

The Leadership continuum



Activity

In to 5 groups to discuss each of the words and describe what you would see from this approach.

- Group 1 – Telling
- Group 2 – Teaching
- Group 3 – Mentoring
- Group 4 – Coaching
- Group 5 – Role modelling

10 minutes and then back to discuss in plenary

The Leadership continuum

DIRECTIVE

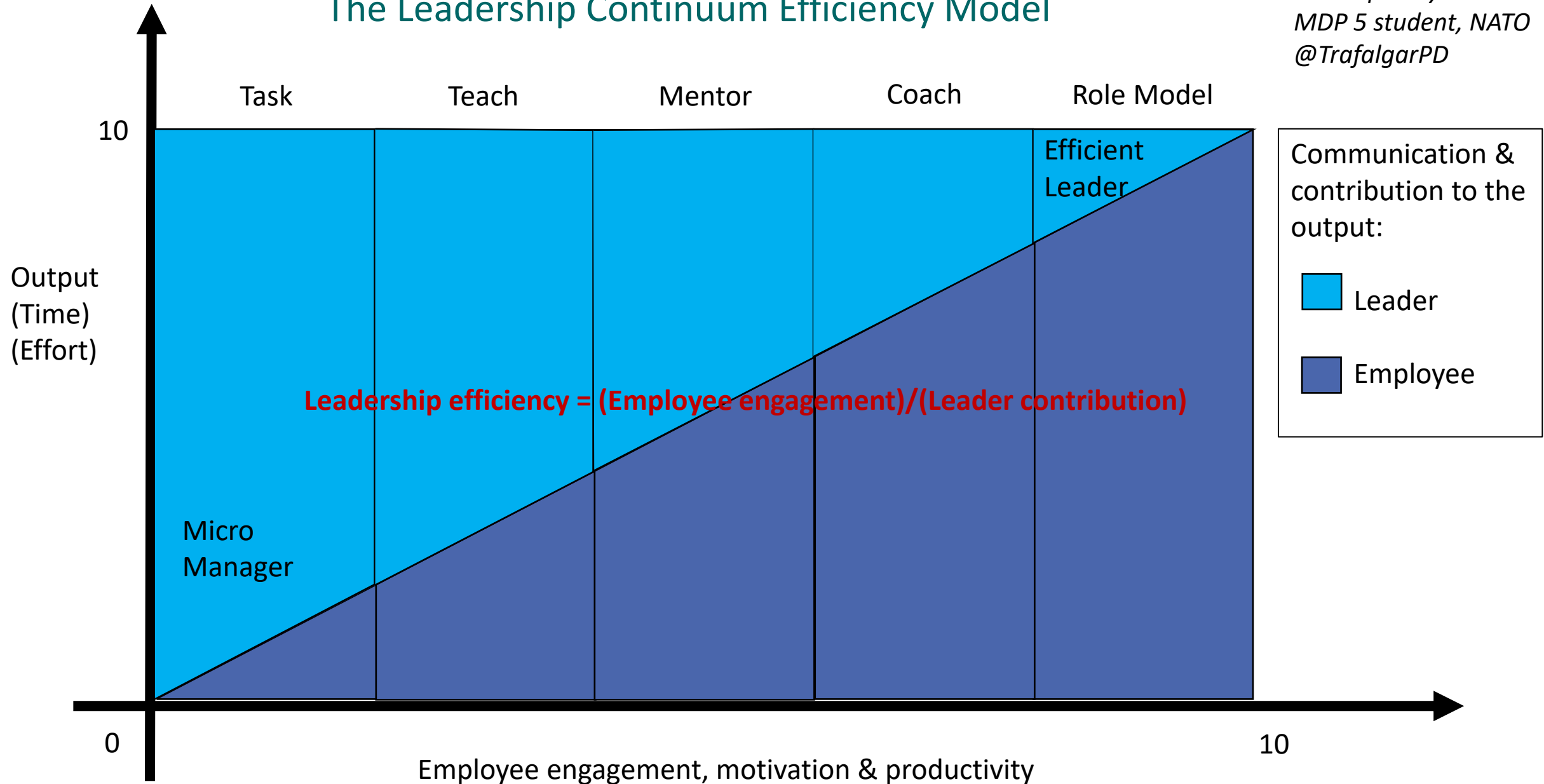
NON - DIRECTIVE



Telling	Teaching	Mentoring	Coaching	Role Modelling
<p>Frameworks Boundaries Non-negotiables Givens Policy & procedure Standards Principles Job Descriptions Objectives</p>	<p>Showing Demonstrating Training Practice Dialogue Solutions Monitoring Feedback Measurement</p>	<p>Advising Guiding Sharing experience and knowledge Experimentation</p>	<p>Questioning Listening Enabling Create outcomes Create opportunity Transfer responsibility Feedback about perceived progress towards outcomes Dissolving barriers</p>	<p>'Being' Using body language and actions for impact Creating a direction of travel Advocating Aspirational Using story and metaphor</p>

The Leadership Continuum Efficiency Model

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Your Advice Monster



'The Advice Trap', Michael Bungay Stanier

Taming your Advice Monster



Tell it monster

Noisiest monster

'I'm convincing you that the only way I add value here is to give the answer; in fact if I don't have the answer I will fail'

Impact:

- Short term wins – ego based
- Person with the answers all the time
- Status – people come to me for solutions

-ve

- Becomes the bottleneck
- Exhaustion
- Your advice may not be as good as you think
- It disempowers 'I'm not as smart'

Save it monster

Quieter monster

With an arm around you, 'I care for everyone', 'I have the biggest heart'. Ensures no one fails, sees job to save and rescue everyone. Feels noble.

Impact:

- Short term wins
- Message to others: 'I can be sub-optimal as there is always someone to 'clean up' after me

-ve:

- Exhausting rescuing everyone
- Not allowing any responsibility & accountability
- Infantilising people

Control it monster

Sneakiest monster

In charge; the only way for success is maintaining control 'If I step away for a moment there will be chaos', 'if I let others do it, there will be chaos'!

Impact:

- Status, power & security 'people feel safe around here'
- Not anxious about the unexpected happening
- Not being bothered by others' opinions

-ve:

- Exhausting controlling everything
- Trying to control things you can't actually control
- Can't be agile, unable to adapt

**“YOU CANNOT TEACH
A MAN ANYTHING,
YOU CAN ONLY HELP HIM
FIND IT WITHIN HIMSELF”**

-Galileo Galilei-

What is coaching?

The art of facilitating another person's learning, development and performance.

It raises self awareness and identifies choices.

Through coaching, people are able to find their own solutions, develop their own skills, change their own attitudes and behaviours.

The whole aim of coaching is to close the gap between potential and performance.

Manager as a coach

You as *a manager of a team* using planned and 'in-the-moment' coaching moments to enable them to reach their full potential

You as *a manager of multiple stakeholders* in planned and 'in-the-moment' coaching moments to enable better organisational performance

Benefits of coaching

A Coaching Approach solves so many management problems

A coaching approach
=
Employee engagement
=
Higher levels of performance



Principles of coaching

1	People are resourceful
2	The coach helps the client develop resourcefulness – questioning, challenge & support
3	Coaching addresses the whole person – past, present, future; work and private lives
4	The client sets the agenda
5	It is a collaborative relationship
6	Coaching is about change & action

Coaching skills

- Building rapport
- Active listening
- Reflecting back
- Giving supportive feedback
- Noticing body language, tone, Patterns (of behaviour, spoken phrases, metaphor used) etc
- Asking open questions & asking powerful questions
- Being curious / open minded – leaving your own assumptions at the door – what is the other person's 'map of the world'?
- Using your intuition



How well can / do you use these skills in your management?

LISTEN



SILENT



Listening to ignite the mind

- High quality – focussed attention
- Show genuine interest – focus, eye contact
- Equality in listening – an equal partner – genuinely curious & interested
- Time – don't rush their thinking

Time to Think – Nancy Kline

TIME TO THINK

LISTENING TO IGNITE
THE HUMAN MIND

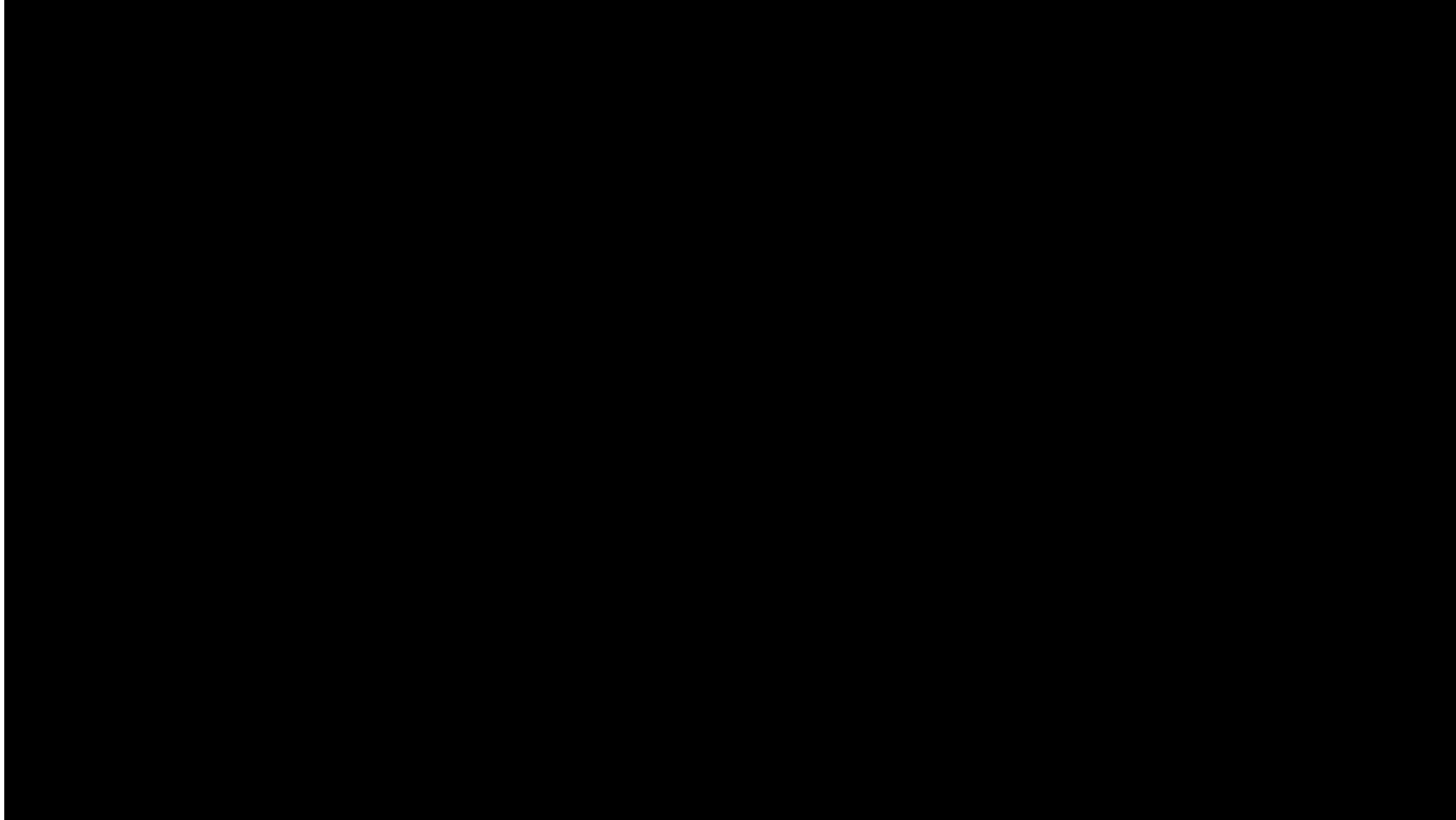


*"Do not be fooled by the simplicity of this process.
It will unleash the power of your whole organization."*

British Telecom

NANCY KLINE

A nail in the head...



Do you ever listen with.....

- Giving Advice like *“I think you should ...”*
- Explaining your situation *“But I didn’t mean to ...”*
- Correcting the person *“Wait! I never said that!”*
- Consoling the person *“You did the best you could ...”*
- Telling a story *“That reminds me of the time ...”*
- Shutting down feelings *“Cheer up. Don’t be so mad.”*
- Sympathizing *“Oh you poor thing ...”*
- Interrogating *“How come you did that?”*
- Evaluating *“You’re just too unrealistic.”*
- One-Upping *“That’s nothing. Listen to this!”*

Covey's 5 levels of Listening

Common levels

Listening continuum	
Empathetic listening - stop thinking about anything else other than what the other person is saying	Within the other persons map of the world
Attentive listening – paying attention and focusing on what the speaker says	Within your map of the world
Selective listening – hearing the parts of the conversation that interest you – ready to respond	
Pretend listening – give the appearance of listening with casual gestures	
Ignoring – no effort to listen	

Empathetic listening

Going beyond active listening; really understanding the person with non-judgement & compassion. Making an emotional connection. When someone needs to be seen and heard.

1. Pay attention to your body language. Use attentive posture, eye contact, gestures, expressions - match the speaker
2. Notice their non-verbal communication – what else is being said and what is NOT being said: how they sit, eye contact, facial expression, voice pitch and volume, emotion behind words or what has been left out
3. Use thoughtful, open-ended empathetic questions to invite deeper thought and consideration.
4. When there is a pause, summarise in a few words what you think you've heard - without judgement and **without solutions.**
5. Notice and reflect back the emotion eg 'I understand that you feel...'

Practicing your listening

In breakout pairs for 15 minutes, take turns in being the speaker and the listener:

Speaker - talks about an issue they have for 5 minutes

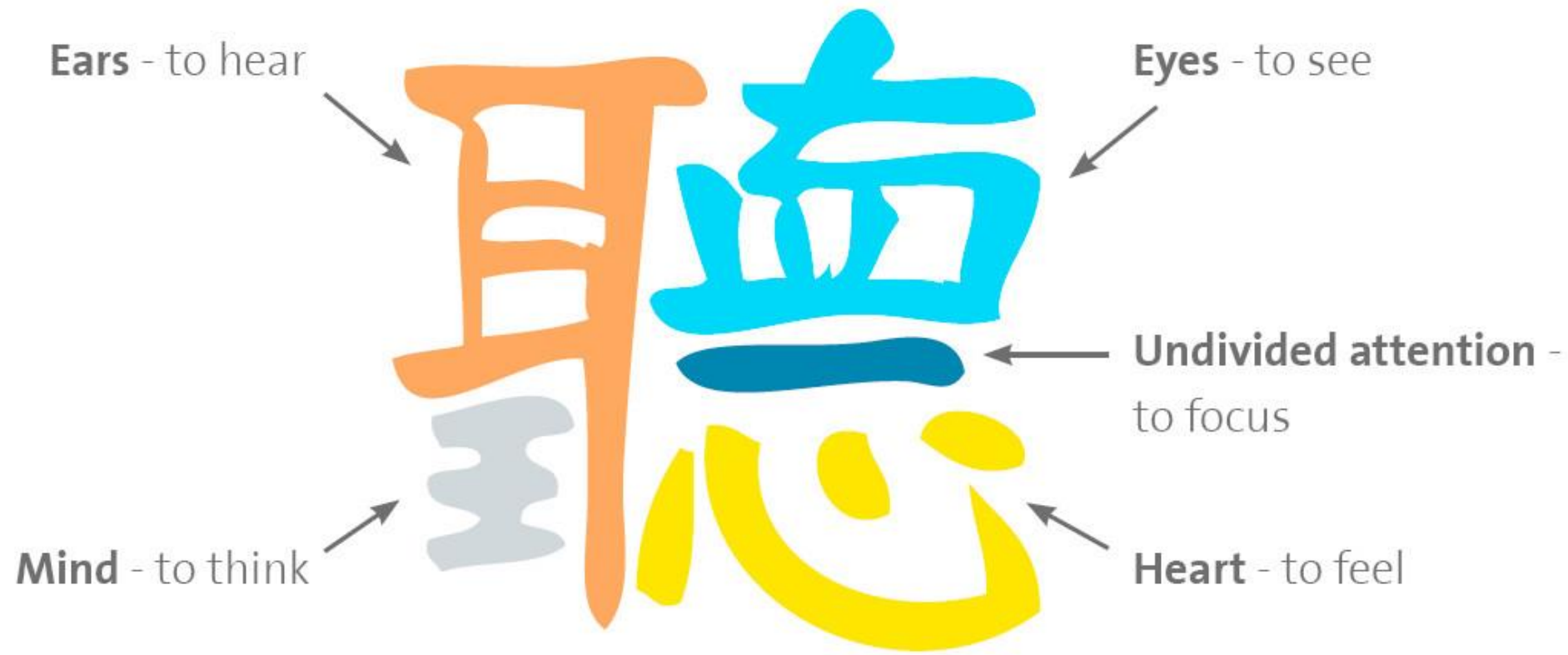
Listener - listens empathetically

Listener - relays what they heard the speaker say as accurately as they can

Reflections and learning

Speaker gives feedback on their partners listening and its impact on them

Listener reflects on their listening – what they did well and what they would like to improve for next time



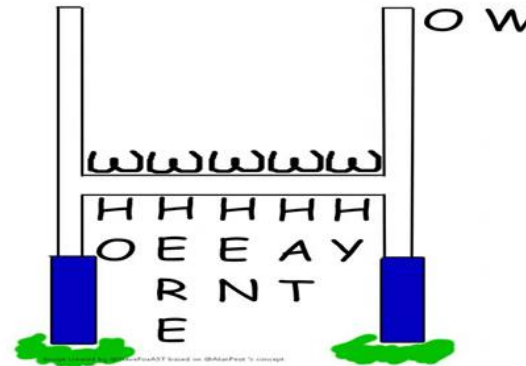
Effective questions

What are the differences between the questions listed in each column?

- In the phrasing?
- In the kind of response it's prompting?
- In the emotional impact?

Is this an effective strategy for you?	What makes this an effective strategy for you?	Please say more / tell me about...
Is there more to be learned here?	How can you take learning from this experience?	Help me understand...
Did you try something different?	What happened when you tried that	Show me how...

Beware of "**why?**" questions



Effective questions

Notice the emotional response you may get from each column

Why are you behind your schedule?	How is the project progressing?
Why haven't you done it?	What kind of support do you need to achieve success?
What went wrong?	What worked well?
What's the problem?	What problems will you have to overcome?
Do you know what you're doing?	How do you think you should progress?

Powerful questions

What's on your mind?And what else?

What's important about that?

What would the consequences of that be for you or for others?

What's the hardest or most challenging part of this for you?

What's the REAL challenge here?

What would you gain / lose by doing / saying that?

If someone said / did that to you, what would you feel / think / do?

If you're saying yes to this, what are you saying no to?

What else is possible for you?

What is your responsibility here?

OSCAR model

O – OUTCOME

S – SITUATION

C – CHOICES & CONSEQUENCES

A – ACTION

R – REVIEW

G – Goal

R – Reality

O – Options

W – Way ahead / Will



What are we going do with OSCAR?

1. What is the goal of each step of the OSCAR model?
2. What are the most powerful questions to ask in each phase?



Outcome	Situation	Choices and consequences	Action	Review

O: Outcome

The destination

Helping your 'coachee' clarify the outcome: what they want around the issue they have raised;

- What's on your mind?
- What would you want to discuss / what's the issue?
- What's important about that (issue) now?
- What would be different if you achieved this?
- What's the real challenge here for you?
- What do you want?
- What do you need from me? / How can I help?



S: Situation

The starting point

Getting clarity around where the 'coachee' is right now.

To raise the awareness in the person being coached, not the coach;

- What is the current situation?
- What's actually happening?
- Who's involved?
- What makes this an issue now?
- What's the real challenge here for you?

Caution on 'the story' (the why)



C: Choices & Consequences

The route options

Where you help the 'coachee' generate as many alternative courses of action as possible, increasing awareness about the consequences of each choice;

- What have you already tried?
- What choices do you have? (Including 'is do nothing an option'?)
- What are the upsides and downsides (consequences) of each choice?
- What do you now think is your best option?



A: Action

The detailed plan

Where you help the 'coachee' review the options generated to clarify the steps forward and to take responsibility for their own action plan;

- What actions will you take?
- What will you do next?
- How will you do it?
- When will you do it, with whom?
- On a scale of 1-10 how willing are you to take those actions?
- What is your first step?



R: Review

Making sure you are on track

Where you help the 'coachee' to check they are on course. This helps you as their boss to be fully informed about what your team member is doing and why.

- What steps will you take to review your progress?
- When are we going to get together to review progress?
- ***At agreed time in the future:***
 - *what actions are you actually taking?*
 - *How far are the actions moving you towards your outcome?*



OSCAR model

O – OUTCOME

S – SITUATION

C – CHOICES & CONSEQUENCES

A – ACTION

R – REVIEW



Think of OSCAR for 'speed coaching'

Coaching Practice: triads



Choose a real issue that is challenging you at work

A coaches B – 15 mins

C observes

Feedback 5 mins:

A assesses own coaching: what I did well; what I can do differently

B gives A feedback from coachee point of view: what worked well for me, what I would have liked more of

C observer shares their reflection

- 20 mins for each round – 15 mins coaching & 5 mins debrief
 - We will stop after round 1 for a full group check-in