

Leadership Suite 1

# Summary Version

Leadership Competencies  
1 Through 5



Participant Guide and Reference Material  
Version 11.0-2015 Revisions



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Thank you for choosing **Soaring Eagle Enterprises** as your learning and development provider and welcome to **Leadership Suite 1-Summary Version**, a high level overview of the first five **Competencies of Outstanding Leadership**.

During this journey into leadership, we will be focusing on:

- The Core Definition and Foundations of Great Leadership
- Interpersonal Communication Skills
- Team Member Engagement, Morale and Motivation
- Coaching Team Members and Providing Feedback
- Self-Awareness and Self-Management
- Empowerment and Delegation

Please take some time and review the following introductory pages and meet our team and look at resources available to support you, both during this program and after.

We will work very hard to create a spirited and upbeat learning environment. Please help us by:

- Wear your name tag or place your name card forward.
- Turn off or silence your mobile phones and other devices.
- Put away your tablets and laptops.
- Be ready to start on time including returning from breaks.
- Participate openly and with confidence that our interactions will not be repeated.
- Keep an open mind and see how you can incorporate these skills.
- Relax and have fun.

Throughout the program, please feel free to ask any questions, seek any assistance or to request any guidance that you may need. It is your participation that will make this program valuable and your insights are always welcomed.

Again, thank you for choosing **Soaring Eagle Enterprises** and we look forward to getting to know you better during this learning journey.

Sincerely,

Tim Schneider  
President and Founder

Katie Meeks  
Vice President Online Education



The team at Soaring Eagle Enterprises that produced and will facilitate this program includes:



**Tim Schneider** is the President and Founder of **Soaring Eagle Enterprises** and one of the most sought after speakers, coaches and trainers in the western United States. He has a doctoral degree in organizational development, an MBA, and a BS/BA in finance. As a certified master trainer in leadership development, teamwork, and customer service, he has conducted thousands of sessions in all fifty states and is a member of the American Society for Training and Development, Society for Human Resource Management, International Association of Facilitators and Organizational Development Network. Author of ***Leadwell-The Ten Competencies of Outstanding Leadership*** and ***Beyond Engagement***, he is also an avid baseball player, outdoorsman and corgi dad.



**Katie Meeks** is the Vice President of Online Education for **Soaring Eagle Enterprises** and is the architect for **Discover SEE Academy**. She specializes in the development and delivery of highly engaging online programs. Katie is also very skilled at delivering coaching, leadership development and professional learning for a wide variety of industries. Prior to joining **Soaring Eagle Enterprises**, Ms. Meeks was a successful entrepreneur developing skills in communications, technology and sales. She has over 15 years of progressive growth in her own business, helping small businesses with marketing and in house management solutions as well as assisting with successful investments. With great experience and a spirited approach, Katie shares her enthusiasm for both personal and professional success.



**Steve Forst**  
Senior Facilitator



**Polly Walker**  
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Meet more **Soaring Eagle Enterprises'** team members at [www.soaringeagleent.com](http://www.soaringeagleent.com).



Through 20 years of active research, we have identified twelve highly predictive characteristics of a great leader. **The Ten Competencies of Outstanding Leadership** is much more than a seminar or training program. It is a core architecture of successful leadership and the title of a successfully published book. In this program, participants are guided through the unwavering characteristics, skills and traits of great leadership and the skills associated with each competency.

From communication through courage and vision, **The Ten Competencies of Outstanding Leadership** covers all of the bases in leadership success. Supervisors, managers, executives and business owners will all gain insight and understanding from this dynamic program. People and organizations will also learn how to test their leadership abilities against the competencies to see where they could be more effective and successful.

There is no better way to energize and introduce skills to leaders than **The Ten Competencies of Outstanding Leadership**.

### **LEARNING OBJECTIVES, OUTCOMES AND SKILLS:**

1. Understand the underlying principle of the art of leadership.
2. Learn the ten competencies of leadership and the application of each in everyday situations.
3. Utilize supporting skills and competencies for each of the leadership competencies.
4. Develop cascading skill sets that embrace all of the leadership competencies.
5. Understand how a weakness in one competency has a compounding effect on other competencies.
6. Recognize the importance of leadership on the overall success of any organization.
7. Contrast core leadership principles with fads and current events.
8. Create personal action plans and strategies to implement the skills and competencies learned.
9. Review case studies to produce actions that are consistent with the skills and competencies learned.



**Leadership Core Principle:** Leadership is the art and science of getting people to do something because they want to do it for you.

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- 1. Communication (Interpersonal, Written, Public and Strategic)**
- 2. Tone Setting, Morale and Culture**
- 3. Coaching-Feedback and Teaching**
- 4. Emotional Intelligence-Self Management and Understanding**
- 5. Coaching-Delegation, Empowerment and Team Development**
- 6. Decision Making and Ethics**
- 7. Courage, Risk Taking and Thinking**
- 8. Emotional Intelligence-Relationships, Personal Power and Image**
- 9. Innovation and Managing Change**
- 10. Vision, Values and Strategic Planning**



The competencies, skills and characteristics of a successful and effective leader include:

## **1. Communication**

- Active and Effective Listening
- Communicates Frequently in a Variety of Formats
- Style Matching for Effective Connection and Data Transfer
- Manages Tone
- Maintains Proper Communication Intimacy Levels
- Speaks Clearly
- Utilizes Appropriate Non Verbal Messages
- Writes Well and Infrequently
- Presents to Groups with Comfort and Effectiveness

## **2. Tone Setting, Morale and Culture**

- Engages in Regular and Frequent Tone Setting Behaviors
- Demonstrates Interest and Care in Others
- Recognizes Motivation Differences and Disconnects
- Inspires Others with Behaviors and Attitudes
- Builds Relationships on the Appropriate Levels
- Matches Motivators with Team Member Motivations
- Utilizes Personality
- Identifies, Supports and Builds Corporate Culture

## **3. Coaching-Feedback and Teaching**

- Provides Positive Feedback in a Correct Manner
- Provides Corrective Feedback when Needed
- Does Not Avoid Corrective Feedback
- Never Combines Positive and Corrective Feedback
- Delivers Teaching Based Coaching
- Uses Coaching as a Frequent Leadership Tool
- Balances the Use of Positive and Corrective Feedback

## **4. Emotional Intelligence-Self Management and Understanding**

- Understand Self and the Impact of Leadership Style on Others
- Seeks to Identify Behavioral and Stylistic Blind Spots
- Actively Manages Emotional Composition and Reactions
- Displays Resilience, Confidence and Optimism
- Exercises High Levels of Self Control
- Demonstrates Ownership and Accountability
- Provides an Excellent Example of Appropriate Behaviors
- Utilizes a Results Orientation and Approach



## **5. Coaching-Delegation, Empowerment and Team Development**

- Delegates and Empowers Subordinates
- Encourages Ownership and Accountability in Team Members
- Provides Appropriate Feedback in Delegated Assignments
- Insures Operational Knowledge is Transferred to Team Members
- Utilizes Delegation as a Development Tool
- Mentors Team Members
- Is Actively Involved in the Development of Team Members

## **6. Decision Making and Ethics**

- Seeks Understanding of the Cause and Not Just the Immediate Decision
- Pushes Decisions to the Appropriate Organizational Level
- Removes Emotionalisms from Decision Making
- Embraces Company Ethics
- Consistently Provides an Ethical Model of Behavior
- Produces Decisions in Congruence with Ethical Standards
- Connects Decisions to Organizational Values
- Clearly Separates Personal Morality from Ethical Values

## **7. Courage, Risk Taking and Analysis**

- Uses Appropriate Levels of Analysis in Decision Making
- Makes Difficult Decisions without Regard to Popularity
- Understands when to Fight and when to Subordinate
- Takes Risks without Being Rash or Arbitrary
- Identifies and Seeks Opportunities
- Engages Critical and Systems Thinking
- Analyzes the Impacts of Unintended Consequences

## **8. Emotional Intelligence-Relationships, Personal Power and Image**

- Uses People Skills to Capitalize on Relational Power
- Effectively Engages Others Individually and In Groups
- Utilizes Relational Power to Influence Decisions and Outcomes
- Avoids the Overuse of Threat and Expert Power
- Builds Relationships on the Appropriate Level
- Actively Manages Image and Reputation within the Organization
- Maintains Credibility with Follow Through and Results
- Subordinates Personal Gain for Organizational Good
- Parks Some Leadership Skills when Working in Groups



### **9. Innovation and Managing Change**

- Seeks Opportunities to Improve and Modify Processes
- Embraces Change and Coaches Others Through Change
- Manages the Depth and Length of the Change Curve
- Solicits Input on Change and Innovation
- Encourages Innovation and Creativity in Others
- Provides Feedback for Innovation in Others
- Overcomes the Common Obstacles in Change Resistance

### **10. Vision, Values and Strategic Planning**

- Constructs both Macro and Micro Level Strategic Plans
- Focuses the Efforts of Others on the Achievement of Results
- Communicates Vision, Mission and Core Values Regularly
- Stretches Personal and Team Efforts Towards Key Objectives
- Translates Strategic Objectives into Individual Performance Factors
- Measures and Reports Achievement
- Provides Connectivity Between all Elements of Planning





**For unto  
whomsoever  
much is given,  
of him much  
will be  
required.**

Luke 12:48



**What Washington needs is adult supervision.**

Barack Obama

**The eye of the master will do more work than both his hands.**

Benjamin Franklin

**Being in the army is like being in the Boy Scouts, except that the Boy Scouts have adult supervision.**

Blake Clark

**You cannot teach a man anything. You can only help him discover it within himself.**

Galileo Galilei

**Any supervisor worth his salt would rather deal with people who attempt too much than with those who try too little.**

Lee Iacocca

**Great minds discuss ideas; Average minds discuss events; Small minds discuss people.**

Eleanor Roosevelt

**An Ethics Resource Center study found that 90% of employees value leaders with integrity as highly as they value income.**

The Denver Post

**The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.**

William Arthur Ward

**Problems are solved on the spot, as soon as they arise. No front-line employee has to wait for a supervisor's permission.**

Jan Carlzon

**Leadership - the art of getting someone else to do something you want done because he wants to do it.**

Dwight Eisenhower

**Leadership is to be both a speaker of words and a doer of deeds.**

Homer

**The price of greatness is responsibility.**

Winston Churchill



**The purpose of  
all leadership  
activity is to  
deliver sustained  
results.**



- 1. Resists Change and Clings to the Past.**
- 2. Lacks Respect for Team Members.**
- 3. Focus is on Problem Resolution.**
- 4. Lacks Interest in Other Areas of the Company.**
- 5. Greatest Goal is to Stay Within the Budget.**
- 6. Preoccupied with Being Liked.**
- 7. Emphasize the Dangers of Failure Instead of Rewards of Success.**
- 8. Safe Decision Making.**
- 9. Reduce Expectations for Performance.**
- 10. Savior Syndrome.**



## **Appropriate motivations to lead and supervise:**

1. To assist and serve the team.
2. You can make a positive impact and difference for the organization.
3. You have the skills and competencies needed to be good at it.
4. To achieve greater results for the good of the organization and the team.
5. To help others grow in their careers.
6. To provide a positive role model and example of leadership behavior.
7. To influence higher levels of decision making and direction.

## **Inappropriate motivations to lead and supervise:**

1. The money.
2. To exercise control over others.
3. To get back at someone who was your peer.
4. You want to move up in the organization.
5. To get the team members to think like and act like you.
6. To tell the bosses how it is in that department and what it is like working there.

## Changes When You Become a Supervisor



**Responsibility**-As a line level employee, you are responsible for only your own performance and behavior. As a supervisor, you are responsible for all team performance and team member behaviors.

**Work Product**-It is no longer about what you produce. It is about the work product of the group and the collective results of your team.

**Example/Role Model**-Before your promotion, you were not a role model or example. Now you must consistently model every behavior expected of the company and every behavior needed from your team.

**Who You Speak For**-Now you speak for the company. Before, your thoughts and opinions were yours and only yours.

**Decision Making**-As a supervisor, your decisions now impact others and have the power to set precedence in the workplace.

**Appearance**-Whatever it took to get by as a line level team member. Now you have to be the example of the dress code.

**Never Ending**-Unlike clocking out at five, the supervisor and leader cannot so easily turn off their responsibility to be an example. Even in the grocery store on Saturday, you are still the supervisor.

**Disclosure of Personal Information**-Tell all and know all when you are a team member. Great to share stories and challenges with the team. As a supervisor, over disclosure of personal information can affect your credibility.

**Self-Management and Self-Control**-The supervisor must be the clear leader in controlling emotions and outbursts. You send the message with your demeanor and control. People do not want to follow someone who is out of control. The whole leadership and supervisory thing is not about you but about the team.

**Mending Conflicts**-Prior conflicts need to be mended. Carry a grudge as a team member. No grudges or open remaining conflicts as the supervisor. You must be fair and consistent with people.

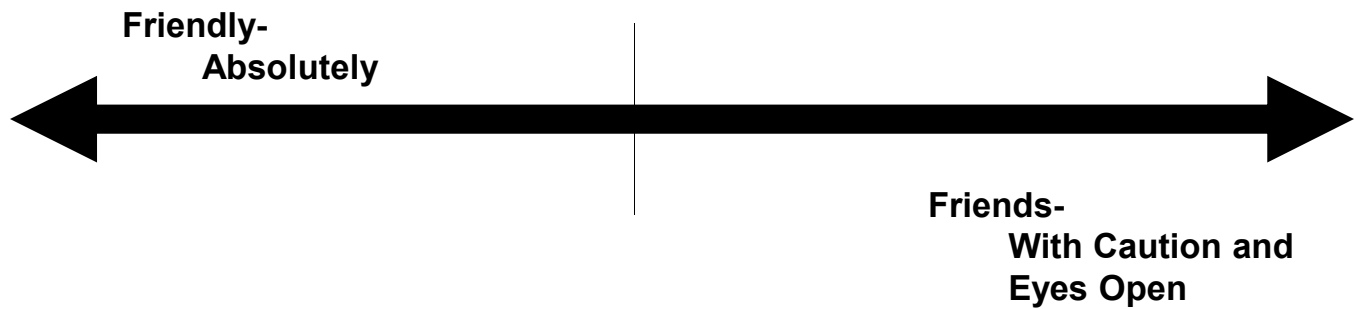
**Task Versus People Centered**-As a line level team member, your focus is entirely on your work. As a supervisor, you split time between your work and your people.

**Loyalty**-When promoted, your new single loyalty point is to whatever is in the best interests of the organization.



**Friends and Relationships**—One of the most difficult aspects of supervision and leadership is the needed change with prior peer level friendships. If a change does not occur, the appearance of favoritism may exist and the friendship may cloud your judgment. You could also be greatly disappointed when a friend chooses work security over friendship. The potential bus tires driving over you is real.

- **Friendships don't have to be severed but they do have to change.**
- **Friendships will change.**
- **How the two people involved handle the change is the key.**
- **Friendships will survive if:**
  - Communication richness, frequency and volume is high.
  - Both are in clear understanding of the risks involved.
  - Both have come together with a common desire of priorities (work and friendship) so when issues come up they can be worked out in a healthy matter.
- **Friendships will be successful if:**
  - Understanding of risk is clear.
  - No discussion of personal things at work.
  - No discussion of work during personal interactions.
  - The relationships are separate.
  - The relationships have two very different objectives, organizational needs and personal needs.
- **If friendships change or are severed:**
  - Do it in a warm, compassionate and caring way.
  - Be honest and forthright about the reasons.
- **Risks of maintaining friendships:**
  - Appearance of favoritism.
  - Violation of confidences.
  - Over disclosure of personal information.
  - Loss of credibility with other team members.
  - Sacrifice of friendship for job security.
  - Clouding of decisions.



## **Friendly:**

Upbeat.  
Knowing some things about each other, usually pretty common stuff.  
Following up and showing interest.  
Participates in full group activities.  
Communicates openly.  
Greeting team members by name.  
Establishing common interests.

## **Friends:**

Hang out after work.  
Goes to lunch frequently.  
Knows secrets and confidential information.  
Has a different level of access and communication.

## **Rise and Detach:**

Most effective supervisors and leaders have established a friend base outside of work.

## **Judgment:**

By their very nature, leaders are smart people. They need to be and have a healthy dose of great judgment to go with that intelligence.

This is a case where no absolutes exist. Some friendships will need to be severed and ended. Others will need to have to be carefully management with plenty of professional distance provided.

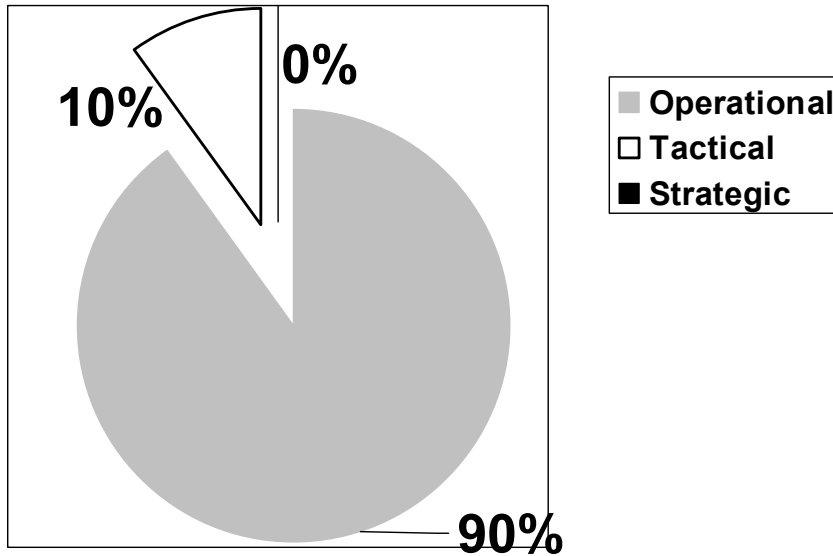
## **Not All Friendships are the Same:**

Friendships and all relationships are a connection between two or more individuals. This section has focused on you but the other person plays a big role in how this will play out over time. You will learn a lot about your friend as you continue to lead him or her.





## Time and Thought-Front Line Level

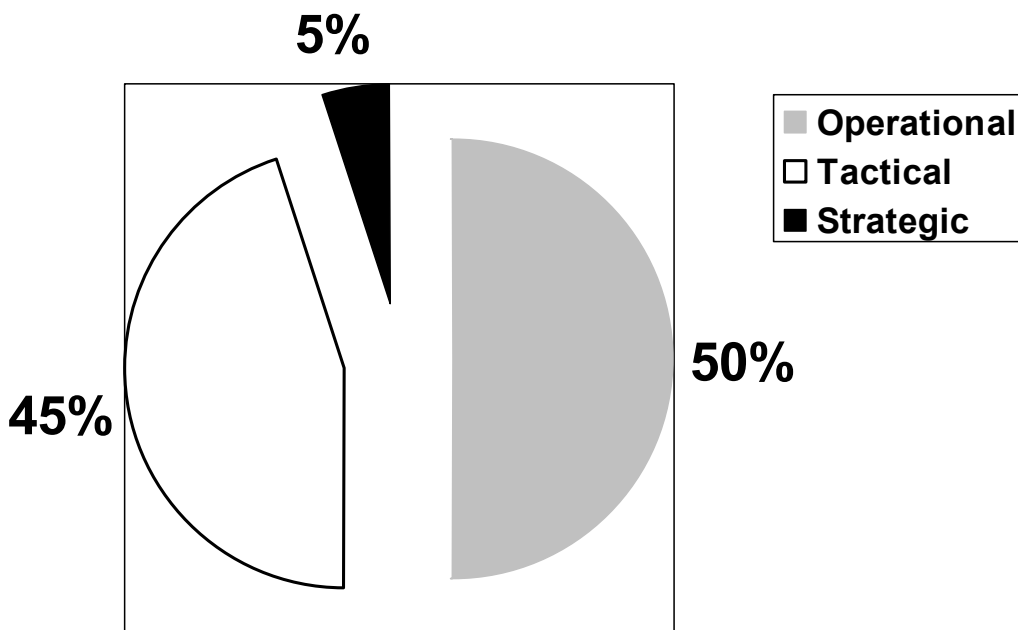


**Operational**-Day to day functions of an organization. The core service and product delivery. The doing.

**Tactical**-Coaching, reviewing and the quality control of operational functions. Includes team member reviews, disciplinary actions, training new people, reviewing work and reviewing processes.

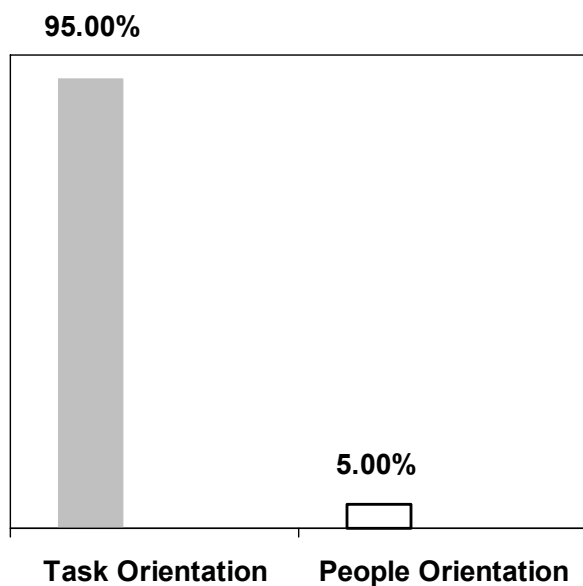
**Strategic**-The long term vision and direction of the organization. Collaborating with stakeholders for resources. Building the high level relationships needed to execute the vision.

## Time and Thought-Supervisory Level





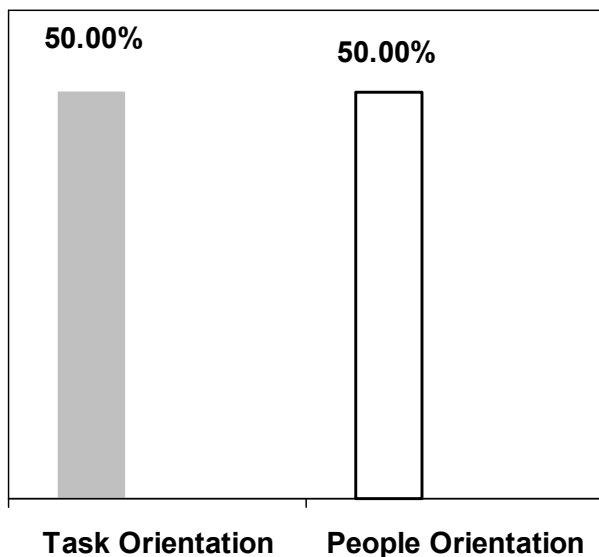
## Focus-Front Line Level



**Task Orientation-**Work production. Getting jobs, projects and tasks completed.

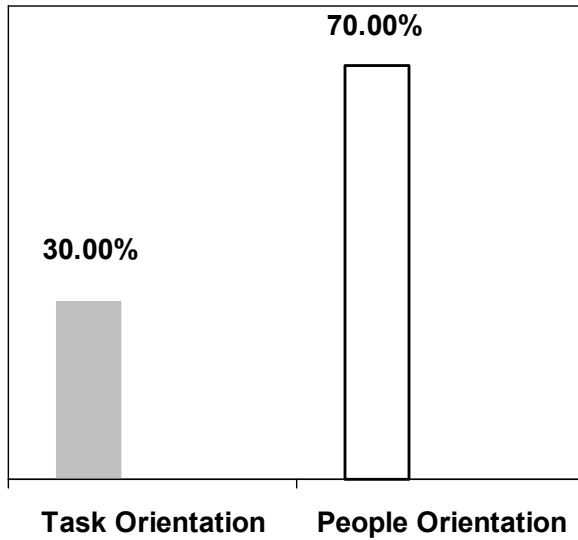
**People Orientation-**Building relationships and interacting with others. Meetings, coaching sessions and workplace visits are included.

## Focus-Supervisory Level

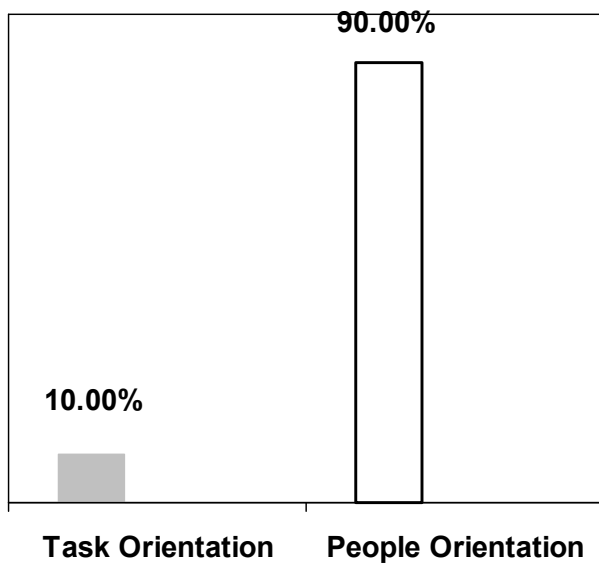




## Focus-Management Level



## Focus-Executive Level





## Leadership Core Principle:

Leadership is the art of getting people to do something because they want to do it for you.

## **T**ONESETTING

Insuring the tone of the working environment.

## **C**OACHING

Providing feedback and planning, in addition to being visible, available, and open.

## **Q**UALITY CONTROL

Never allowing sub-standard work and making sure expectations are set high and not compromised.

## **M**ODEL

Creating a positive example for the behaviors that are desired in the workplace.

## **M**ENTORING

Training and developing team members and building a chain of succession.

## **R**ESULTS DRIVEN

Not concerned with the methods but concerned with the end results. Makes sure that results are measurable, challenging and attainable.



**Lead and inspire  
people. Don't try to  
manage and  
manipulate people.  
Inventories can be  
managed but  
people must be  
lead.**

Ross Perot



Beginning tomorrow, \_\_\_\_\_ (date), I will begin working on and tracking:

1. Understanding my motivations for moving into a leadership position.
2. Creating appropriate relational boundaries with team members.
3. Modifying my focus and attention to more on team members and less on my own work product.
4. Apply the leadership principle in how I treat people who work for me.
5. Be a consistent role model of all required behaviors and approaches.
6. Examine how many of the poor leadership model traits that I may display to others.

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_



**When people  
talk, listen  
completely.  
Most people  
never listen.**

Ernest Hemingway



**I don't give them hell. I just tell the truth and they think it's hell.**

Harry Truman

**Be sincere; be brief; be seated.**

Franklin Roosevelt

**The trouble with most of us is that we would rather be ruined by praise than saved by criticism.**

Norman Vincent Peele

**An intellectual is a man who takes more words than necessary to tell more than he knows.**

Dwight Eisenhower

**The most valuable of all talents is that of never using two words when one will do.**

Thomas Jefferson

**Being powerful is like being a lady. If you have to tell people you are, you aren't.**

Margaret Thatcher

**A bore is a fellow who opens his mouth and puts his feet in it.**

Henry Ford

**A "no" uttered from the deepest conviction is better and greater than a "yes" merely uttered to please or to avoid trouble.**

Mahatma Gandhi

**What you do speaks so loud that I cannot hear what you say.**

Ralph Waldo Emerson

**Once a word goes out of your mouth, you can never swallow it again.**

Russian Proverb

**Communication works for those who work at it.**

John Powell

**The way we communicate with others and ourselves ultimately determines the quality of our lives.**

Anthony Robbins





**Communication is** the transfer of data and information between one or more individuals using a variety of mediums. Interpersonal communication is the transfer of data or information between one or more individuals in a situation that involves personal contact.

## **The two primary objectives of interpersonal communication are:**

1. The accurate transfer of information or data.
2. Making a positive impression upon completion of the communication event.

## **Interpersonal Communication Skills Include:**

- Speaking effectively
- Listening attentively and actively
- Matching communication styles
- Reading and managing non-verbal messages
- Understanding and managing tone elements
- Managing message richness
- Controlling emotions in communication
- Image and self-presentation

## **Interpersonal Communication Is:**

### **Inescapable**

- We can't NOT communicate. The very attempt not to communicate communicates something.
- We constantly communicate to those around us through not only words, but through tone, gestures, posture, expressions, actions, inaction, etc.

### **Irreversible**

- You can't take back something once it has been said. The effective must inevitably remain.

### **Complicated**

- No form of communication is simple because of the number of variables involved.
- Words or symbols used in communication do not have inherent meaning. We use them in certain ways, and it's unlikely, if not impossible, for two people to use the same word exactly alike.

### **Contextual**

- Psychological Context: Who you are and what you bring to the interaction.
- Relational Context: Your relationship with and reactions to the other person.
- Situational Context: What brings you together in that place and at that time to discuss that topic.
- Environmental Context: Your physical surroundings.
- Cultural Context: The learned behaviors and rules guiding the interaction.



The amount of information that a communication medium can carry. The extent to which the medium enables the sender and receiver to reach a common understanding. The richer the information, the more likely that understanding is achieved.

## **Interpersonal Communication via Person to Person:**

- Has highest information richness.
- Can take advantage of verbal and nonverbal signals.
- Provides instant feedback.
- Includes informal and unplanned exchanges.
- Includes a clear understanding of tone.

## **Interpersonal Communication via the Telephone:**

- Has the next highest information richness.
- Telephone conversations are information rich with tone of voice indicating sender's emphasis.
- Quick feedback, but provide no visual or nonverbal cues.

## **Impersonal Written Communication:**

- Has the lowest information richness and thus, lowest understanding level.
- No reading on non-verbal messages.
- No reading on tone or misreading of tone.



## Prepare to Listen

### Physical Position

Directly in front of speaker.  
Head up with eye contact to eyes/lips.

### Answer Preparation

Avoid formulating responses.  
Clear pre-conceptions of speaker.

### Eliminate Distractions

Focus on speaker.  
Move to less interrupted environment.  
Disengage phones and pagers.

## Validate and Acknowledge

### Positive Validation

Positive response to information that increases the flow of information and chances that more information will be provided.

### Acknowledgement

Head nod.  
Agreement or empathy statement.

## Clarify and Respond

### Reiteration

Restate key points.  
Translate to different words.

### Respond

Summarize.



Up to 80% of all communication and understanding is related to non-verbal messages and tone that go with the words that you use. A big part of communication connection and message transmission is to manage the non-verbal side of communication.

## **Body Language and Non-Verbal Messages to Avoid:**

<b>Crossed and Folded Arms</b>	Indicates Closed and Unapproachable
<b>Hands on Hips</b>	Superior Position
<b>Hands in Pockets</b>	Bored and Uninterested
<b>Fidgeting Hands/Wringing</b>	Nervous and Uncertain
<b>Pointing</b>	Aggressive and Irritated
<b>Clenched Fist</b>	Aggressive and Ready to Fight
<b>Hands Near Mouth</b>	Unsure and Not Factual
<b>Head Down/Looking Away</b>	Unsure and Not Factual
<b>Slouched Standing Position</b>	Not Concerned and Uncertain
<b>Leaning on an Object</b>	Uncertain and Nervous
<b>Overly Back in Chair</b>	Uninterested and Arrogant

## **Body Language and Non-Verbal Messages to Embrace:**

<b>Use Hands to Demonstrate</b>	Indicates Enthusiasm and Belief
<b>Straight Posture</b>	Confidence and Belief
<b>Head Up and Erect</b>	Confidence and Belief
<b>Lean Forward when Seated</b>	Demonstrates Empathy and Listening
<b>Open Hands and Palms Up</b>	No Aggressive but Enthusiastic



## Topics and Subjects to Avoid at Work:

- Religion
- Politics
- Your Sex Life
- Problems With Your Spouse, Partner, Parents or Children
- Your Career Aspirations
- Your Health Problems
- Gossip

Interpersonal Communication is ultimately about building relationships and showing respect. Our behaviors tell as much, if not more, than our words. Avoid behaviors that may be offensive or disrespectful to improve interpersonal relationships and communication.

## Communication Behaviors To Avoid At Work:

- Sarcasm
- Cutting edge humor
- Humor of a political, religious or sexual nature
- Techno-speak or jargon
- Acronyms
- Cursing

Emotions have a clouding affect on the quality of interpersonal communication. They can impact listening and add elements to your tone that dramatically change the meaning of the message.

## Emotional Situations to Avoid in Communication:

- Anger
- Disappointment
- Hurt
- Resentment
- Overly Excited
- Worn Down
- Betrayed
- Unsupported or Detached



Understanding and the depth of relationships impacts the level of communication and the degrees to which people communicate.

Very simply stated, you have those people you know that are on a “good morning” relationship level and those people that truly know who you are. The greater the degrees of transparency in communication, the greater the flow of information and richness.

Communication Level	Meaning	Degree of Transparency	Degree of Trust and Communication Risk	Number of People Involved
1. Cliché'	Non-Sharing	None	None	Anyone
2. Fact	Sharing <b>What</b> You Know	Little	Little	Many
3. Opinion	Sharing What You <b>Think</b>	Some	Some	Some
4. Emotion	Sharing What You <b>Feel</b>	Much	Great	Few
5. Transparent	Sharing <b>Who</b> You Are	Complete	Complete	One to Three



One of the ways to improve the quality of interpersonal communication is through enhanced clarity.

## **Tips to Improve Clarity:**

1. Use less words.
2. Avoid complex and hard to follow sentences or stories.
3. Slow down your speaking pace.
4. Inquire about understanding and meaning.
5. Use simple words and phrases.
6. Read the receiver of information to see if they are with you or lost.
7. Avoid lots of adjectives and adverbs.
8. Avoid flowery language that paints a great picture but may convolute the meaning.
9. Reiterate key points.
10. Look directly at whom you are speaking.



You have probably heard it is not what you say but how you say it. That comment is about tone. Tone is an incredibly important part of the interpersonal communication equation and it must be actively managed.

The tone used in communication determines the response of the receiver and determines the tone for future communications.

## Verbal Tone

### Avoid

Hurried responses.  
Deep sighs or breaths.  
Sharp and single word responses.  
Aggravation.  
Condescending.  
Patronizing.  
Talking down or talking at people.  
Dictatorial.

### Embrace

Slowed and deliberate responses.

## Non-Verbal Tone

### Avoid

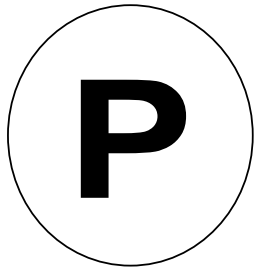
Shrugs.  
Eye rolls or looking away.  
Poor body language.





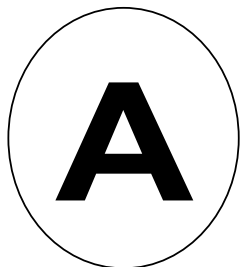
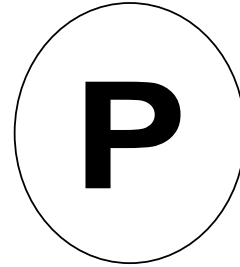
Transactional analysis is a system of psychotherapy that analyzes personal relationships and interactions in terms of conflicting or complementary ego states that correspond to the roles of parent, child, and adult.

Transactional analysis can also be used to describe many of the tone interactions in interpersonal communication.



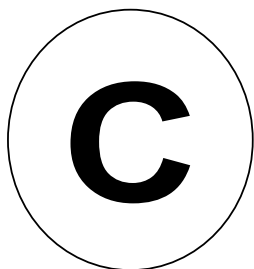
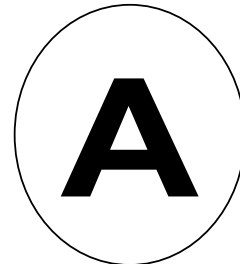
## **Parent Ego State**

**Authoritative  
Condescending  
Talking Down**



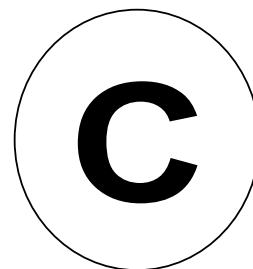
## **Adult Ego State**

**Fact Based  
Without Emotion  
Sending and Receiving  
No Authority or Helplessness**



## **Child Ego State**

**Defensive  
Emotional  
Helpless  
Entrenched**





**The single  
biggest  
problem in  
communication  
is the illusion  
that it has  
taken place.**

George Bernard Shaw



Beginning tomorrow, \_\_\_\_\_ (date), I will begin working on and tracking:

1. Improving my listening by validating and focusing.
2. Enhancing clarity when speaking with others.
3. Managing my tone when interacting with others.
4. Understand my communication style and make modifications to more effectively connect with others.
5. Consistently be aware of and manage my non-verbal messages in all interactions.
6. Communicate openly and frequently with my team members.
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_



**Leadership-the  
art of getting  
someone else  
to do  
something you  
want done  
because he  
wants to do it.**

Dwight Eisenhower



**Success or failure in business is caused more by the mental attitude even than by mental capacities.**

Walter Scott

**The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant.**

Max de Pree

**Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.**

Lou Holtz

**Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.**

General George S. Patton

**I try to make every player on my team feel he's the spark keeping our machine in motion. On him depends our success.**

Knute Rockne

**It is not by whining that one carries out the job of leader.**

Napoleon I

**Remember the difference between a boss and a leader; a boss says "Go!" - a leader says "Let's go!"**

E. M. Kelly

**The best morale exists when you never hear the word mentioned. When you hear a lot of talk about it, it's usually lousy.**

Dwight Eisenhower

**The Marines I have seen around the world have the cleanest bodies, the filthiest minds, the highest morale, and the lowest morals of any group of animals I have ever seen. Thank God for the United States Marine Corps!**

Eleanor Roosevelt

**The way management treats their associates is exactly how the associates will then treat the customers.**

Sam Walton



## **When Your Tone Is Positive**

Team members are positive  
Team members are optimistic  
Team members look forward to work  
Quality and quantity of work increases  
Customers feel connected and valued  
Customers tell their friends and return  
Stress levels are low  
Excellence and success

## **When Your Tone Is Negative**

Team members are negative  
Team members are pessimistic  
Team members dread coming to work  
Quality and quantity of work decreases  
Customers feel rejected and mistreated  
Customers tell their friends and don't return  
Stress levels are high  
Failure

Within this subject, there are two key questions that leaders must answer and understand:

**1. Who do your team members work for?**

**2. Can you motivate others?**

If you achieve consistency in tone setting, there are penalties to pay:

- 1. You don't get the luxury of a bad day.**
- 2. You don't get to share your frustrations or challenges with team members.**
- 3. You don't get to bring your personal issues to work.**
- 4. You don't get to whine and complain.**



## What it is:

Tone setting is the ability to influence the attitude, morale and motivation of others through our actions and approach to situations.

## Why it is important:

A leader must insure that the working environment is spirited.

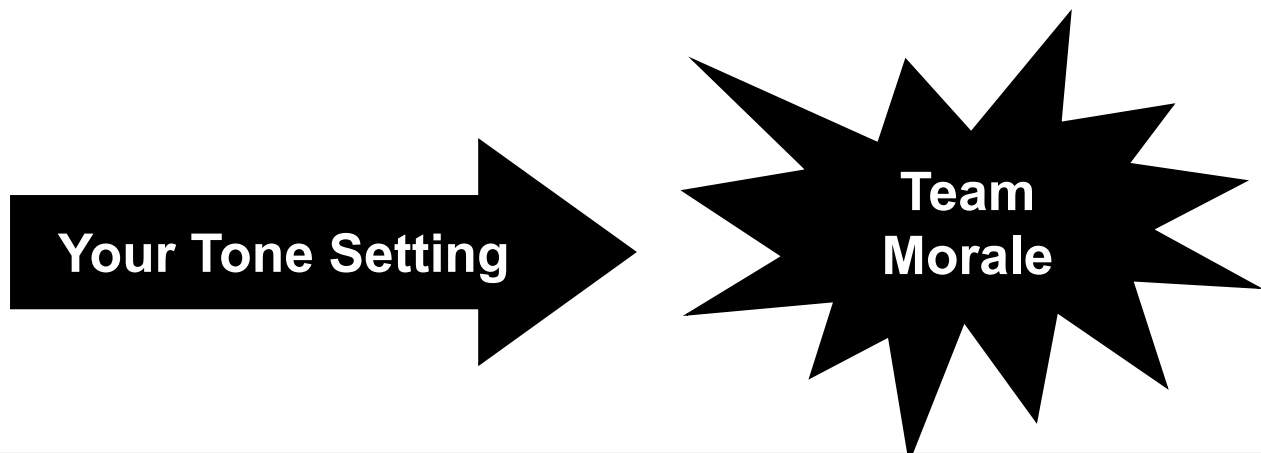
An upbeat environment will provide higher levels of productivity, enhanced job satisfaction, and reduced turnover among team members.

Tone will also influence stress levels and the quality of service provided to customers.

## How it is accomplished:

Leaders can influence tone in the following ways:

1. Initial greeting of team members
2. Offering appreciation and positive feedback
3. Remaining open and available
4. Remaining visible in the work environment
5. Reviewing situations with optimism
6. Removing negative language
7. Avoiding gossip and talk about others
8. Showing interest in team members
9. Demonstrating respect for team members and team roles
10. Building trust and respect
11. Laugh and lighten





Within the major parts of tone setting, below are steps to improve and grow:

## **Initial Greeting of Team Members:**

1. Done prior to initiating any other tasks or activates.
2. Must demonstrate relative importance to team members ahead of other actions.
3. Can be done via email or telephone for remote operations and also done with less frequency.
4. Consistency is key to this leadership behavior.
5. Use relational information for follow-up dialog and rapport building.
6. Schedule the time to insure regularity in approach.

## **Demonstrating Interest in Team Members:**

1. Demonstrate real interest in your team members.
2. Listen effectively to the queues provided.
3. Document common relational elements including:
  - a. Interests
  - b. Family composition
  - c. Birthday
  - d. Work anniversary
  - e. Other points of interest
4. Follow-up regularly on known points and learn new ones.
5. Avoid too much dialog about you.





## **Optimism:**

1. See the good in all situations and in all people.
2. Consistently find hope in difficult situations or time.
3. Rally others when times are difficult or tough.
4. Appreciate what you have and not what you want or think you should have.
5. Avoid comparisons to other people and other situations. Don't look with envy at the house on the hill.
6. Look at setbacks and obstacles as challenges and as inevitable in achieving objectives.
7. Remind yourself of purpose, vision, past accomplishments and times when you overcame challenges.
8. Add perspective. The sun came up. You are alive.

## **Laugh and Lighten:**

1. You have a serious job.
2. Don't take yourself seriously.
3. Add appropriate humor to regular interactions.
4. Laugh about errors and mistakes.



## **Gossip:**

1. Don't speak about anyone unless they are present or unless the conversation is fully positive and complimentary.
2. Don't spread gossip.
3. Don't listen to gossip, regardless of how interesting.
4. Assertively stop gossip and isolate gossipers.
5. Make expectations about gossip very clear.

## **Negativity:**

1. Avoid negative people.
2. Actively manage facial expressions.
3. Don't validate negative comments about the company or others.
4. Watch the use of negative language including:
  - Can't
  - Won't
  - No
  - Never
5. Manage verbal tone.



### **Trustworthiness:**

1. Meet deadlines.
2. Meet and exceed performance and quality of work expectations.
3. Maintain confidences.
4. Keep confidential information confidential and closely held.
5. Avoid any talk about others or gossip.
6. Maintain personal integrity and ethical values.
7. Avoid over-committing. Say “no” when necessary.
8. Provide trust to others. Trust is often reciprocal.
9. Become more accepting of other people’s statements and take it more on face value rather than underlying message.
10. Do not place blame or point fingers.



## Why Relationships are important

People build relationships with people  
not with companies or organizations.  
Improves team member loyalty.  
Allows team member forgiveness.  
Improves team member retention.  
Improves workplace tone and stress.

## How to Build Relationships

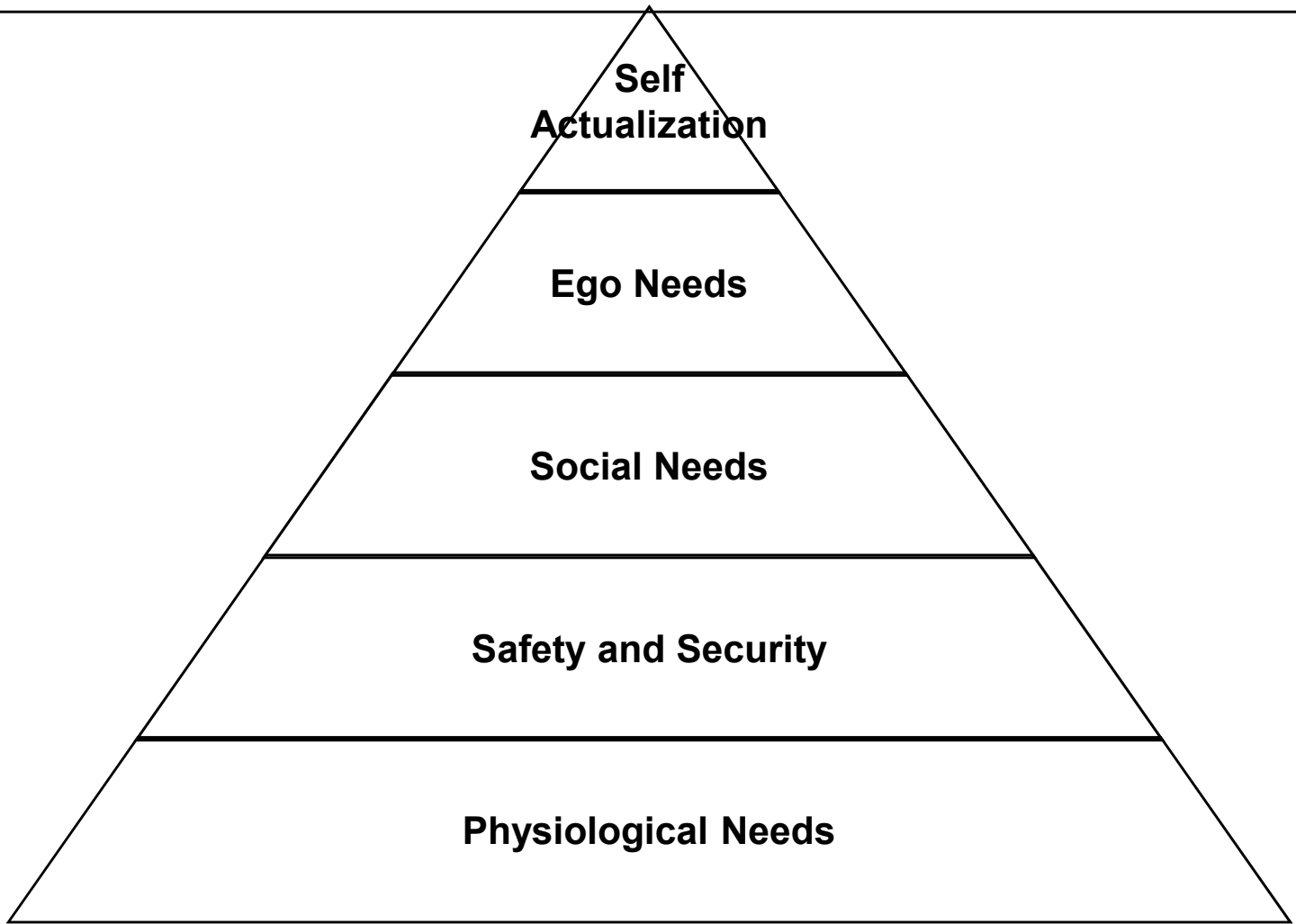
Establish commonality.  
Provide respect.  
Avoid over-familiarity.  
Provide trust.  
Listen effectively.  
Validate and compliment.  
Inquire.

## Typical Common Point Hierarchy

Pets.  
Kids.  
Location of origin.  
Associations and affiliations.  
Passions.



- Myth #1:** I can motivate people.
- Myth #2:** Money is a good motivator.
- Myth #3:** Fear is a good motivator.
- Myth #4:** I know what motivates me, so I know what motivates my team.
- Myth #5:** Increased job satisfaction means increased job performance.



## **Physiological Needs**

Basic physical needs, the ability to acquire food, shelter, clothing and survival basics.

## **Safety Needs**

Safety, job security, proper equipment and training, no fear of arbitrary firing.

## **Social Needs**

Human contact, relationships with team members, social activities.

## **Ego Needs**

Acknowledgement, recognition, attention, rewards, and position.

## **Self-Actualization**

Opportunity to realize talents, potential, dreams, and to grow professionally.



Level of Need	Description	Application
<b>Physiological</b>	Basic needs of survival.	To a certain extent, money fair pay, benefits, basic tools and equipment required to do their job.
<b>Safety</b>	Sense of economic and physical security.	Stability if performance meets expectations. Reasonable expectation that job will remain. Company stability.
<b>Social</b>	Humans are social beings and need to feel connected to others and feel respected.	Opportunities for interaction, social gatherings for those needing affiliation. The opportunity for interaction.
<b>Ego</b>	Need to be acknowledged and feel respected	Remember names, greet team members, build trust and loyalty. Provide positive feedback and recognition. Simple appreciation.
<b>Self-Actualization</b>	Realize talent and potential and to grow personally and professionally.	Encourage, support and provide opportunities for professional development and lifelong learning. Opportunities for advancement. Recognizing you are on the path of your “best” job.



What motivates you does not motivate your team members.

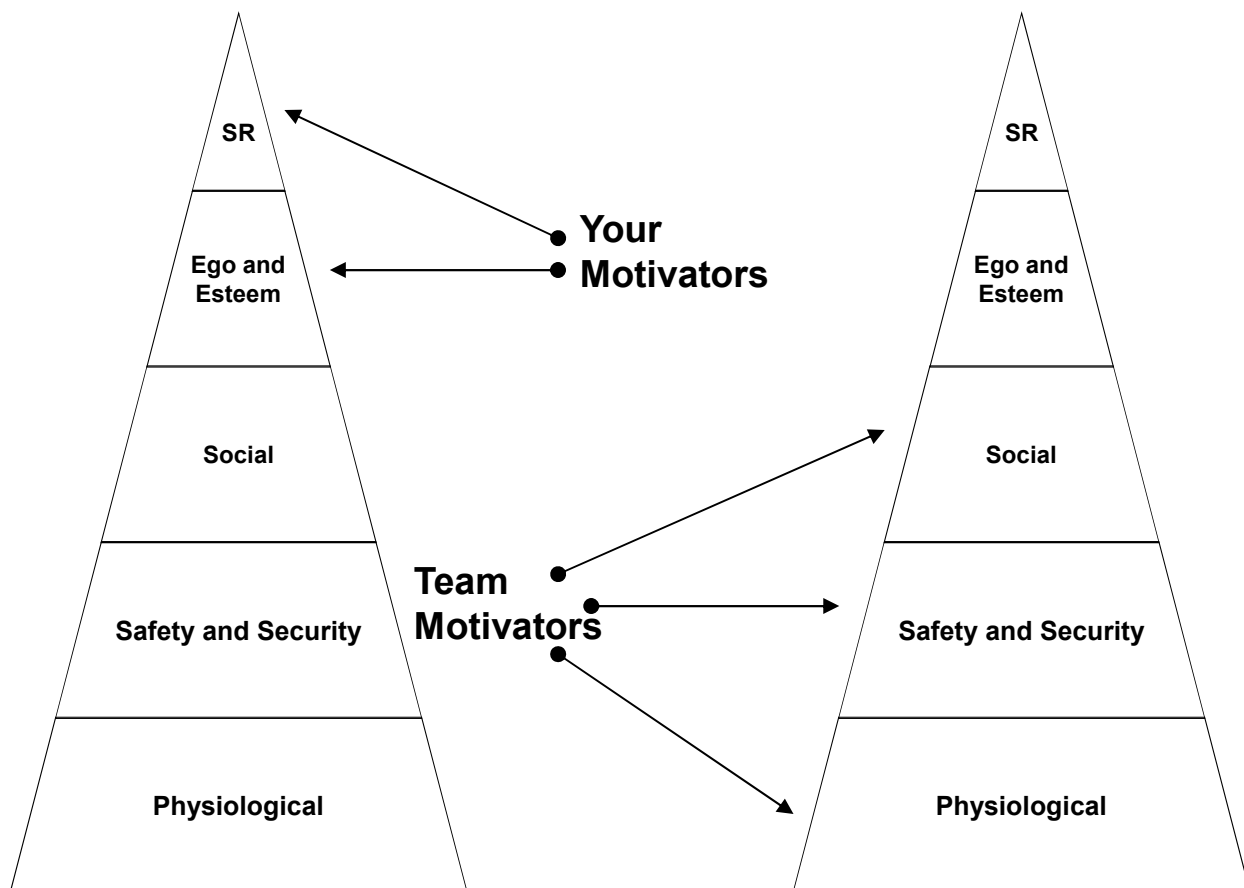
As a leader, you are more likely focused on self realization or ego as primary motivators while your team is much more likely to be focused on social or ego motivations.

Based on the types of jobs you lead, your team may be concerned with security and basic needs.

Things that matter to you as the leader such as:

- Opportunities
- Tuition Reimbursement
- Awards and Recognitions
- Training Programs

**May not matter or be a motivating factor for your team members.**







**Really great  
people make  
you feel that  
you, too, can  
become great.**

Mark Twain



Beginning tomorrow, \_\_\_\_\_ (date), I will begin working on and tracking:

1. Greeting my team members every day.
2. Remaining open, available and visible in the working environment.
3. Provide a consistent role model of inspiration and motivation.
4. Build deeper relationships, within appropriate boundaries, with my team members.
5. Demonstrate genuine interest in my team members.
6. Manage my attitude and emotional composition while at work.
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_



**The key to  
successful  
leadership  
today is  
influence, not  
authority.**

Ken Blanchard



**The man who complains about the way the ball bounces is likely the one who dropped it.**

Lou Holtz

**The fewer rules a coach has, the fewer rules there are for players to break.**

John Madden

**Coaching is destined to be the leadership approach to the twenty-first century.**

James Belasco

**A major benefit of coaching is having someone who helps you see your strengths and weaknesses and using them to accomplish your goals.**

Minneapolis Star-Tribune

**A boss creates fear, a leader confidence. A boss fixes blame, a leader corrects mistakes. A boss knows all, a leader asks questions. A boss makes work drudgery, a leader makes it interesting. A boss is interested in himself or herself, a leader is interested in the group.**

Russell H. Ewing

**Selecting the right person for the right job is the largest part of coaching.**

Philip Crosby

**Nothing is more validating and affirming than feeling understood. And the moment a person begins feeling understood, that person becomes far more open to influence and change.**

Stephen Covey

**All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.**

John Kenneth Galbraith

**You might reduce Lombardi's coaching philosophy to a single sentence: In any game, you do the things you do best and you do them over and over and over.**

George Halas



## **Definition of Coaching**

Coaching is the on-going dialog related to team member performance and team member growth and development. It has several key elements including positive feedback, corrective feedback, teaching and mentoring. Coaching also has a tactical element related to planning and resource movement needed to complete the task.

The most common form of coaching is from leader to subordinate. Coaching can also occur on a peer level and from subordinate to leader.

## **Key Objectives of Coaching:**

All coaching is designed and purposed to make behavioral modification. In positive feedback, it is to repeat positive behaviors. In corrective feedback, it is to cease negative or non-productive behaviors. In teaching, it is to provide learning opportunity to engage new behaviors. In mentoring, it is to provide growth and development in a wide range of behaviors.

- Provide positive feedback to repeat positive performance or behavior.
- Provide corrective feedback to eliminate poor performance or behavior.
- Identify obstacles to success and help team members overcome them.
- Provide direction and instructions on operational issues.
- Provide team members with performance expectations and results.
- Discuss ideas and concerns and offer feedback.
- Expand team members' self-imposed boundaries.
- Set individual objectives.
- Develop career plans and objectives.
- Build relationships with subordinates.
- Identify the expectations of the organization.

## **Successful and effective coaching provides:**

- Increased engagement and dialog with team members.
- Constant and consistent performance feedback.
- Clear understanding of performance and behavioral expectations.
- Clear direction related to daily activities.
- Enhanced productivity and performance.
- Greater job satisfaction and sense of accomplishment.



## Major roles and types of coaching:

<b>Positive Feedback</b>	Provides positive reinforcement when team members execute the game plan elements and perform their functions. Offers praise, encouragement, and appreciation for contributions.
<b>Corrective Feedback</b>	Provides immediate corrections to team members who do not perform their functions or who err in their roles.
<b>Teaching</b>	Provides instructions and guidance for producing results. Uses a variety of techniques including demonstration, telling and allowing input from learners.
<b>Mentoring</b>	Provides guidance, in a longer-term format to develop and grow team members for greater success and even, succession. This functions grows your replacement. Story telling, sharing successes and failures is included.

## Minor roles and types of coaching:

<b>Counseling</b>	Provides directional guidance for a variety of issues. Offers advice. Sometimes this is outside of the scope of just work.
<b>Planning</b>	Development of the game plan. Understanding the nature of the game and the nature of the competition. Defining the mission, objectives, and expectations.
<b>Practice</b>	This is a great deal like teaching but more focused on newer team members or environments in significant transition. Insures that the team is prepared, trained and well versed in the actions needed to execute the game plan. Mentors and shares knowledge with team members and provides opportunity for each team member to improve skills.
<b>Correct Fit</b>	Makes the most difficult decision of releasing team members that are not performing or do not fit in the team environment. Recruits talented team members for attitude, skills, and desire rather than experience.
<b>Protecting Team</b>	Insulates team members from outside influences that could impact, in an adverse way, the performance of the team. Takes the heat from the boss.



## **Objective**

Continue correct behavior and performance.  
Replicate positive events.

## **Definition**

Feedback.  
Communication of positive behavior or performance.  
Appreciation.  
Congratulations.  
Thanks.  
Job well done.

## **Correct Utilization**

### **Timing**

Must be immediate.  
The closer to the event, the higher the impact.

### **Approach**

Direct and to the point.  
No story telling.  
No comparisons to your performance.  
Enthusiasm and upbeat demeanor must be employed.  
The message should be felt as well as heard.

### **Environment**

Can be done privately or publicly.  
Public praise should not substitute a private appreciation.  
Delivered consistently and constantly.  
Do not allow deferral of compliments.

### **Issued Dominated**

Not about total value but rather a single event or project.  
Avoid the use of adjectives in descriptions.  
Avoid any chained statements (i.e., but).

### **Eligible Population**

Not reserved only for superstars.  
Provided equally to all team members when appropriate.  
Not reserved for only exceptional events.



The benefits of positive feedback are immense and powerful. They include:

- 1. Performance increases.** Team members want to perform to continue to receive praise and positive feedback. Team members that see others receiving positive feedback will increase their performance to receive it as well.
- 2. Increased engagement.** Team members that are regularly and consistently provided with positive feedback will be more engaged and attached to the organization.
- 3. Reduced turnover.** When team members feel appreciated they are much less likely to leave.
- 4. Potential for improvements are realized.** Team members strive harder when they know they will be recognized for their work. Hidden potentials and performance elements previously not seen will be revealed.
- 5. Satisfaction levels rise.** Team member satisfaction will increase when they receive constant and consistent positive feedback.
- 6. Corrective coaching is better received.** Many times, the biggest reason that corrective coaching does not go well is because team members feel picked at or over-scrutinized. When positive feedback equals or is greater in volume than corrective feedback, this feeling is eliminated or reduced.
- 7. Morale is improved.** After receiving positive feedback, the demeanor of team members is raised and collectively, that improves team morale.
- 8. Fear and avoidance of the boss is eliminated.** Many team members avoid any contact or communication with the boss because the only time they hear from him or her is when things are bad or something went wrong. The use of consistent and constant positive feedback eliminates this avoidance.
- 9. Team and team member apathy is reduced or eliminated.** Many team members perform at a good level or achieve something significant and hear nothing about it. Over a couple of occurrences, that team member will develop a “why bother” type of approach. When team members receive positive feedback, the apathy is eliminated.
- 10. Appearances of favoritism is reduced.** When team members see the equal application and distribution of positive feedback, the appearance of favorite treatment is reduced.





Many supervisors, managers, executives and leaders have obstacles related to providing positive feedback. The most common obstacles include:

- 1. Pay for solid work.** The myth that a bi-weekly paycheck is appropriate feedback is pervasive in many organizations. Money is, at best, a temporary motivator and to many people not a motivator at all. People need to hear they have done good work and done a good job.
- 2. Don't hear positive feedback from my boss.** In many organizations, the supervisor or manager does not hear much from their boss about their performance. In that environment it becomes difficult to provide positive feedback when you are not hearing it yourself. This should never be used as an excuse for not doing the right thing.
- 3. Too much positive feedback will spoil them.** A common legend among managers and supervisors is that too much positive feedback will lead to less of an effort or reduced performance. This is diametrically opposite of the actual effect of positive feedback.
- 4. They don't want to hear praise.** Many people rebuff praise or are uncomfortable in receiving praise. Do not buy into that and ignore them when they perform well. Many people that push praise away actually would like to hear more of it.
- 5. If they don't hear from me they know they are doing well.** Often used but always flawed, this lack of message is the message will reinforce a disconnect to the leader and fear of any interaction with the boss.
- 6. If I tell them they did a good job once, they will continue to expect me to say that.** That is correct and you will need to continue to reinforce positive performance and behaviors to keep it continuing and progressing.
- 7. People that just do their job do not deserve positive feedback.** One of the biggest obstacles to effective coaching is believing that positive feedback is reserved only for star performers or those events that are far above and beyond normal work. People that meet expectations are as deserving as any other for positive feedback.
- 8. I tell them the things they do right before I tell them what they did wrong.** Another big obstacle to effective coaching is enjoining a piece of positive feedback with a piece of corrective feedback. This method is used for the comfort of the feedback provider and absolutely distorts, if not voids, any value on the positive feedback side.



The below graph represents a standard distribution of team member performance in a typical work group or organization. The graph indicates that there are about five to 10 percent of performance that is substandard and five to ten percent of performance that is exceptional.

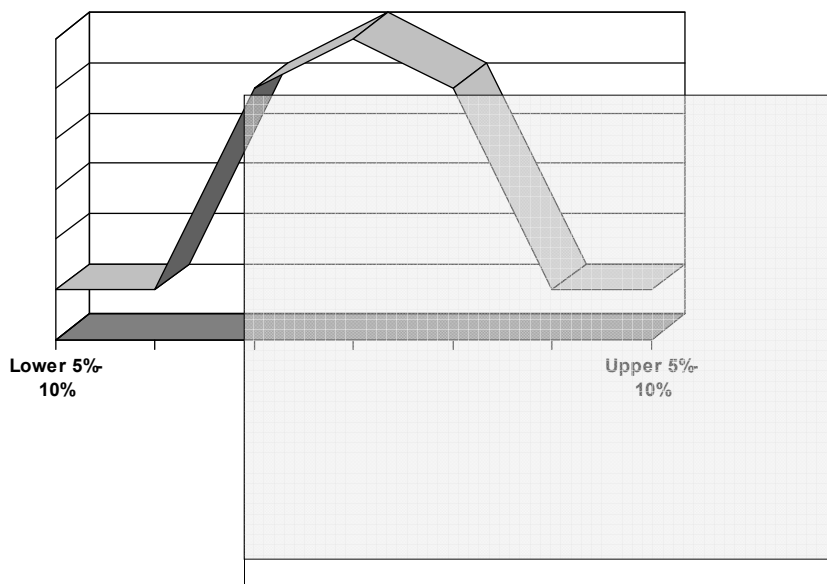
That leaves between eighty and ninety percent of team members is a category that is often described as:

- Meets expectations
- Average
- Reliable
- Core group
- Typical

This population of team members rarely hears positive feedback although they meet most expectations set for them.

This population has the highest risk for turnover because of lack of engagement and has a risk of slipping into poor performance because of a lack of positive feedback for good performance.

This population has a high degree of potential to become star performers if provided constant and consistent positive feedback for their contributions.





The methods to improve the application of positive feedback include:

- 1. Look for the Good.**
- 2. Encourage Others to Report Acts of Good.**
- 3. Prioritize Conveying Positive Feedback.**
- 4. Don't Rely on Formal Systems (i.e. reviews, employee of the month, newsletters).**
- 5. Include Positive Feedback in Daily Routine of Interaction.**
- 6. Start All Meetings with Some Positive Feedback.**
- 7. Journal and Note Positive Events.**
- 8. Compliment Freely without Any Dangling Corrective or Improvement Language.**
- 9. Provide Positive Feedback to Problematic and Disengaged Team Members.**
- 10. Provide Positive Feedback to Average Performing Team Members.**
- 11. Insure that Verbal Tone and Non-Verbal Messages Match During Positive Feedback.**
- 12. Challenge Personal Comfort Levels in the Volume of Positive Feedback.**

**Objective**

Change and modify incorrect behavior.  
Correct poor performance.

**Definition**

Feedback.  
Communication of incorrect behavior.

**Correct Utilization****Timing**

Must be immediate.  
Avoid emotionalism with slight delay.

**Approach**

Direct and to the point.  
No skirting or beating around the bush.  
Non-emotional/matter-of-fact.

**Environment**

Done privately and confidentially.  
Utilize comfortable sitting positions.  
Avoid barriers.  
Utilize neutral body language and angles.  
Control conversation – no debate, no rebuttal.

**Issued Dominated**

Not about personal value.  
Avoid the use of adjectives in descriptions.  
Avoid any drama.

**Eligible Population**

Reiterate issue.  
Discuss consequences of non-correction.  
Indicate value of team member.



The first great myth related to corrective feedback is the existence of **constructive criticism**.

The word construct means to build.

The word criticize means to tear down.

When put together, it becomes an oxymoron and does not exist.

There are two types of feedback:

1. Positive
2. Corrective

The second great myth about corrective feedback is a method championed in some circles called the **sandwich method**.

The sandwich method is when a leader provides a piece of positive feedback in the beginning of a coaching interaction. This is followed by a piece of corrective feedback and closed with a final piece of positive feedback.

The intent of this method was to force the use of positive feedback and make the corrective element easier to swallow from the team member's perspective. Unfortunately, all this method did was convolute the positive message and dilute the importance of the required correction. The net result was a lot of confused team members and no real performance improvement.



The benefits of corrective feedback are immense and powerful. They include:

- 1. Clear performance standing.** Team members know where they stand and what issues they need to address long before formal performance appraisals or documented disciplinary action.
- 2. Poor performance or behavior is reduced.** To avoid further corrective feedback, team members will correct deficiencies and change their behavior.
- 3. Multiplier effect if reduced.** The multiplier effect is the result of other team members seeing un-corrected behavior from others. Often the lack of performance in one team member will infect the performance of otherwise well performing team members.
- 4. People want to know.** Universally, team members want to know how they are doing and what they can do to perform at a higher level. Not knowing is much worse than knowing.
- 5. Potential for improvement is reached.** When given the opportunity to change behavior and improve performance, most team members respond to the challenge.
- 6. Provides for an opportunity for correction.** Most team members relish the opportunity to modify their performance or behavior prior to being noted in performance reviews or disciplinary actions.
- 7. Expectations are clarified regularly.** With corrective feedback, the leader has the opportunity to reinforce performance and behavioral expectations.



Many supervisors, managers, executives and leaders have obstacles related to providing corrective feedback. The most common obstacles include:

**1. Fear of the reaction.** A great many supervisors fear the reaction from team members in a corrective coaching interaction. Sometimes this fear is based on prior reactions but many times this is just a figment of the leader's insecurity. When positive feedback is delivered on a consistent basis, corrective feedback is more easily accepted by team members.

**2. Fear of the confrontation.** Just broaching the subject of a performance failure or behavioral lapse scares many leaders. This is an area that the leader must remember their fiduciary responsibility is to what is best for the organization and not what is comfortable for them. Corrective feedback, when done correctly, does not have to be or should not be confrontational in nature.

**3. Fear of further performance deterioration.** When a team member performs at a generally acceptable level, many leaders will avoid any type of corrective feedback that may risk performance falling. This is grossly unfair to the team member who wants and needs to know of anything that could improve their performance.

**4. Fear that the interaction will harm the relationship or void popularity.** The leader that is overly concerned with popularity or the relationship with team members will often avoid corrective feedback. Team members want to know what they can do better and many will appreciate the corrective information.

**5. Justifying the performance or behavior.** A big challenge is the justification of the performance or behavior by minimizing the impact or promising to discuss it at a later time. This is often done when there is delay between the event and the coaching session.

**6. Comparing the deficiency to overall performance.** Another big challenge point is the comparison of a single deficiency or failure to the overall performance provided by the team member. Although perspective is important, most high performers want to know how they can be even better.

**7. Failure to control the dialog.** Some corrective coaching sessions turn into free-for-alls because the leader fails to redirect or control the dialog. Leading questions and input from team members are often over-used. Remember the objective of corrective coaching and control the pace, tone and content of the coaching session.

**8. They know when they have failed.** Because many leaders provide self-feedback, they don't see the need to share feedback with others. The leader assumes that team members understand their failures and how to correct them.

**9. Third party reliance.** Using information from third parties, other than customer complaints, is risky in corrective coaching. It can open a "he said, she said" confrontation or a demand for the information source. It can also create the very toxic corporate culture of tattling.



Potential responses in corrective coaching sessions include:

- 1. Acceptance.** Many team members accept corrective information and work hard to correct any deficiencies. This is especially true when positive feedback is equally present and when the relationship with the leader is strong. This is a great opportunity to thank the team member for their cooperation and commitment.
- 2. Denial.** Denying the event or behavior is relatively rare. Use only first person observations and statements to void this response.
- 3. Blaming others.** One of the most common excuse making tactics is to blame someone else for their failure. The leader must remind the team member about accountability and responsibility and the need to notify the leader if needed resources are not available.
- 4. Excuse making and justification.** A very common response is to make justification and excuses for the behavior or performance. In many cases the reason for the failure or challenge is not important and the leader must re-focus back on the event and not the side issues that may be involved.
- 5. Comparing to others.** Another common response is a team member comparing their issue with other team members or even the leader. The leader must re-focus the dialog on the team member and remind them that this coaching session is about them.
- 6. Hyper-emotional responses.** Although relatively rare, some team members will respond in a very emotional manner. This occurs when no positive feedback is present or when a team member may feel picked upon. It is also seen in very prideful team members that may not see any deficiencies in their performance or behavior. A slight delay to reduce the emotional charge may be used to work through this response.
- 7. Disinterest.** A pretty rare response is complete lack of interest or care in the coaching session. Work through this with reminders and reinforcing the importance of the issues.





**What a man really wants is creative challenge with sufficient skills to bring him within the reach of success so that he may have the expanding joy of achievement.**

Nash



Beginning tomorrow, \_\_\_\_\_ (date), I will begin working on and tracking:

1. Providing greater volumes of positive feedback and managing the ratio of positive feedback to corrective feedback.
2. Deliver positive feedback in the correct format, with the correct tone and in a timely manner.
3. Deliver corrective feedback when needed and in a timely manner.
4. Control corrective feedback interactions and deliver messages in a direct manner.
5. Deliver all feedback from a first person perspective.
6. Teach and train team members using a variety of methods that appeal to their learning style.

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**No man is fit  
to command  
another that  
cannot  
command  
himself.**

William Penn



**It is not by whining that one carries out the job of leader.**

Napoleon I

**When dealing with people, remember you are not dealing with creatures of logic but with creatures of emotion.**

Dale Carnegie

**A man cannot be comfortable without his own approval.**

Mark Twain

**There are limits to self-indulgence, none to self-restraint.**

Gandhi

**Don't bother just to be better than your contemporaries or predecessors. Try to be better than yourself.**

William Faulkner

**The worst ruler is one who cannot rule himself.**

Cato the Elder

**You cannot be a leader, and ask other people to follow you, unless you know how to follow too.**

Sam Rayburn

**It's Not the Mountain We Conquer -- but Ourselves.**

Sir Edmund Hillary

**When three people call you an ass, put on a bridle.**

Spanish Proverb

**I'm a great believer in luck, and I find the harder I work the more I have of it.**

Thomas Jefferson

**The wise are always at peace.**

Arabic Proverb

**All necessary truth is its own evidence.**

Emerson

**The emotional brain responds to an event more quickly than the thinking brain.**

Daniel Goleman



Emotional intelligence (EQ) refers to the emotional impact on our behaviors. It encompasses our beliefs, values, attitudes, and ultimately, our behavior. It is central to how we carry ourselves, how we relate and react to others, how we handle challenges, stress, success and failure, and how we function one-on-one and in a group.

Emotional Intelligence is categorized into two major subsets; personal and social competence, which encompass different skill sets. These skill sets together make up EQ, and similar to any other essential job skill, we must learn, practice and develop our emotional intelligence competencies.

## **Personal Competencies**

### **Self Awareness**

- Emotional Awareness
- Self Confidence
- Self Assessment

### **Self Regulation**

- Self Control
- Trustworthy
- Conscientiousness
- Flexible
- Innovativeness

### **Self Motivation**

- Initiative
- Commitment
- Optimism
- Orientation to Achievement

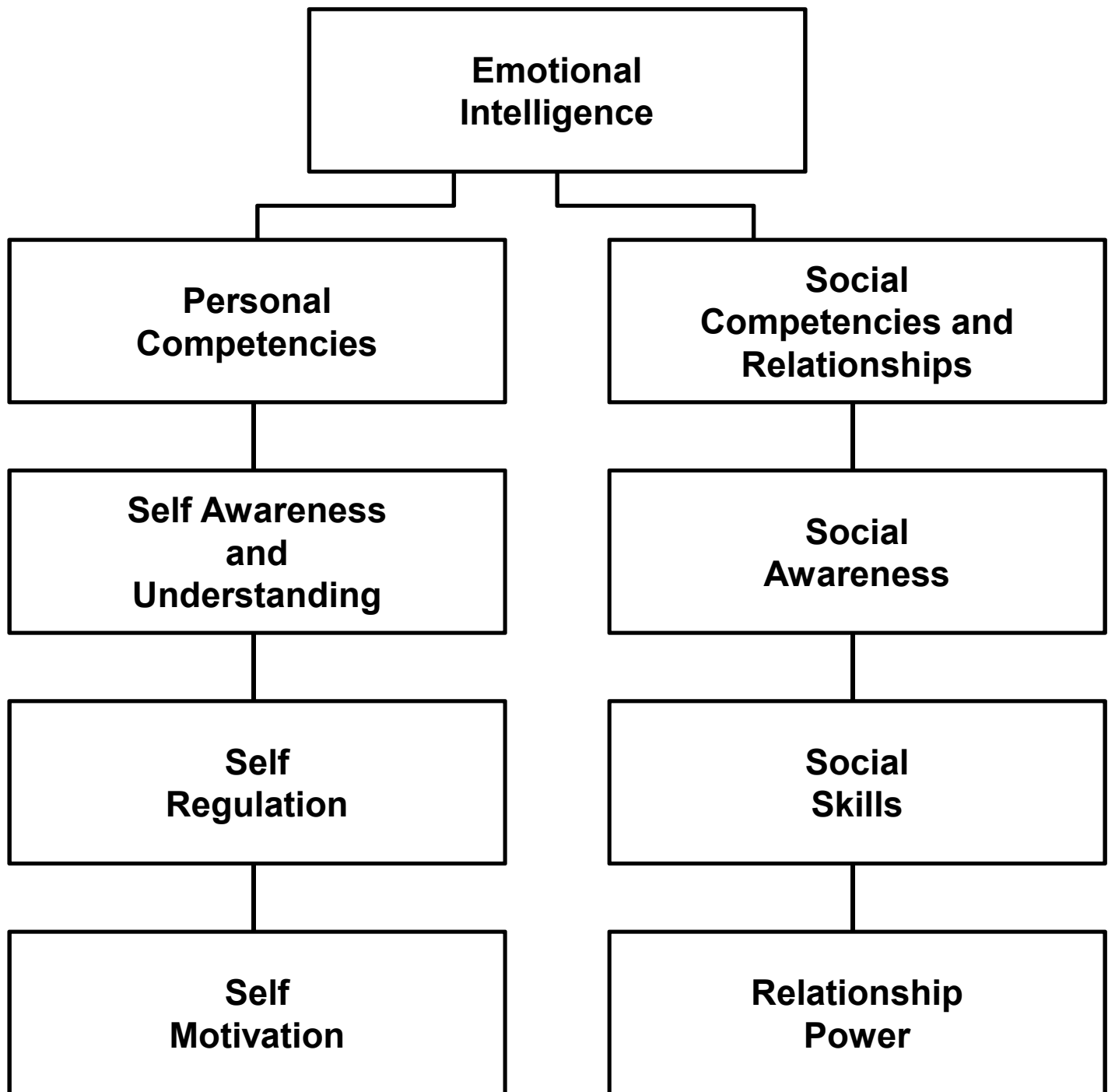
## **Social Competencies**

### **Social Awareness**

- Empathy
- Appreciation for Diversity
- Service to Others
- Develops Others

### **Social Skills**

- Communication
- Leadership Skills
- Influential
- Team Builder
- Change Agent
- Relationship Builder





## **People with good self management:**

- Exhibit confidence.
- Inspire others.
- Are aware of individual strengths and weaknesses.
- Empathize.
- Are in tune with the emotions of their team members.
- Make thoughtful decisions.
- Persevere despite obstacles.
- Perceive challenges as opportunities.
- Consistently maintain an upbeat demeanor.
- Value conflict that is managed effectively.
- Take responsibility rather than assign blame.
- Prioritize tasks and manage time.
- Build relationships and networks.
- Communicate.
- Speak confidently to large and small groups.
- Are flexible and comfortable with change.

## **People with poor self management:**

- Appear weak, unsure of self and others.
- Over or underestimate their ability and that of others.
- Are not comfortable dealing with emotion and feelings.
- Can appear abrasive and uncaring.
- Procrastinate decision making.
- Give up when faced with obstacles.
- Assign blame.
- Perceive challenge as insurmountable.
- Avoid conflict.
- Are prone to being moody or volatile.
- Appear unprepared and rushed.
- Fear speaking in front of a group.
- Are inept at building relationships and networks.
- Fall to pieces when under stress or pressure.
- Fear and resist change.
- Lack balance and stability.



## **Feedback:**

1. Seek honest feedback from a wide variety of people.
2. Look for information from both critics and fans.
3. Solicit feedback from key stakeholders.
4. Solicit feedback from customers.
5. Solicit feedback from subordinates.

## **Assessments:**

1. Use assessment data for baseline personality and behavioral information.
2. Discover blind spots and unseen behaviors.
3. Utilize multiple assessments for best overall picture.

## **Self-Honesty and Openness:**

1. Accept the information received as either accurate or a possible perception.
2. Do not be anxious to dismiss the information because of the source.
3. Do not accept the positive without embracing the challenges.

## **Leadership and Self-Awareness:**

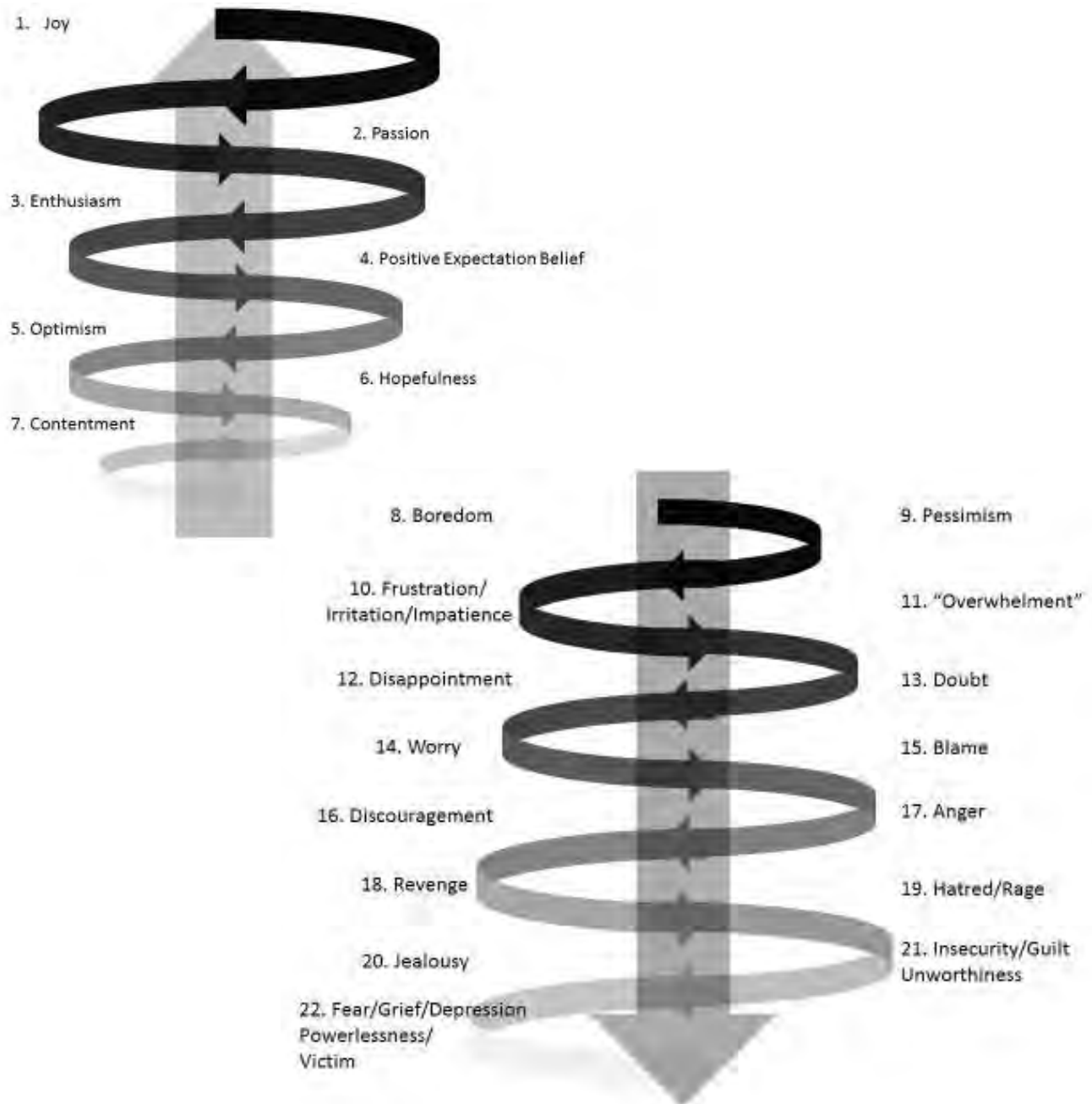
1. Leaders Understand Themselves and Their Leadership Style
2. Leaders Understand the Impact of Their Style on Others
3. Leaders Understand Their Environment and Needs of the Team
4. Leaders Solicit Feedback on Their Leadership Style
5. Leaders Consistently Look to Tune Their Style





## Emotional Awareness:

1. Understand and analyze your emotional composition.
2. Identify your predominant emotions and secondary emotions.
3. Know your emotional trigger events (what events prompt emotional responses).
4. Know your hot button events. Hot buttons are those events that trigger a sharp and quick emotional response, usually anger.
5. Check back frequently because emotions evolve and change.





- Leaders must understand themselves before they can understand their team members and apply the appropriate leadership style. They must recognize their strengths, weaknesses, communication style, tendencies, and values.
- In addition to self-awareness, leaders must consider the image they project and how others perceive them.
- The Johari Window is a tool used to develop a great self-awareness. It is a conceptual model for describing, evaluating, and predicting aspects of interpersonal communication and interaction through the windowpanes we present and receive information about others and ourselves.

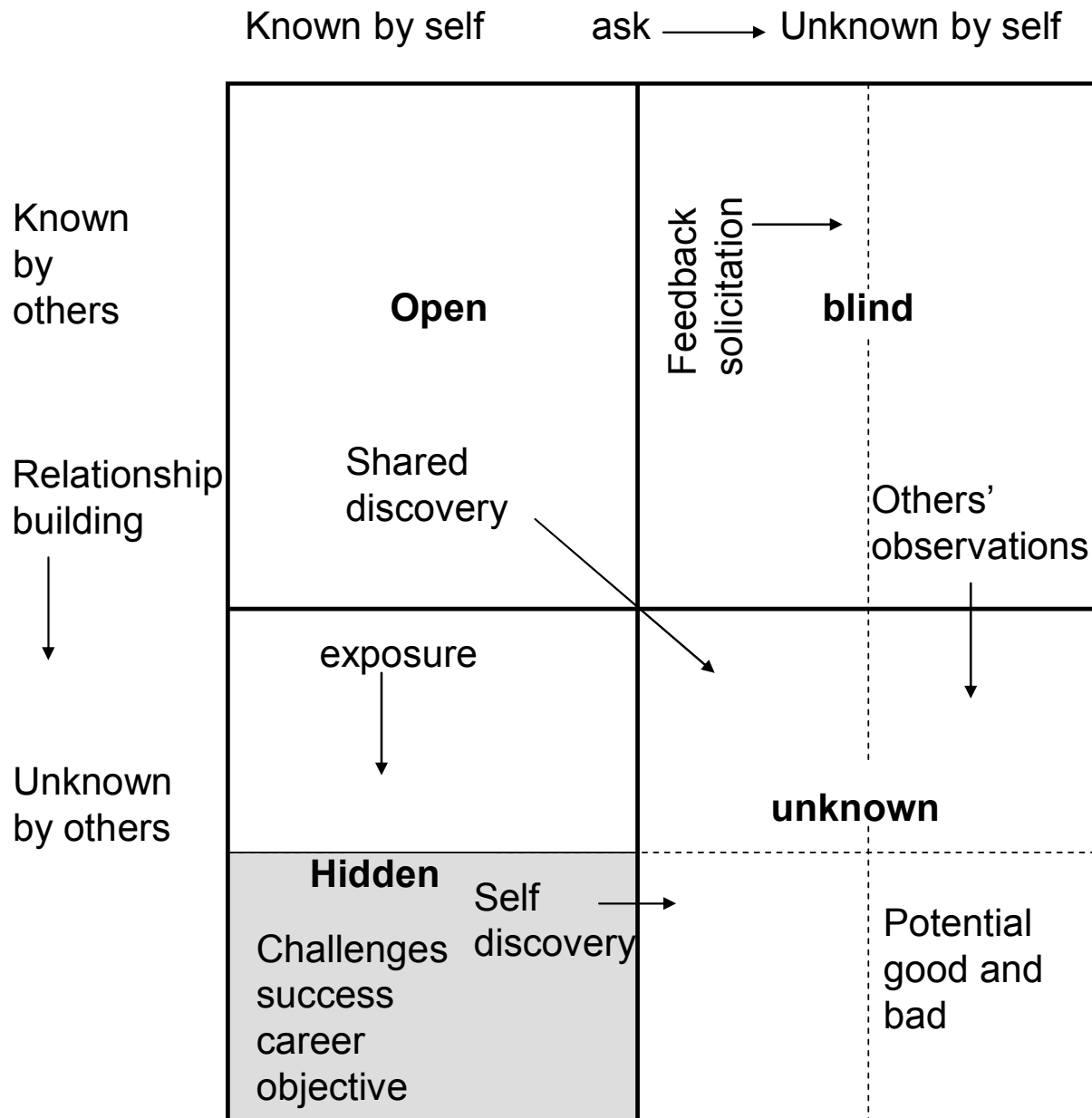
## Known to Self

## Not Known to Self

Known to Others	Known to Self	Not Known to Self
	Quadrant One: Open Self  <b>Public Area</b>	Quadrant Two:  <b>Blind Spots</b>
Unknown to Others	Quadrant Three:  <b>Private</b>	Quadrant Four:  <b>Unknown</b>



## Johari's Window Model





### Definition:

Confidence is generally described as a state of being certain, either that a prediction is correct, or that a chosen course of action is the best or most effective given the circumstances. It is an assurance: freedom from doubt; belief in yourself and your abilities; a feeling of trust (in someone or something); "I have confidence in our team"; or a trustful relationship;

### Source:

Confidence is an internally generated characteristic that comes from a reconciliation of the consequences of failure. Many people process this very quickly and appear confident to the outside world. Many other people get stuck in this reconciliation or they are not comfortable with the consequences and they appear to lack confidence.

Other contributors to confidence include:

1. History of successes.
2. History of failures or mistakes.
3. Environmental support for risk and mistakes.
4. Environment of hyper-criticality.
5. Lack of positive feedback for good decisions.

### Warning Note:

Confidence is a great thing. When overused or used in extremes it can appear to be arrogant, aloof, stubborn and unapproachable.



## **Ways to improve confidence include:**

1. Remember past victories and successes.
2. Insure self-talk and imagery remains positive.
3. Avoid negative people.
4. Set short term, achievable objectives.
5. Avoid self-defeating language and predictions.
6. Overcome the fears of failure, embarrassment or success and remember that most fears are unreasonable.
7. Create daily, weekly and monthly action lists and track accomplishments.
8. Seek to understand critics and where their comments or perception originates.
9. Develop mutually supportive relationships that can aid in boosting confidence.
10. Find outside activities that provide satisfaction and positive feedback for accomplishment.

Sometimes, genuine confidence is difficult to summon. In those times, projecting confidence may be as important as having actual confidence.

## **Ways to project confidence include:**

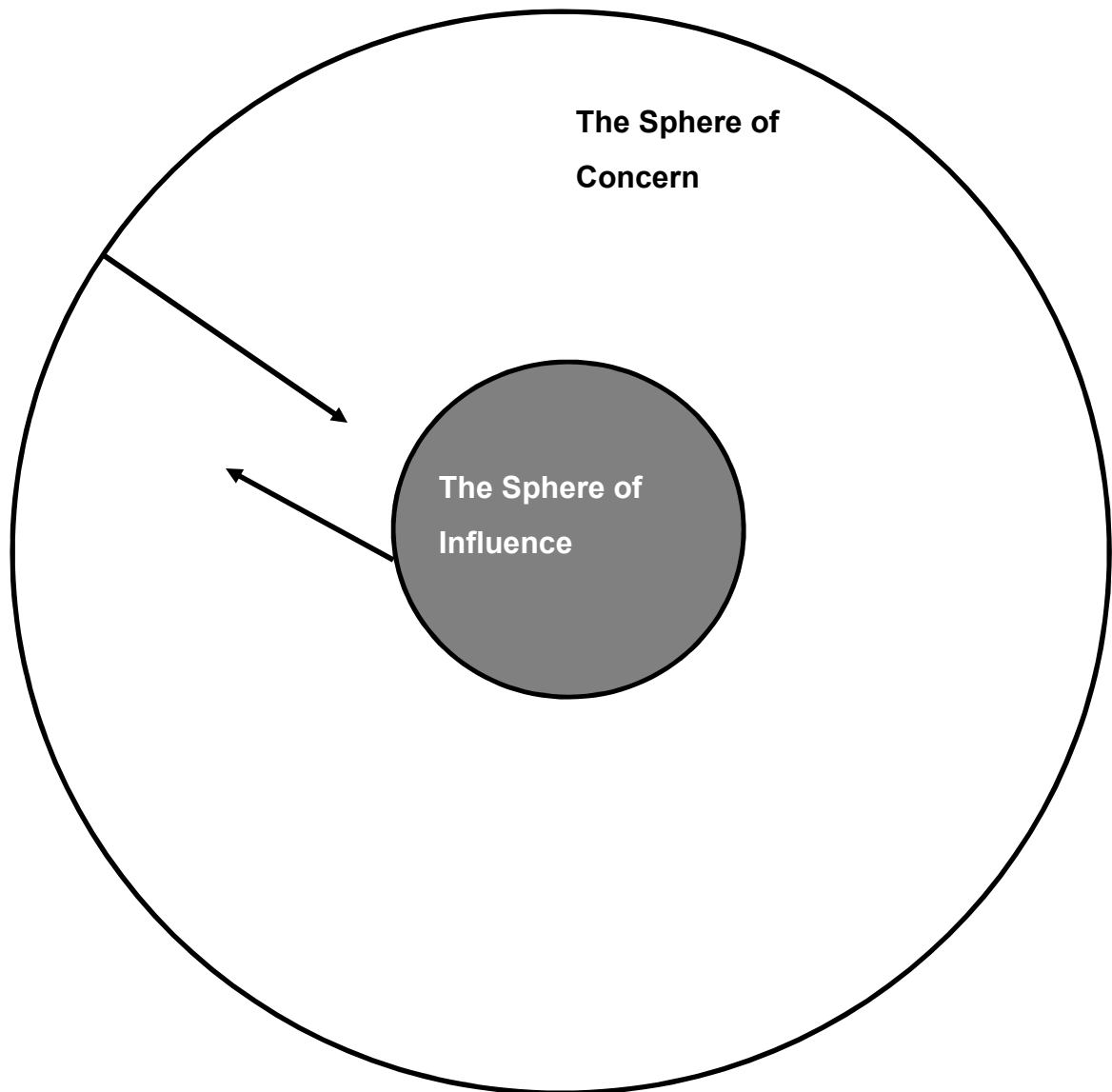
1. Dress well and manage your appearance.
2. Walk with a sense of purpose.
3. Lift your head and make eye contact.
4. Engage people and initiate conversations.
5. Use a firm handshake and smile.
6. Speak authoritatively and with strength.
7. Rebuff negativity and gossip.



All people have a great deal that they are concerned about. All people have items in their lives that they can influence.

The gap between the circle of concern and the circle of influence is where stress exists. Stress is created because of the items in our lives in which we worry about but cannot influence.

There are two distinct strategies for dealing with stress using this model. First, reduce the amount of items that you worry about that you cannot influence. Secondly, and more importantly for those in leadership positions, increase the degree of influence exercised over situations.





Within the major categories of self-regulation, below are steps to improve and grow:

## **Self-Control:**

1. Avoid the need to be heard or speak up when you feel wronged or hurt.
2. Avoid impulses and urges that result in immediate gratification.
3. Look for longer term solutions and responses.
4. Understand and evaluate the impacts of your actions and words.
5. Avoid situations of hyper-emotionalism.
6. Avoid those situations and people that press “hot buttons” and emotional responses.
7. Look for compromise solutions.
8. Use “battle field cool.”

## **Trustworthiness:**

1. Meet deadlines.
2. Meet and exceed performance and quality of work expectations.
3. Maintain confidences.
4. Keep confidential information confidential and closely held.
5. Avoid any talk about others or gossip.
6. Maintain personal integrity and ethical values.
7. Avoid over-committing. Say “no” when necessary.
8. Provide trust to others. Trust is often reciprocal.
9. Become more accepting of other people’s statements and take it more on face value rather than underlying message.
10. Do not place blame or point fingers.



## **Conscientiousness:**

1. Take pride in work and work quality.
2. Provide more quality and more quantity than expected.
3. Check performance and seek feedback about work quality.
4. Work as if the whole world were watching and judging your work.
5. Devote time and attention to your work.
6. Critically review tasks and functions to see what can be performed better.
7. Review work before turning it in or passing it on.

## **Flexibility:**

1. Discard the baggage of past methods and past approaches.
2. Review and understand the classic definition of insanity (doing the same thing and expecting different results).
3. Move between changing priorities and demands without comment or grumbling.
4. Become more open to other people's ideas and suggestions.
5. Appreciate different approaches and methods.
6. Review situations from an all-sided perspective.

## **Innovativeness:**

1. Encourage the use of new approaches and methods.
2. Openly seek new approaches and methods.
3. Challenge existing processes and reasoning.
4. Embrace risk taking.
5. Avoid over-criticality of failed invention.
6. Praise the efforts of innovation.





Resilience is the ability to respond back to a productive and useful state after an incident or set-back. Many people, especially those in leadership positions, report their resilience has been hampered or reduced with increased time and stress on their jobs.

## Steps to Improving Resilience:

1. Build and utilize relationships. People are the best possible support mechanism in times of difficulty. Rely on family, friends and co-workers.
2. Maintain physical health. A healthy system will greatly enhance the ability to respond.
3. Use humor as a coping skill. Laugh at the situation. Laugh at yourself and your response to the situation.
4. Provide assistance to others. Helping others often provides the esteem that aides in personal resilience.
5. Devote time and energy to other projects. A failure within a single focused individual can be devastating. Diversify your interests and seek satisfaction in other areas.
6. Obtain knowledge and history about the situation. Know about what to expect and past outcomes.
7. Avoid seeing difficult times as insurmountable. Difficult times pass as do successful times. All part of the circle of life.
8. Establish and maintain positive image and self-talk.
9. Maintain hope and optimism.
10. Accept and embrace change.
11. Continue headway towards longer term objectives. Even in chaos and difficulty, progress towards meaningful objectives.
12. Take decisive actions. Do not be a victim. Be active and do something.
13. Maintain perspective.
14. Keep routines during difficult times. Routines help grounding and grounding helps perspective. It is also a great distraction from difficulties.



As a characteristic, self-motivation is the power of an individual to drive towards results with little or no direction. It is also not relying upon external influences and feedback to maintain a result oriented approach.

## **Drive for Achievement:**

1. Remain focused on results and not the methods or processes used to accomplish the results.
2. Set and track key performance objectives. Report progress when possible.
3. Set and track key individual growth and development factors.
4. Focus all energies and efforts toward the achievement of meaningful results.
5. Eliminate non-productive and tasks or events that are not related to the generation of results.

## **Commitment:**

1. Challenge yourself to overcome the desire for personal comfort.
2. Devote more time than required into productive and work activities.
3. Attach and connect personal vision and purpose to the organization's vision and purpose.
4. Deliver on promises for actions and tasks. Finish what you start.

## **Initiative:**

1. Seek out opportunities within and outside of the organization.
2. Look at all procedures and processes with an eye for improvement and betterment.
3. Propose new ways and new methods.
4. Never accept the current condition as the best condition.
5. Challenge existing practices and processes to find better methods.
6. Look for the unseen and not-obvious solutions and opportunities.



### Optimism:

1. See the good in all situations and in all people.
2. Consistently find hope in difficult situations or time.
3. Rally others when times are difficult or tough.
4. Appreciate what you have and not what you want or think you should have.
5. Avoid comparisons to other people and other situations. Don't look with envy at the house on the hill.
6. Look at setbacks and obstacles as challenges and as inevitable in achieving objectives.
7. Remind yourself of purpose, vision, past accomplishments and times when you overcame challenges.
8. Add perspective. The sun came up. You are alive.



**Attitude, to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do.**

**It will break a company, a church or a home.**

**The remarkable thing is we have choice every day regarding the attitude we will embrace for the day.**

**We cannot change our past. We cannot change the fact that people will act in a certain way. We cannot change the inevitable.**

**The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% of how I react to it. And so it is with you.**

**We are in charge of our attitudes.**



Beginning tomorrow, \_\_\_\_\_ (date), I will begin working on and tracking:

1. Acknowledge my emotions and the emotions of others.
2. Recognize that emotions drive the reactions, responses and actions about 80% of the time.
3. Work to develop better self-understanding and seek to see my blind spots.
4. Build higher levels of resilience, confidence and self-control.
5. Practice empathy with team members and other co-workers.
6. Work well with others.
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**Treat people as  
though they were  
what they ought  
to be and you  
help them  
become what  
they are capable  
of being.**

Goethe



**If you want one year of prosperity, grow grain. If you want ten years of prosperity, grow trees. If you want one hundred years of prosperity, grow people.**

Chinese Proverb

**No executive has ever suffered because his people were strong and effective.**

Peter Drucker

**Hire the best people and delegate.**

Carol A. Taber

Publisher, Working Women

**Sign up the guy who got the foul. We're looking for hitters.**

Charlie Grimm

Former Manager, Chicago Cubs

When informed of an outstanding young pitcher who struck out twenty seven batters with only one hitting a foul ball late in the game.

**The world cares very little about what a man or woman knows, it is what the man or woman is able to do that counts.**

Booker T. Washington

**Great people are those who make others feel that they, too, can become great.**

Mark Twain

**I have as much authority as the Pope, there's just not as many people who believe it.**

George Carlin

**The great leader creates as well as directs power.**

Mary Parker Follett

**Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.**

General George S. Patton



## Key Definitions

<b>Dumping:</b>	The process of giving others tasks that you don't want to do or that have little to no actual value to the organization. Clearing off your desk. Can be demoralizing and demeaning. Ownership levels are poor. Work effort is poor.
<b>Delegation:</b>	Providing a task or project to others with specific instructions on the steps needed to produce the outcome. The task or project has organizational value but the leader micro-manages the process. Accountability and ownership levels are poor because any failures can be tracked back to the instructions provided. Work effort is provided at a minimum level to meet milestones and deadlines.
<b>Empowerment:</b>	Providing a task or project to others and allowing them to determine the correct course of action needed to complete the assignment. Allows for thought, decision making, encourage risk taking, innovation and ownership. Ownership and accountability levels are very high. Work effort is high to demonstrate ability to perform the required task.
<b>Key Boundaries:</b>	Non-negotiable areas within both empowerment and delegation that cannot be crossed. Typically they include budget restrictions, deadlines, ethical values and legal considerations.
<b>Star Killers:</b>	Consistently going to the same people over and over again for delegated tasks and empowered delegation requests. Over time, it will absolutely discourage star performers from volunteering or being available to assist.
<b>Work Stretching:</b>	The process of taking six hours (or less) of work and stretching it to eight or more hours to avoid any delegated assignments.





## **Key Objectives of Empowerment and Delegation:**

As a coaching competency, the critical objectives of empowerment and delegation are about enhancing the overall productivity and efficiency of the team. This type of coaching also has a profound effect on the development of team talent and succession planning.

- Enhance leadership level capacity to spend more time leading.
- Develop the skills and competencies of subordinate team members.
- Provide opportunities to team members to contribute in more meaningful ways.
- Enhance ownership and accountability among team members.
- Stimulate innovation and creativity when empowered delegation is utilized.
- Improve the decision making skills in team members.
- Produce greater job satisfaction and engagement among team members.
- Test the skill level and abilities of team members.
- Challenge team members to expand their skills and scope of contribution.
- Determine talent depth for success planning.
- Transfer knowledge from leaders to team members.
- Allow for greater portability of leaders.



- Participate in planning processes including defining mission, vision, and organizational objectives.
- Define operational steps and processes to achieve key results.
- Development of a meaningful delegation process and avoid task dumping.
- Encouragement of ideas, comments, and suggestions.
- Define training and developmental needs.
- Providing meaningful rewards and recognition for risk taking, accepting delegation, and decision-making.
- Providing opportunities for mentoring with successful leaders.
- Providing opportunities for cross-training and diversified skill development.
- Providing opportunities for exposure to senior leaders or public audiences.
- Allowing certain failures when learning opportunities exist.
- Avoid placing blame or “I told you so” type of statements.
- Avoid being an all-knowing leader and utilizes a “what do you think” type approach.
- Create an environment that is supportive and result, not process-oriented.
- Value the contribution of each team member.



## Benefits of Delegation

- Frees time to perform strategic and leadership functions.
- Able to determine skills and challenges of team members.
- Able to determine desire and contribution levels of team members.
- Diversifies job functions and tasks of team members.
- Promotes higher degree of ownership and accountability.
- Enhances job knowledge and scope of team members.
- Allows for promotional opportunities for leader and team members.
- Improves coverage ability for absences.
- Builds communication patterns between the leader and team members.

## Pitfalls of Delegation

- Missed deadlines for delegated tasks.
- Slower completion times.
- Poorer quality of work.
- Correction of mistakes.

## Delegation Vs. Dumping

- Dumping is the downloading of non-desirable tasks.
- Dumping is telling team members step-by-step how to perform a task.
- Dumping is micro-managing the processes.
- Dumping is telling someone how you would do it.
- Delegation is allowing team members latitude in how the task is accomplished.
- Delegation is allowing team members to fail.
- Delegation is giving team members credit for their contribution.

## Overcoming the Pitfalls of Delegation

- Provide specific outcomes including final product, timelines, and cost.
- Add delegated tasks to time management task tracking system.
- Allow team members to find own path to final outcome.
- Hold team members accountable for final product.
- Offer assistance throughout the process.
- Require team member to correct problems.



Delegation is an essential tool for leaders. It increases leader productivity as well as the productivity of the team members, department, and organization. In spite of the benefits, many leaders can't or won't delegate, stifling productivity, individual and organizational growth, along with success.

## **Barriers to Delegation**

### **1. Insecurity**

Fear of losing control and fear of criticism prevent some leaders from delegating. Ultimately, they are afraid of losing their job.

### **2. Lack of Confidence in Others**

Some believe their team members are not competent to take on a task, but through delegation, they can improve their skills and competence.

### **3. Lack Of Ability To Train Others**

If proper training is not provided, team members will fail and become resentful. Some leaders lack the ability or desire to articulate directions and desired outcomes.

### **4. Personal Enjoyment**

Some things are hard to let go of, but leaders should not retain control of a task simply because they enjoy doing it.

### **5. Habit**

If a task becomes simple and repetitive, it should be delegated to free up your time for more complex issues and responsibilities

### **6. Reluctance Caused by Past Failures**

Determine the cause of failure. Failed delegation is typically due to a poor match, lack of training or poor tracking of delegated tasks. Avoid the mistake, not delegation.

### **7. Lack of Time**

Training, preparation, and delegation require a time investment. While it may take time in the short term, it will be a time saver in the long term.

### **8. "I Can Do It Best"**

Leaders who think that to do something right, they have to do it themselves will achieve very little strategically.



## **Mentoring**

Mentoring is a powerful way for people to learn a variety of personal and professional skills. It is one of the oldest forms of training and professional development and has enjoyed a renewed popularity as an effective method for businesses to help team members with their professional development and success.

Mentoring programs can be offered as part of a formal training program or as a separate support system for new team members. Mentoring also takes place in a less formal way where a more senior leader may take a team member under his or her wing and serve as a supportive role model and coach.

## **Benefits to the Mentored Team Member**

- On the job learning.
- Accelerated career advancement and opportunities.
- Connection with a supportive professional.
- Increased influence in the organization.

## **Benefits to the Mentor**

- Intrinsic reward inherent in helping others.
- Development of potential job replacement.
- Renewed enthusiasm for work and learning.
- Expanded cultural influence and success.

## **Benefits to the Organization**

- Improved productivity and communication.
- Reduction in turnover.
- Leadership succession planning and continuity.
- Identification of key team members.
- Cross-functional growth and training.



## Tips for Successful Mentoring

- Formally clarify the mentoring objectives. Both members of the mentoring partnership should do this.
- Each person should provide an autobiography to share with their partner when they first meet.
- Expectations, roles, and responsibilities should be clarified in a formal written agreement.
- For mentoring to be effective, both parties must value the relationship and participate voluntarily.
- Mentoring behaviors can be unplanned and informal. Not all mentoring relationships are planned.
- Mutual learning is inherent in successful mentoring. Each person has something to contribute to the partnership.
- Terminating a mentor relationship is not a sign of failure. Recognize that learning needs change and another arrangement may be more appropriate.
- Mentoring can occur in person, via phone, email, or fax.
- A mentoring program should be designed to “fit” with the organization’s culture and objectives.
- Successful matching in mentoring does not require a high degree of similarity between the partners, but rather the ability to understand what the partner is relaying.
- Training should be provided for all mentors. In addition, the mentor relationship should be monitored to ensure that it’s a good fit.
- Create an agenda for each meeting. Establish time and content boundaries.



1. Provide opportunities for team members to grow and develop in the organization.
2. Provide opportunities to make mistakes and learn from those mistakes.
3. Solicit input from team members on operational issues, processes, and strategic planning.
4. Allow most decision making to occur at front line levels.
5. Provide rewards for successful decision-making, completion of delegate tasks, and participations and insure accountability is shared for failures.
6. Develop leadership replacements and plan for succession.
7. Encourage risk taking and actively reduce the fear of failure or embarrassment.
8. Offer mentoring opportunities and seek mentoring candidates.
9. Delegate effectively as a process and not as an event. Use saved time to become a better tone setter, coach, or strategic thinker.
10. Work to create an environment that is trusting, supportive, communicative and open to new ideas and approaches.



**The greatest  
good you can  
do for another  
is not just to  
share your  
riches, but to  
reveal to him  
his own.**

Benjamin Disraeli





Beginning tomorrow, \_\_\_\_\_ (date), I will begin working on and tracking:

1. Look for opportunities to delegate meaningful tasks and projects to team members.
2. Begin mentoring team members that are desirous of moving forward.
3. Assist other team members in managing their career growth.
4. Utilize an empowered model when assigning tasks and projects.
5. Avoid dumping unwanted tasks on others.
6. Allow team members to take risks and make mistakes, where appropriate.

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10. \_\_\_\_\_  
\_\_\_\_\_



Everyone has a little different verbal communication style. Style will tend to dictate how well information is transferred and how well information is received. The most reliable method of measuring and predicting communication style comes from past behavior. Using Martson's model of behavior as a guide, we use the following instruments to evaluate communication style:

DiSC Classic  
DiSC Personal Profile System  
Everything DiSC  
DiSC 2.0

If **Dominance (D)** is your highest behavioral dimension:

- You prefer a fast paced environment
- You look for objectives and purpose
- You process decisions from the gut
- You look at conflict with a win/lose approach
- You try to take over environments

If **Influence (i)** is your highest behavioral dimension:

- You prefer a relaxed and social environment
- You place people first and look for personal interaction
- You process decisions from the gut
- You look to make peace in conflict
- You try to entertain and engage all people

If **Steadiness (S)** is your highest behavioral dimension:

- You prefer a predictable pace and routine
- You greatly value sincerity
- You want to calm excited people
- You process decisions in a logical manner
- You listen carefully before responding
- You will often hear all sides and weigh options

If **Conscientiousness (C)** is your highest behavioral dimension:

- You have a keen eye for detail
- You need data and accuracy
- You want a calm and rational conversation
- You process decisions in a logical manner
- You often critique information and play "what ifs"

**Note:** The higher your degree and score for any type listed above, the more likely you embrace the communication style elements associated with that type.



## ▪ **High Dominance Individuals (D)**

Direct and To the Point

Assertive in Tone

Fast Paced

Focus on the “What”

## ▪ **High Influence and Interaction Individuals (I)**

Relational and Small Talk

Upbeat in Tone

Animated

Focus on the “Who”

## ▪ **High Steadiness Individuals (S)**

Sincerity and Genuineness is Important

Low Key in Tone

Methodical Pacing/Unemotional

Focus on the “Why”

## ▪ **High Conscientiousness Individuals (C)**

Detail and Accuracy Driven

Low Key in Tone, Direct in Delivery

Unemotional

Focus on the “How”

## **Style Connection for Communication Effectiveness**

1. Determine the style of the communication receiver.
2. Modify your style to match their needs.



To connect effectively with a **Dominance (D)** style:

- Be direct/use less words/talk in verb and object mode
- Be assertive
- Be animated
- Move the pace along
- The “what” matters

To connect effectively with an **Influence (i)** style:

- Be relational/make small talk/be interested and interesting
- Be upbeat
- Be animated
- Be charming
- The “who” matters

To connect effectively with a **Steadiness (S)** style:

- Be sincere/make lots of legitimate eye contact
- Listen effectively
- Use a low key and even demeanor/little or no emotionalism
- Slow down
- Tone down body language
- The “why” matters

To connect effectively with a **Conscientiousness (C)** style:

- Use details and facts/be accurate and descriptive
- Use a low key and even demeanor
- Be direct outside of the details
- Tone down any body language
- The “how” matters

**The burden of adaptation is on the message sender.**



To improve tone setting with a **Dominance (D)** style:

- Overcome the stigma of “wasted time.”
- Be more relational and demonstrate interest in others.
- Be less direct and slow down in tone setting.
- Be upbeat and enthusiastic.
- Understand your need for tone setting is not the same as others.

To improve tone setting with an **Influence (i)** style:

- Insure time for tone setting is limited.
- Guard against over enthusiastic approach.
- Be sincere in demonstrating interest.
- Listen more effectively.

To improve tone setting with a **Steadiness (S)** style:

- Share more personal information with others.
- Overcome reserved or quiet tendencies.
- Validate information received from others.
- Express positive emotions.

To improve tone setting with a **Conscientiousness (C)** style:

- Avoid making tone setting too systemized.
- Be more relational and interested in others.
- Overcome reserved or quiet tendencies.
- Engage enthusiasm and positive emotion.



To improve coaching with a **Dominance (D)** style:

- Don't assume people have the same need for feedback as you.
- Deliver positive feedback in an upbeat and positive tone.
- Remove aggressiveness from corrective feedback.
- Be more measured and careful with the invitation to deliver corrective feedback.
- Become more empathetic and counseling when needed.

To improve coaching with an **Influence (i)** style:

- Don't avoid the delivery of corrective feedback.
- Be more direct in communication approach.
- Don't sugar coat corrective feedback.
- Avoid comparing yourself or telling stories in positive feedback.
- Make sure enthusiasm is sincere.

To improve coaching with a **Steadiness (S)** style:

- Don't over-think the need for feedback.
- Increase assertiveness and control in corrective feedback.
- Increase enthusiasm and upbeat demeanor with positive feedback.
- Avoid letting the team member take over the coaching session.
- Be direct in approach but polite in demeanor.
- Don't save people from themselves.

To improve coaching with a **Conscientiousness (C)** style:

- Deliver feedback as needed and not as systematized.
- Use first person observations and statements and avoid over-use of reports and statistics.
- Improve upbeat and enthusiastic approach with positive feedback.
- Avoid being hypercritical of performance and comparing it to how you would do something.
- Prepare before feedback but don't over-prepare and stall.



## ▪ **High Dominance Individuals (D)**

You seek and manage to results

You are directive in approach

You make quick decisions

You seek and accept challenges

Others may see impatience

Others may see lack of sensitivity or caring

## ▪ **High Influence and Interaction Individuals (I)**

You are approachable and give of your time

You inspire with enthusiasm

You provide positive feedback

Others may see superficial emotion

Others may see a lack of follow through

Others may see a lack of needed detail

## • **High Steadiness Individuals (S)**

You listen well

You are sensitive to the needs of the group

You are consistent in your approach

Others may see hesitancy to act

Others may see resistance to change

Others may see a lack of assertiveness

## • **High Conscientiousness Individuals (C)**

You are fair

You follow the standards and rules of the organization

You value accuracy and work quality

You maintain confidences

Others may see over perfectionism and inability to meet your standards

Others may see aloof demeanor or superiority

Others may see you hampering creativity

Others may see you being hyper-critical



To improve empowerment, delegation and development with a **Dominance (D)** style:

- Good at delegation.
- Not good at empowered delegation.
- Uses dumping to get more things done.
- Demanding and rigid on deadlines.
- Allows risk and mistakes.
- Holds accountable.
- Often too impatient for mentoring activities. Assumes others will learn as they did.

To improve empowerment, delegation and development with an **Influence (i)** style:

- Good at empowered delegation.
- Flexible, sometimes perhaps too much so, on deadlines.
- Not good at holding accountable. Tends to be very forgiving.
- Allows innovation and creativity. Encourages it.
- Avoids delegation if popularity is affected.
- Excellent at mentoring and sharing stories of success and challenge.

To improve empowerment, delegation and development with a **Steadiness (S)** style:

- Will tend to delegate to the same dependable sources over and over again.
- Very patient and explanatory in directions and instructions.
- Good at delegation when providing detailed directions.
- Not good at fully empowered delegation.
- Repossesses delegated items rather than hold accountable.
- Good at planned developmental activities and tracking.
- Needs to be more open and disclosing in mentoring.
- Patient, perhaps overly so, in the development of others.

To improve empowerment, delegation and development with a **Conscientiousness (C)** style:

- Tends to hold on to far too many items and does not delegate well.
- Adjudges others based on how they would perform a task.
- Micro-manages outcomes and processes when delegated. No empowerment.
- Requires detailed status reports and updates. Keeps the leash tight.
- Good at planned developmental activities and tracking.
- Needs to be more open and disclosing in mentoring.
- Not forgiving of mistakes and will often not delegate again to that person.





Soaring Eagle Enterprises offers several free or low cost follow-up programs to any of our program participants. These impactful tools can be found by visiting [www.DiscoverSEE.com](http://www.DiscoverSEE.com) and will assist you in continuing your learning and professional development and include:



- **SEE Track**-Tips, encouragement and reminders delivered directly to your email inbox. Keep your learning alive and growing with this great program.
- **Monday Mentor/Leaders Digest**-Weekly leadership insight and development with complete access to archives.
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# Engage. Lead. Connect.



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