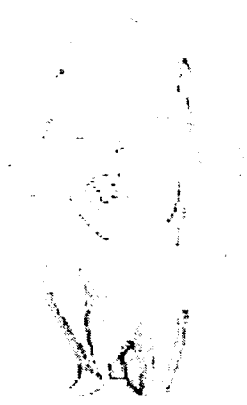
LEADERSHIP CULTURE

Being 100% Responsible

Elements of a leadership culture include:

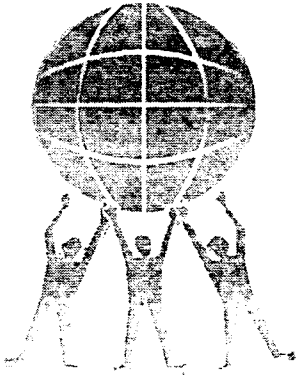
- ✓
- ✓
- ✓
- ✓

More than
100% responsible



Being more than 100% responsible can over-burden the person and let down the system.

100% responsible



Leaders take 100% responsibility for their actions and create value in every interaction.

Less than
100% responsible

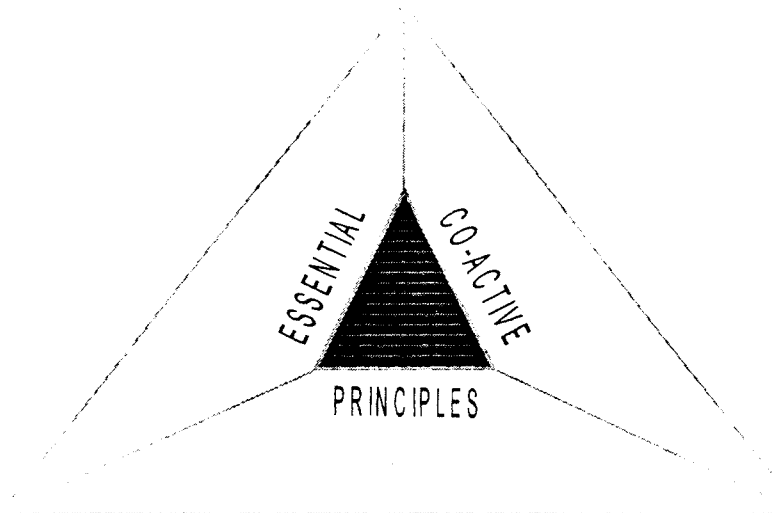


Compliant followers are being less than 100% responsible for their actions and consequences.

COACHING PRINCIPLES

The Foundation of a Leadership Culture

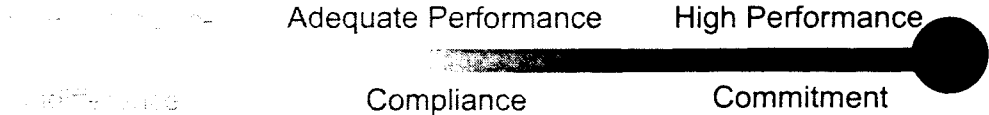
Together, we have
the best answer



Listening
Provides Value

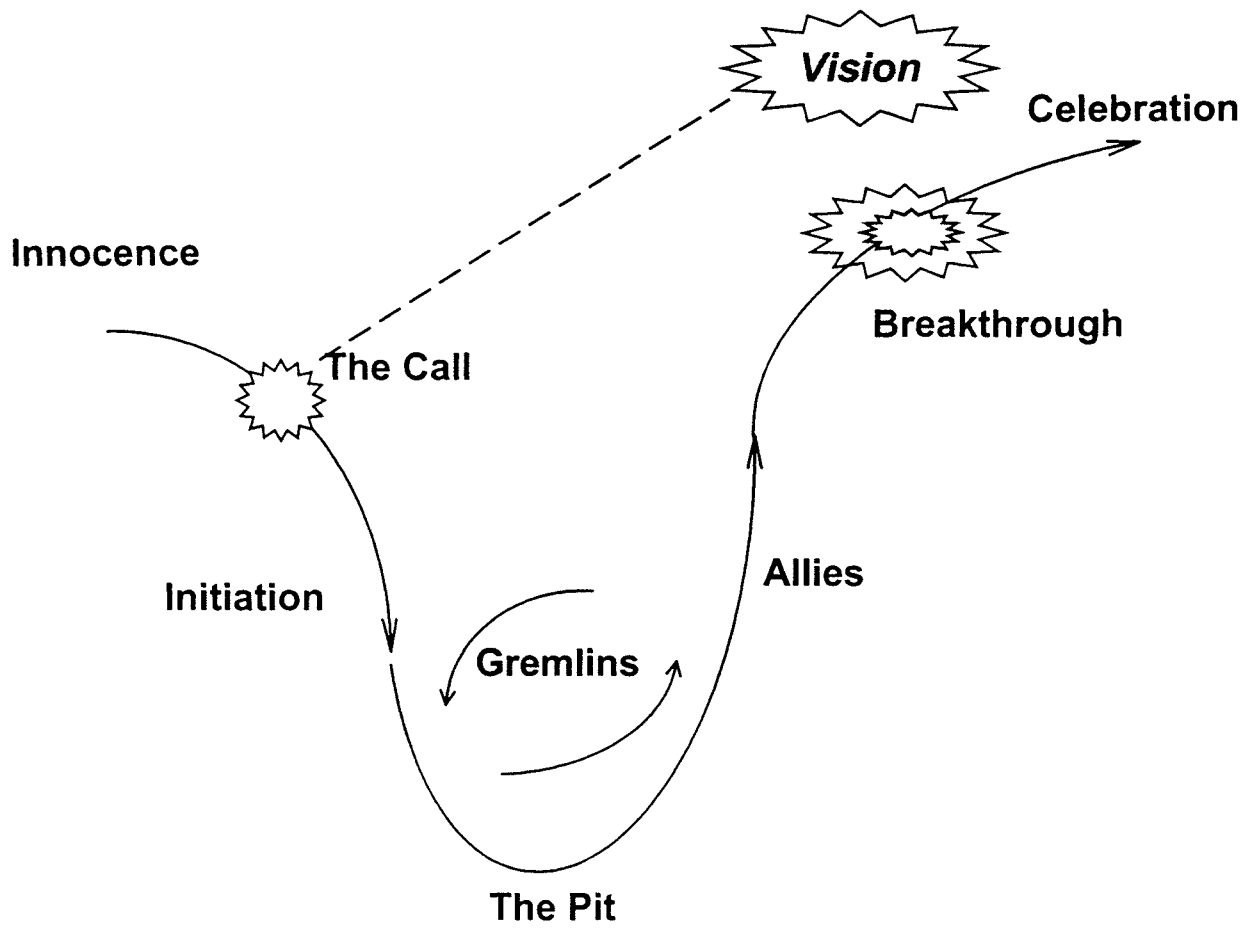
Design
Relationships

COMMITMENT AND HIGH PERFORMANCE



	Adequate Performance	High Performance	
	Compliance	Commitment	
Behavior	Checked-out, unreliable, company goals not important	Meets goals, meets expectations, fair exchange work for pay, save complaints for the water cooler.	Entrepreneurial in alignment with company goals, Energetic, speaks up, challenges existing structure
Impact	Team frustration, pushes customer away	Job gets done, customer expectations met, goes along to get along	Job gets done exceeding customer expectations, aliveness and creativity, willing to take risks
Expects	Paycheck, to be invisible	Entitlement, increasing pay, benefits, recognition	Piece of the action, respect, change and growth
Motivator	Get away with things, do as little as possible for full pay.	Salary, benefits, retirement, safety, doing a good job, acknowledgement	The work, seeing results, individual freedom, sense of community, acknowledgement

THE LEADER'S JOURNEY



Reference: **The Path of the Everyday Hero**, Lorna Catford, Ph.D and Michael Ray, Ph.D.

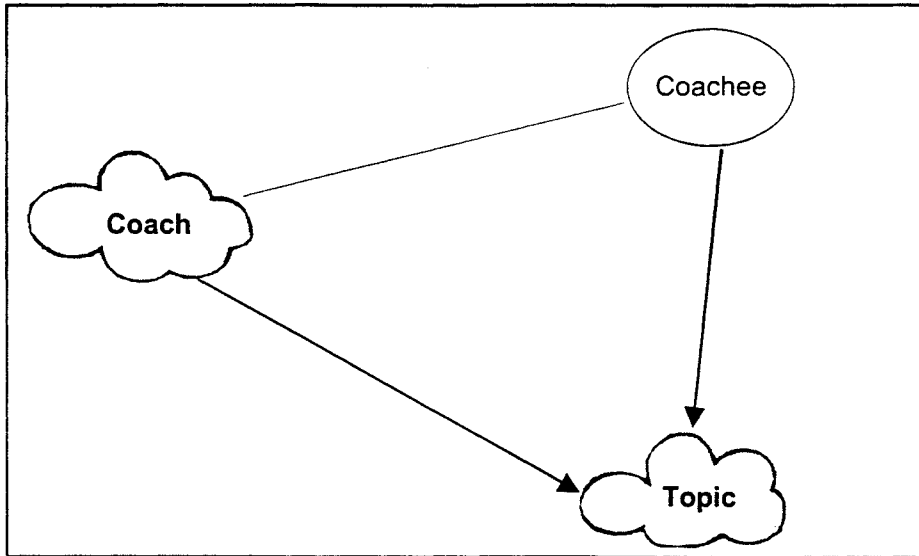
CO-ACTIVE LEADERSHIP COACHING

Demonstration

Purpose:	Illustrate Co-Active coaching skills
Time:	15 minutes of coaching, 10 minutes debrief and discussion
Directions:	Observe the coaching and write down skills the coach uses. Also, make notes about the impact on the client
Helpful Hints:	<p>Here is a list of coaching skills. Feel free to use the list to get started in your observations. There is space on the next page for notes.</p> <ul style="list-style-type: none"> Accountability Acknowledgement Articulate what is going on Asking permission Bottom-lining Brainstorming Challenging Champion Clarifying Confidentiality Creating Trust Dance in the moment Forward the Action Goal Setting and Planning Hold the Client's agenda Hold the focus Inquiry Intrude/take charge Intuit Listen Metaphor Meta-view Powerful Questions Reframing Requesting Self-management Structures Visioning

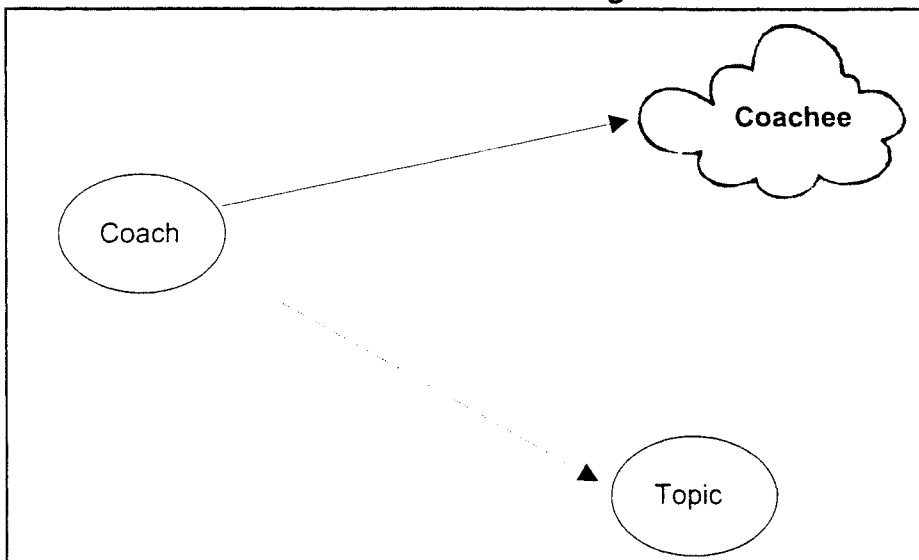
LISTENING LEVELS

Level One Listening



At **level one**, the coach is listening to his/her internal dialogue. Both coach and coachee are focused primarily on the topic.

Level Two Listening

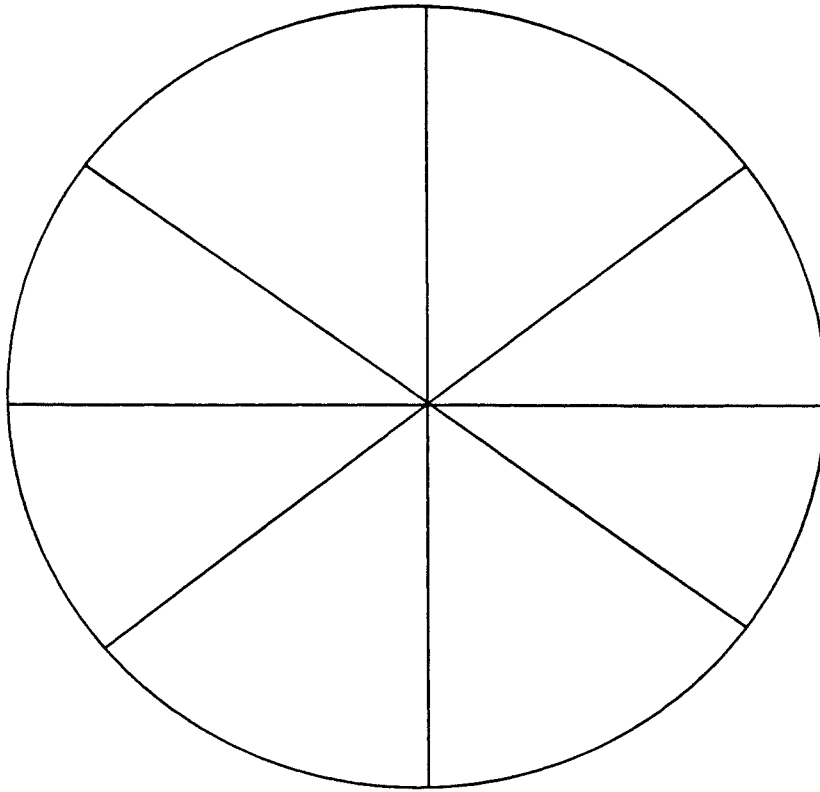


At **level two**, the coach is listening intently to the coachee with a soft focus on the topic.

COACHING PRACTICE

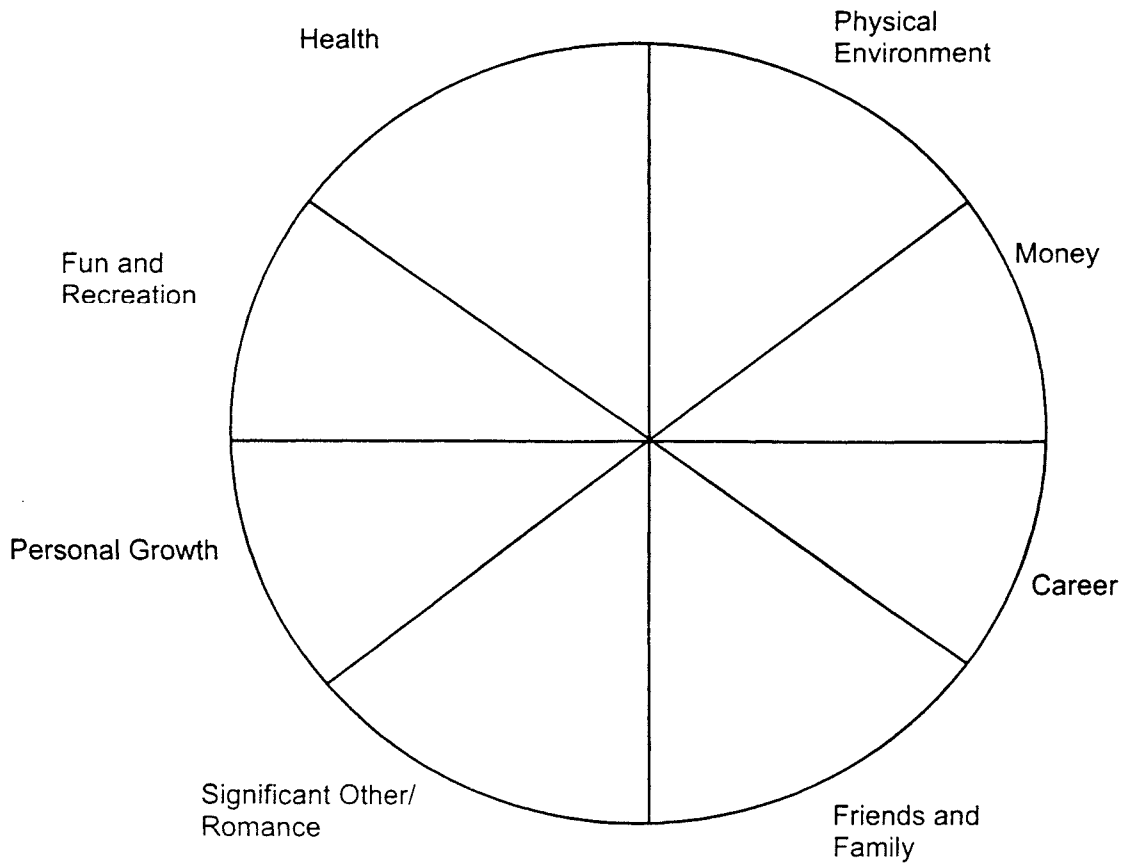
Purpose:	Try Co-Active leadership coaching using one of the work performance wheels. Distinguish between levels one and two listening.
Time:	<p>40 minutes total:</p> <ul style="list-style-type: none"> ➤ 15 minutes to coach ➤ 5 minutes reflection and feedback ➤ Repeat, trade jobs. Coach becomes client
Directions:	<ol style="list-style-type: none"> 1. Coach leads the client through one of wheels (blanks on following pages). Client selects one segment to improve and gets coached on taking action to improve. 2. After coaching, take 5 minutes to answer the questions on page 17. Coaches answer the reflection questions and Clients answer the feedback questions. Start with the coach.
Helpful Hints:	<ul style="list-style-type: none"> ➤ Move quickly through putting numbers on each segment of the worksheet so that you have time to coach making an improvement. ➤ If your client selects a segment with a low number, like 2, ask them what number they want it to be in the near term. If you ask, "what would it take to be a 10?" they might get stuck. ➤ If your client has all 10's, ask them to choose an area they want to be an 11. ➤ Sometimes it is helpful to ask, "Which area, if improved, would make the whole picture a little better?" <p>Remember: <u>Your client has the answer.</u> If you catch yourself collecting data or problem solving, admit it and put your attention back on your client.</p>

JOB PERFORMANCE WHEEL



NOTES:

LIFE WHEEL



NOTES:

COACHING PRACTICE

Reflection & Feedback

Coach

Reflections on your coaching:

- What seemed to be helpful to your client?
- What was challenging for you?
- What helped keep your listening at level two?

On the feedback you receive:

- Listen at levels one and two
- Avoid explaining or defending

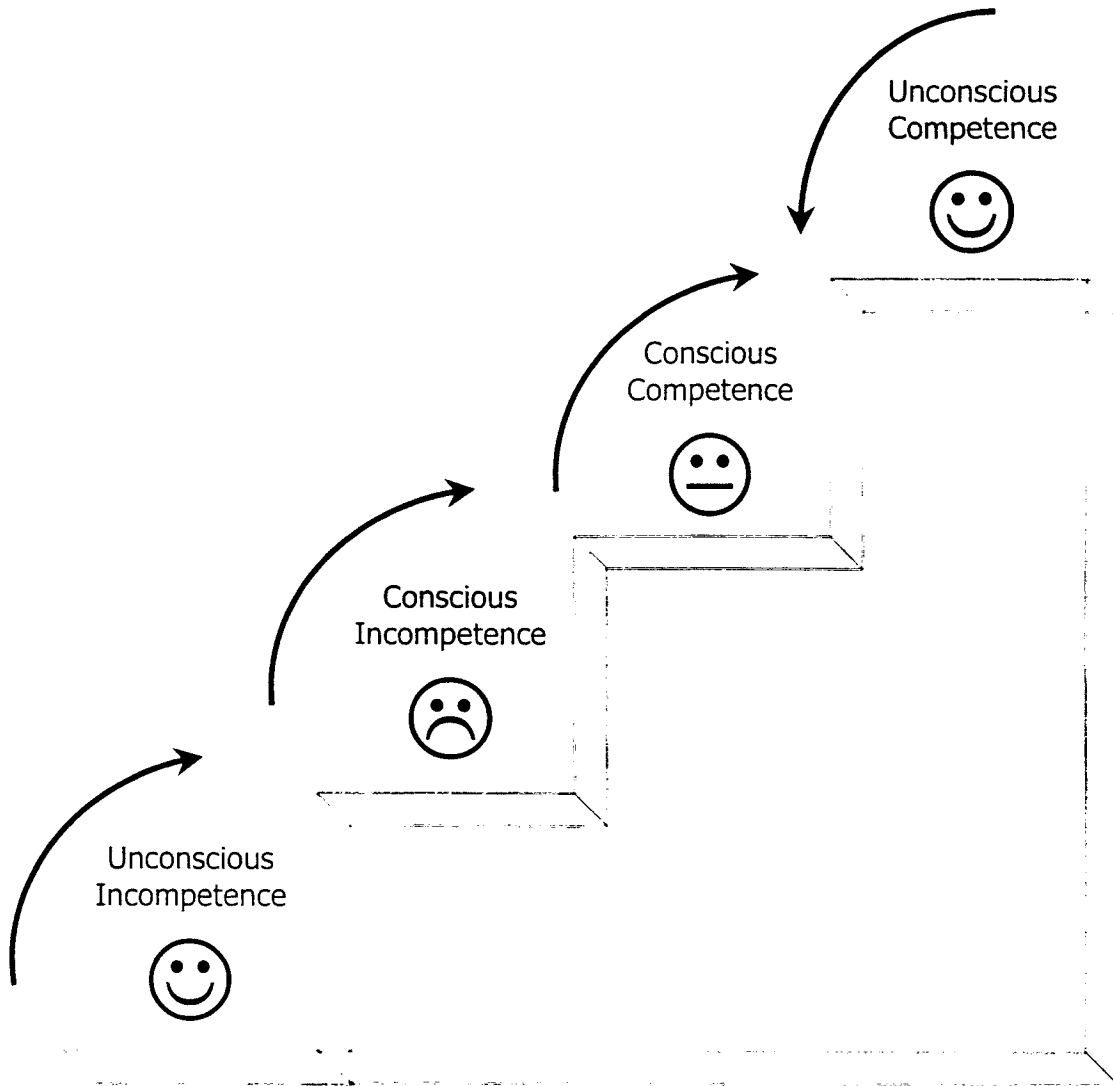
Client to Coach

Be specific and give examples when you comment on:

- What was helpful?
- What was not helpful?
- What would you want your coach to do differently next time?

Avoid replaying the coaching interaction; be succinct.

LEARNING STEPS



POWERFUL QUESTIONS

	Powerful	Not Powerful
Characteristics	<ul style="list-style-type: none"> ✓ Short ✓ Simple ✓ Open-ended (how, what, who, when) ✓ Curious 	<ul style="list-style-type: none"> ✓ Long ✓ Complex ✓ Multiple, serial ✓ Yes/no response ✓ Disguised solution
Impact	<ul style="list-style-type: none"> ✓ Client does the work ✓ Client understands bigger picture ✓ Client creates learning from their experience ✓ Client commits to action 	<ul style="list-style-type: none"> ✓ Coach does the work ✓ Client gets coach's knowledge ✓ Client becomes resistant

Sample Questions

What do you want?

What is important to you?

What will that get you?

How will you know (you have what you wanted)?

What or who can assist you?

What are some options?

What can you learn from this?

What will you do? By when?

Reduce or eliminate questions that begin with *would, could, did, do, don't, have* — they lead to yes/no responses. Questions that begin with "why" lead to explanations and focus on the problem.

POWERFUL QUESTIONS

Practice Guide

Coach

Concentrate on using powerful questions.

Client

Think about feedback you have received recently or during an annual review. What would take your leadership to the next level?

Observer

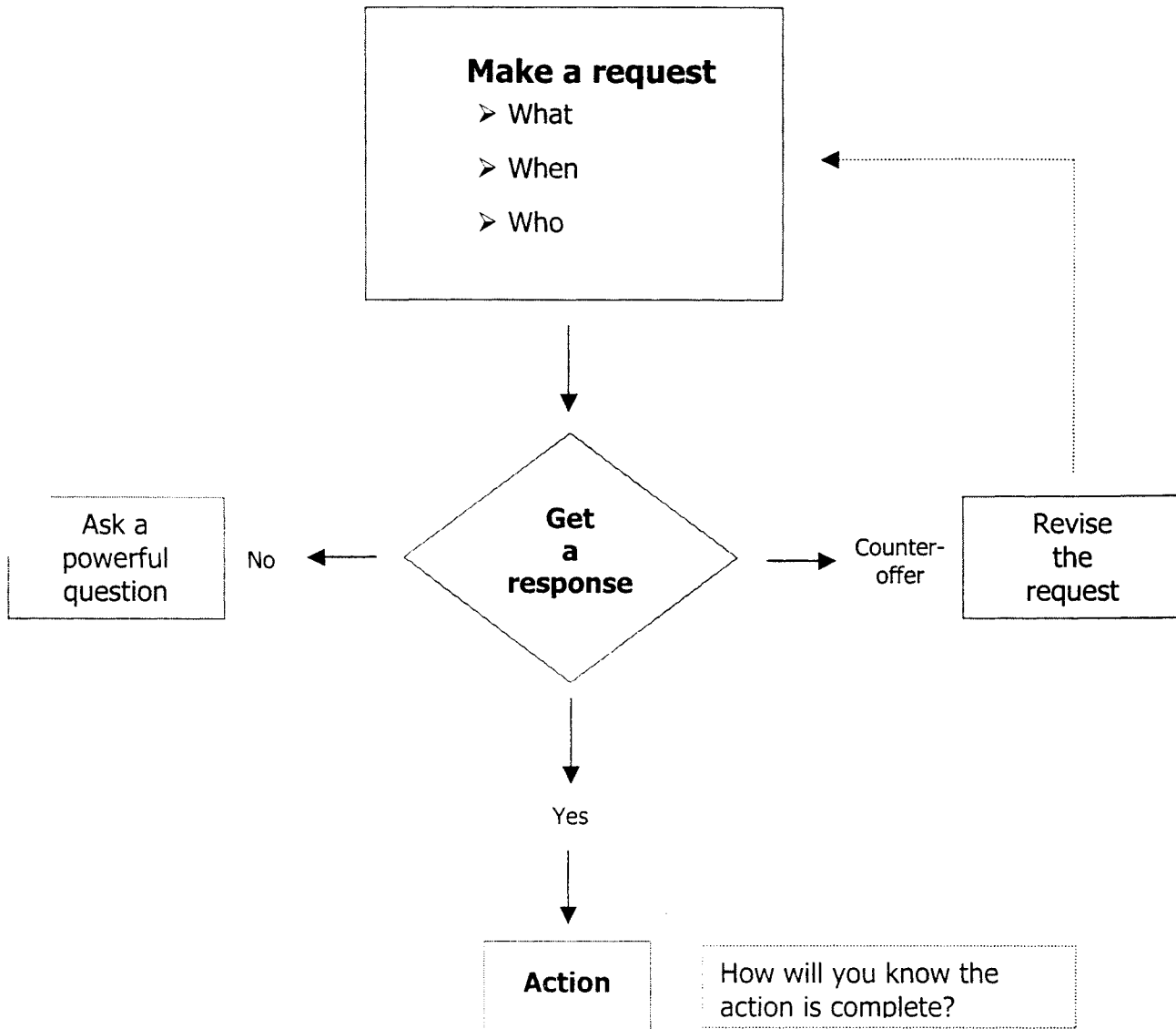
Pay attention to levels of listening. Note what questions were asked. Give feedback to the coach about how well they used level two listening and how well their questions match the characteristics of powerful questions.

Time

12 minutes of coaching each. 3 minutes of feedback from both the observer and the client. 55 minutes total.

Notes:

COMPLETE REQUESTS GET ACTION



THE COACHING ROADMAP

COACHING ROADMAP

Practice Guide

Coach

Follow the coaching roadmap and concentrate on ensuring that you move your partner to action. Listen at levels two and three and use powerful questions.

Client

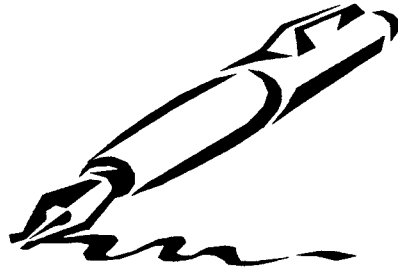
What do you know needs to change but you have not yet taken action?

Time

12 minutes of coaching each. 3 minutes of feedback. 30 minutes total.

Notes:

HOMEWORK



This is an opportunity to practice what you have learned in the workshop so far. We recommend that you honor your original time commitment with this client. If you set up the appointment for a half an hour: coach for a half an hour. If you set it up for an hour: coach for an hour.

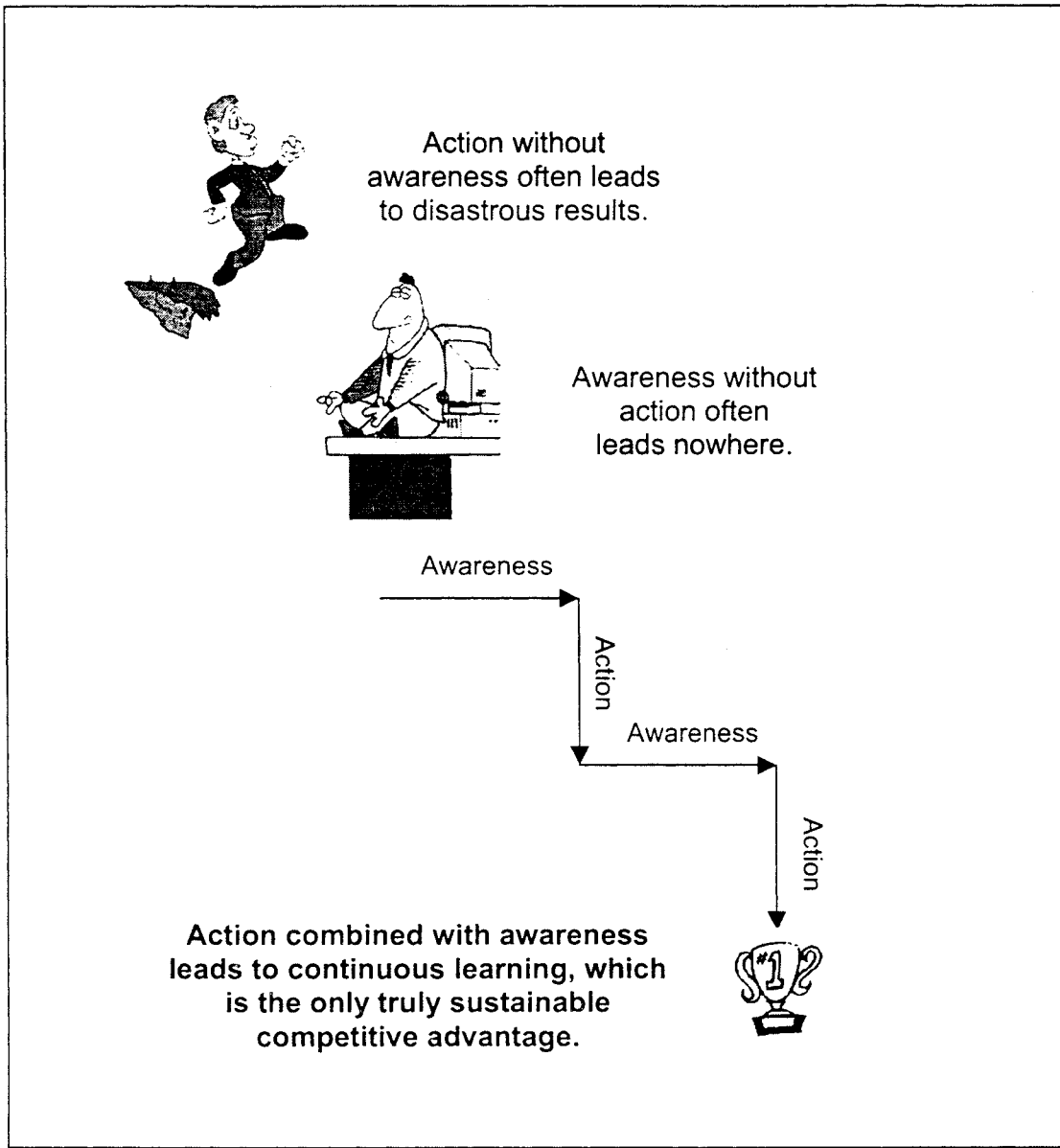
Please separate the coaching from dinner or socializing.

Following coaching, get two pieces of feedback from the client:

Ask: What feedback do you have about my coaching?

Ask: What do you think of coaching in general?

Action and Awareness Create Continuous Learning



VALUES LIST

Achievement	Friendships	Privacy
Advancement & promotion	Growth	Public service
Adventure	Helping other people	Purity
Affection (love and caring)	Helping society	Recognition from others
Arts	Honesty	Relationships
Autonomy	Independence	Religion
Challenge	Individual development	Reputation
Change and variety	Influencing others	Respect
Communication	Inner harmony	Responsibility & accountability
Community	Integrity	Risk taking
Competence	Intelligence	Security
Cooperation	Involvement	Self-respect
Country	Knowledge	Serenity
Creativity	Leadership	Sophistication
Decisiveness	Learning	Stability
Democracy	Loyalty	Status
Ecological awareness	Market position	Strategic unity & coordination
Economic security	Meaningful work	Technology
Efficiency	Merit	Time freedom
Environment	Money	Trust
Ethical practice	Nature	Truth
Excellence	Openness and honesty	Wealth
Expertise	Order	Wisdom
Fairness	Parenting	
Fame	Passion	
Family	Performance	
Fast pace	Personal development	
Financial gain	Physical challenge	
Flexibility	Pleasure	
Freedom	Power and authority	

VALUES AWARENESS

Select your top five values using the Values List and other words you may choose to add. One method is to read over the list and check all those that are important to you. Then, narrow the list to the top five.

In selecting the values, choose those that are truly important to you. It can be tempting to select values that you "should" have.

Write those five into the table. Then, rate how fully you are living that value. Assign a number between 1 and 10 for each value. They can all be 10's, if that is the case.

List Top Five Values	Rating *
1.	
2.	
3.	
4.	
5.	

* Answer the question, "How fully am I living this value?" Then, assign a number between 1 and 10 where 1 = not at all and 10 = living value fully

ASSUMPTIONS AND INTERPRETATIONS

Interpretation

John is the favorite.



Assumptions

I am never going to succeed here.

John gets all the attention at these meetings.



Mai (Mgr)
congratulates John
(employee) at the
department meeting
for exceeding the
quarterly sales goal.

Data

Interpretation

Interpretation

ASSUMPTIONS AND INTERPRETATIONS

Breaking The Cycle

Curiosity

How does John get consistently good results?

Identify the assumptions & fear.

Get curious. Ask questions.

Breaking

The

Cycle

I will learn some of her techniques.

John gets all the attention at these meetings.

Mai (Mgr) congratulates John at the department meeting for exceeding the quarterly sales goal.

Data

Learnin  Action

Interpretation

THE “GREMLIN” CONCEPT

The gremlin is an internal voice that stands in your way, judges you, judges others, sets you up to fail, and stops you from reaching your full potential. The voice is called gremlin for its ability to adapt to any situation. In other words, it does not always judge you. Sometimes it comes out as a caring voice, the reality voice, the self-actualizing voice or even the spirituality voice. Sometimes it encourages you to go after your desires so intensely it becomes your driver.

Its purpose is to keep you safe and static. It does not want you to change because any state of being other than the one you are in is unknown, scary and dangerous. Since the gremlin's job is to keep you safe, it cannot allow any changes. It feeds on fear. Sometimes the gremlin is so loud, you cannot hear your true-self talking and know what you want. The gremlin prefers it that way. If you do not know what you want, you will not be able to go after it. Therefore, you will not change.

The coach and client work together to move past the gremlin. In order to do so, they notice its presence and shift the client's attention to what they want. It is important to know that the gremlin never leaves. It learns at the same rate as the client and re-invents itself.

So, remember, when the client is saying:

I should....

I can't...

Let's be realistic here...

I am not ... enough

If I do/don't do this...

I must do more...

I'll...fail, lose my job, etc

Or, when the client is being:

Harsh on self or others...

Judging self or others...

Pushing self or others...

Driving self or others...

... The gremlin is operating. Focus on your goals and making choices.

For an entertaining and helpful book on this subject, consult

Taming Your Gremlin, by Richard Carson.

SKILLS, KNOWLEDGE, TALENTS

The Manager's Role

“The manager's role is to reach inside each employee and release his/her unique talents into performance. This role is best played one employee at a time: one manager asking questions of, listening to, and working with one employee.”

Skills

Skills are the how-to of a role. They are capabilities that can be transferred from one person to another. For accountants, arithmetic is a skill.

Knowledge

Knowledge is simply “what you are aware of.” There are two kinds of knowledge: factual knowledge — things you know; and experiential knowledge — understandings you have picked up along the way.

Talents

Talents are recurring patterns of thought, feeling or behavior.

Source: *First, Break All The Rules*, By Marcus Buckingham and Curt Coffman, Simon & Schuster, 1999

TALENT SURVEY

For each talent, rate yourself on a scale of 1 to 10, where 1 means you do not have this talent at all and 10 means that this talent is one of your strongest traits. Total each talent Category and then divide the total by the number of talents in that category.

Striving Talents

Talent	Description	Rating
Achiever	A drive that is internal, constant and self-imposed	
Kinesthetic	A need to expend physical energy	
Stamina	Capacity for physical endurance	
Competition	A need to gauge your success comparatively	
Desire	A need to claim significance through independence, excellence, risk and recognition	
Competence	A need for expertise or mastery	
Belief	A need to orient your life around certain prevailing values	
Mission	A drive to put your beliefs into action	
Ethics	A clear recognition of right & wrong that guides your actions	
Vision	A drive to paint value-based word pictures about the future	
Striving Talents Total:		
Divide Total by 10:		

Continue survey on next page.

TALENT SURVEY

For each talent, rate yourself on a scale of 1 to 10, where 1 means you do not have this talent at all and 10 means that this talent is one of your strongest traits. Total each talent Category and then divide the total by the number of talents in that category.

Thinking Talents

Talent	Description	Rating
Focus	An ability to set goals and to use them every day to guide actions	
Discipline	A need to impose structure onto life and work	
Arranger	An ability to orchestrate	
Work Orientation	A need to mentally rehearse and review	
Gestalt	A need to see order and accuracy	
Responsibility	A need to assume personal accountability for your work	
Concept	An ability to develop a framework to make sense of things	
Performance Orientation	A need to be objective and to measure performance	
Strategic Thinking	An ability to play out alternative scenarios in the future	
Business Thinking	The financial application of the strategic thinking talent	
Problem Solving	An ability to think things through with incomplete data sets	
Formulation	An ability to find coherent patterns within incoherent data sets	
Numerical	An affinity for numbers	
Creativity	An ability to break existing configurations in favor of more effective/appealing ones	
Thinking Talents Total:		
Divide Total by 14:		

Continue survey on next page.

TALENT SURVEY

For each talent, rate yourself on a scale of 1 to 10, where 1 means you do not have this talent at all and 10 means that this talent is one of your strongest traits. Total each talent Category and then divide the total by the number of talents in that category.

Relating Talents

Talent	Description	Rating
Woo	A need to gain the approval of others	
Empathy	An ability to identify the feelings and perspectives of others	
Relator	A need to build bonds that last	
Multirelator	An ability to build an extensive network of acquaintances	
Interpersonal	An ability to purposely capitalize upon relationships	
Individualized Perception	An awareness of and attentiveness to individual differences	
Developer	A need to invest in others and to derive satisfaction in so doing	
Stimulator	An ability to create enthusiasm and drama	
Team	A need to build feelings of mutual support	
Positivity	A need to look on the bright side	
Persuasion	An ability to persuade others logically	
Command	An ability to take charge	
Activator	An impatience to move others to action	
Courage	An ability to use emotion to overcome resistance	
Relating Talents Total:		
Divide Total by 14:		

Survey Summary

Talent	Total	Divide by:	Score
Striving		10	
Thinking		14	
Relating		14	

In which category were your average scores the highest?

Survey source: *First, Break All The Rules*, By Marcus Buckingham and Curt Coffman, Simon & Schuster, 1999

A Typical Six-Month Coaching Engagement

Foundation – Current reality, What is wanted, The Gap

- **The Person:** Mission (Life Purpose), Vision (Future Self), Values, Goals, Feedback (Meyers-Briggs, Disc, etc)
- **The Job:** Goals, Performance Review, Feedback (360, surveys, performance measures.)
- **The Gap:** Both Person and Job between current reality and what is desired. Creative tension to move forward.

Exploration: Moving with Fear

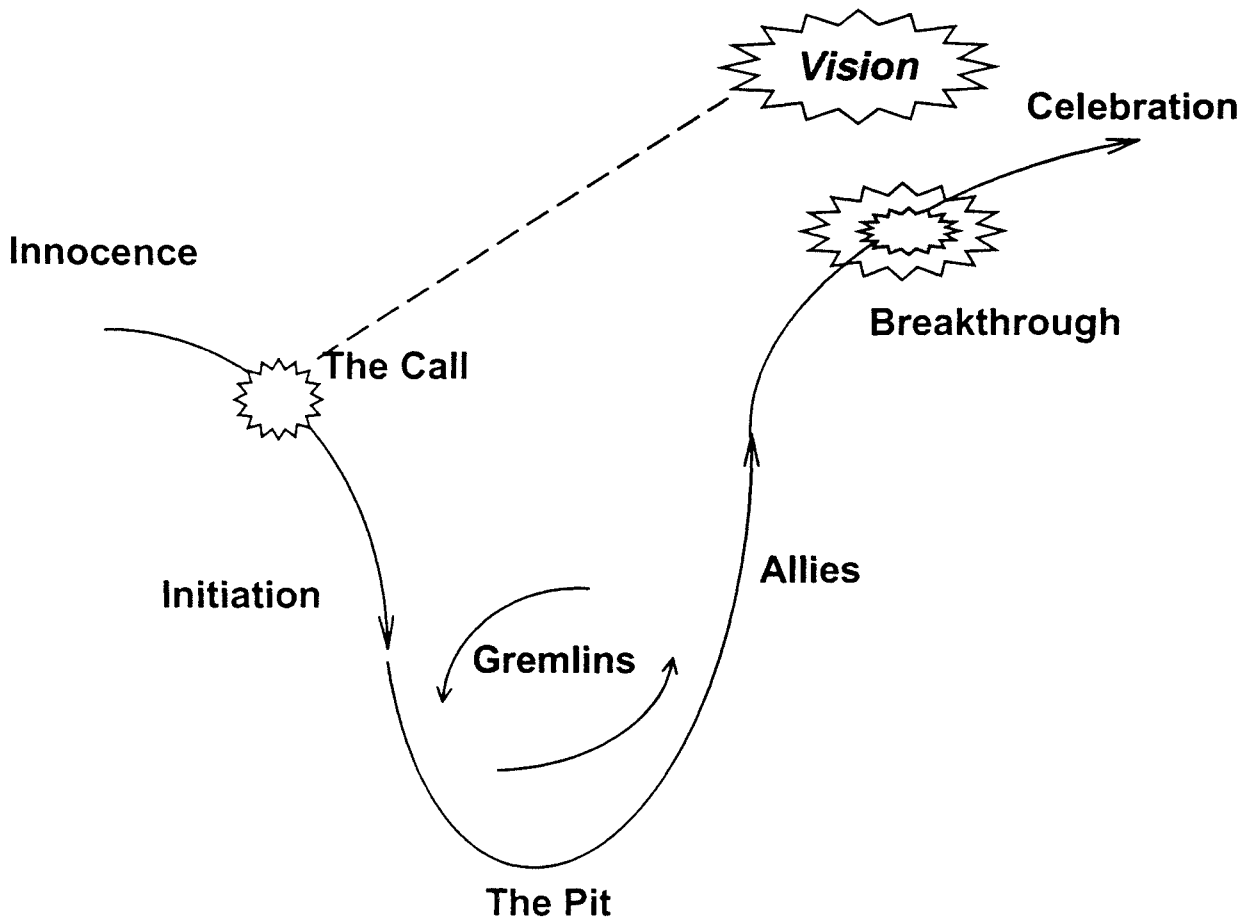
- Try new things
- Reflect on results
- Celebrate success and failure
- Raise the bar
- Repeat

Commitment and Sustaining

- Revisit Foundation and update
- Create a Plan
- Commit
- Design on-going support
- Take Action

Completion: Request referral

THE LEADER'S JOURNEY



FOUNDATION CHECKLIST

Agreements

- Confidentiality: Given your work relationship is there anything that cannot be confidential?
- Checkpoints: When or how often coach and client will review how things are going in the coaching and if any changes should be made.
- Coaching style: How should the coach include his or her knowledge; how to handle the client when they do not complete an action; how much to challenge the client.
- Commitment: How committed is the client to the coaching? How will the client keep the coaching a priority, despite a busy schedule? What support from the coach do they want?
- Goals: What are the goals for the coaching? How will the client know it has value?

Logistics

- In person, phone, combination
- How often?
- Length of conversations
- How will schedule changes be managed?

Discovery

- Current work situation, satisfaction level (wheel)
- Key relationships
- Goals – Work, personal
- Objectives – Work, personal
- Performance feedback
- Leadership feedback

Awareness

- Values
- Personal Mission
- Leadership Journey
- Talents
- Career Discovery questions

CAREER DISCOVERY QUESTIONS

1. How would you describe success in your current role? How can you measure it? Here is what I think. (Add your own comments.)
2. What do you actually do that makes you as good as you are? What does this tell you about your skills, knowledge and talents? Here is what I think. (Add your own comments.)
3. Which part of your job do you enjoy the most? Why?
4. Which part of your job are you struggling with? What does this tell you about your skills, knowledge and talents? What can we do to manage around this?

Source: *First, Break All The Rules*, By Marcus Buckingham and Curt Coffman, Simon & Schuster, 1999

DESIGNING THE COACHING RELATIONSHIP QUESTIONS

Getting Started

- What would make you feel supported?
- What do you need from me in order to make this relationship successful?
- How can we best work together?
- Where might we get off track?

Handling the Rough Spots

- What do I need to watch out for?
- When you get stuck, what moves you forward?
- When you feel like holding back, what can I do to call you forth?
- What tips can you give me about how to best manage you in challenging situations?
- How does your resistance show up?
- What advice would you give me about working through a conflict with you?
- How would I know when you are avoiding something?
- How would you like me to give you feedback on gaps in your performance?

Knowing the Person

- What motivates you?
- What are you committed to?
- What is important to you?
- What inspires you?
- How do you learn?
- What does success look like for you?

PERSONAL MISSION NOTES

Personal Mission Exercise

Write three to four lines per question. Keep pen to paper the entire time, even if you have to write nonsense words or doodle.

I'd like to be ...

I am happy when...

I am effective when...

I am inspired when...

I find purpose in...

I find pleasure when...

I was born in this specific time in history in order to....

>Reflect on questions.

>Write a purpose statement or individual mission.

COACHING PRACTICE

Coach

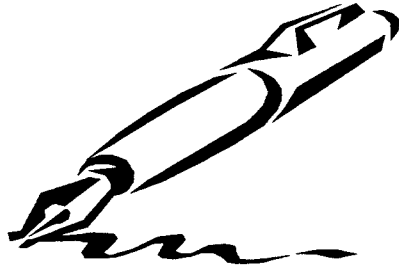
Work with your client to summarize a mission statement from the writing exercise. Typically it can be captured in one or two sentences. Then explore how his/her mission can be brought to their job. If there is a significant gap, what is the impact on them? What can be done to bring better alignment between the job and the person's mission?

Timing

You each get 15 minutes to coach, 5 minutes feedback. 40 minutes total.

Notes

HOMEWORK



Spend up to thirty minutes designing your agenda for the Foundation meeting(s). Organize the items from the check list in the order that makes sense to you. Estimate how much time for each item. Typically the foundation work can take from one to two hours. This can be done in one or two sessions.

Imagine going through this with a client. Identify any areas that you want more information. Bring your work to class tomorrow, there will be time to answer any questions you have about getting the coaching started.

EXPLORATION PHASE

COMMITMENT AND SUSTAINING

PRACTICE COACHING

Record your Foundation information below to use in the practice coaching.

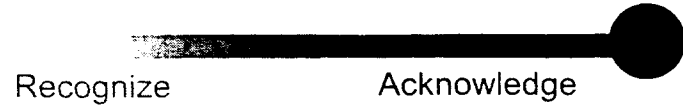
Top Five Values

Mission

Vision (impact you want as a coach for a new warden)

Goals (you want to accomplish as a coach over the next three months)

ACKNOWLEDGEMENT



Focus	None	Task, goal, accomplishment	Character of the person
Action	None	Verbal recognition Monetary reward Memento	Verbal acknowledgement
Impact	Short term negative feeling, unless the work itself is primary reward Isolation, resentment	Short-term positive feeling of success Diminishing return Sense of entitlement	Short-term positive sense of being known as a unique individual Sustained Sense of belonging and contribution