Efficiency North – EN:Lighten Programme

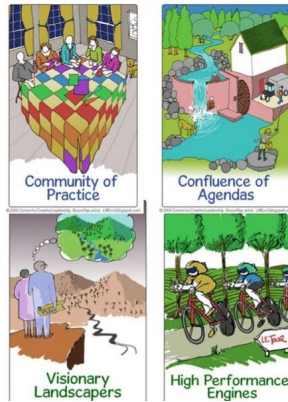**Coaching Led Performance 1**

Day 2 - 17th Jul 24

Day 2

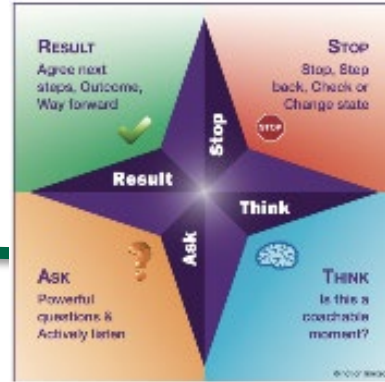# Coaching-Led Performance 1 – Enabling Individuals

Checking in & learning review

Leadership audits & future you

Leadership assumptions

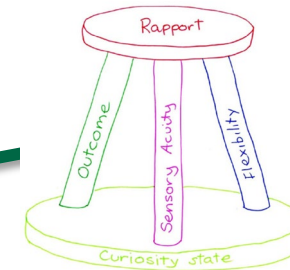Coachable moments

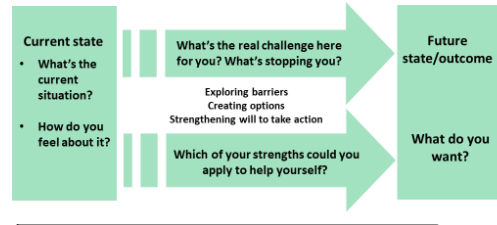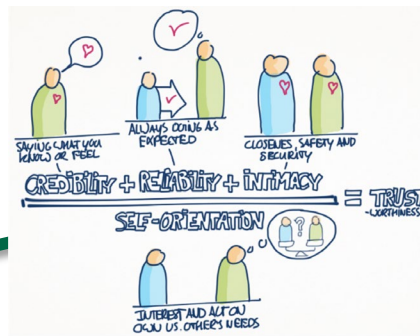Supporting & Challenging Staff

Motivation

Trust

Delegation & Empowerment

The Coaching Space

A feedback mindset

Deepening self-awareness

360 feedback

"Be Strong"

"Be Perfect"

"Try Hard"

"Hurry Up"

"Please Others"
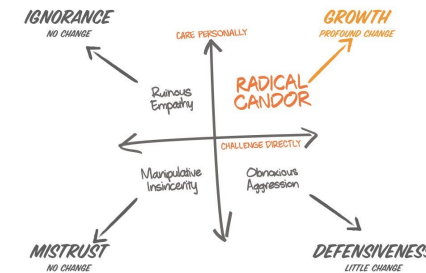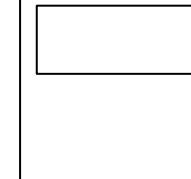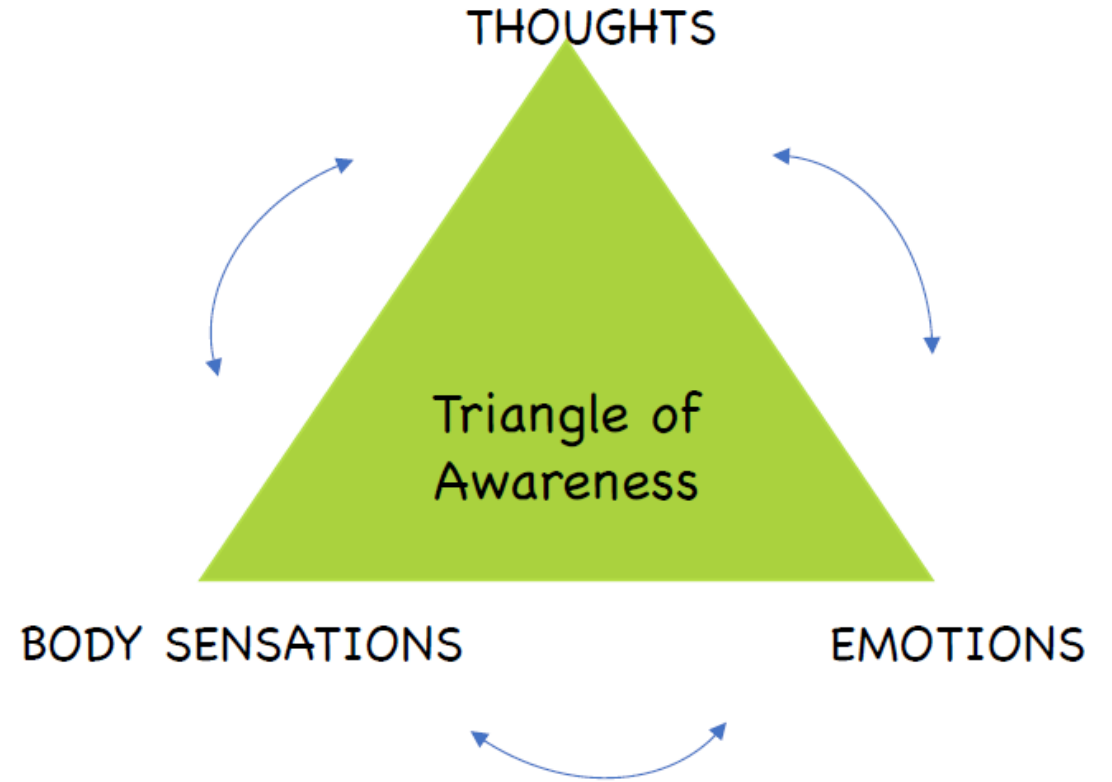
Coaching Reflections

Spend time on your own journalling in your leadership journals to reflect on the learning you have gained from yesterday's coaching experience:

From the experience of coaching:

- What went well and what could you have done differently: eg Your questioning approach / style / advice triggers / self talk etc

From your experience of being coached

- How did it enable and support your thinking, your awareness and perspective around the issue, your ideas.

- Note any actions that you now feel motivated to undertake in relation to that issue

From your experience of learning from observing others coach?

- The impact of the coaching approach

Make a note of how any of this relates to your wider CLP programme outcomes.

Motivation Theory

Autonomy
Belief you can control your own life and have opportunities to do so

Relatedness
Feeling connected with others in a positive way that encourages trust and liking

Competence
Knowing that you have, can use and develop valuable skills, qualities & abilities

NEW YORK TIMES BESTSELLER
Daniel H. Pink
author of the *A Whole New Mind*
DRIVE
The Surprising Truth About What Motivates Us

Autonomy
Mastery
Purpose

❤️ > 🥕
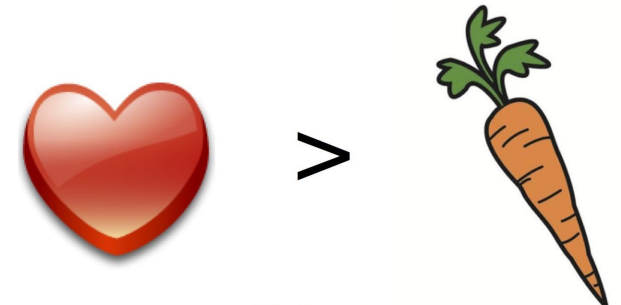
Self-determination theory (SDT) of human motivation and personality.

Ryan & Deci 2000

What IS Trust??

.....'How do we get the most out of our people'?

"No quality or characteristic is more important than trust"

A Definition: Charles Feltman

'Trust is choosing to make something important to you vulnerable to the actions of someone else'

'Distrust is deciding what is important to me is not safe with this person in this situation (or any situation)'

Our emotions
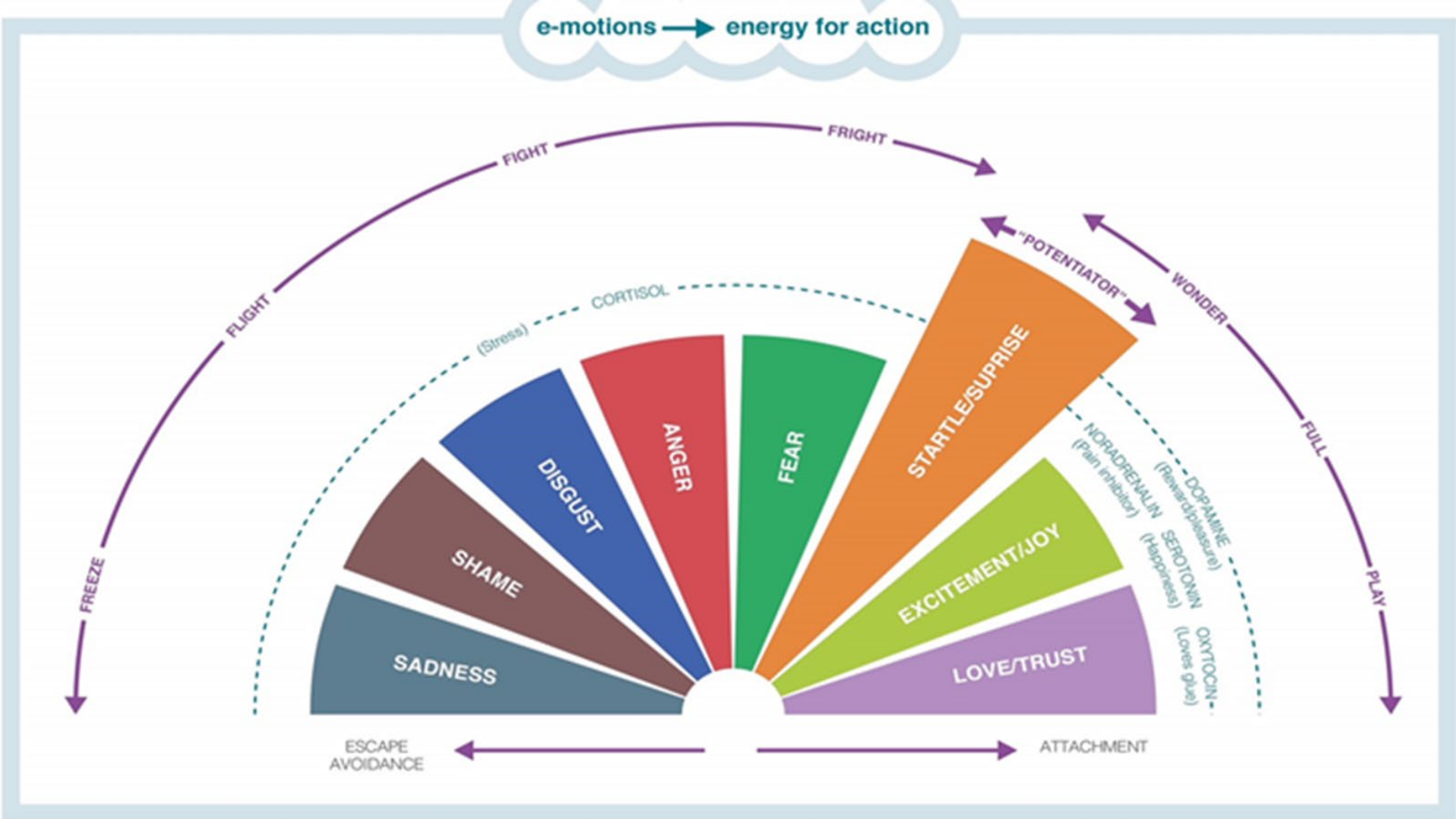
The Neuroscience of Trust
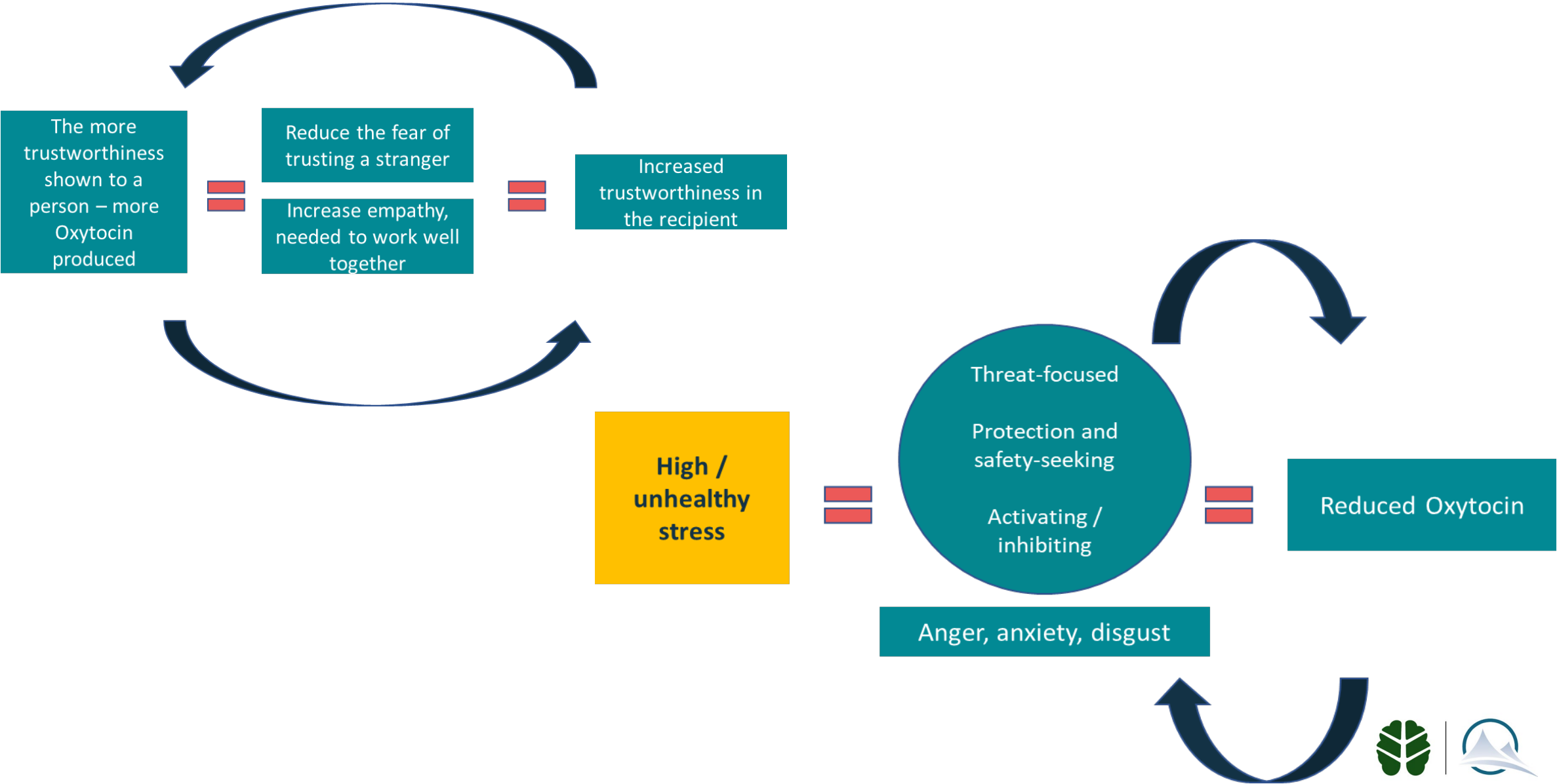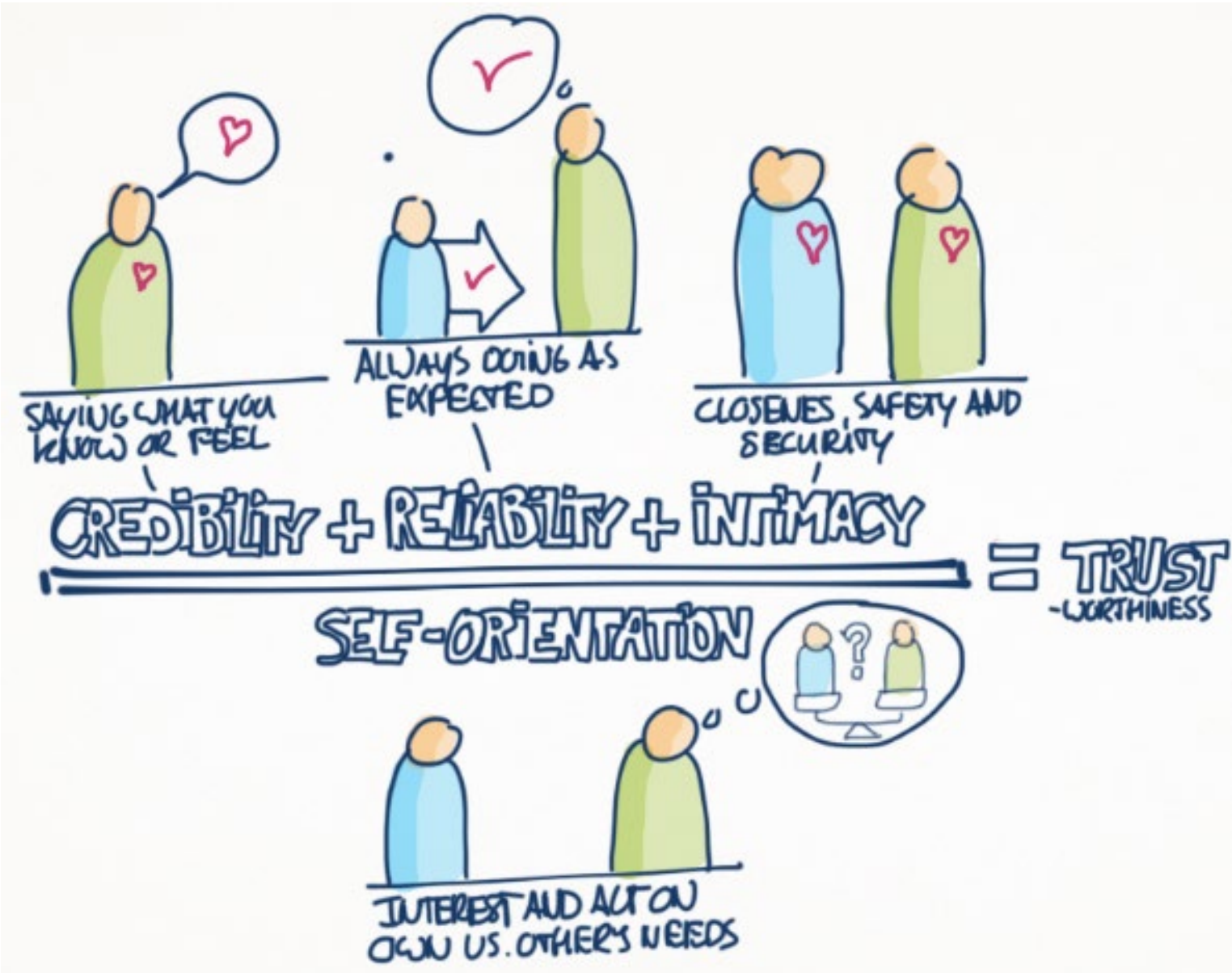
The Trust Equation

Trust Building: Johari window
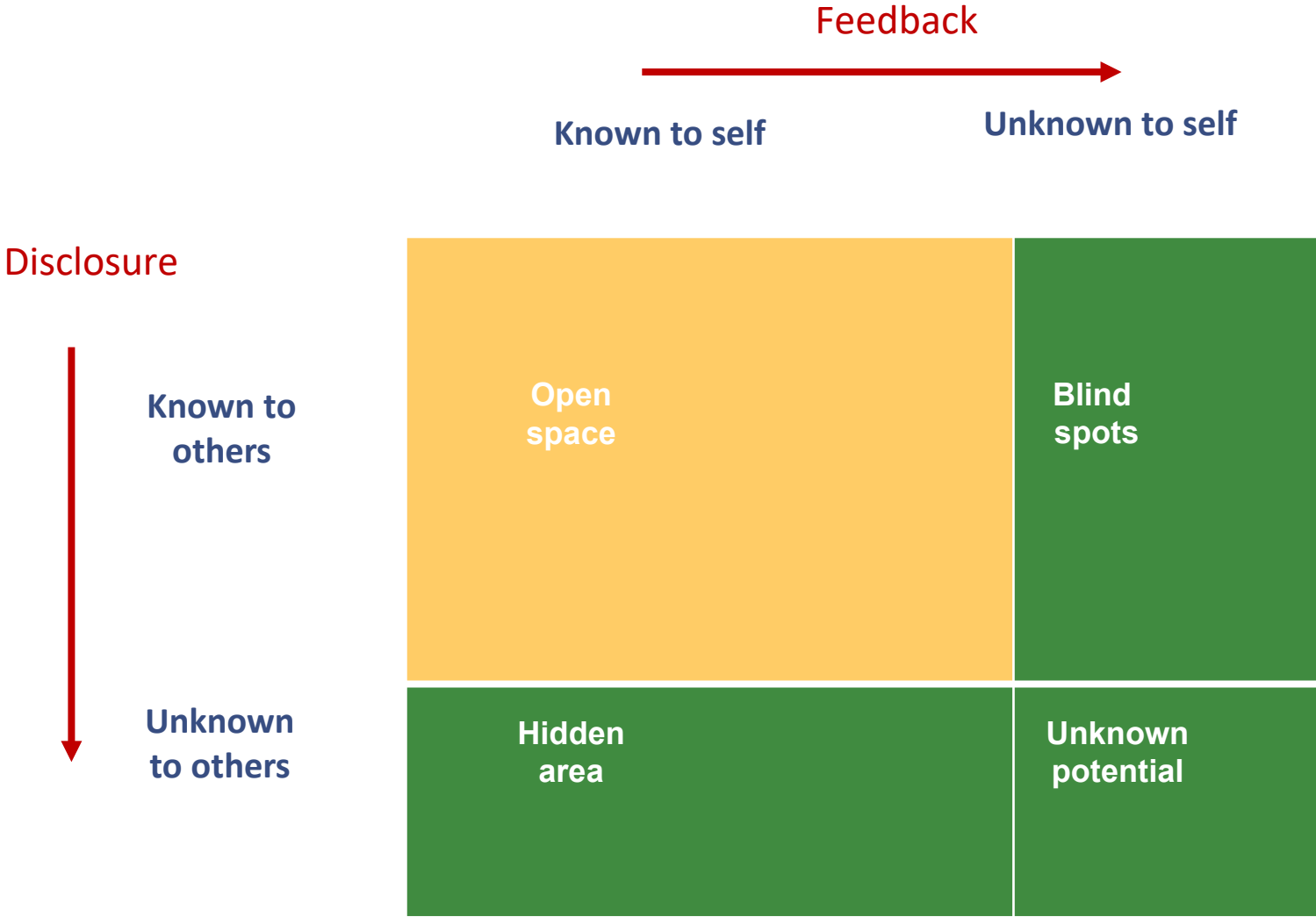
Adapted from the work Joseph Luft and Harry Ingram

Trust task for CLP 2: Timeline Stories
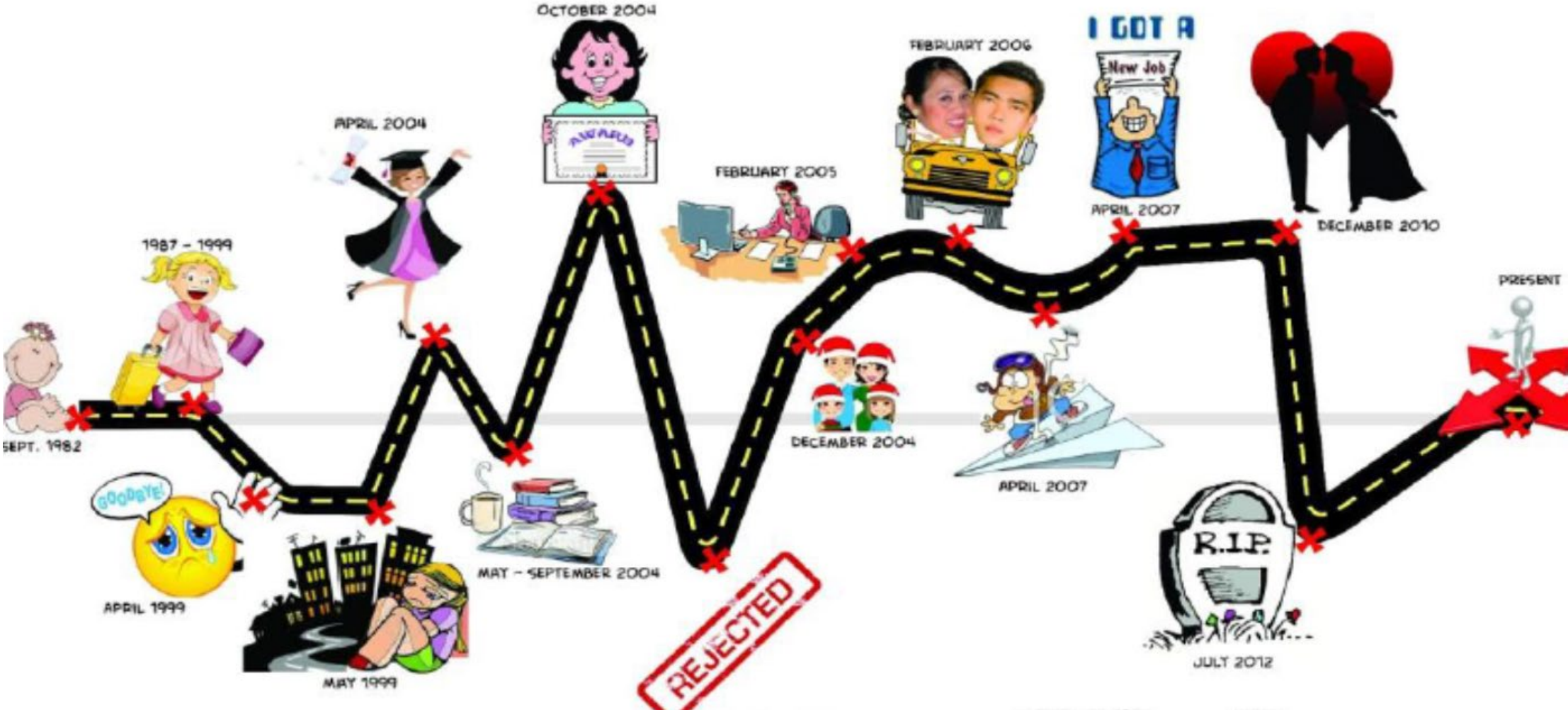
Break

The Art of Delegation

1. What is the point of delegation & why do we do it?

- Time!
- Remove single point of failures
- Succession & Development
- Morale – people feel valued
- Get a better job done
- Ownership of issues
- Commitment
- Increase engagement and enjoyment

2. What is the impact to your work as a manager if delegation is not done well?

- 'Have to' jump back in and do it
- Missed deadlines
- No personal growth – you and the team
- You get swamped
- Cost to the business (burn out, mistakes)
- Missed opportunities
- De-motivation

3. What can we delegate & what can we NOT delegate?

'All the authority but I'll take the responsibility'

- More than we think!
- Authority vs responsibility and ownership
- How do we limit ourselves? And others?

4. What stops us delegating?

- Don't trust the ability of others
- Not enough time – quicker to do it myself
- Frequency ('its just a one-off'!)
- Insecurity – self-confidence
- Sensitivity about how it is seen by others
- I have no one to delegate to!
- I don't have the authority

Delegation – 'Pitch-marking'

The **Coach** is 'off the pitch' and Not interfering!! But is:
- Supporting
- Observing
- and still Responsible
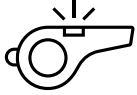
The **Team**
- Captain
- Competence?
- Commitment?
- Team dynamics?

Touchlines = **Boundaries**
- Scope
- Responsibility
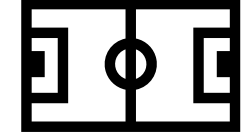
Current reality

Agreed outcome

Time based checks
- Full-time
- Half-time
- Extra-time

Rules of Engagement
- Why – purpose?
- How – values and plan
- What – but not too explicit

Goal based checks:
Half-way line
Penalty Box

FC Green

Team RED
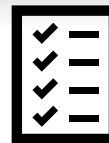
Delegation is a bound 'agreement' to act that requires constant dialogue

Drivers

From 'Transactional Analysis'

The Transactional Analysis Parent-Adult-Child Model

Critical Parent
Monitors adherence to rules, shoulds and musts, and expectations of self and others. Largely automatic.

Nurturing Parent
Voice of unconditional acceptance, hope, and optimism. The source of self-soothing and self-recognition

P

Adult
The planner, observer, organizer, and analyzer. The part of self that can think logically and rationally and act accordingly.

A

Adaptive Child
The part of self that makes emotional decisions about self and the world based on past and present drivers, injunctions, biology, and environment.

Free Child
The spontaneous, emotive, creative, and in-the-moment part of self.

C

- Drivers develop in early childhood and tell you that you are OK if you do certain things i.e. they give you conditional 'Okness'

- They come from the parent ego states of your parents and your reactions to those.

Our 'key drivers' - why do we need them?

Driver	Purpose
"Be Strong"	in order to be resilient and self-reliant in the face of the ever-changing environment around us
"Be Perfect"	in order to set standards that fit with our/others' expectations, needs and wants
"Try Hard"	to enable us to strive to achieve
"Hurry Up"	in order to give some pace and urgency to our lives
"Please Others"	to enable us to function effectively as members of teams/groups/communities and in relationships with our partners/families

Situation

Perceive through our filters

Freedom from anxiety

Fear of:
Failure
Rejection
Guilt

Safe

Un-safe

Enabling behaviour

Disabling behaviour

Try hard
Hurry up
Be perfect
Please others
Be strong

Only the difficult is worth your while!
Keep going!
Don't make mistakes!
Always accommodate!
Maintain composure!
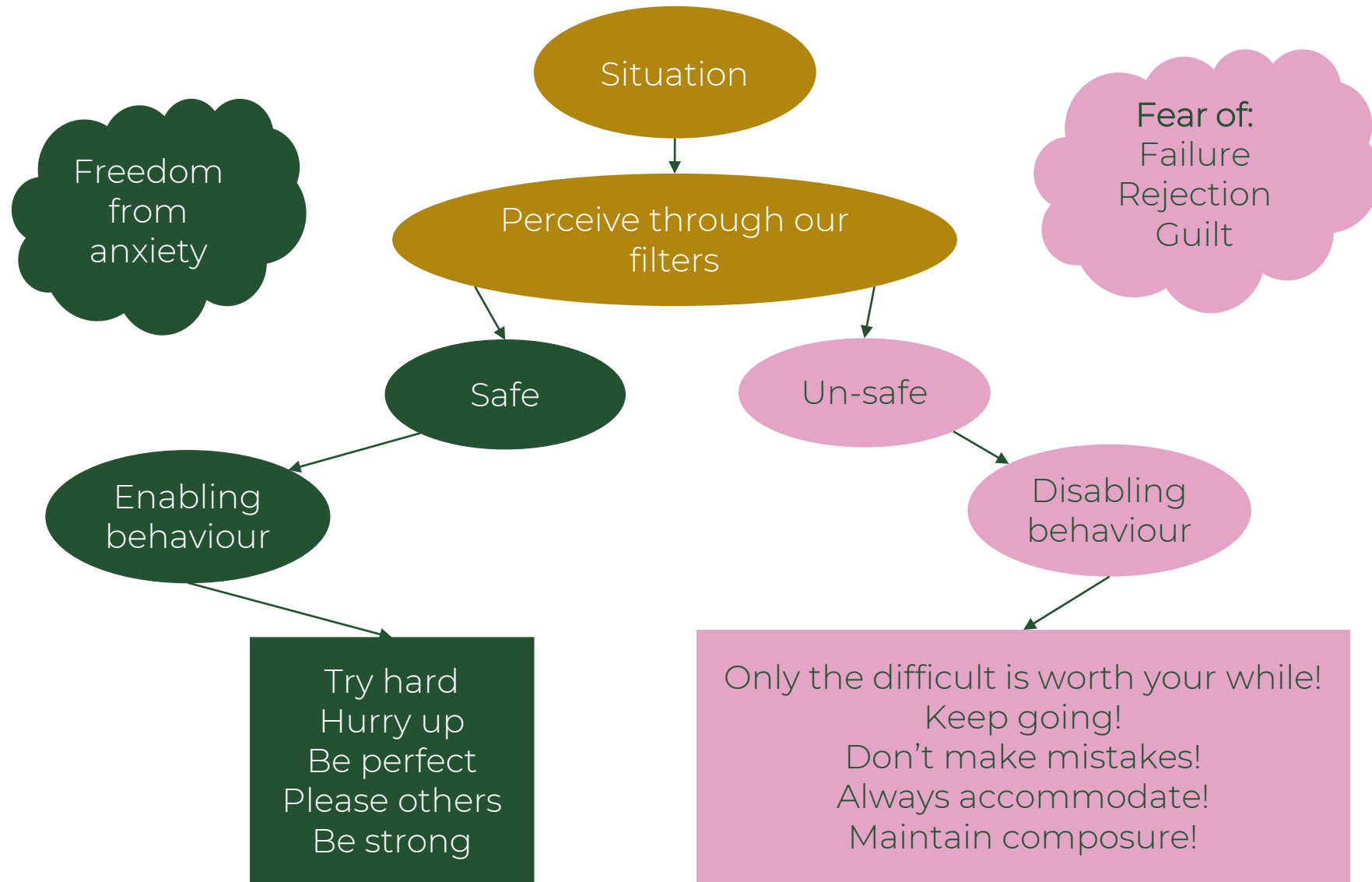
Remember the Amygdala

Making meaning of events

5. Feelings mixed with experience create meaning

4. Combined emotions create feelings

3. Emotional signal sent to cortex

2. Evaluation by amygdala provokes emotion

1. Event
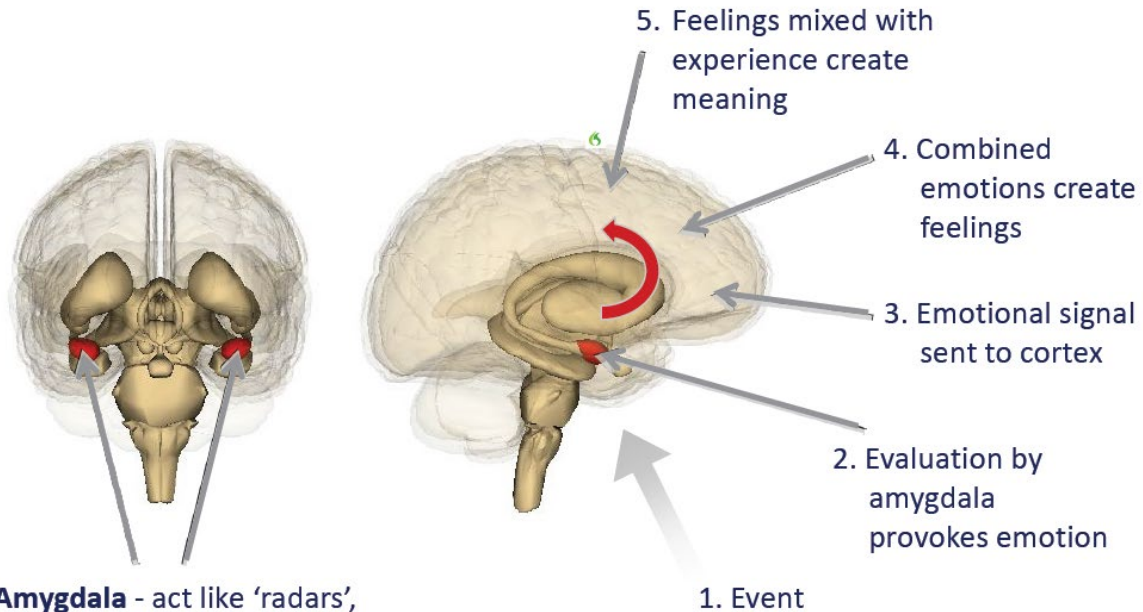
Amygdala - act like 'radars', attaching emotional significance to experience and subsequently evoking an emotional response

Push here to Make Me React (like I always do)

The Top 5 amygdala (emotional) triggers

1. Condescension
2. Being treated unfairly
3. Being unappreciated
4. Feeling you are not being listened to
5. Being held to unrealistic deadlines

What are your Drivers?

The Five Drivers		
Values	Result in Messages	Result in Drivers
Achievement, autonomy, success, being right	Don't: Make a mistake, take risks, be natural, be childlike	Be Perfect
Consideration, kindness, service	Don't: Be assertive, important, different, say no	Please Others
Courage, strength, reliability	Don't: Show your feelings, give in, ask for help	Be Strong
Persistence, patience, determination	Don't: Be satisfied, relax, give up	Try Hard
Speed, efficiency, responsiveness	Don't: Take too long, relax, waste time	Hurry Up

Drivers

The "Do" messages of how to please Mum and Dad

Be Perfect
"You're only OK if you get everything right."
Allower "It's OK to be yourself."

Please Others
"You're only OK if you please people."
Allower "It's OK to consider and please yourself."

Be Strong
"You're only OK if you hide your feelings and wants from people.
Allower "It's OK to be open and to take care of your own needs."

Try Hard
"You're only OK if you keep trying hard to do things."
Allower "It's OK to do it."

Hurry Up
"You're only OK if you do everything right now."
Allower "It's OK to take your time."

Lunch

Feedback

What is the purpose of feedback?

Feedback

↓

Data - awareness

↓

Themes - insight

↓

Choice

↓

Flexibility

↓

Development & growth
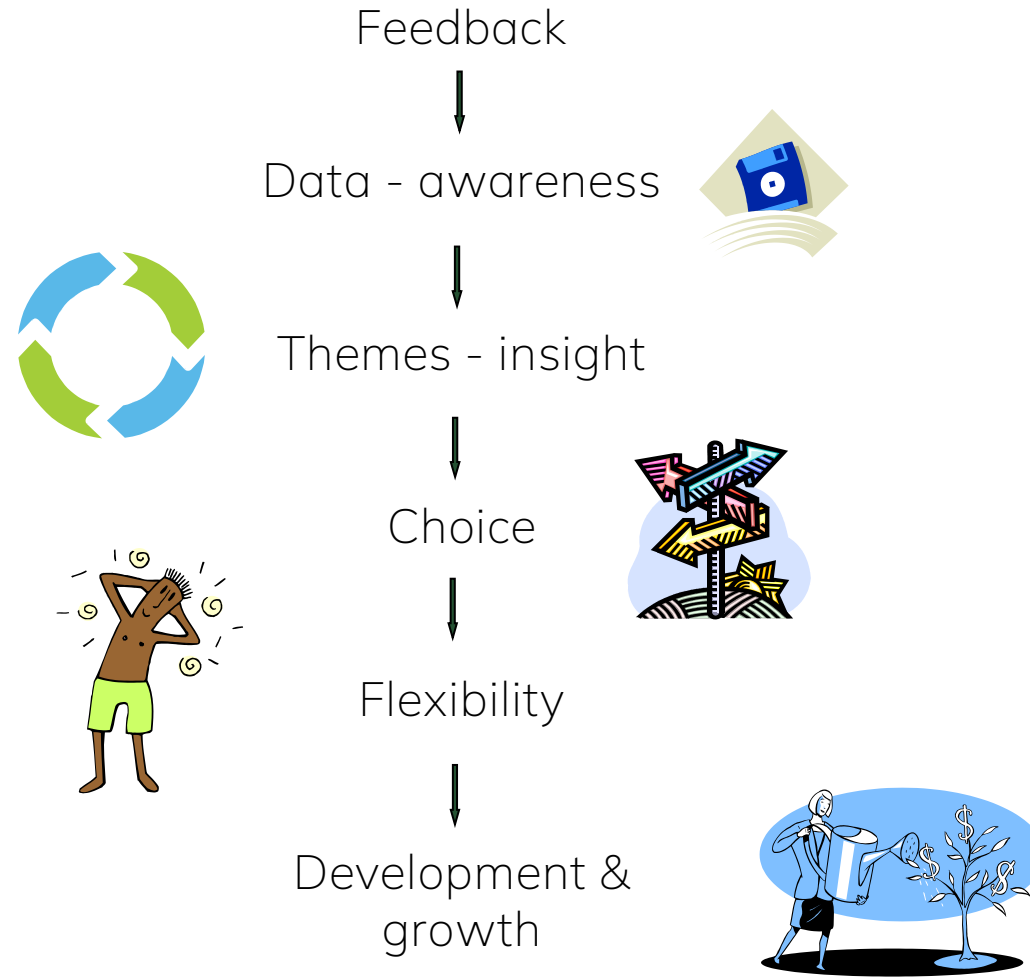
Some feedback assumptions that people make

- 'they should just know how to do this, I shouldn't need to tell them

- 'They will get upset and I don't like conflict'

- 'Oh no! I got it wrong, how stupid am I, now they're going to think I'm really bad at my job'

- On being paid a compliment 'Oh it's nothing'

- 'Why did people get upset, it was only feedback'

- 'Why can't people tell me what they really think'

- 'I'm so experienced, I don't need feedback'

- 'I wish someone would tell me whether I'm getting this right or not'

Giving & Receiving feedback

How to Give	
Clean	**Messy & unclear**
Specific	General
Focus on behaviours	Motive
From their 'map of the world	From our 'map of the world'
Owned – first hand	Disowned
Benefit of receiver	Benefit of giver

How to Receive	
Clean	**Messy & unclear**
Listen	Don't listen
Ask Questions	Criticise
Internalise	Deflect / apportion blame
Choose	Make excuses
See as an opportunity to learn	Learn nothing

Receive, Reflect, Respond

Feedback approach for leadership & management
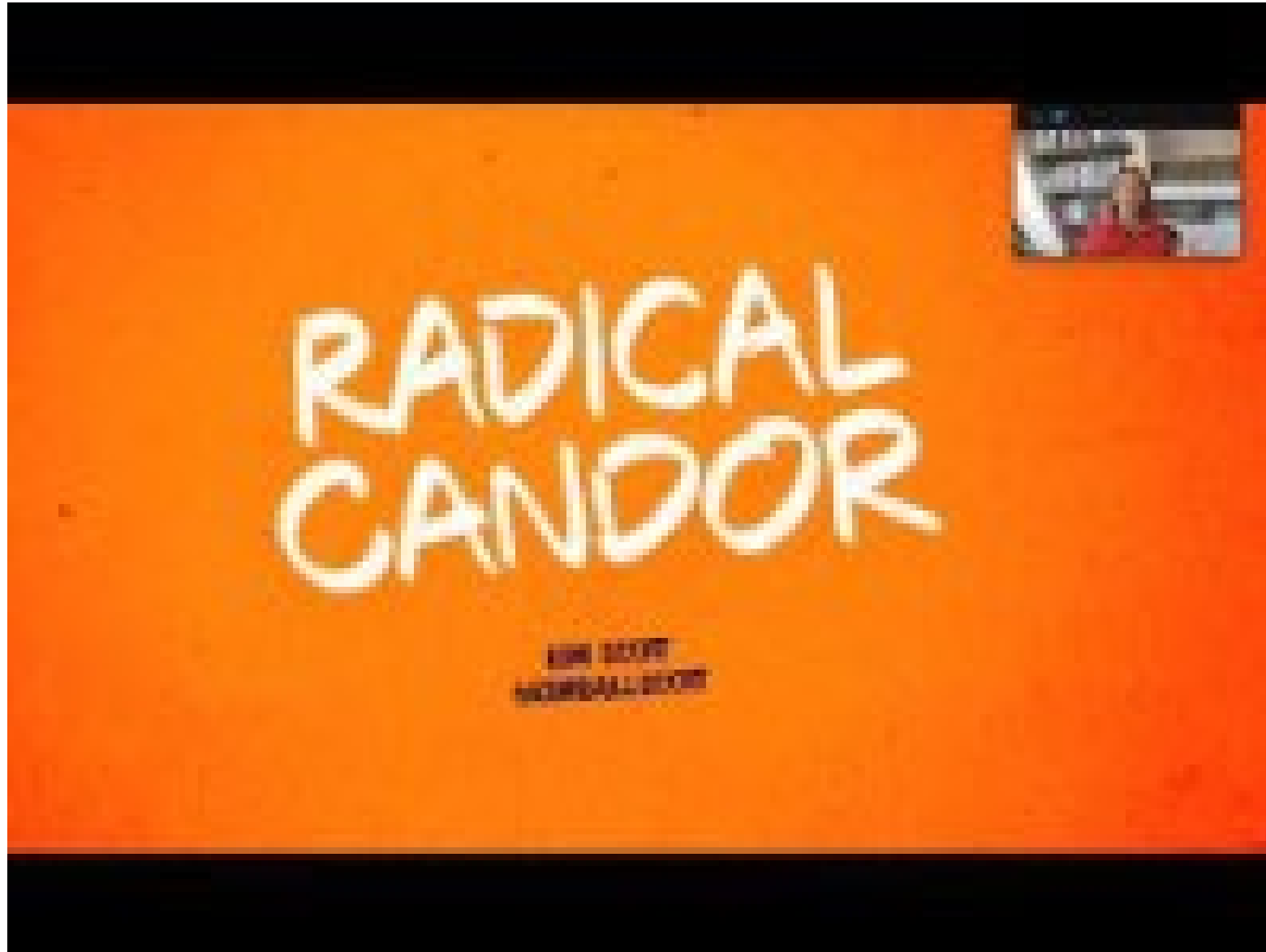
Radical Candor

Silence to avoid hurting feelings in the short term even though they would be better off knowing long term

Fake humility, silent contempt, political, passive aggressive, back-stabbing
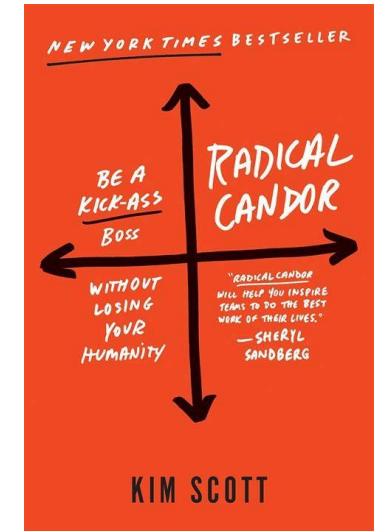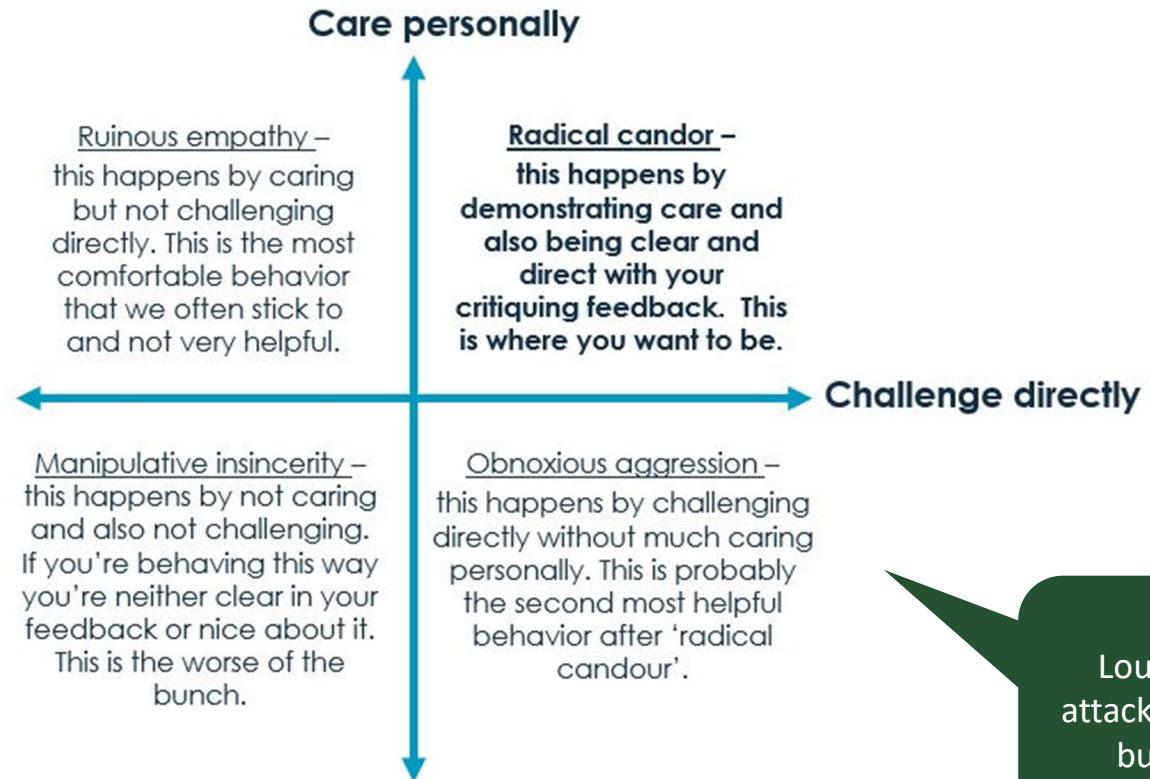
Loud contempt, character attack, self-righteous shaming, bullying, front-stabbing

Care personally

Challenge directly

Ruinous empathy – this happens by caring but not challenging directly. This is the most comfortable behavior that we often stick to and not very helpful.

Radical candor – this happens by demonstrating care and also being clear and direct with your critiquing feedback. This is where you want to be.

Manipulative insincerity – this happens by not caring and also not challenging. If you're behaving this way you're neither clear in your feedback or nice about it. This is the worse of the bunch.

Obnoxious aggression – this happens by challenging directly without much caring personally. This is probably the second most helpful behavior after 'radical candour'.

NEW YORK TIMES BESTSELLER

BE A KICK-ASS BOSS

WITHOUT LOSING YOUR HUMANITY

RADICAL CANDOR

"RADICAL CANDOR WILL HELP YOU INSPIRE TEAMS TO DO THE BEST WORK OF THEIR LIVES." —SHERYL SANDBERG

KIM SCOTT

Feedback frames

You can construct your own easily– think about the outcome of the conversation you are having and what feedback would help everyone involved to move towards that outcome?

More of ..... less of....

What went well was ......
An area for development is .....

What I appreciate about how you currently work is...
What I want to see you develop is...

What delighted me was..
What concerns me is....

Situation	Describe situation with specifics, place, time, circumstance
Behaviour	Describe what you observed (not your feeling or impression)
Impact	Describe specific result of the behaviour

DESC	
Describe	When you .... *(describe the specific behaviour)*
Emote	I experience / I feel... *(your felt response to this behaviour NOT 'you made me feel')*
Specific	I want you to / I'd appreciate it if / I need....... *(describe specific preferred behaviour)*
Consequences	If you do that / that way we could........................ *(state the +ve consequence for you both)* If you don't do that .... *(state the consequence and the next step of the action that will trigger)* Agree a review period

DESC model

FOLLOW UP

At the end of feedback prepare for follow up and ask to establish tangible action points:

- *What have we agreed on?*
- *What is my responsibility?*
- *What is your responsibility?*

Go back to the person you delivered or received feedback from after 3 to 4 weeks and ask them about their opinion about the improvement:

- *How have you improved since our last talk?*
- *How have I improved since our last talk?*

CONSEQUENCE

State the positive consequence for you both:

- *That way we could...*
- *Then we will be able...*
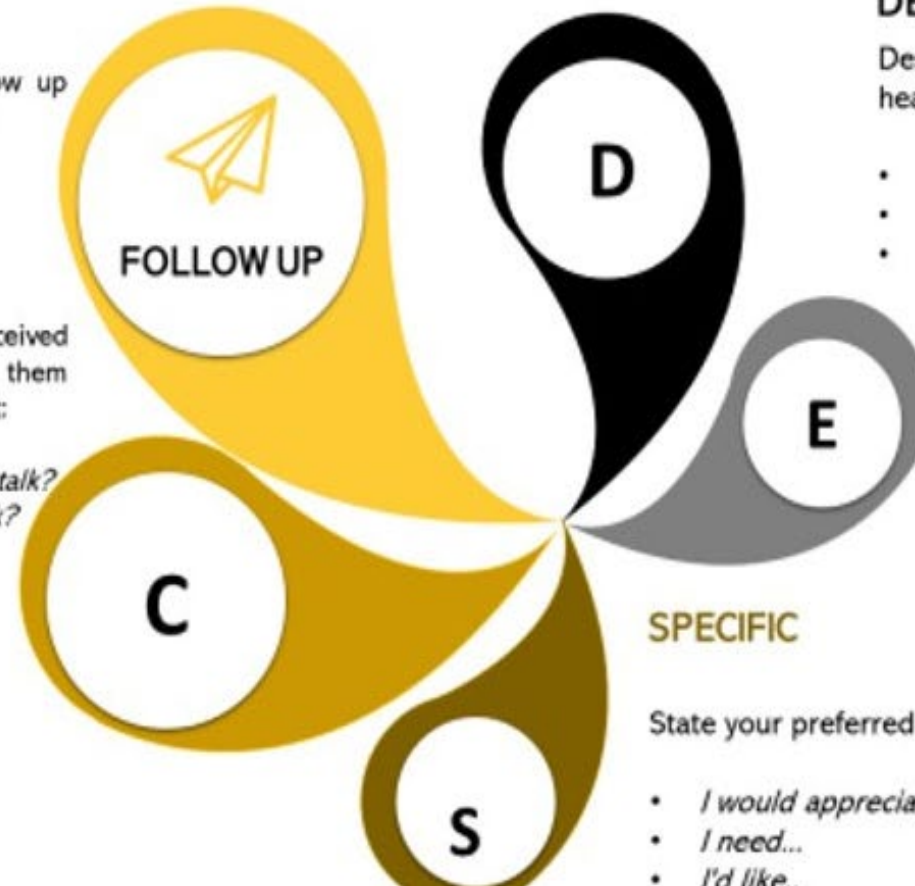
DESCRIBE

Describe what you are seeing, hearing, the situation.

- *When I hear...*
- *When I see...*
- *When X happens...*

EXPRESS

Express your response, what is going on for you emotionally (can also be used to check out assumptions).

- *I feel*
- *I am*

SPECIFIC

State your preferred need

- *I would appreciate it if...*
- *I need...*
- *I'd like..*

Practice feedback that you would like to give to someone

Think of some feedback that would be useful to give to someone you work with.

- Discuss this with your partner

- Practice 'giving it'

- Get feedback from your partner on how it 'lands'

Break

Feedback conversations using your SDI portraits

360 Feedback

SARA - Natural Response to Feedback

Energy

Shock · *Anger* · *Resistance* · *Acceptance*

What people say when in SHOCK:

- "What??? I don't understand this report."
- "It's just a survey."
- "This report must not be right."

What people say while in ANGER:

- "They're just venting their frustrations!"
- "The survey doesn't really fit my current situation."
- "Who said this?"

What people say in RESISTANCE:

- "Nobody is perfect--we all have faults."
- "That's just the way I am... take it or leave it."
- "I get it, but I don't like it."

What people say in ACCEPTANCE:

- "How can I best use this feedback?"
- "What can I do to improve?"
- "Who can help me make this change?"

Interpreting your 360 report

Qualtrics 360° Feedback Evaluation
Évaluation du feedback à 360° de Qualtrics

16th November 2022

Trafalgar
360° FEEDBACK

About your report

Welcome to your 360° feedback report. This is a great opportunity to grow and develop as a professional. In order to set yourself up for success when going through results, allow yourself sufficient time to go over the feedback.

Feedback can be difficult to hear initially, but keep in mind that the purpose of this feedback is to accelerate your growth and development.

As you go through your report, here are a few things to keep in mind.

Things to look out for within your results:

- Different evaluators - understand who your feedback is coming from, whether it's Managers, Peers or Direct Reports
- Familiarise yourself with the Rating Scale to ensure accurate interpretation
- Recognise the various types of feedback:-
  - Quantitative: This feedback will be numerical and it could be represented in graphs, bar charts, tables, etc
  - Qualitative: Free text commentary from people to give more depth to the quantitative data

How to interpret results and determine action:

Do:
- Look at feedback holistically, remember all feedback is just data that raises your awareness and you then have flexibility in how you respond
- Seek to understand the intent behind the feedback
- Identify themes in strengths and opportunities for improvement
- Prioritise a few focus areas to add to your development plan
- Understand that everyone has opportunities for improvement

Don't:
- Try to figure out who said what
- Focus on one positive or negative comment/score
- Create a developmental plan around every item
- Be discouraged that you have opportunities for improvement

Remember, there are resources to help you interpret your feedback, such as your coach, your manager and HR/Talent & Organisational Development team.

Pour yourself a cup of coffee and dive into your feedback.

2

Report summary

Self-assessment	Done

Respondent statistics

Evaluator Relationship	Completed responses	% complete
All Raters	20/20	100%
Direct Report	5/5	100%
Manager	5/5	100%
Peer	10/10	100%

Compare the number of people who finished your assessment with the number of people invited to participate.

Rating Scale

This assessment used the following rating scale when raters provided their feedback.

Rarely	1
Occasionally	2
Often	3
Almost always	4
Always	5

On the following page you will find your scoring overview for each section, with a comparison of your Self score against the evaluation of others. Against each section you may find an additional descriptor;

Recognised (Clear) Strength - scores from Others and Self scoring is 4 or more
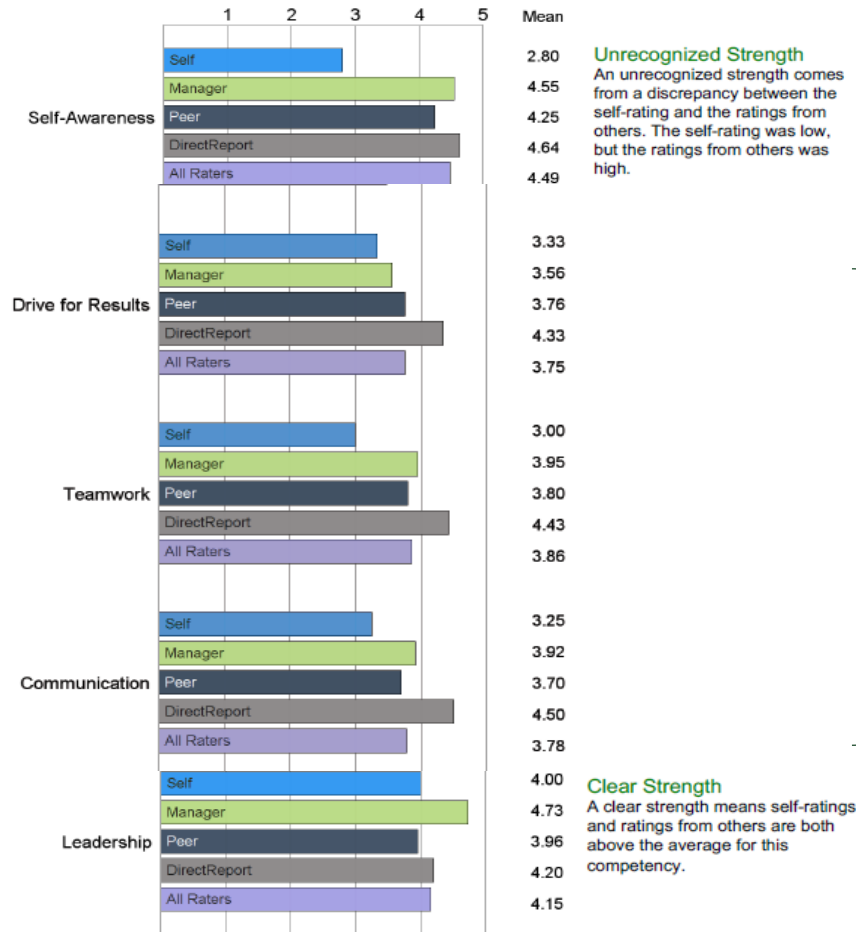**Unrecognised Strength** - Others have scored you 4 or more and Self scoring is at least 1.5 points less
Unrecognised Improvement Area (Blind Spot) - Others have scored you less than 3 and Self scoring is at least 1.5 points more
Recognised Improvement Area (Area for Development) - scores from Others and Self scoring is less than 3

If there is no descriptor against a section, that means that there are no clear strengths or weaknesses.

Scoring Overview

Competency	Rater	Mean
Self-Awareness	Self	2.80
	Manager	4.55
	Peer	4.25
	DirectReport	4.64
	All Raters	4.49
Drive for Results	Self	3.33
	Manager	3.56
	Peer	3.76
	DirectReport	4.33
	All Raters	3.75
Teamwork	Self	3.00
	Manager	3.95
	Peer	3.80
	DirectReport	4.43
	All Raters	3.86
Communication	Self	3.25
	Manager	3.92
	Peer	3.70
	DirectReport	4.50
	All Raters	3.78
Leadership	Self	4.00
	Manager	4.73
	Peer	3.96
	DirectReport	4.20
	All Raters	4.15

Unrecognized Strength
An unrecognized strength comes from a discrepancy between the self-rating and the ratings from others. The self-rating was low, but the ratings from others was high.

Clear Strength
A clear strength means self-ratings and ratings from others are both above the average for this competency.

"All Raters" is the average score of Manager, Direct Report and Peer; it excludes Self.
See page 2 for guidance

3

"All raters" is the average score of Manager, Peer & Direct Report; It excludes Self.

Unrecognised Strength – All raters have scored you 4 or more and Self scoring is at least 1.5 points less

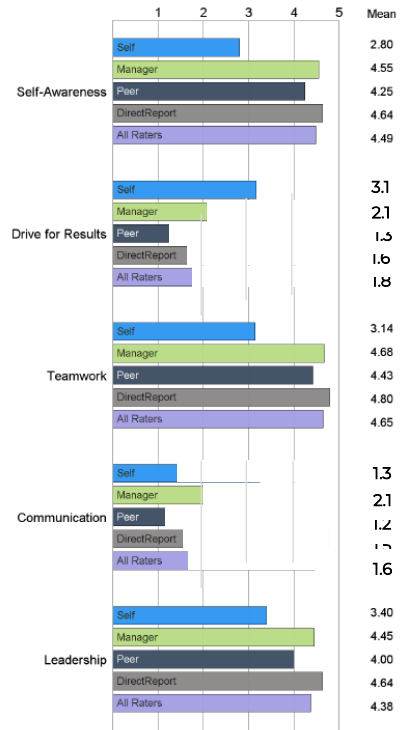No descriptor – where your raters score is not significantly different to the score you gave yourself

Recognised (Clear) Strength – where the score of all raters and the score you gave yourself are both above 4

Scoring Overview

Unrecognised improvement area (Blind Spot) – All raters have scored you less than 3 and Self scoring is at least 1.5 points more

Recognised improvement area (Area for Development) – scores from All raters and Self scoring is less than 3
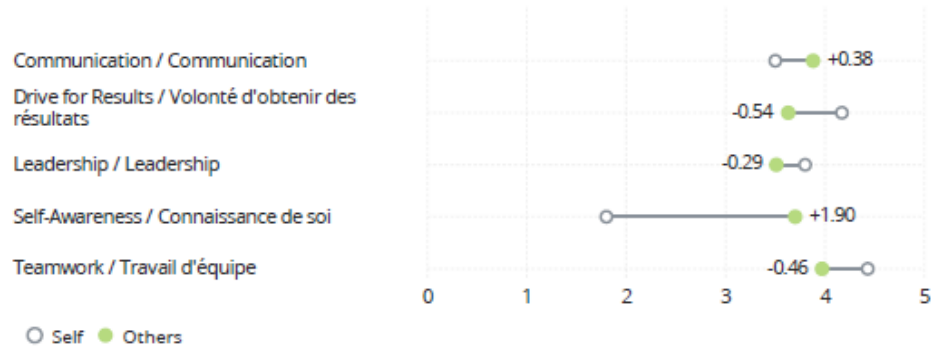
GAP Chart

The gap charts display the difference in scores between *Self* and *All Raters*, followed by the individual evaluator categories.

A positive(+) difference means others rated you higher than the rating you provided for yourself.
A negative(-) difference means others rated you lower than the rating you provided for yourself.
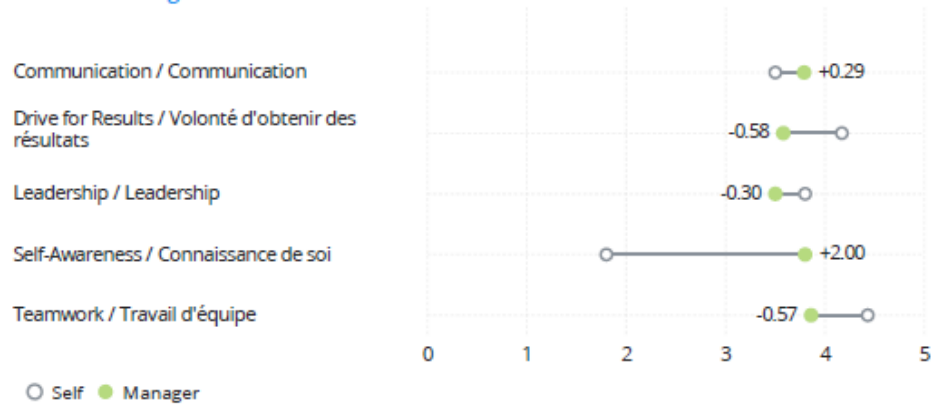The larger the number the higher the gap.

Self and All Raters

Category	Value
Communication / Communication	+0.38
Drive for Results / Volonté d'obtenir des résultats	-0.54
Leadership / Leadership	-0.29
Self-Awareness / Connaissance de soi	+1.90
Teamwork / Travail d'équipe	-0.46

○ Self   ● Others

The gap chart indicates the +/- difference between two rater groups.

→ All raters scored more favourably

→ All raters scored less favourably

Self and Manager

Category	Value
Communication / Communication	+0.29
Drive for Results / Volonté d'obtenir des résultats	-0.58
Leadership / Leadership	-0.30
Self-Awareness / Connaissance de soi	+2.00
Teamwork / Travail d'équipe	-0.57

○ Self   ● Manager

High and Low Scores

Highest Scores

Rank	Scoring Category	Item	Average
1	Teamwork / Travail d'équipe	Treat others with respect ~ Traiter les autres avec respect	4.80
2	Drive for Results / Volonté d'obtenir des résultats	Prioritise work based on the needs of the organisation and its customers ~ Prioriser le travail selon les besoins de l'entreprise et de ses clients	4.33
3	Teamwork / Travail d'équipe	Support the continuous development of others ~ Soutenir le développement continu des autres	4.27
4	Teamwork / Travail d'équipe	Value and respect differences amongst team members ~ Valoriser et respecter les différences des membres de l'équipe	4.20
4	Leadership / Leadership	Help team members resolve work-related problems ~ Aider les membres de l'équipe à résoudre des problèmes dans leur travail	4.20

Lowest Scores

Rank	Scoring Category	Item	Average
1	Self-Awareness / Connaissance de soi	Actively seek self-performance feedback from others ~ Demander de façon proactive du feedback sur votre performance	2.73
2	Drive for Results / Volonté d'obtenir des résultats	Set challenging goals ~ Fixer des objectifs ambitieux	3.00
3	Teamwork / Travail d'équipe	Delegate effectively ~ Déléguer efficacement	3.07
4	Leadership / Leadership	Translate NATO's strategy into concrete actions / plans ~ Traduire la stratégie de l'OTAN en actions/plans concrets	3.20
4	Leadership / Leadership	Take team members' ideas and opinions into account when making decisions ~ Prendre en compte les idées et les opinions des membres de l'équipe pour prendre une décision	3.20

Hidden strengths/improvement areas

Hidden strengths shows where others rated you higher than you rated yourself. Gap >1 is highlighted in green
Areas for improvement shows where others rated you lower than you rated yourself. Gap <-1 is highlighted in amber.
Both sections are ranked from largest to smallest gap.

Hidden Strengths

Rank	Scoring category	Item	Self	Others	Gap
1	Self-Awareness / Connaissance de soi	Treat mistakes and setbacks as learning opportunities ~ Considérer les erreurs et les revers comme des opportunités pour apprendre	1.00	4.00	+3.00
2	Self-Awareness / Connaissance de soi	Seek opportunities for self development and improvement ~ Rechercher des opportunités pour s'améliorer et se développer	1.00	3.79	+2.79
3	Self-Awareness / Connaissance de soi	Demonstrate an awareness of how actions and decisions affect others ~ Montrer que vous avez conscience de la façon dont vos actions et décisions impactent les autres	2.00	4.07	+2.07
4	Self-Awareness / Connaissance de soi	Control emotions, even in high-pressure situations ~ Contrôler vos émotions, même dans des situations stressantes	2.00	3.93	+1.93
5	Communication / Communication	Convey credibility and expertise when communicating with others ~ Faire preuve de crédibilité et d'expertise lors de vos communications avec les autres	3.00	4.21	+1.21

Areas for improvement

Rank	Scoring category	Item	Self	Others	Gap
1	Leadership / Leadership	Translate NATO's strategy into concrete actions / plans ~ Traduire la stratégie de l'OTAN en actions/plans concrets	5.00	3.07	-1.93
2	Drive for Results / Volonté d'obtenir des résultats	Make effective and timely decisions to move forward ~ Prendre des décisions efficaces et rapides	5.00	3.64	-1.36
2	Teamwork / Travail d'équipe	Give constructive and helpful feedback to others ~ Donner un avis constructif et pertinent	5.00	3.64	-1.36
3	Drive for Results / Volonté d'obtenir des résultats	Achieve objectives even when faced with obstacles and challenges ~ Atteindre les objectifs même en cas d'obstacles ou de problèmes	5.00	3.79	-1.21
4	Teamwork / Travail d'équipe	Delegate effectively ~ Déléguer efficacement	4.00	3.00	-1.00

Rater category breakdown

The following sections look at each element of a category and may include an additional descriptor against a particular element.

Recognised (Clear) Strength - all raters have scored you 4 or more and you have scored yourself 3 or more.
Unrecognised Strength - all raters have scored you 4 or more and you have scored yourself less than 3
Unrecognised Improvement Area (Blind Spot) - all raters have scored you 2 or less and you have scored yourself 3 or more
Recognised Improvement Area (Area for Development) - all raters and you have scored you 2 or less.

If there is no descriptor against a section, that means that there are no clear strengths or weaknesses.

## Self Awareness / Connaissance de soi

	Scoring Category	Average
Self-Awareness / Connaissance de soi		3.70

How regularly do you....

Seek opportunities for self development and improvement – Rechercher des opportunités pour s'améliorer et se développer
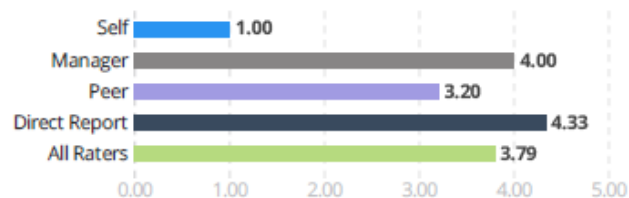

Treat mistakes and setbacks as learning opportunities – Considérer les erreurs et les revers comme des opportunités pour apprendre
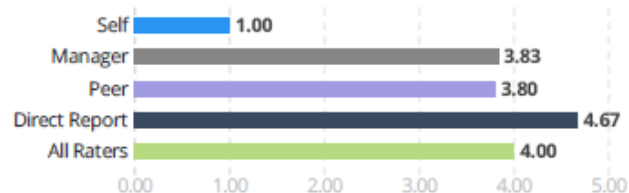
Unrecognised strength

An unrecognized strength comes from a discrepancy between the self-rating and the ratings from others. The self-rating was low, but the ratings from others was high.

Actively seek self-performance feedback from others – Demander de façon proactive du feedback sur votre performance
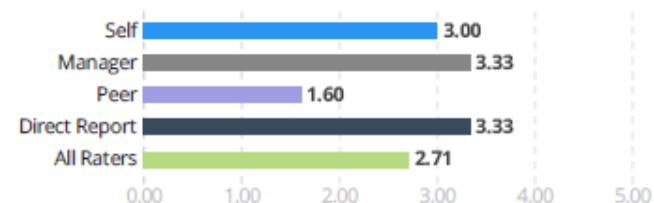

Recognised Improvement area

A recognised improvement area (area for Development) means self-ratings and ratings from others are both below the average for this competency.

Control emotions, even in high-pressure situations – Contrôler vos émotions, même dans des situations stressantes
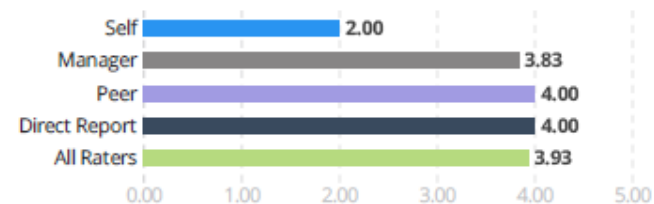
Demonstrate an awareness of how actions and decisions affect others – Montrer que vous avez conscience de la façon dont vos actions et décisions impactent les autres
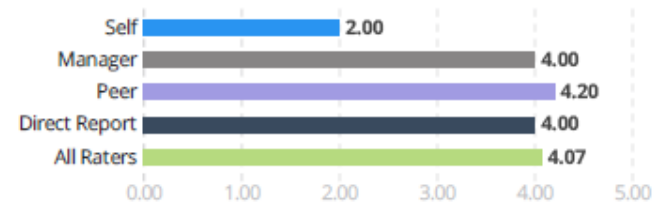
Unrecognised strength

An unrecognized strength comes from a discrepancy between the self-rating and the ratings from others. The self-rating was low, but the ratings from others was high.

Additional feedback

What should you consider stopping doing in order to continue to grow and develop?

What should you start doing to continue to grow and develop further?

What is your greatest strength and what should you continue to do to grow and develop?

Feedback with a CLP partner between modules

Your 360 will be also be emailed following CLP 1.

Between CLP 1 & 2, connect with your partner to discuss your feedback:

- How did you feel receiving the 360 feedback?

- What were your highlighted areas of strength?

- What one area would you choose to focus on to develop?

- What support do you need?

Ensure equal share of voice, allow each other to really explore the feedback, listen intently, ask open questions. Notice any blame or judgement. Support and encourage each other.

You can also discuss this with your coach in your next session.