



Leadership 2.0

Future BIG Leaders Programme



Module II – Empower & Develop

Objectives

By the end of this module, you will:

- Appreciate the benefits of effecting change at mindset levels
- Understand how to identify limiting beliefs in yourself and your team
- Utilise the Think Feel Action cascade to reframe your thoughts
- Display agility with Emotional Intelligence to communicate across varying stakeholder groups
- Be able to give objective, specific, behavioural level feedback
- Know how to get the right balance between motivational and developmental feedback
- Understand how coaching conversations can be used to develop performance
- Begin to feel more confident in changing the direction of challenging conversations
- Recognise how to create more value from end of year conversations

In our last module, Be Authentic, we focused on exploring authenticity in business, whether it is possible and how we go about creating an authentic self in a working environment. To do this, we explored and unpacked our individual ideas about leadership, what it is, what it means, the behaviours and characteristics we believe are important in leadership and how we can develop traits of leadership that are meaningful to each of us in our personal style of leading.

You set a direction to take according to your preferred style of communication and how you would like to be perceived by others and influence directions. We explored Emotional Intelligence (EQ) and how the ability to flex your style according to your audience is a key component to leadership success.

In this module, we will be looking at advancing some of those skills, building abilities to communicate across a spectrum of communication styles, and how to support ourselves and others through coaching communication.

Underneath what we see a person saying and doing on the outside are the filters of thought, belief and perception that structure our thinking. These direct the choices we believe we have in responding to situations and ultimately the behaviours we choose.

Beliefs – an acceptance, trust, faith, or confidence that something exists or is true, with or without proof.

Beliefs are deeply held assumptions about ourselves, the world and others. Whilst they significantly shape our reality and behaviours, they are what they say on the tin: beliefs. Based on cultural storylines, childhood assessments, or picked up from others, they are often untrue, or, at least, one of many varying views of reality.

Beliefs create cognitive bias, meaning they accumulate evidence that makes them convincing and guarantees perpetuation. They also often avoid evidence that might challenge them, until we make an effort to be open.

Enabling Beliefs: Acceptance of truths, rules or laws that are helping in achieving our goals and outcomes.

Example: “Anything is possible” “I’m a good person” “I can achieve whatever I set my mind to”.

Limiting Beliefs: A conviction or certainty that blocks or prevents the achievement of goals and outcomes.

Example: “This task is impossible” “I’m a bad person” “I can’t achieve anything”.

Limiting Beliefs

When we experience questioning ideas about ourselves such as imposter syndrome, there is generally limiting beliefs supporting those ideas. Psychologist Judith Beck proposes three main categories of limiting core beliefs about the self. Limiting beliefs tend to form around at least one of the following three notions:

Hopelessness – this is not achievable

Example: “We have created global warming and it is impossible to overcome”

Helplessness – it might be achievable, but I am incapable of achieving it

Example: “Humanity can reverse global warming but I’m just one person, what can I do?”

Worthlessness – it might be achievable, and I might be capable, but I don’t deserve it

Example: “Mankind has messed up this planet, we don’t deserve to survive”

Examples of limiting beliefs:

- I don’t have enough experience to apply for this job
- I can’t be a leader because I don’t sound like the leaders I know
- I shouldn’t start a business when the economy is so bad
- The client will only be happy if I run the pitch rather than my team

Spotting the Beliefs of Others

Beliefs are internal psychological constructs, and we can't read the minds of others. However, when we listen deeply, we can notice that people will give a glimpse of their thinking through their use of language. Listen out for words and phrases that suggest there is a rule that is driving or inhibiting a behaviour.

- Example: Should, Must, Always, Can
- Example: Shouldn't, Mustn't, Never, Can't

Some examples are:

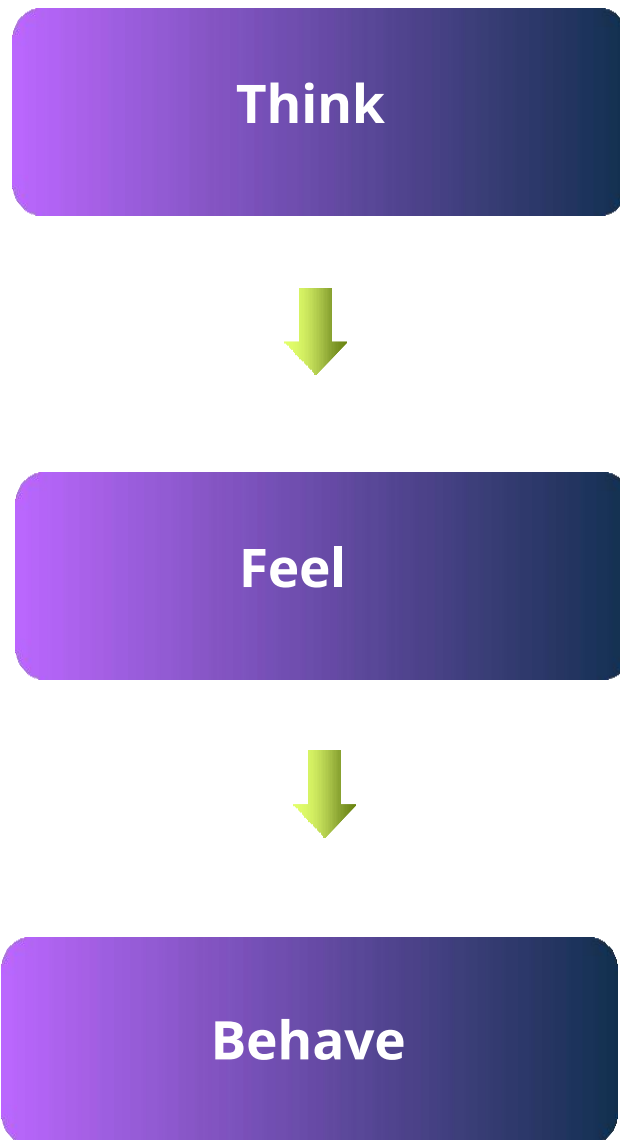
- I do/don't – beliefs regarding how we define ourselves
- I can/can't – beliefs in how we see ourselves (our self-image)
- I should/shouldn't – beliefs arising from shame, judgement or out of obligations
- I am/am not – beliefs that are focused on who we think we are
- Others always/will – beliefs that occur when we assume that others will judge us

Not only can you change beliefs, but in reality, we are often changing beliefs. Beliefs are not usually based on current reality so can't be changed through evidence or logical argument alone (notice that this is itself a belief!).

Sometimes we just need to bring them into awareness and unpick what's happening and choose a new belief to build the structure of our confidence.

Think - Feel - Behave Cascade

We can effectively redirect our thinking and change beliefs by using the Think Feel Behave Cascade. Taken from Cognitive Behavioural Therapy, this cascade allows you to join the dots and make a gradual shift with profound effects. The idea is based on the belief that what you think directs the feelings you have and ultimately those feelings filter your choice of possible response behaviours. Therefore, if you change your thoughts, you also get to change your behaviour.



Self-Management: Think Feel

You can follow this exercise either with these questions or follow the pathway on the next page, making notes at each stopping point.

Think of a situation that has frustrated you recently:

What was the trigger?

What did you think?

How did you feel?

How did that show up in your behaviour?

Self-Management: Think Feel

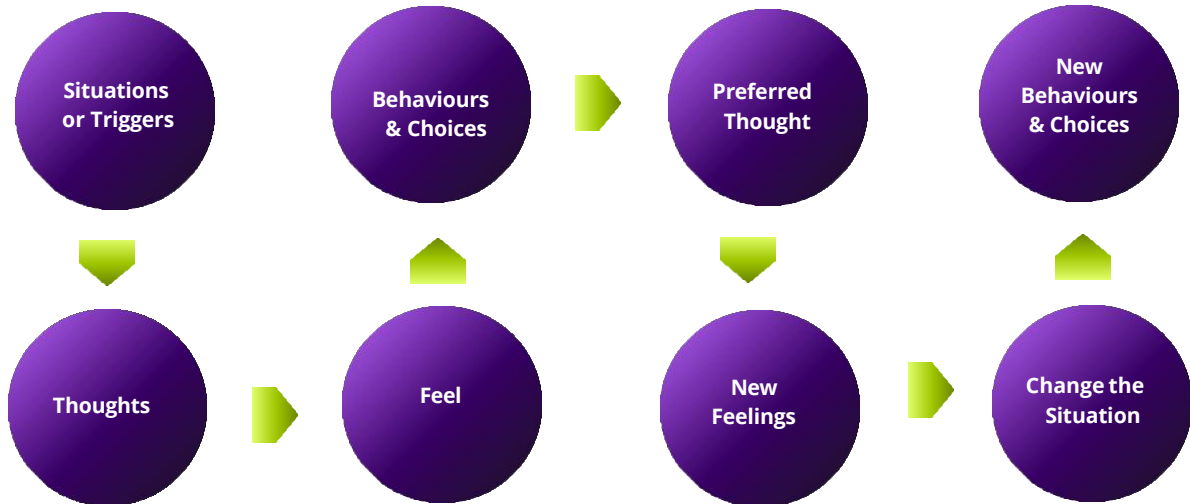
How else could you think about this?

How would you feel if you had these thoughts?

What impact would that have on how you behave?

How could you now change the original situation?

Flexibility and Rapport



Useful questions to apply to loosening a belief:

- What does it stop you from doing?
- What does that allow you to have?
- How does it serve you?
- Who or where did you 'catch' it from?
- What is a more helpful thought?
- What might I say to a friend in a similar situation?
- Who would look at this situation differently?
- How will your life be different when you change this?
- What new choices will you have?
- Who else benefits from you changing this belief?

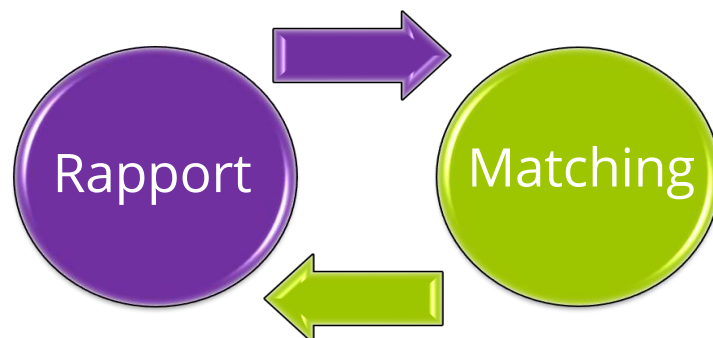
Flexibility and Rapport

When people are in rapport, they have a harmonious relationship and there is a natural tendency to match each other's body language, voice tone and language. Watch the people around you: notice when you are with a friend, partner, or group how you fall into sync with one another.

Also, notice how people that annoy, frustrate, or irritate you can be quite different in their style to yours. Maybe you mismatch each other?

Interestingly, while rapport has a tendency to cause matching, the reverse is also true. By matching another person's style, we can start to accelerate rapport.

Rapport leads to matching. Matching leads to rapport.



Some people have a natural gift for demonstrating flexibility, the behavioural chameleons who seem to be able to strike productive working relationships with most people, most of the time. For others, we have to actively engage in flexing our communication style in order to match others and create rapport where it hasn't yet been flowing.

The measure of flexibility is called Versatility and those who develop this skill tend to be more successful with more people, more of the time.

There is no such thing as failure, only FEEDBACK!

What is it?

Feedback gives people information about their performance in relation to their **SMART** goals.

What is its purpose?

The purpose of feedback is to improve performance and therefore it has a positive intention. Consequently, it is vital that the whole feedback process is conducted in a positive and constructive way. Managers responsible for feedback need to ensure that all involved are aware of the positive intent behind the entire process and thus carry out their roles with that in mind. As such, it's useful not to frame feedback as positive or negative, as all well-constructed feedback has a positive intention. This frame makes it easier for the feedback giver, as well as the receiver.

What types of feedback do we use?

Motivational Feedback

Tells the person what they did well. The purpose is to build confidence, encourage and reinforce the desired behaviour.

Step 1: Describe the behaviour

Step 2: Refer to the positive consequences

Where possible, this type of feedback can make a link to the identity level sense of self.

Developmental feedback

Tells the person what needs to be done differently. The purpose is to help the person's development and improve relationships or performance.

- Step 1:** Describe the behaviour
- Step 2:** Refer to the consequences (negative/positive)
- Step 3:** Either (i) offer a suggestion to alternative behaviour, or, (ii) explore their ideas through questions, or, (iii) give an instruction on future behaviour (dependent on their colour style)

This type of feedback is best given at a behavioural level.

How to give empowering feedback

- Give full consideration to the positive intentions and values of the individual
- Use "I" statements and take ownership for the feedback
- Focus on the future, not the past
- Be as descriptive about behaviour as possible, rather than evaluative or pass judgement
- Be specific and factual, give examples and support opinions with facts
- Give motivational feedback at the level of identity
- Give developmental feedback at the level of behaviour
- If appropriate, ask for suggestions and explore alternatives
- Check that the feedback is understood

It is useful to be aware of typical responses to feedback. The following are common stages that people may go through as a reaction to feedback.

This model is responsible for developing employees. If feedback is received as criticism, people can spend a long time in the first three stages, or even never move beyond the earlier stages.

The following tips will help you to move people through the stages that may occur when they are receiving feedback.

Denial

One of the reasons people may reject feedback is when they see things differently from you. This often means that they have not received the message in the way you intended. This usually occurs when feedback has been explained too generally.

E.g. “You need to improve your communication skills.”

Tip: Give more specific examples

Emotion

A person might become emotional with regard to feedback. This can occur when the message is difficult to accept, even if they know it to be true, or the structure of feedback hasn't been adapted to the individual. Consider how you have presented the feedback and suggest holding another discussion when the person is in a more resourceful state.

Tip: Allow time. You may even defer the discussion of this issue

Justification

People often justify behaviour when they believe they have taken a reasonable course of action, even when it may be at odds with what they really should have done. For example, people may not stick to a procedure or guidelines. In this case, you can demonstrate that you understand their reason but remind them of agreed standards.

Tip: Refer to standards

Acceptance

When someone has accepted the need to change in response to the feedback, you can reinforce their acceptance by supporting them to identify exactly what they will do differently and how they will achieve this.

Tip: Help them to establish and confirm what they will do differently

Change

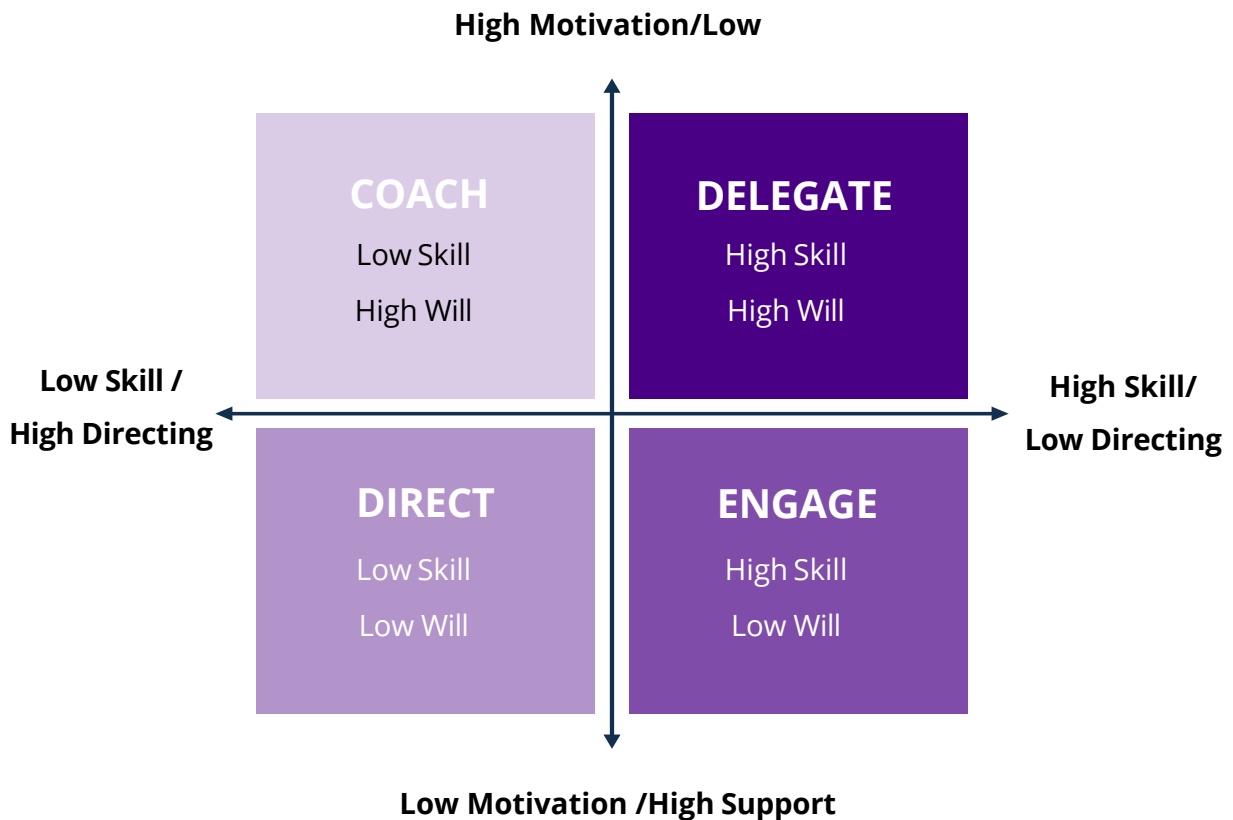
When a person is at this stage, you simply need to offer encouragement, recognition, and motivational feedback to sustain the change.

Tip: Offer support and encouragement

Skill / Will Matrix

In the 1970s, author Paul Hersey and leadership expert Ken Blanchard created the Situational Leadership Model.

The Skill Will matrix is a useful model to quickly decide which method of communication support is the most useful per team member or situation. We are likely to have our own preferences according to our communication style and sometimes we stick to our preference, but being able to respond to the situation and the individual with agility is optimum. Considering each person's skill level for a certain task and their motivation to complete the task will help you decide the optimum mode of communication and support.



Effective Delegation

Why delegate?

- To help staff solve their own problems
- To give you more time for added value management and leadership activities
- To increase staff motivation and help you assess their potential

Why do some managers find it hard to delegate?

- They may not clearly understand where their authority begins and end
- They may feel they can do the work better than their staff, or
- They may be insecure and fear their staff can do better than they can!
- They may think it is quicker to do the work themselves rather than coach
- They may believe their staff are already overworked
- They may be reluctant to let go of the parts of their job they enjoy most

Effective Delegation

Who to delegate to?

Consider your task from two perspectives:

- i) Who can you trust to deliver
- ii) Who can learn, grow and benefit from having the opportunity? Who:
 - Has the skills, or
 - Would benefit from learning new skills
 - Would benefit from the success and exposure of the project
 - Would enjoy the challenge and novelty
 - Needs to develop the skills or knowledge required for this project
 - Has the capacity

Effective Delegation

How to Delegate:

- Agree the scope of your own limits of responsibility
- Clarify with your staff exactly what you expect
- Specify and explain the delegated task and any deadlines
- Ensure your staff are properly equipped to carry out what is required of them
- Follow up regularly during implementation with support and direction as required
- Monitor progress so you can offer early feedback and intervention if required
- Reward the people who get things done
- Express continuing interest in how your staff are progressing without undermining their initiative and responsibility
- Hold a review, if appropriate, to evaluate the success of the delegated task

Introduction to Coaching

One well established approach structures coaching into four steps and is known as the **GROW** model.

G = GOAL	Establish a specific goal for the discussion
R = REALITY	Where are you now
O = OPTIONS	Generate options – as many as possible
W = WHAT	Making it happen – commitment to action

The steps may all be accomplished in one session, or they may be spread out over several sessions. The choice will depend on any number of factors and the process may take as little as five minutes or as long as it takes.

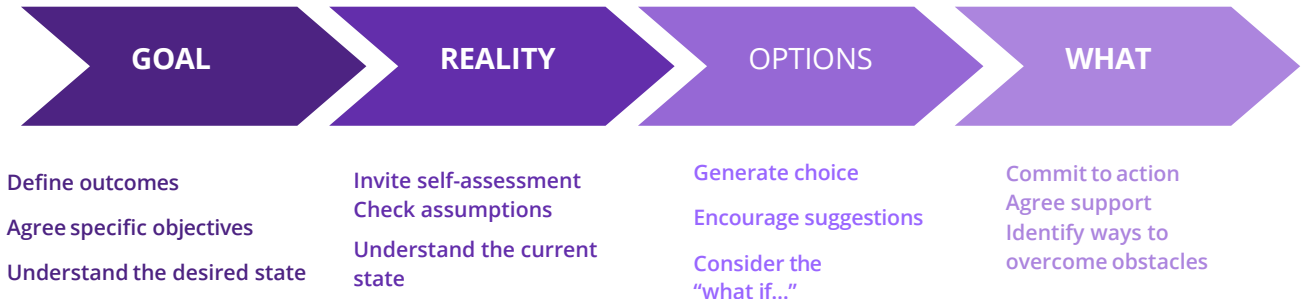
The steps are usually worked through in the sequence **GROW**, although it is common to re-visit and back track to the beginning i.e. the Goal after the Reality discussion. Also, be prepared to start at the reality step when the coachee comes to you with a problem.

One of the hallmarks of very effective coaches is their ability to ask quality questions. The Coach is encouraged to ask questions, rather than “tell” at all stages of the **GROW** model.

Flexibility with the sequencing of the steps whilst maintaining clarity about which step is being worked on is one of the keys to success.

Introduction to Coaching

The GROW Model



Example Questions to use with the **GROW** Model:

G = GOAL

- What would you like to work on today?
- What does success look like?
- What do you want to achieve?
- Are there any intermediate goals you will need to have to get the end goal?
- How will you know when you have achieved your goal?
- How challenging is this goal?
- What areas do you want to focus on?

Introduction to Coaching

R = REALITY

- Where are you now, in relation to the goal?
- What does it look/feel like at the moment?
- What have you done about this so far?
- On a scale of 1-10, how do you feel about this?
- What specific areas do you need to focus on?
- What is good/bad about where you are?
- Currently, what are the issues?

O = OPTIONS

- What would you like to do?
- I know you don't know what to do but, if you did, what would you do?
- What other options do you have and what else could you do?
- In what other ways could you look at this?
- I have a suggestion; would you like to hear it

W = WHAT

- What will you do
- What support do you need and how will you get it?
- When will you do this?
- On a scale of 1-10, how confident are you of achieving this?
- What obstacles could get in the way and how will you overcome them?
- What is the consequence of doing nothing?
- What is the first thing you will do to start achieving your goal

Introduction to Coaching

Stop talking

Don't talk, listen. When somebody else is talking, listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished talking, you may need to clarify to ensure you have received their message accurately.

Prepare yourself to listen

Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – 'what's for lunch', 'what time do I need to leave to catch my train', 'is it going to rain' – try to put other thoughts out of mind and concentrate on the messages that are being communicated. Get in the zone!

Demonstrate your listening skills

Help the speaker feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don't stare – show you are listening and understanding what is being said.

Empathise

Try to understand the other person's point of view. Look at issues from their perspective and let go of preconceived ideas or you will automatically stop listening, believing you have heard it all before. By having an open mind, you can more fully empathise with the speaker. Be curious about why they have the problem, rather than judging them.

Introduction to Coaching

Be patient

A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time. Sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

Match their Social Style

As part of building rapport, match the style and mannerisms of the person speaking to you, without making it obvious. Only match their posture or gestures when you are speaking. Remember to adjust to the pace and delivery of the person, acknowledging that it is likely they have a different communication style to you, one that may be faster or slower, detailed or big picture, talkative or mono-syllabic.

Listen for ideas, not just words

You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration and focus, this becomes easier and you will be able to reflect to the person unconscious patterns of behaviour and strategies.

Asking the right question is at the heart of effective communication and information exchange. There are many different structures to questions; below are some common questioning techniques, and when to use them.

Open and closed questions

A closed question usually receives a single word or very short, factual answer. For example: "Do you have a problem?" the answer is "Yes" or "No".

Closed questions are good for:

- Testing your understanding, or the other person's: "So, if I get this qualification, I will get a raise?"
- Concluding a discussion or making a decision: "Now we know the facts, are we all agreed this is the right course of action?"
- Frame setting: "Are you happy with the relationship with your colleague?"

Open questions are good for:

- Finding out more detail: "What else do we need to do to make this a success?"
- Finding out a lot of information in order to help you understand the perspective of the speaker
- Finding out the other person's opinion or issues: "What do you think about those changes?"
- The most powerful open questions begin with **what** and **how**

Asking precision questions is another strategy for finding out more detail. Sometimes it's as simple as asking your respondent for an example to help you understand a statement they have made. At other times, you need additional information for clarification: "When can you have this report ready?" or "Who can help you with this issue?".

Use questions that include the word "specifically" to probe further: "What specifically do you mean by fast-track?", "Who, specifically, wanted this report?"

Probing questions are good for:

- Gaining clarification to ensure you have the whole story and that you understand it thoroughly
- Drawing information out of people who do not talk very much, for example, the Driving and Analytical Style communicators

Leading questions

Rarely to be used in a coaching context because you will be giving your advice or suggestion in the form of a question!

e.g.: "Have you tried telephoning Mr. Smith?"

If you really want to unlock someone's potential, ask a very open question, "What have you tried so far?"

Action Plan

What has been the most useful and thought provoking for you today?

What are some of the small action steps you will action from today?

What changes will you make strategically that will benefit you, the team and the business in the months to come?



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