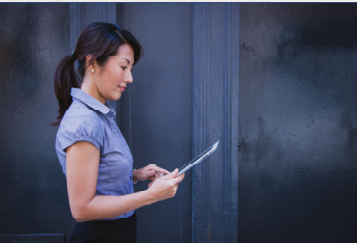# Program Guide and Reference Material

Includes:

- **Positive Feedback**
- **Corrective Feedback**
- **Recruiting and Releasing Team Members**
- **Teaching and Training**
- **Counseling**
- **Protecting**

COACHING

The Third Competency of LEADERSHIP

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Leadership | Teamwork | Service
Training | Coaching | Consulting

The 10 Competencies of Outstanding Leadership:

The Aegis Learning Edge is a statistically accurate, imperially driven and best-practice validated model for leadership development. With 25 years of research and case studies, this copyrighted approach insures that you have the proven techniques to succeed as a leader.
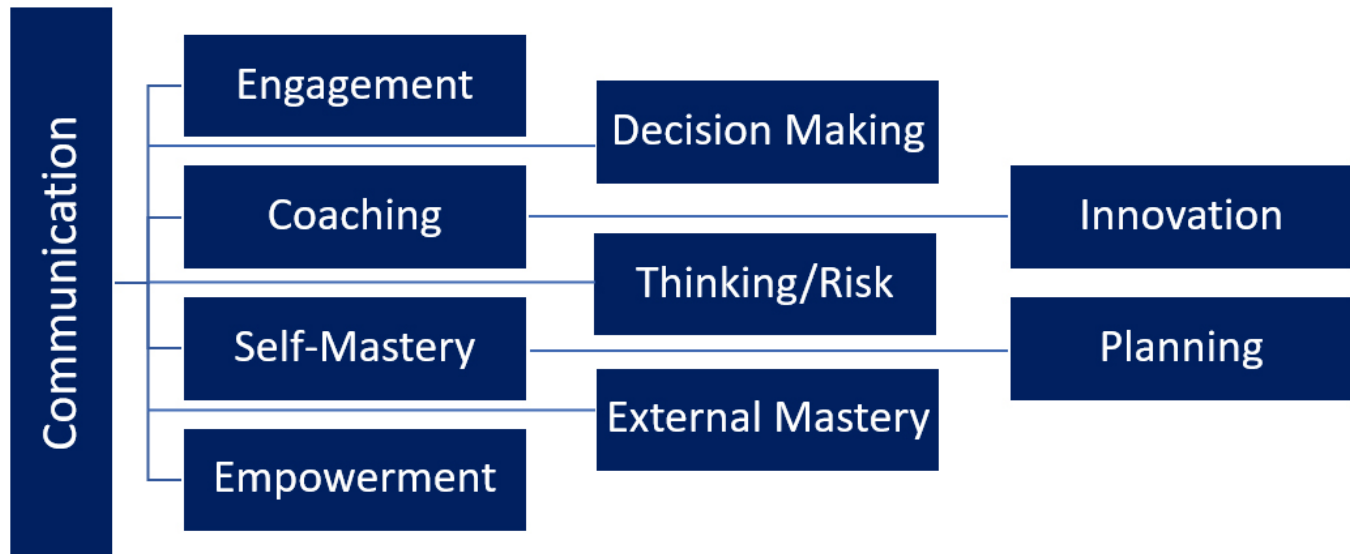
Successful Leaders		Failed Leaders
96%	Communication	7%
86%	Team Member Engagement	2%
85%	Coaching and Feedback	32%
84%	Self-Awareness and Self-Management	48%
81%	Empowerment and Delegation	63%
79%	Decision Making	45%
75%	Thinking and Risk	34%
74%	External Management	42%
71%	Innovation and Change	55%
67%	Planning and Vision	54%

The Competencies

1. **Communication**

2. **Team Member Engagement**

3. **Coaching and Feedback**

4. **Self-Awareness and Self-Mastery**

5. **Empowerment and Delegation**

6. **Decision Making and Judgment**

7. **Thinking and Risk**

8. **External Management and Projection**

9. **Innovation and Change**

10. **Planning, Vision and Values**

Cascade Effect:

The leadership model is built on a cascade. This means that each competency must be mastered before the next one can be engaged and utilized.

Leadership Core Principle:

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

The Competencies

Players respond to coaches who really have their best interests at heart.

Mike Singletary

Starting Point

Coaching Definition and More:

Coaching is an ongoing dialog between leader and team members. It is a consistent flow of communication, preferably in-person, related to performance, behavior, growth and learning.

Effective leaders will have the bulk of their team member interactions based on coaching of one form or another.

Coaching Objectives:

1. To repeat positive performance, behaviors or other desired outcomes.

2. To cease or reduce negative performance, behaviors or other desired outcomes.

3. To enhance overall department or organization performance on key objectives and metrics.

4. To grow and learn new approaches, skills and tactics.

5. To unlock discretionary effort of team members for greater levels of commitment, quality, service, empowerment and productivity.

6. To create an environment where morale and spirit is high and where team members want to come to work and execute the mission of the organization.

7. To reduce turnover, create loyalty and craft a workplace of choice.

The Importance of Coaching:

1. Team members wan to know how they are doing.

2. Positive feedback creates team member engagement and encourages innovation and empowerment.

3. Feedback, both positive and corrective, create a cascade that team members will gain trust in providing to fellow team members.

4. Positive feedback creates self-esteem and meets the basic needs associated with ego and esteem fulfillment.

5. Engaged and motivated team members provider greater levels of customer service, are more efficient, more productive, loyal, forgiving, supportive, receptive to change and innovative, become partners with the organization's mission, values and key objectives, are accountable and have a significantly higher degree of ownership in customers, work tasks and projects, work together better and create a successful team environment and culture.

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I = (RD + PF) + (.10 * EP)

I is Influence
RD is Relationship Depth
PF is Positive Feedback
EP is Expert Power or Technical Expertise

Influence (I) is how we get people to do what we want and need them to do and relationship depth (RD) is our connection with our team members. Positive feedback is the coaching provided to them regularly including praise, appreciation and encouragement.

Expert power (EP) is your technical expertise and experience in your particular field. Only ten percent of it is valued in influence. The overuse of expert power by a leader can have a devastating effect on engagement, morale and motivation. Leaders do not have to be experts. Leaders have to generate influence through relationship depth and positive feedback.

DISCRETIONARY EFFORT

Discretionary effort is the amount of work that a team member could supply above what they are paid to do or their minimum requirements.

The pay provided to a team member compensates for the lowest minimum requirement of performance and behavior.

To achieve more than the minimum level of performance, a leader must tap into, unlock and leverage the discretionary effort of team members.

Starting Point

Types of Coaching:

These major and minor types of coaching are provided in the order of usual amount of time spent on each by a leader:

Positive Feedback
- The praise, appreciation and acknowledgement given when performance or behaviors meet and exceed expectations.
- The most common and should be the most prevalent type of coaching performed.

Corrective Feedback
- The discussion related to failure to meet performance and behavioral expectations.
- Despite stigmas, this is valued by team members and should be done with compassion.

Teaching and Training
- Using a variety of methods and approaches, this is the instructions provided and needed to execute job functions and meet expectations.
- Can relate to technical skills or desired workplace behaviors.

Encouragement (Empowerment Competency)
- Closely related to positive feedback.
- Used in failure events where attempts or risks were taken but not perfectly successful.
- Builds confidence to continue to innovate and take risks.

Mentoring and Growth (Empowerment Competency)
- Long term coaching interactions designed to provide career guidance and support for selected team members.
- These interactions are more formalized and will produce a group of replacement candidates for your role.

Recruiting and Releasing Team Members
- Recruits new team members based on attitude, desire and fit within the existing team and the needs of that team.
- Reduces the value on experience, education and technical expertise when recruiting new team members.
- Releases those team members who are consistently not performing, meeting behavioral expectations and who do not fit within the team. Not rashly but after other coaching and approaches have failed.

Counseling
- A more detailed coaching approach that usually involves referrals to other resources.
- Life issues become intertwined in this type of coaching.

Protecting
- Insulates team members from negative outside influences.
- Protects the team from customers and other leaders.

Starting Point

1. Have you discussed, in detail and multiple times, your expectations for performance and behavior?

2. Are your messages about expectations clear and meet the standards for communication clarity?

Starting Point

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Appreciation can make a day, even change a life. Your willingness to put it into words is all that is necessary.

Margaret Cousins

Skill: Positive Feedback

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Don't forget. A person's greatest emotional need is to feel appreciated.

H. Jackson Brown

Skill: Positive Feedback

Positive Feedback:

The use of positive (and corrective) feedback is based on solid and highly validated behavioral science including B. F. Skinner's Law of Operant Conditioning. The impact on performance, behavior and organizational culture is profound and immediate.

Positive feedback can be delivered in the forms of:
- Appreciation
    - Thanks
    - Thank You
    - Very Much Appreciated
- Praise
    - Great Job
    - Well Done
    - Good Work
- Congratulations

Rules for Positive Feedback:

For the maximum impact, the following guidelines and rules should be applied when delivering positive feedback:

1. Immediate
    - The Closer to the Event the Higher Impact
    - Eliminates "Why Bother" Phenomenon
    - Connects Performance/Behavior to Desired Expectation

2. Communication Method
    - Manage Communication Richness
    - Try to Do In-Person as Much as Possible
    - Use the Phone When In-Person is Not Available
    - Avoid Using Email for Primary Positive Feedback Delivery
    - Email is Useful for Follow-Up but NOT to Deliver the First Message

3. Communication Approach
    - Be Direct
    - Be Clear / Manage Clarity
        - Team Member Must Understand Value of Contribution
        - Extra Words Convolute the Message
    - No Story Telling
    - No Comparisons to Your Approach or Others
    - No Connection to an Improvement or Corrective Element

4. Communication Tone
    - The Message of Positive Feedback Must Have an Emotional Impact
    - The Message Must be Felt and Well as Heard
    - Insure Your Tone is Upbeat and Positive

Tactics for: Positive Feedback

5. Environment for Delivery
   - Can be Done Privately or Publicly
   - Public Acknowledgement Does NOT Substitute for the Private Interaction
   - Seek Permission for Public Acknowledgment
   - Honor and Respect the Team Member's Request

6. Overcome Objections
   - Do NOT Allow Deferral
   - Require Team Member to Own Compliment, Praise or Appreciation

7. Personal Approach as a Receiver of Positive Feedback
   - Be Gracious
   - Your Approach Will Often Determine How Team Members Receive Feedback
   - Be an Example and Model of Expected Reception of Positive Feedback

8. Provide Feedback to "Star" Performers
   - Almost Demanded by Performance, Attitude and Approach
   - 5% to 10% of a Typical Working Environment

9. Provide Feedback to Troubled Team Members
   - Can Provide the Encouragement Needed for Improvement
   - 5% to 10% of a Typical Working Environment
   - Most Remediation Plans Do NOT Work
   - Poorly Performing and Poorly Behaving Team Members Still do Good Things
   - Focus on Looking for the Good

10. Provide Feedback to "Average" Team Members
    - Often Most Overlooked Group
    - Receives Least Amount of Feedback
    - Performance is Critical to Organizational Success
    - 80% to 90% of Typical Working Environment
    - Population is at Highest Risk of Turnover
    - Population Often Drives Overall Team Morale and Engagement Levels

LOW PERFORMERS   **AVERAGE PERFORMERS**   **HIGH PERFORMERS**

Tactics for: Positive Feedback
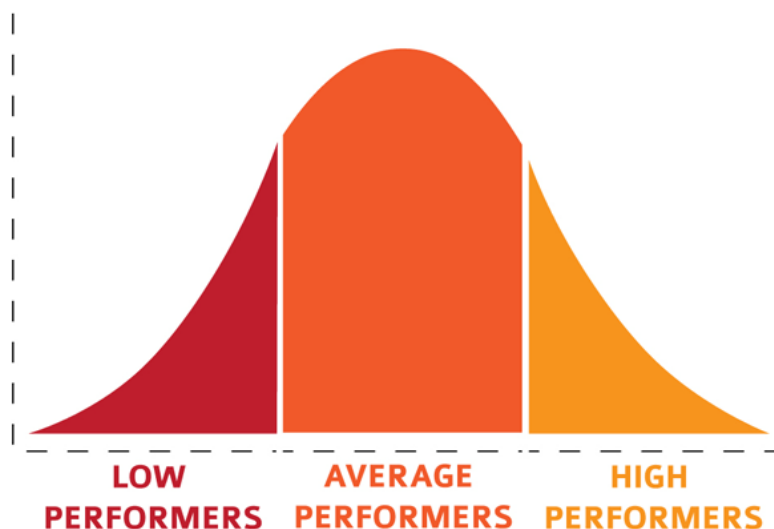
Benefits of Positive Feedback:

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 Team Member 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 Improvement is 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 and Service Levels Rise
Team member satisfaction will increase when they receive constant and consistent positive feedback. Service levels to internal and external customers follow team member satisfaction.

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 Leader 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 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.
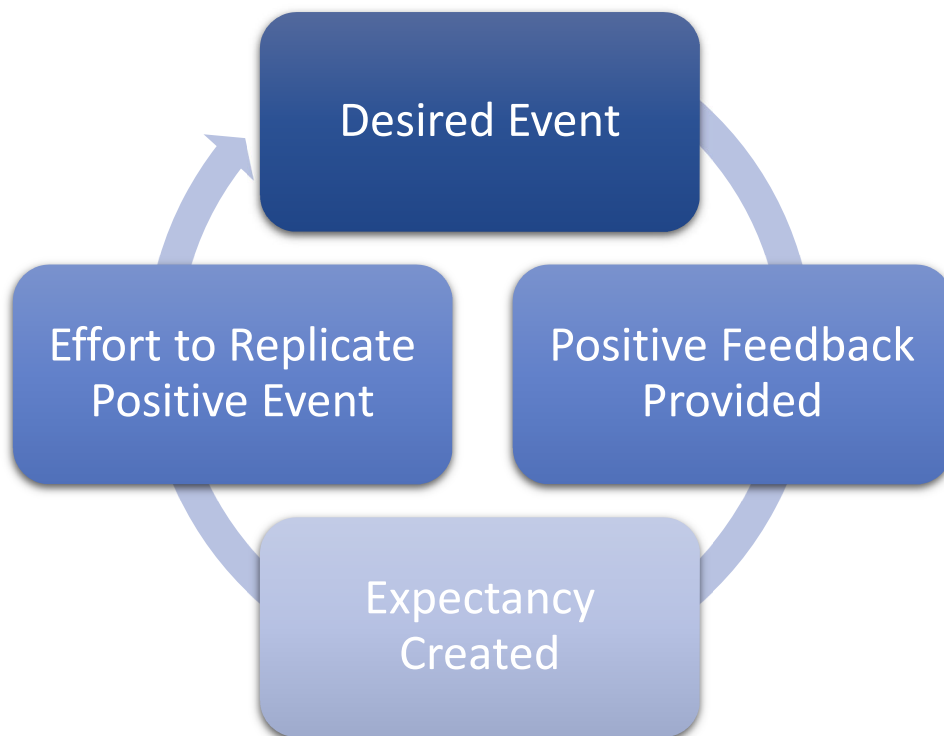
Tactics for: Positive Feedback

Consistency and the Creation of Expectancy:

When a leader provides positive feedback, an expectancy is created by the team member that she or he will receive it again when performing or behaving at the same level.

This is a powerful behavioral conditioning element that reinforces the need for the leader to be consistent in the approach to positive feedback.

Quite simply, **CONSISTENCY IS KEY** to the success of positive feedback.

1. Consistent Delivery to All Team Members

2. Consistent Delivery on Day of the Week and Time of Day

3. Consistent Delivery on Approach and Style

Desired Event

Effort to Replicate Positive Event

Positive Feedback Provided

Expectancy Created

Tactics for: Positive Feedback

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Common Obstacles in Providing Positive Feedback:

Many supervisors, managers, executives and leaders have obstacles related to providing positive feedback.

1. Pay for 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 it From My Leader
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 It
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 Hear Nothing It Means 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 Once, They Will Want to Hear it Again
That is correct and you will need to continue to reinforce positive performance and behaviors to keep it continuing and progressing.

7. Team Members Just Doing Their Job Don't Deserve Praise
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. Sandwich Method
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.

Tactics for: Positive Feedback

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A coach is someone who can give correction without causing resentment.

John Wooden

Skill: Corrective Feedback

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Corrective Feedback:

The overall objective of corrective feedback is the same as positive feedback; behavioral change. Corrective feedback is used to stop or reduce behavior that is not appropriate and/or performance that does not meet standard. The techniques and tactics associated with corrective feedback are also very similar.

The format for effective corrective feedback delivery is:

Action, Expectation, Clarification/Closing
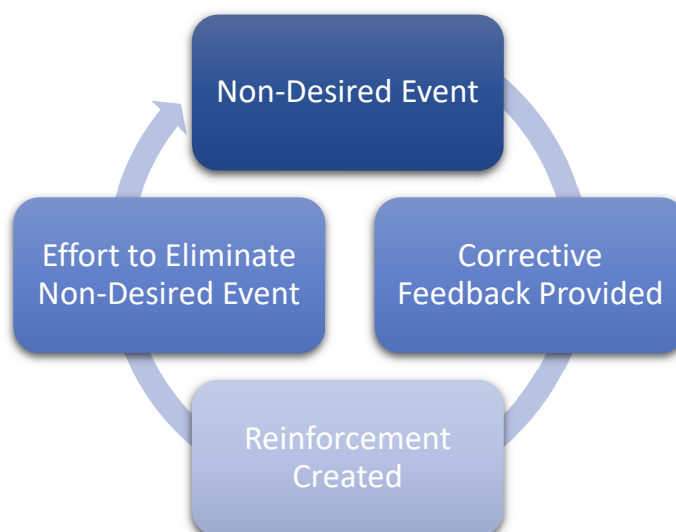
By example, this looks like:

You (Performance or Behavior) occurred (When). I need (expectation). Do you understand what I am looking for?

Rules for Corrective Feedback:

For the maximum impact, the following guidelines and rules should be applied when delivering positive feedback:

1. Immediate
    - The Closer to the Event the Higher Impact
    - Connects Performance/Behavior to Desired Expectation
    - Individual and Team Risk Without Immediacy

2. Communication Method
    - Manage Communication Richness
    - Try to Do In-Person as Much as Possible
    - Use the Phone When In-Person is Not Available
    - Avoid Using Email for Primary Positive Feedback Delivery
    - Email is Useful for Follow-Up but NOT to Deliver the First Message

3. Communication Approach
    - Be Direct
    - From First Person
    - Be Clear / Manage Clarity
        - Team Member Must Understand Failure to Meet Expectations
        - Extra Words Convolute the Message
    - No Story Telling
    - No Comparisons to Others

4. Communication Tone
    - The Message of Corrective Feedback Must be Delivered Without Emotion
    - Avoid Anger, Frustration or Disappointment with a Slight Delay
    - Manage Verbal Tone in an Adult Mode
    - Manage Non-Verbal Signals to be Neutral and Not Assertive

Tactics for: Corrective Feedback

5. Environment for Delivery
   - Must be Done Privately
   - Avoid Barriers and Traditional Office Settings

6. Overcome Objections and Control Interaction
   - Do NOT Allow:
     - Denial (Use First Person Perspective)
     - Blaming Others (Redirect to About Team Member)
     - Excuses (Need to Communicate Issues Before)
     - Hyper-Emotional Reactions (Defer Coaching Session)
     - Disinterest (Closing and Clarification)
   - Control Discussion:
     - Do NOT Allow Talking Over
     - Control the Pace and Stay on Script
     - Use Non-Verbal Signals
     - Use Brief Deferrals

7. Provide Feedback to "Star" Performers
   - "Star" Performers Want to Know What They Can Do Better
   - Overcome 90% Rule (Does 90% Great/Not Risk It Over 10%)
   - 5% to 10% of a Typical Working Environment

9. Provide Feedback to Troubled Team Members
   - 5% to 10% of a Typical Working Environment
   - Stick to Single Issue or Event

10. Provide Feedback to "Average" Team Members
    - Want to Know What They Can Do Better
    - 80% to 90% of Typical Working Environment

11. Use Consequences of Failure When Needed
    - Repeat Issues Without Correction
    - Understands Seriousness of Issue
    - Must be Prepared to Execute on Consequences

Non-Desired Event

Effort to Eliminate Non-Desired Event

Corrective Feedback Provided

Reinforcement Created

Tactics for: Corrective Feedback

Benefits of Corrective Feedback:

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 Eliminated and/or Reduced
To avoid further corrective feedback, team members will correct deficiencies and change their behavior.

3. Multiplier Effect is Eliminated and/or 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 Realized
When given the opportunity to change behavior and improve performance, most team members respond to the challenge.

6. Provides 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 Regularly Clarified
With corrective feedback, the leader has the opportunity to reinforce performance and behavioral expectations.

Tactics for: Corrective Feedback

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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 leaders 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 a 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 Coaching Interaction will Harm the Relationship or 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 Coaching Interaction
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.

Tactics for: Corrective Feedback

9. Third Party Information

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.

Tactics for: Corrective Feedback

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

Philip Crosby

Skill: Recruiting and Releasing

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Recruiting and Releasing Team Members:

The best and most effective coaching leaders have very little chance of success unless they are build their team with solid recruiting of new team members and the release of those that do not fit or are not performing up to standard.

As a function of coaching, recruiting and releasing has a high impact on overall team performance, morale and engagement.

Improving the Recruiting of Team Members:

To improve the recruitment of new team members, utilize the following approaches:

1. Do NOT Settle
    - Take Time to Recruit New Team Members
    - Start Recruitment Over if Needed
    - Do NOT Look for a Warm Body
    - Team Members are the Legacy of a Leader
    - Look for Entire Package of Skills and Attitude Desired

2. Recruit for Attitude and Fit
    - Avoid Over-Emphasis on Technical Skills
    - Avoid Over-Emphasis on Education
    - Avoid Over-Emphasis on Experience
    - Look for Positive and Energized Attitude
    - Look for Personal and Workplace Skills
        - Communication
        - Teamwork
        - Conflict Resolution
        - Customer Service
    - Utilize Behavioral Interviewing Techniques
        - Situational Responses
        - Actual Scenarios
    - Consider Dynamics of Existing Team
    - Take Risks When Attitude Outweighs Experience and Education

3. Get Additional Evaluations
    - Second Interviews
    - Involve Team Members
    - Check References
        - Team Members
        - Customers
        - Friends and Family

4. Look for Candidates in Non-Traditional Pools

5. Slow Down and Make Good Choices

Tactics for: Recruiting and Releasing

Release of Team Members:

Never to be taken lightly or done arbitrarily, the release of team members is a necessary leadership function. You cannot save everyone and not everyone wants or should be on your team. Even those that have previously performed well can have their team lifespan come to an end.

Eliminating a team member can be and should be an act done compassionately and with an end objective of both being good for the team and that team member.

Failure to release a team member that is not performing, not a good fit or that is toxic to the working environment can has the following effects:

1. Workplace Becomes Toxic

2. Leadership Credibility is Lost

3. Team Performance Deteriorates

4. Team Engagement and Morale Drops

5. Team Loses Respect for Expectations and Rules

Improving the Release of Team Members:

To better deal with the need to release team members, use these approaches:

1. Early Identification
     - There is Less Risk with Early Identification of a Needed Release
     - Delay will Increase the Chance of Workplace Toxicity
     - Early Identification Allows for Early Replacement Recruiting

2. Coach and Document
     - Provide Opportunities for Improvement
     - Document Coaching and Warnings
     - Provide Action Plans

3. Demonstrate Compassion
     - Apologize for the Lack of Success
     - Wish the Team Member Well
     - Be Honest and Transparent
     - Offer Resources if Available

4. Notify the Team
     - Be Honest and Transparent
     - Communicate Plans Moving Forward

Tactics for: Recruiting and Releasing

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I cannot teach anybody anything. I can only make them think.

Socrates

Skill: Teaching and Training

Teaching and Training:

Leaders must ensure that their team members have the knowledge, tools and expertise to meet the expectations of their job function. That is done through training them, teaching them and creating an environment where learning and growth is valued.

Many of the most admired leaders are those that either are great teachers or those that create an environment where learning and growth is of critical importance.

This skill also involves the recognition of team stages from Dr. Bruce Tuckman.

Warning About Teaching and Training:

Before growing the skills for teaching and training, a couple of brief warning notes:

1. Great leaders do not always make great teachers or trainers. Sometimes the technical expertise that is associated with leaders is not compatible with being effective in training new team members. You can do it in your sleep or it is very easy for you but very hard to explain and teach.

2. Teaching and training can be overdone and used as a crutch to not provide accountability based corrective feedback. Many leaders resort back to re-teaching or re-training when accountability should be utilized. Unfortunately, there is no magic number for the amount of teaching and training and when to begin using corrective feedback. You have to know your team.

Improving Teaching and Training:

Teaching and training can be improved by:

1. Involving Team Members
    - The Leader Might Not Be the Best Teacher
    - People Doing the Work Know Best
    - Connects Team to New Team Members
    - Allows for Re-Forming of Team (Tuckman)

2. Patience
    - Mastery of Skills and Competencies Take Time
    - Learning is Very Individualized
    - New Team Members Often Send Signals of Readiness
    - Performance Gaps are Temporary

3. Formalize the Process
    - Use Tracking and Progress Reports
    - Checklists Work Great
    - Check-In and Meet Often

4. Appeal to All Learning Styles
   - Solitary
     - Reacts and Learns Better Independently
     - Responds to Challenges and Deadlines
   - Social
     - Reacts Better in Group Situations
     - Responds to Discussions and Interaction
     - Social Networking and Discussion Groups/Boards
     - Small and Bigger Group Interactions

5. Provide Learning for All Learning Approaches
   - Visual
     - Diagrams
     - Videos
     - Online Learning
   - Auditory
     - Discussions
     - Audios
     - Videos
     - Webinars
   - Verbal
     - Discussions
     - Books and Manuals
     - Audios
     - Small Group Interactions
     - Individual Learning
   - Kinesthetic
     - Hands On Learning
     - Trying It and Doing It
     - Mistakes and Trial
   - Logical
     - Diagrams
     - Case Studies
     - Flow Charts

6. Certify and Celebrate Learning
   - Training Completion
   - Certifications and Graduations
   - Release from "Training Period"

7. Create Opportunities for Continuing Learning and Growth

8. Create a Culture of Learning and Knowledge Sharing
   - Model Knowledge Sharing
   - Encourage Sharing of Information and Learning
   - Debrief All Training Events and Classes

Tactics for: Teaching and Training

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Everyone you meet is fighting a battle you know nothing about. Be Kind. Always.

Unattributed

Skill: Counseling

Counseling:

Counseling is a more in-depth coaching interaction that is usually initiated by the team member and also usually involves significant issues related to the personal or professional life of that team member. Sometimes these interactions can become quite involved and lengthy.

The leader as counselor occurs because of the relationship depth created by the leader and the respect the team member has for the input from you. Team members look at you as a role model for both work and life. The result of that is that they seek your wise counsel.

Warning About Counseling:

As with teaching and training, there are a couple of warning notes related to counseling:

1. Most leaders are not qualified nor have the needed credentials to provide counseling related to personal relationships, addictions, legal matters or health issues. Don't pretend to know and don't offer advice and guidance when you are not qualified to do so.

2. Remember the credibility you have with team members. What you believe to be a suggestion that works for you will be taken as literal gospel by that team member.

3. Counseling can be overdone and used as a crutch to not provide accountability based corrective feedback. It usually occurs when a leader inquires about reason and the accountability for the event is lost.

Improving Counseling Approach:

Enhance counseling skills by:

1. Listening
   - Not Interrupting
   - Not Fixing
   - Moderate Validation

2. Provide Referrals
   - Employee Assistance Programs
   - Community Resources
   - Medical and Counseling Professionals
   - Human Resources Department

3. Provide Genuine Empathy (More in Self-Mastery Competency)
   - Apologize for What the Team Member is Going Through
   - Don't Compare or Add Value
   - Don't Judge or Moralize
   - Does NOT Alleviate Responsibility or Accountability
   - Connect with Emotions and Facts

Tactics for: Counseling

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In protecting others, oneself is protected.

Buddha

Skill: Protecting the Team

Protecting the Team:

Protecting the team is an indirect coaching skill that insulates the team and individual team members from outside influences that would have an adverse effect on their performance, behavior or attitude. The leader, you, must insert themselves between those situations and take the consequences for a team member.

These outside influences can include:
- Your Boss
- Customers
- Peers of Yours and Other Departments in Your Organization
- Vendors

Your credibility, not only in this event, but overall and with all team members, is at risk. Failure to protect and insulate your team will result in a great loss of leadership credibility.

Improving Team Protection:

Team protection can be evolved and grown by:

1. Reinforcing the Personal Connection of Leadership Reporting
   - To Your Boss
   - To Other Stakeholders

2. Demonstrate Courage

3. Build Strong Relationships in the Organization
   - Peers and Other Departments
   - Team Members
   - Your Leader

4. Stand By Your Values
   - Know the Risks
   - Sleep at Night
   - Not Moralizing but Having Internal Conviction of Right and Wrong

Tactics for: Protecting the Team

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Coaching Style:

All people have different coaching and leadership styles. The most commonly noted are:
- Direct
- Relational
- Low Key
- Detailed

Aegis Learning uses DiSC science to determine coaching and leadership styles and to build skills related to style matching. DiSC is an acronym that stands for:
- Dominance
- Influence
- Steadiness
- Conscientiousness

The DiSC science, pioneered by Dr. William Marston has been used by over 30 million people and the current versions found in the Everything DiSC Workplace, Management and Leadership assessments are highly accurate and predictive because of the use of adaptive testing.

Each person is comprised of a primary behavioral influence in the DiSC assessment. This is the first letter of the descriptor and where your dot is located in the DiSC graph. This primary behavioral influence will drive a great deal of your leadership approach.

Behavioral intensity also matters greatly. Your intensity is determined by the relative distance of your graph dot from the outer circle of the graph. The farther out your dot is, the more intense in that style and predictable you are. The closer in, the less predictable and easier for you to chameleon your communication style.

Tactics for: Engagement Style

DiSC Coaching Styles and Approaches:

Each DiSC behavioral style has a unique set of coaching traits and tendencies. And each DiSC style has unique challenges.

Dominance (D)
- Don't Assume People Have the Same Need for Feedback as You
- Deliver Positive Feedback in an Upbeat and Positive Tone
- Remove Aggressive Tone from Corrective Feedback
- Become More Empathetic in Counseling Interactions
- Become More Patient in Teaching and Training
- Slow Down in All Feedback Delivery

Influence (i)
- Don't Defer or Delay the Delivery of Corrective Feedback
- Be More Direct in Communication Approach
- Don't Skirt or Sugarcoat Corrective Feedback
- Avoid Self-Comparisons and Storytelling
- Ensure Enthusiasm is Genuine
- Remove Defensiveness When Challenged

Steadiness (S)
- Increase Assertiveness in Corrective Feedback
- Control Corrective Feedback Interactions
- Increase Enthusiasm in Positive Feedback
- Don't Overthink the Need for Feedback
- Avoid Letting Team Members Dominate Coaching Interactions
- Be Direct in Communication Approach
- Don't Save People from Themselves

Conscientiousness (C)
- Deliver Timely Feedback When Needed and Not Rely on Your System or Timing
- Use First Person Observations and Do Not Rely on Reports and Policy
- Increase the Use of Positive Emotion and Enthusiasm
- Avoid Being Hypercritical of Performance or Comparing it to You
- Don't Overprepare for Feedback Interactions
- Do Not Allow Team Members to Dominate Coaching Interactions

The most effective leaders are those that understand their style and approach but yet adapt consistently and constantly to the needs of their team and team members. The burden of this adaptation rests solely with the leader. It is your job to adapt.

Tactics for: Engagement Style

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A coach must never forget that he is a leader and not merely a person with authority.

John Wooden

Closing Thought

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"I had no idea how exciting and enlightening this program would be. I not only got a great source of information, but I had a lot of fun. This program gets a Siskel and Ebert 2 thumbs up. Exuberant, energetic, and entertaining delivery, his base knowledge and advanced instructional techniques, the program would be just another boring mid-range informative adult education class. I recommend this class for all management personnel."

Calvin Griffin
American Medical Response

AMR
AMERICAN MEDICAL RESPONSE®

Aegis Learning is a nationally recognized leader in providing the highest quality, impact and value training for organizations of all types and sizes.

Specializing in leadership development, customer service initiatives and building high performance teams, Aegis Learning has 25 years of experience in creating better work places, positively impacting key metrics and enriching the lives of participants.

Aegis Learning

Converts Training to Learning and Learning to Results

Our specialized, unique and customized approach will insure an extremely high return on your investment in the following areas:

❑ **Improved performance at all levels of the organization.**

❑ **Higher productivity, efficiency and quality of work.**

❑ **Increased team member engagement and satisfaction.**

❑ **Improved ability to identify talent for succession.**

❑ **Improved morale among team members and leaders.**

❑ **Improved service levels for internal and external customers.**

❑ **Reduced turnover and associated costs.**

❑ **Reduced team member complaints and grievances.**

Our unique and blended approach using facilitator led instruction, individualized coaching and web-based follow-up insures that leaders have all the tools and competencies needed to become extremely successful and drive their organizations to higher levels than ever imagined.

About Aegis Learning

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Aegis Learning delivers. Delivers the best training, coaching and organizational development services available. Our offerings include:

❑ **Leadership Development**
- Based on the Ten Competency Model
- Empirically Driven, Statistically Accurate Approach
- 25 Years of Best Practices
- Training
- Coaching
- Follow-Up Tools
- Talent Identification and Succession

❑ **Customer Service Initiatives**
- Training
- Process Review

❑ **High Performance Team Building**
- Core Team Competencies
- Trust, Respect, Conflict and Communication

❑ **Assessments**
- DiSC Workplace, Management and Leadership
- 5 Behaviors of a Cohesive Team
- Certified Facilitator and 12 Year Award Winner

❑ **Individual Development Coaching**
- Accountability and Holistically Based
- Leadership, Professional Development and Personal Achievement

❑ **Retreats**
- Maximum Impact Environment
- Strategic Planning, Team Building and Leadership Development

❑ **Speaking and Keynotes**
- Fun and Impactful
- Leadership, Teamwork, Customer Service and Personal Development

❑ **Talent Management and Consulting**
- Engagement Enhancement
- Talent Identification and Succession
- Key Processes
- Organizational Structure

❑ **Books**
- *LeadWell-The Ten Competencies of Outstanding Leadership*
- *Beyond Engagement*

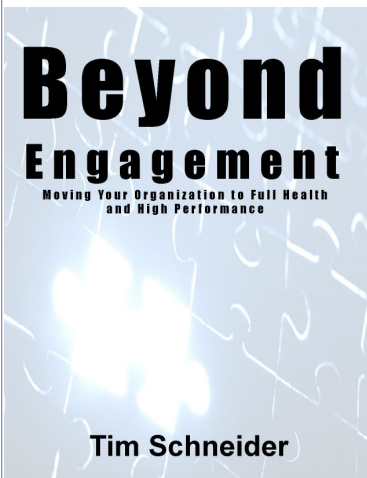About Aegis Learning

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Tim Schneider is the founder and lead facilitator for Aegis Learning.

His mission, in total alignment with Aegis Learning is "Dedicated to Your Success". Tim brings passion, heart and 25 years of successful experience to all leadership development projects, customer service initiatives and when building high performance teams.
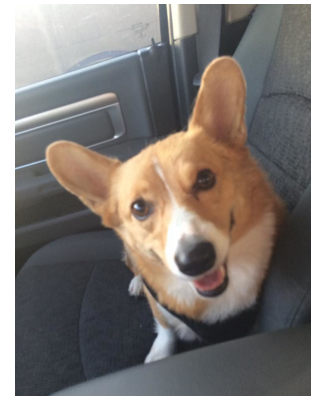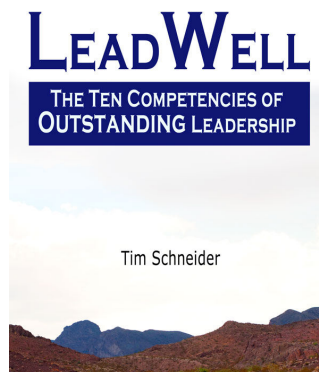
Tim is the author of **_LeadWell-The Ten Competencies of Outstanding Leadership_** and **_Beyond Engagement_**, high impact books about leading the right way and creating an organizational culture that is both healthy and successful. His works have been featured in many business and professional development publications and he his one of the most sought after speakers, trainers and coaches in the United States. Stylistically, Tim brings unparalleled commitment and enthusiasm to each engagement and works hard to make sure all participants not only learn but have fun along the way.

Personally, Tim is the father of two grown boys, continues a life-long love affair by playing men's league baseball and enjoys any outdoor adventure. He makes his home in Las Vegas, Nevada with Sydney the Corgi.

About Aegis Learning

Beyond Engagement
Moving Your Organization to Full Health and High Performance

Tim Schneider

"A Fantastic "How-To" Guide To Leading Effectively"

LeadWell
THE TEN COMPETENCIES OF OUTSTANDING LEADERSHIP

Tim Schneider

"I have raved about this course to both my supervisors and those who report to me. I have suggested it to all of our managers to attend. Tim, I have found you an inspiration. Thank you!"

Martin Brennan
MGM Grand

MGM GRAND

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