



Leadership Coaching Lab



Participant Workbook Pre-Work Assignments

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Welcome

Introduction As a graduate of the LSCC Leadership Program, we invite you to attend the Leadership Coaching Lab. We have prepared a special hands-on learning lab experience to support you in reinforcing and practicing the concepts and skills gained in the leadership development program. Your full participation, both before the program and after, is required and appreciated. We will review the One Minute Management™ Process, Situational Leadership™, learn new NLP techniques, and practice several coaching conversations using a real-work scenario.

Purpose The purpose of this coaching lab is for you to PRACTICE the skill of managing performance effectively and efficiently. Refer to your personal invitation for the date, time, and place. Please come prepared with an open mind, willingness to practice, share tips and techniques, and be sure to have all pre-work assignments completed.

Pre-work Assignments To get the most value from your participation, this workbook contains specific assignments that must be completed BEFORE the start of the workshop. There are topics to review from the initial program. You will, again, prepare a real-work scenario to use in a role-play activity. Please contact us if you have any specific questions or concerns about completing these assignments on time.

Contents This document contains the following topics and exercises.

Topic	See Page
The Credibility/Trust Model	5
Review of Situational Leadership Styles & Development Levels –	6
NLP Style Adjustment Worksheet: A review of how to match your communication with word cues.	7
A Review of One Minute Management <ul style="list-style-type: none"> • What a Manager Does Before Performance • How a Manager is Involved in Performance • What a Manager Does After Performance 	8
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The Credibility Trust Model

Introduction

As you may recall, we focused on two critical skills during our Leadership Program; namely, **ACTIVE LISTENING** and **QUESTIONING!** These two skills set the tone and foundation for building long-term working relationships of respect and authentic communication. Managing performance begins with your ability to develop **TRUST** in yourself and with others.

How to Build Trust

According to this model adapted by J.S. Kouzes & Posner on Leadership Credibility published in 1993 by Jossey Bass, the level of risk that **YOU** can safely take depends on the quality of relationships **YOU** have with your team. The foundation is built on respect and communication. Trust is the result of a series of actions. Consider the following steps as you continue to develop your relationships.



1. Make clear, specific agreements that you intend to keep. Don't be wishy, washy. Be sure to set realistic agreements for goals, expectations, monitoring and observing performance.
2. Keep your word! Do what you say you will do. Communicate early if something prohibits you from keeping the agreement and make a new one. Also, if you blow it, come clean and be honest about it to the other person. Don't over commit either.
3. Be open, honest and share yourself. Openness is a prerequisite to trust.

How many truly trusting relationships do you have with really **CLOSED** people?

4. Gain trust by committing to these series of actions. Be consistent and communicate often. Your credibility is not something to be taken lightly.
5. Take more calculated risks with your team as you gain their trust when managing their performance.

Exercise – Food For Thought

Think of actions you may have taken that diminished trust and/or enhanced the trust your team has in you! Be prepared to discuss in your session.

Situational Leadership™

Leadership Styles

We learned from Ken Blanchard's video and book that ONE SIZE of leadership DOES NOT FIT ALL. Each individual you lead and manage requires a different leadership style, depending on the situation. Here's a review of the four leadership styles:

S3 - Supporting	S2 – Coaching
You pass day-to-day decisions, such as task allocation and processes, to the employee. You facilitate and take part in decisions, but control is with the employee.	You still define roles and tasks, but seek ideas and suggestions from the employee. Decisions remain your privilege, but communication is much more two-way.
S4 - Delegating	S1 – Directing
You are still involved in decisions and problem-solving, but control is with the employee. The employee decides when and how you will be involved.	You define the roles and tasks of the 'employee', and supervise them closely. You make and announce the decisions, so communication is primarily one-way.

Development Levels

The right leadership style depends on the individual's competence (skill) and commitment (will). Development levels are also situational. You might be generally skilled, confident and motivated in your job, but you may drop into Level D1 when faced with a task requiring skills you don't have. For example, many managers are at a D4 level when running of the daily operations of the department, but move to D1 or D2 when dealing with a sensitive performance improvement (employee) issue. Levels D3 and D4 classify those individuals who are already doing or performing. D1 & D2 are employees who are still learning to perform the task or job.

D3 – High Skill/Variable Will	D4 – High Skill/High Will
DOING	
Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well and quickly.	Experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader.
D2 – Some Skill/Low Will	D1 – Low Skill/Low Will
LEARNING	
May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.	Generally lacking the specific skills required for the job in hand, and lacks any confidence and / or motivation to tackle it.

NLP – Preferred Communication Style

Review

We all receive and respond to information according to one of three communication style preferences. **Visual** communicators prefer using images, pictures, maps, or charts. **Auditory** communicators take in information by hearing it, listening to it, and they like conversation and discussion. **Kinesthetic** communicators use their body and sense of touch. They like to think out the issues and prefer to “jump in” when learning a new skill or topic.

Exercise

Once we understand our own preferred communication style, we can listen for the word cues of others to match our responses according to their preferred style; thus building rapport. Practice identifying the preferred style and matching a response to the following statements.

Statement	Style	Response
There is something about the SACS accreditation process that makes me quite uncomfortable. It doesn't feel right how we are responding to some issues.		
I hear so many concerns about the budget cuts on a daily basis. Tell me what the new updates are before I submit an incorrect report.		
My team can't seem to picture how to accomplish this procedure writing task. Would you have any samples of previously written procedures?		

One Minute Management™

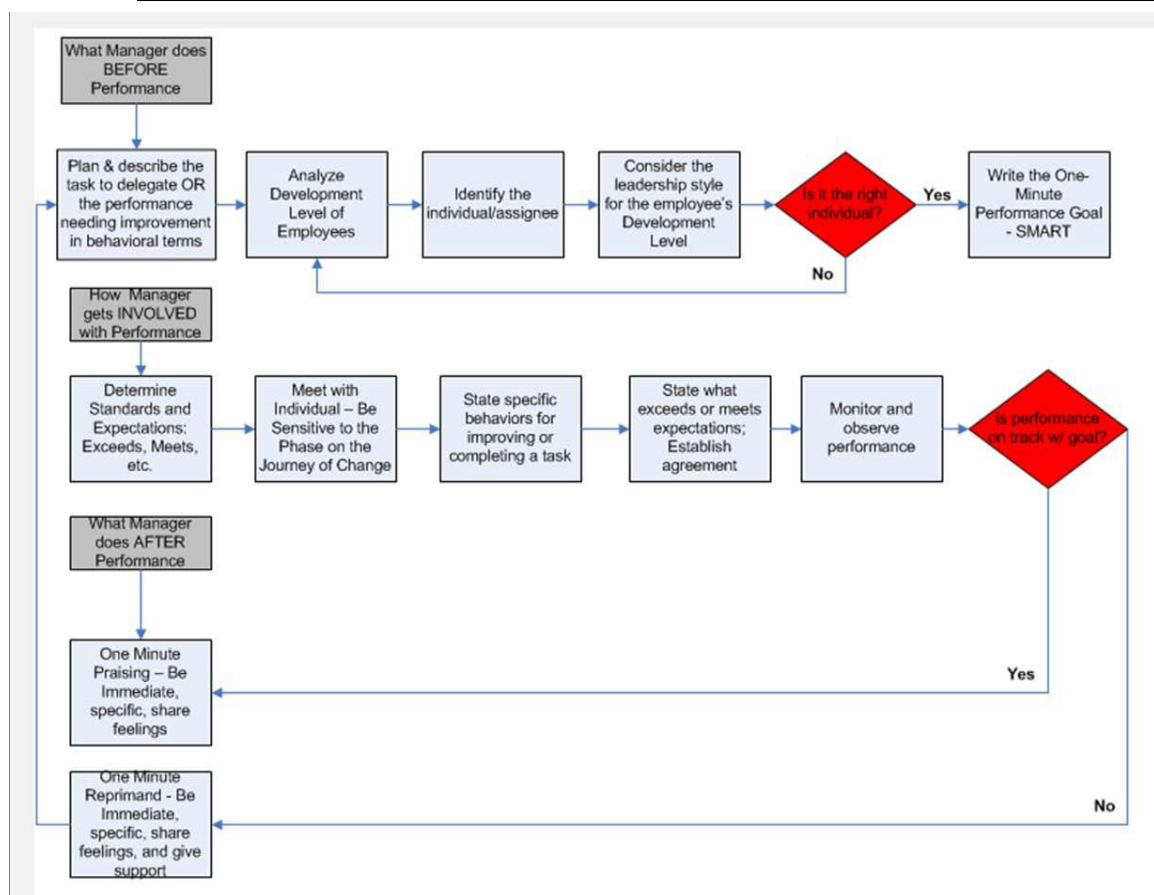
Review

As we learned in our initial program, the One Minute Manager employs three critical steps:

1. **Goal Setting:** Agree on goals and write the goal using less than 250 words.
2. **Praising:** Be immediate and specific, tell them what they did right and how it helps, let them feel how good you feel, encourage them to do more of the same, and shake hands.
3. **Reprimand:** Be immediate and specific, tell them what they did wrong, tell them how you feel about what they did wrong, reaffirm that you think well of them, but not the performance, and let them know this reprimand is over.

Process

The diagram below depicts the process of how to put the One Minute Management to work for you. It depicts what you must do before the performance, during the performance, and after. The key to success is in preparing. We have designed the performance management planner document to assist you in preparing for performance management sessions with your employee.



**What a
Manager does
BEFORE
performance**

Goal setting activates the process. Employees must be clear on their key areas of responsibility (accountability) and what good performance in each of those areas looks like (performance standards). Use your job description documents to validate that the goal is within their scope of responsibility. Be clear on the development level and possible leadership style required for this individual. Set the specific standards of performance in behavioral terms, i.e. *write a report, arrive on time, meet a deadline*, etc. These actions can be seen and measured. Let the employee know you will be letting him know how he is doing.

**How a
Manager gets
INVOLVED
with
performance**

Observe, watch, and measure specific behavior. What a person says or does while trying to accomplish the desired task is the performance or behavior. Thoughts and feelings are not considered behaviors because you cannot see them -- even though feelings often determine behavior. Leave no room for misunderstandings. When observing behavior, determine whether they are doing things right (contributing toward the goal) or doing things wrong (taking away from the goal).

**What a
Manager does
AFTER
performance**

Respond appropriately to the observed behavior either with a praising (positive consequence) or a reprimand (negative consequence). You will lose credibility if consequences are delivered aimlessly or based on how you feel in the moment. If a person can't do something, go back to goal setting (a training problem possibly). If a person won't do something, reprimand (an attitude problem.) Reprimands do not teach skills; they change attitudes.

Remember, never reprimand a new learner. Use these 5 steps with a new learner:

1. Tell them what to do
2. Show them how to do
3. Let them try
4. Observe performance
5. Praise progress, reprimand or redirect.

If you keep redirecting again and again, then talk to the person about career planning. He/she may not be in the right job. Provide constructive feedback to improve performance. If you do not respond to good performance (like a negative consequence), it tends to decrease the possibility of that performance being repeated. Only positive consequences encourage good future performance.

Performance Management Planner SAMPLE

Description of Project *Describe the overall project. Determine if the situation is either a task assignment or a discussion of a performance situation needing correction/improvement. **Note:** For illustrative purpose, a **task assignment** is highlighted in **red** and a **performance situation** is highlighted in **blue**.*

or

Performance Situation **Task/Project Assignment:** Convocation Week begins August 24th and we are responsible for the logistics of the event.

Performance Situation: Tardiness of one team member is impacting the overall team performance.

Description of Specific Task/Project *Describe the task you'd like to assign/delegate OR describe the specific behavior needing correction. Write in behavioral positive terms (not "stop doing X" or "don't X. Connect it to the employee's duties or responsibilities in his/her job description. Write in behavioral terms.*

or

Specific Performance Situation/Behavior **Task/Project Assignment:** Obtain price quotes from three catering vendors who can supply a buffet style lunch including tables, chairs, linens, and silverware for the first day reception event of Convocation on August 24th. Present a report of vendor quotes by August 15, 2009

Performance Situation: Dennis Leary has been late to the team project meetings three times this month. It is causing project delays. Team counts on him to contribute to the project.

**Analyze
Development
Level**

Note: *When assigning a project, consider the development levels of all your employees to help you in selecting the right individual to assign the task. For a performance situation, consider where the individual may be in his/her development particularly the commitment level. Consider the following chart when diagnosing the development level of an employee.*

D4	D3	D2	D1
High Competence High Commitment	Moderate to High Competence Variable Commitment	Some to Low Competence Low Commitment	Low Competence High Commitment
DOING		LEARNING	

Ask yourself these questions:

1. Is the individual “learning” (D1 or D2)?
2. Is the individual “doing” (D3 or D4)?
3. Does the individual have a positive or negative attitude?

If	Then
Negative Attitude (demotivated or insecure)	D2 or D3; depending if the individual is learning or doing
Positive Attitude (enthusiastic or self-assured)	D1 or D4; depending if the individual is learning or doing

Identify Leader Style *For a task/project, consider the individual to be assigned to the task based on the development level analysis. Determine if this task is linked to the individual's job description or above and beyond his regular duties.*

Task/Project assigned to Jane Smith.

For a performance situation, you already know the individual that needs the improvement. What's most important at this step is to determine the leadership style you will use based on the development level of the individual.

What is the development level of the individual and identify the leadership style will you apply?

Development Level	Appropriate Leader Style
D4 - High Competence, High Commitment	S1 – DIRECTING: structure, organize, teach, and supervise
D3 - Moderate to High Competence, Variable Commitment	S2 – COACHING: direct and support
D2 - Some to Low Competence, Low Commitment	S3 – SUPPORTING: praise, listen, and facilitate
D1 - Low Competence, High Commitment	S4 – DELEGATING: Turn over responsibility for day-to-day decision-making

OMM Goal *Write a one-minute SMART goal. Specific: The goal is concise and stated in actionable (behavioral) terms. Measurable: You can see the action being performed. It is easy to determine if the goal has been met. Achievable: The goal is set high, but also attainable. Relevant: The goal is tied to organizational performance needs and realistic. Time-Bound: The goal has a specific timeframe for completion.*

Write the Performance Goal **Task/Project Goal:** By August 15th, select a catering vendor to provide a buffet lunch along with all table setting essentials for day 1 of the Convocation event on August 24th with a budget of \$500 or less.

Performance Goal: Attend and contribute to all scheduled project meetings.

Standards of Expectations

Identify what you expect of this individual performing this task. Or state the specific standard for behavior improvement.

Task/Project:

- Meet the deadline
- Ask questions if unclear
- Ensure vendor meets all requirements
- Price quote is within budget

Performance Situation:

- Be on time to next and all subsequent meetings
- Communicate in advance of potential conflicts
- Complete all project assignments on time
- Contribute to meeting discussions.
- Ask for support if necessary
- Assign a representative to attend meetings when not able to attend

How will you measure this standard, i.e. Exceeds expectations, Meet Expectations, etc.

Task/Project: If file is submitted accurately before the 15th of August that would exceed my expectations of his performance. Submitting the file on the due date of the 15th, would meet my expectations.

Performance Situation: Perfect attendance throughout the year would exceed my expectations. Perfect attendance through the end of this project would meet my expectations. Completing assignments accurately and on time would meet my expectations. Completing assignments accurately and before due dates would exceed my expectations. Assisting other project members with their assignments would exceed my expectations.

What are possible challenges that the individual may face?

Interruptions, other reports, distractions, procrastination.

Journey of Change

Consider the individual's stage in the emotional journey of change. What phase is this individual in with regard to this project OR the unacceptable performance?

1. Comfort & Control
2. Fear & Anger & Resentment
3. Inquiry, Experimentation & Discovery
4. Learning & Acceptance

Most likely Jane is in phase 3 of Change regarding this project initiative. She is curious and willing to learn and discover new skills.

Most likely Dennis is in phase 1 of Change. He needs to be challenged more with his participation in the Convocation project.

What can you do as a leader to support the individual?

For Jane: make myself available to support and coach her. Provide her with access to catering resources we used in the past.

For Dennis: provide more direction and support to ensure he is on track to contribute to the project. Also, support might entail having a discussion with Dennis' supervisor regarding his regular work load and if adjusting priorities are possible to ensure Dennis' full commitment to the project. Note: the supervisor may not understand the full importance of the project and the valuable role that Dennis plays.

Performance Management Planner – JOB AID

Overview

As you recall in the program, you were asked to prepare a real-work situation for your final role-play exercise. Well, once again, you will have the opportunity to harness what you've learned and practice in the lab. To assist you in your preparation, we've designed a document to serve as a planner for the situation. Take some time to review this document to be sure you understand all the components. Review the previous section of the One Minute Management™ process.

Brief Description of Real-Work Situation

Use this space to jot down notes about a real-work situation. These notes will serve as the background/context for the individual who will play the role of the employee. Thinking through this now will save time during the set up where the leader briefly explains the situation to the other role-play members and assists the “employee” to get into the role.

Continued on next page

Performance Management Planner – JOB AID, Continued

Project Description

Describe the overall project. Determine if the situation is either a task assignment or a discussion of a performance situation needing correction/improvement.

OR

Performance Situation

Description of Specific Task/Project

Describe the task you'd like to assign/delegate OR describe the specific behavior needing correction. Write in behavioral positive terms (not "stop doing X" or "don't X. Connect it to the employee's duties or responsibilities in his/her job description. Write in behavioral terms.

OR

Specific Performance Situation/ Behavior

-
-

Analyze Development Level

Note: *When assigning a project, consider the development levels of all your employees to help you in selecting the right individual to assign the task. For a performance situation, consider where the individual may be in his/her development particularly the commitment level. Consider the following chart when diagnosing the development level of an employee.*

D4	D3	D2	D1
High Competence High Commitment	Moderate to High Competence Variable Commitment	Some to Low Competence Low Commitment	Low Competence High Commitment
DOING		LEARNING	

Ask yourself these questions:

4. Is the individual “learning” (D1 or D2)?
5. Is the individual “doing” (D3 or D4)?
6. Does the individual have a positive or negative attitude?

If	Then
Negative Attitude (demotivated or insecure)	D2 or D3; depending if the individual is learning or doing
Positive Attitude (enthusiastic or self-assured)	D1 or D4; depending if the individual is learning or doing

Identify Assignee and Leader Style

For a task/project, consider the individual to be assigned to the task based on the development level analysis. Determine if this task is linked to the individual’s job description or above and beyond his regular duties. For a performance situation, you already know the individual that needs the improvement. What’s most important at this step is to determine the leadership style you will use based on the development level of the individual

{ENTER NAME OF INDIVIDUAL}

What is the development level of the individual assigned to this task? Which leadership style will you apply with this individual? Circle your selections.

Development Level	Appropriate Leader Style
D4 - High Competence, High Commitment	S1 – DIRECTING: structure, organize, teach, and supervise
D3 - Moderate to High Competence, Variable Commitment	S2 – COACHING: direct and support
D2 - Some to Low Competence, Low Commitment	S3 – SUPPORTING: praise, listen, and facilitate
D1 - Low Competence, High Commitment	S4 – DELEGATING: Turn over responsibility for day-to-day decision-making

OMM Goal

Write a one-minute SMART goal. **Specific:** The goal is concise and stated in actionable (behavioral) terms. **Measurable:** You can see the action being performed. It is easy to determine if the goal has been met. **Achievable:** The goal is set high, but also attainable. **Relevant:** The goal is tied to organizational performance needs and realistic. **Time-Bound:** The goal has a specific timeframe for completion.

Examples: See Sample Planner Document.

**Write the
Performance
Goal**

**Standards of
Expectations**

Identify what you expect of this individual performing this task. Or state the specific standard for behavior improvement.

How will you measure this standard, i.e. Exceeds expectations, Meet Expectations, etc?

What are possible challenges that the individual may face?

**Journey of
Change**

Consider the individual's stage in the emotional journey of change. What phase is this individual in with regard to this project OR the unacceptable performance?

1. Comfort & Control
2. Fear & Anger & Resentment
3. Inquiry, Experimentation & Discovery
4. Learning & Acceptance

What can you do as a leader to support the individual?

Instructions for Role-Play Participation

Overview There will be 4 rounds of role-play for each group of 4 participants. Each facilitator will monitor and observe one group for each of the 4 rounds. Each round will be 30 minutes long. Breakdown is as follows:

- 3 minutes for set up of the situation
 - 10 minutes for the role-play discussion between Leader and Employee
 - 7 minutes for debrief and feedback from observer/participants
 - 10 minutes for Facilitator Observer feedback
-

Pre & Post Self Assessment Each participant will be asked to complete a self-assessment to evaluate the progress of coaching sessions conducted from the end of the leadership program to the start of the coaching lab. Facilitators will collect this data. At end of the coaching lab, we will ask you to evaluate your progress based on the skill practice sessions.

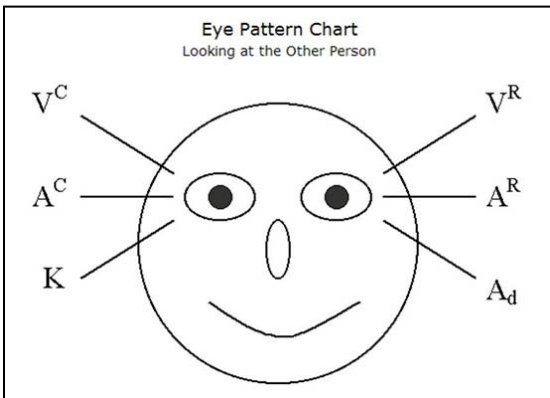
Functions of the Roles

- **Observer(s):** watches and takes notes using the Feedback checklist form. Facilitates the debriefing discussion at end of role play to ensure the Leader receives specific feedback from the Employee and Observer. MANAGES time of the role play round.
 - Note 1: Observer asks the Leader at end of discussion to BRIEFLY state how he/she felt the discussion went, what he/she liked and did not like about how the discussion was conducted
 - Note 2: Observer asks the Employee to BRIEFLY state how he/she felt the discussion went; what he/she liked and did not like about how the discussion went and any “do-differently things.”
 - Note 3: Observer provides feedback from his/her perspective using the Feedback Checklist. (Avoid repeating any feedback information that was already mentioned per Note 1 & 2 above.
 - **Leader:** conducts the performance discussion utilizing one’s own style coupled with the concepts and skills learned in the Leadership Program, per the Situational Assignment
 - **Employee:** artfully attempts to be the employee relative to the situation stated by the Leader before the role play. May appropriately ad lib to add realism to the role play discussion
-

SNEAK PEEK – EYE ACCESSING CUES

Introduction

We'd like to introduce you to another technique for determining a person's preferred communication style.



Have you ever noticed that people's eyes move when they are thinking? This is valuable information that can provide us with clues as to whether they are thinking in pictures, sounds, feelings or talking to themselves. We'll explore more on this topic during our coaching lab. In the meantime, review the definitions of the acronyms on the eye chart. **Source:** By Roger Ellerton PhD, ISP, CMC, Renewal Technologies Inc. www.renewal.ca

Purpose

Based on observations by Bandler and Grinder, when people look up, they are visualizing. When they look horizontally to the left and right, they're either remembering or constructing sounds. When they look down and to our left, they're accessing their feelings. And when they look downward and to our right, they're talking to themselves.

Stage	Description
V ^R	Visual Remembered - Looking up and to the left means we remember image or picture from the past.
V ^C	Visual Constructed - Looking up and to the right means we create an image of someone or something in the future.
A ^R	Auditory Remembered - Looking at our level left means we remember a sound, i.e. someone's voice, from the past.
A ^C	Auditory Constructed - Looking at our level right means we imagine the sound of something in the future.
A ^D	Auditory Internal Dialogue - Looking at our lower left means we are talking to ourselves, i.e. self-talk.
K	Kinesthetic - Looking at our lower right means we step in to our emotional state.

**Free Form
Notes**

Use this section to write down any specific questions to address in the learning lab.

Thank you!

Thank you for your diligence in preparing for this workshop. The more you put in to it the more value you get out it! We look forward to working and learning with you again.
