



Leading Others:

The Journey to Effective Leadership

Participant Guide



Enterprise Leadership Development

Workforce Support & Development



Leading Others Learner Checklist: To receive a certificate of completion for this class, you must complete all items below.

You are scheduled to attend the class on the following dates:

DAYS 1 & 2: 8am-5pm

DAY 3: 8am-5pm

PRE-Class Work Complete these items BEFORE Day 1	
<input checked="" type="checkbox"/>	Items to complete
	Print your organization's mission statement and values and bring them to class.*
	Complete the <i>Pre-course Knowledge and Skills Assessment</i> in the LMS. (Staff from DOH, DOC, ESD, DSHS, DEL and DFW please use your agency's internal link/single sign-on.) Save your results for your ongoing professional development.
	Spend a few minutes reflecting and answering these four leadership questions. Bring your notes to class.* <ul style="list-style-type: none">• Self-reflection: Why is self-reflection important for leaders?• Strengths and areas to grow: Think about your strengths – how will those strengths help you be effective in your leadership role? What are areas where you need to grow or have concerns?• Work environment: What work environment helps you to excel? How, as a leader, will you create a work environment that helps your team and others around you to excel?• Leadership impact: Who is a leader that has had a positive impact on you and why?
	Talk with your manager about leadership and your answers to the questions above. Bring your notes to class.*
	Review the enterprise wide leadership competencies (attached to the email from LeadingOthers@des.wa.gov). Identify two competencies where you believe your skills are strong, and two where you would like to grow your skills. Bring your notes to class.*

Attend Day 1 & 2 from 8am-5pm

* *Items to bring with you to class:*

1. Your organization's mission statement and values.
2. Your responses to leadership reflection questions.
3. Your notes from discussing leadership reflection questions with your manager.
4. The two enterprise wide leadership competencies you identified where your skills are strong, and the two where you would like to grow your skills.

Break Work	
Complete these items BEFORE Day 3	
<input checked="" type="checkbox"/>	Items to complete
	<p>eLearning modules</p> <p>Complete all six eLearning modules in your Learning Plan in the LMS. (Staff from DOH, DOC, ESD, DSHS, DEL and DFW please use your agency’s internal link/single sign-on.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Civil Service Rules & Labor Relations (about 10 minutes) <input type="checkbox"/> Hiring Practices (about 20 minutes) <input type="checkbox"/> Pay, Leave & Time (about 15 minutes) <input type="checkbox"/> Performance Plans & Reviews (about 20 minutes) <input type="checkbox"/> Resolving Performance Issues (about 15 minutes) <input type="checkbox"/> Unlawful Employment Discrimination (about 15 minutes)
	<p>Thomas-Kilmann Conflict Mode Instrument (TKI assessment)</p> <ol style="list-style-type: none"> 1. Complete the paper TKI Assessment your facilitator provided you in Day 2. 2. Score your results and bring them to class.**
	<p>Leadership Challenge</p> <p>Work on leadership challenge as described in the Participant Guide and in class. Be prepared to present an update to the class.**</p>

Attend Day 3 from 8am-5pm

** Items to bring with you to class:

1. Your Participant Guide you received on Day 1.
2. Your Thomas-Kilmann Conflict Mode Instrument results.
3. Notes on your Leadership Challenge that will help you in discussing it with others.

AFTER CLASS WORK	
Complete these items by Close of Business five business days after Day 3 in your Learning Plan in the LMS. (Staff from DOH, DOC, ESD, DSHS, DEL and DFW please use your agency’s internal link/single sign-on.)	
<input checked="" type="checkbox"/>	Items to complete
	Complete Post-Class Knowledge and Skills Assessment.
	Complete course evaluation.

Note: Your training profile in LMS will be updated by the middle of the month after training ends.

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Acknowledgements

Contributors to Curriculum and Design

- The Howells Group (Karen Howells, Richard Howells, Heather Harrison, James Warrick)
- Hollie Jensen, Office of the Governor
- Connie Goff, Office of Financial Management
- Renee Smith Nyberg, Department of Enterprise Services
- Billie Wright, Employment Security Department
- Office of Financial Management State Human Resources Team

From the Department of Enterprise Services:

- Ken Goguen
- Denise Landgraf
- Raul Leal-Trujillo
- Amy Leneker
- Oriana Lewis
- Audrey Pitchford
- Shelley Poston
- Patrick Seigler
- Terry Springer
- Cheryl Sullivan-Colglazier
- Eden Teachout
- Joe Waddington
- Ariana Wood

E-Learning Contributors:

- Office of Financial Management State Human Resources Team
- Attorney General's Office
- Phyllis Gratis, Dept. of Transportation
- Jamie Mullenix, Dept. of Early Learning

Special thanks to the following people and organizations for leadership, insight, and support for Leading Others, and commitment to effective leadership throughout Washington State Government.

Jeff Canaan, Department of Enterprise Services
Jessica L. Todorovich, Department of Health
Randi Warick, Department of Labor & Industries
Sandi Stewart, Department of Ecology
Franklin Plaistowe, Office of Financial Management
Joe Vansyckle, Department of Enterprise Services

Workplace Learning and Performance Advisory Board:

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- Renee Smith Nyberg
- Mark Sullivan
- Cheryl Sullivan-Colglazier
- Randi L. Warick

Deputy Directors who designed the
Leadership Competencies

Human Resource Directors
Training Managers
Lean Community

Pilot Participants and Focus Group Participants - Supervisors, Managers, and their Direct Reports from the following agencies:

- Department of Commerce
- Department of Corrections
- Department of Early Learning
- Department of Ecology
- Department of Enterprise Services
- Department of Health
- Department of Labor and Industries
- Department of Licensing
- Department of Revenue
- Department of Services for the Blind
- Department of Social and Health Services
- Department of Transportation
- Department of Veterans Affairs
- Employment Security Department
- Health Care Authority
- Liquor and Cannabis Board
- Office of Administrative Hearings
- Office of Financial Management
- Office of Minority & Women's Business Enterprises
- Office of the Governor
- Pollution Liability Insurance Agency
- Washington State Attorney General
- Washington State Department of Agriculture
- Washington State Department of Financial Institutions
- Washington State Gambling Commission
- Washington State Military Department
- Washington State Patrol
- Washington State Parks
- Washington State Transportation Commission
- Washington Technology Solutions
- Washington Traffic Safety Commission
- Washington Utilities and Transportation Commission

Leading Others Goals

Leading Others – The transition, growth, and development to successfully lead others

Welcome to Leading Others! This is an important step in your leadership development journey. The Leading Others course provides you with:

1. A foundation of technical supervisory knowledge,
2. Facilitation of a mindset shift needed for a leader of self and people, and
3. Interpersonal skills necessary for success.

These topics are delivered within the framework of our Leadership Competencies and with an enterprise approach, to ensure a growing pipeline of skilled supervisors and developing leaders who are committed to serving the people of Washington State.

This includes:

As a developing individual:

- Increasing self-awareness to facilitate the personal growth needed to lead others.

As a developing leader:

- Understanding your responsibility as a supervisor and developing foundational knowledge to carry out those responsibilities.
- Increasing your competence and confidence to lead and support a collaborative and inclusive team environment that focuses on people and results.
- Gaining knowledge and skills to build trusting relationships inside and outside the organization.

Engaging your team:

- Increasing knowledge and skills required to foster a learning environment that enables employees to do their best work every day.
- Growing your ability to engage staff to seek creative solutions, continuously improve, and see the connection of their work in accomplishing the goals of your organization.

You are a part of a growing pipeline of effective leaders! Through your team's success, and through your own modeling and championing of your organization's values in your daily work, you will be able to strengthen and contribute to your organization's workplace culture.

You are an important part of Washington State's success. You have the ability to positively affect customer and team satisfaction which means better results and experiences for the people of Washington State – those who do the work and those who benefit from the work. This course is focused on helping you achieve this success.

Welcome to Leading Others Day 1

The Changing Role of Leadership

Many people have traditionally defined leadership as a title on your door, having power, or a certain job role. As our country transitioned from a rural agrarian economy to the industrial revolution, people moved to cities to work in factories. Organizations began by defining a leader as “the boss” who held all the power, had all the answers, and controlled the work environment.

Now, with the explosion of information, technology and a business need to involve and engage the workforce, it requires that organizations transition from an “industrial age” mindset to an “information age” model. The global market has also been a major factor, which also dramatically changes the nature of work and leadership. This is true for both the private and public sector alike. These and many other forces now require constant learning and the ability to deal with rapid change. Leaders must practice lifelong learning in all organizations to remain viable and effective.

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

- Alvin Toffler

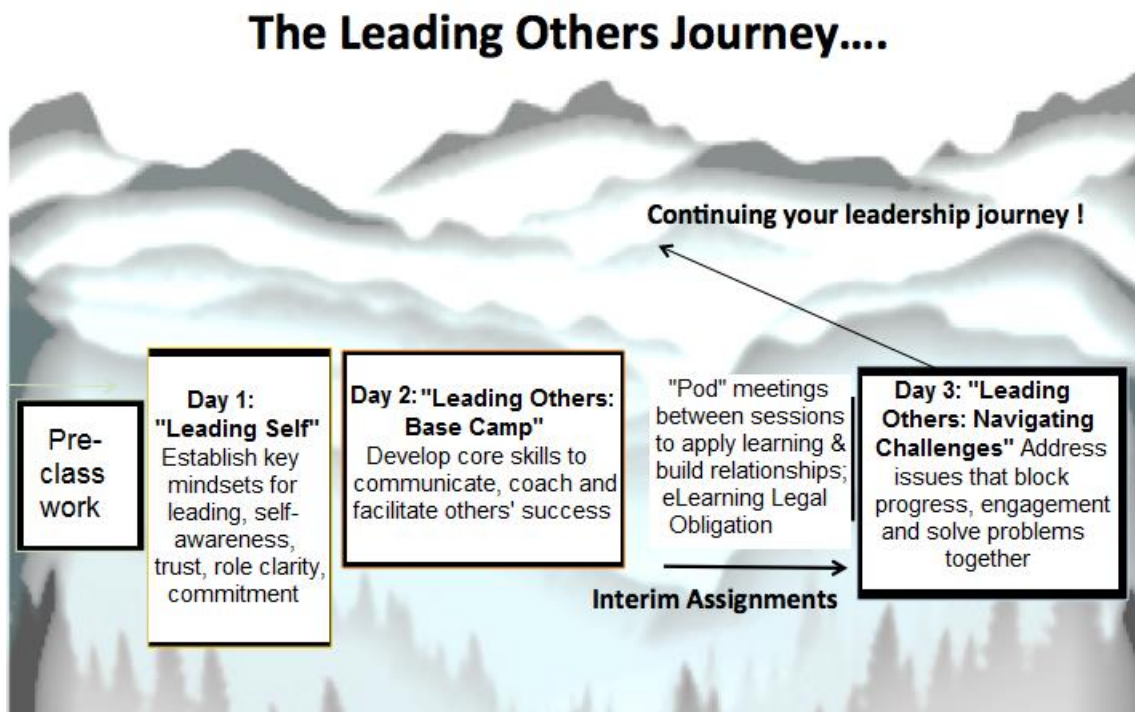
Once creativity and problem solving were considered only the job of “people at the top,” but now it’s everyone’s job. Today, rather than simply being “the boss,” effective leaders must possess a set of skills for getting work done with and through others.

People entering the workforce today have different expectations than people had in the past. They expect to be involved, to have a voice, and to experience meaning and growth in their work – not just a paycheck! These are important aspects of why developing leaders with effective mindsets and the necessary skills to lead are crucial for organizations to be effective today.

Leading Others is a vital part of a strategy to provide consistent and excellent leadership development for diverse organizations within the State of Washington. This enterprise effort ensures the development of innovative, confident, and competent leaders, focused on better serving Washingtonians.

Course Map for Leading Others

The **Leading Others** course has several components, providing a combination of eLearning, individual, small group, and large group learning activities spread out over time. The course supports the transitional nature of becoming an effective leader – it's not an event that occurs within a classroom on a specific couple of days or through a series of eLearning. Leading others is a life long journey requiring continued practice resulting in ongoing growth.



Key course elements include:

- ELearning modules which provide technical supervisory knowledge
- Pre-class work to prepare for the leadership journey
- A three-day live learning experience which provides:
 - Skill building and technical knowledge enhancement, including opportunities for practice and application
 - A focus on self-awareness, leading yourself, and leading others
 - Core interpersonal skill development
 - Additional tools for effective leadership
- Small group "learning pods" that connect during and in-between sessions to maximize learning plus ongoing networking opportunities to reinforce learning and support

Day 1 Agenda

Topics

Morning

Welcome to Leading Others Day 1

Let's Meet Everyone

Cohorts and Learning Pods

Safety vs. Comfort

Leading from the Inside Out – Part 1

The Wheel of Learning

The Importance of Self-Awareness for Leaders

A Profound Transition

How Has Your Job Changed?

Afternoon

Leading from the Inside Out – Part 1, cont.

Understanding and Working Across Styles

Colors Communication Style Assessment

Leading from the Inside Out – Part 2

Clarify and Lead from Your Core Values

Communicating as a Leader

Exercise 1: Let's Meet Everyone

Directions

1. Partner with another participant, preferably someone you don't know well.
2. Take turns interviewing each other.
3. In addition to his or her name, find out the following about your partner:
 - a. Agency or organization/current job role
 - b. One thing you need to set aside to fully participate the next 2 days
 - c. Greatest hope for how you will benefit from this program
 - d. Greatest concern about participating in this program
4. Prepare a one-minute introduction of your partner, highlighting the information above.
5. Stand with your partner upfront and share with the larger group (preferably without referring to your notes).

Question for Thought

- What themes (from hopes and concerns) did you notice about other participants' goals for the program?

What are Cohorts and Learning Pods?

Learning in a Cohort

The cohort approach to learning emerged when educators and psychologists determined that adults learn best in relationship with others who are pursuing similar goals and experiencing similar challenges. Learning in a community – the people whom we learn with and learn from – is key. Leading Others is based on a cohort model (*Adult Learning in Cohort Groups*, Norris & Barnett, 1994, p. 34). The intention is to create relationships that enhance the learning now and foster shared learning and support beyond the program.

Connecting Through Your Cohort

Since adult learning happens over time and is most effective in relationships with others we can learn from and with, you will engage with a “learning pod” of people at your table. This smaller sized group fosters more sharing and deeper relationships than the larger cohort of the whole class.

You’ll connect with your learning pod throughout the Leading Others program – during the live training sessions, between sessions, as well as after the course is completed.



Benefits of Learning Pods

Your “learning pod” provides you with ongoing support long after the formal Leading Others experience is over. Take advantage of this opportunity to engage more deeply with a diverse group of leaders from the State of Washington for support, networking, and ongoing learning.

People in Your Learning Pod:

Name	email	phone (optional)

Safety vs. Comfort

It's important to distinguish between "safety" and "comfort" as we look to build a safe environment as leaders and in our work together in this course.

- **Feeling safe** in a learning or work environment means you can express who you are – your honest thoughts, concerns, and opinions without fear of attack, retribution, or unfair negative consequences.
- **Being comfortable** means not experiencing any unpleasant feelings, being relaxed, and having no difficulties or uncertainties.

Working with others won't always be **comfortable**; differences, along with conflicts and pressures, are inevitable in the workplace. But, it's crucial that everyone takes responsibility to make each communication interaction **safe**.



“It takes effort to create an environment where authentic communication happens. It also takes a shared commitment to practice behaviors which maintain a safe space so that people and productivity both flourish.”

- The Howells Group

Exercise 2: Crafting Cohort Agreements for a Safe Environment

Directions

1. Discuss this question:

Think of a time you were part of a great team or another environment where you felt “safe” to be yourself and talk honestly. What did people do and say that made it safe?

2. As a group, design a list of agreements or guidelines for how you will interact with each other throughout the program. Consider the experiences you just discussed, and also the hopes and concerns discussed in the last exercise.

Example:

- A common concern is “others may judge me if I’m honest.”
- A cohort agreement addressing this concern could be “be open to everyone’s experience” or “avoid judging others.”

3. Record your group’s agreements here:

Taking it Back to Your Team

How could you use or adapt the exercises we’ve done so far to build a safer environment back in your workplace?

How could these make a positive impact in your team’s trust, communication, and productivity?



Leading from the Inside Out – Part 1

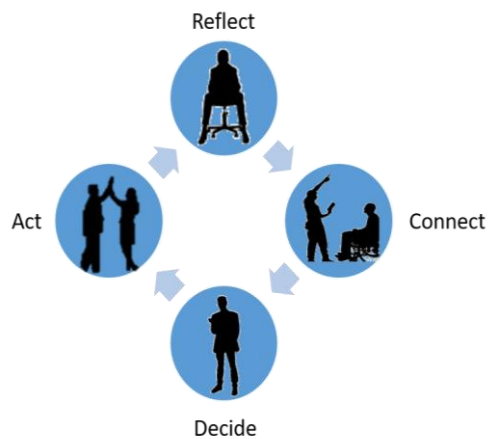
Learning Objectives

After completing this section, you will be able to:

- Describe how self-awareness makes leaders more effective.

The Wheel of Learning

Effective leadership requires continuous learning. The learning wheel represents the process of how adults learn.



- First we **reflect** on what we've learned.
- Next we **connect** the ideas to our real world experience and context.
- Then we **decide** how we'll proceed and what to try.
- Finally we **act** (take action).

Then the process begins again; after we take action, we reflect on how well our actions met our intended outcome. We continue and build a practice and habit of continual learning.

The Importance of Self-Awareness for Leaders

In 2010, the consulting firm Green Peak Partners and Cornell University conducted a study that examined 72 leaders at public and private companies with revenues from \$50 million to \$5 billion annually. The goal of the study was to determine the greatest predictor of leadership success.

The study found that vision, strategic thinking, and the ability to solve problems all scored highly; however, ***self-awareness scored most highly as the greatest predictor of success.***

A quote from this specific study stated:

“Interestingly, a high self-awareness score was the strongest predictor of overall success. This is not altogether surprising as executives who are aware of their weaknesses are often better able to hire, train, and lead subordinates who perform well in categories in which the leader lacks acumen. These leaders are also more able to entertain the idea that someone on their team may have an idea that is even better than their own.”

—Green Peak Partners/Cornell University Study

What is Self-Awareness, and Why Is It Important?

Self-awareness is defined **as a conscious knowledge of one’s own character, feelings, motives, and desires**. Without self-awareness, a person is not fully conscious of their strengths and weaknesses, nor understands their emotional state well enough to productively regulate their emotions. A lack of self-awareness also makes it difficult to fully understand how a person’s specific behavior impacts others.

Self-Awareness Linked to Growth and Leadership in the State of Washington

We are transforming our culture in Washington State government to one that:

- Embodies a sustainable way of working
- Builds on our past solid performance management
- Prepares us to improve and deliver better value to Washingtonians over time

This transformation requires strong leadership, with leaders who understand our current problems and how to solve them, while also being prepared to navigate the problems of the future.

This type of leadership is built on self-awareness, which is an essential skill. Self-awareness facilitates a leader’s ability to identify areas for growth and improvement, and to begin to learn and make progress. As a leader in the Leading Others course, you are being asked to better understand yourself so you can better serve your team and therefore better serve our customers.

Exercise 3: Self-Awareness and Leadership

Directions

Take out your notes from your pre-class work. In your learning pod, discuss your answers to the questions below. You will recognize some of the questions from your pre-class assignments.

Self-reflection

- Why is self-reflection important for leaders?

Strengths and areas to grow

- Think about your strengths – how will those strengths help you be effective in your leadership role?
- What are areas where you need to grow?
- What is your greatest concern about being a highly effective leader?

Work environment

- What work environment helps you to excel?
- How, as a leader, will you create a work environment that helps your team and others around you to excel?
- What work habits and approaches help you be your best at work?

Leadership impact

- Who is a leader that has had a positive impact on you and why?

Notes

Your Role as a Leader

Learning Objectives

After completing this section, you will be able to:

- Describe your role and responsibilities as a leader.
- Identify leadership competencies where you are strong, and where you have room to grow.

Being a good supervisor is an important part of leadership

“Frontline supervisors effective at people management can improve their teams’ performance by 25%, emotional commitment by 52%, and intent to stay by 40%.”

- Corporate Executive Board

Effective supervisors are critical to an organization’s ability to fulfill its role and meet its goals. Most people have experienced the impact of a good supervisor – one who makes the work experience more pleasant, manages the workload, keeps the stress level manageable, and answers our questions. Ineffective supervisors, on the other hand, can make the work experience unpleasant, increase stress, and leave people frustrated.

“Today’s supervisory role moves beyond simply ensuring that tasks and projects are completed on time and according to expectations; they must ensure all this is done by maximizing each employee’s contributions through their relationship with the employee.”

- American Management Association

A Profound Transition

Making the transition to the role of leader is more than a job title change and a new set of responsibilities (and employees). It is a profound change in the way you view yourself and your role, and in how you get satisfaction from your job.

Most leaders were previously accountable for completing their own assigned tasks. Even when you collaborated with others, you were not truly accountable for their work or behavior.

In contrast, you are now **responsible** for getting things done through other people. You are accountable for not only your own output and actions, but for the output and actions of your direct reports as well.

Exercise 4: How Has Your Job Changed?

Directions

1. Work with the entire cohort to build two lists.
2. Follow the facilitator's instructions on where to make two lists (flipcharts, whiteboard, etc.)
 - o List 1: The types of typical areas and tasks you were accountable for as an individual contributor
 - o List 2: Your new leadership tasks and accountabilities

Notes

Individual contributor tasks and accountabilities	Leadership tasks and accountabilities

Change and Transition in Your New Role



**Adapted from William Bridges' work on Change and Transition*

Exercise 5: Leadership Competencies

Directions

1. Review the leadership competencies on the next two pages.
2. Identify the two leadership competencies where you are strongest.
3. Identify the two leadership competencies where you most need to grow.
4. Share with a partner.

Shared Enterprise Competency	<i>Competency Description</i>
Models and Champions our Culture and Values	<p>Earns the trust, respect, and confidence of co-workers and customers through consistent honesty, authenticity, transparency, and professionalism. Sets a personal example. Follows through on promises and commitments. Leads with humility and respect. Removes fear from the organization.</p> <ul style="list-style-type: none"> • Is self-aware and able to self-regulate and adapt. Holds self and others accountable to model agreed-to standards. • Has courage. Addresses problems. • Demonstrates a selfless commitment to public service. • Focuses on the customer, and creates a customer-focused culture. Understands customers and their needs. Builds and maintains internal and external customer satisfaction.
Cultivates a Shared, Strategic Vision	<p>Describes an inspiring, long-term vision with deep meaning for the organization or team. Defines a clear and compelling purpose for the work, connecting the work to the vision of the organization and public service. Helps employees connect to that meaning and identify the contributions they can make. Talks about future trends affecting the work. Paints big picture of group aspirations. Looks for and sees the big picture. Anticipates implications and consequences of situations and trends. Forward-thinking. Helps the organization make connections to derive creative solutions.</p>
Develops People	<p>Brings great people with the right skills and the right motivation into the organization and enables them to do their best work every day. Actively develops the whole person by:</p> <ul style="list-style-type: none"> • Coaching through purposeful instruction, challenging counsel, and targeted questioning so that people solve problems, think critically, and seize opportunities. Assists with learning from mistakes. Giving early and frequent feedback to cultivate individual growth and encourage strong performance management principles. Provides sincere, day-to-day appreciation and recognition. • Respecting life-work balance. • Helping identify the right opportunities for staff (and the organization) through succession planning with an eye to the future of the organization.
Drives Results	<p>Creates and nurtures a performance-based culture of continuous improvement. Is passionate about data informed decision-making, scientific problem solving, customer responsiveness and satisfaction, and maximizing resources across the organization. Creates a safe environment in which to experiment.</p>
Fosters Learning	<p>Creates a learning organization based on how learning really happens. Fosters a climate that supports creativity, innovation, and hypothesis-testing. Supports and invests in employee learning and development. Welcomes mistakes as opportunities to learn. Seeks to learn and understand rather than to be a “knower.” Listens. Committed to being self-aware and adaptive, and to empowering others. Brings their authentic, best self to work.</p>

Shared Enterprise Competency	<i>Competency Description</i>
Builds Relationships	Develops, maintains, and strengthens relationships inside and outside the organization. Cultivates an environment of engagement, respect, active listening, trust, and collaboration.
Fosters Teamwork and Collaboration	Creates, participates in, leads, coaches, and supports teams. Creates culture in which the synergistic power of teams is realized. Builds trusting cooperative relationships and meaningful connections. Understands/builds networks and collaboration.
Communicates Effectively	Effectively conveys ideas and shares information with others from a place of authenticity. Listens and communicates with the audience in mind and an understanding of different points of view. Conveys clear, timely, persuasive messages that positively influence thoughts and actions. Models and creates a culture that values listening and candid conversation.
Makes Things Happen as a Public Servant	Understands key forces in the organization’s environment. Understands government operations, legislative process, state budgeting, the role of interest groups and the media—and how all of these factors need to be considered in tackling complex issues. Skillfully analyzes and decides when and how to proceed on those complex issues. Builds coalitions and manages stakeholder relationships. Creates and sustains enough support to implement a decision. Infuses public service focus into business functions
Leads and Navigates Change	Navigates the organization through complex and changing environments, and engages staff to seek creative solutions and drive change. Attends to the human side of change. Experiments, takes risks and encourages others to do so. Helps the organization stay appropriately anchored to mission and values in the face of external volatility, complexity and ambiguity, while mastering the waves of complex change.
Embraces and Embeds Inclusion in Decision-Making	Creates a workplace where differences are embraced and valued; where respect for the individual is the foundation for providing every employee with the opportunity to develop their skills and talents so they can achieve their highest level of success. Reaches out to leverage diverse points of view, talents and capabilities. Is accountable for the impacts of their approach, decisions and actions on themselves, co-workers, stakeholders and those we serve.

See also the *Leading Others Learning Objectives Competency Crosswalk* on p. 93-99.

Understanding and Working Across Styles

Learning Objectives

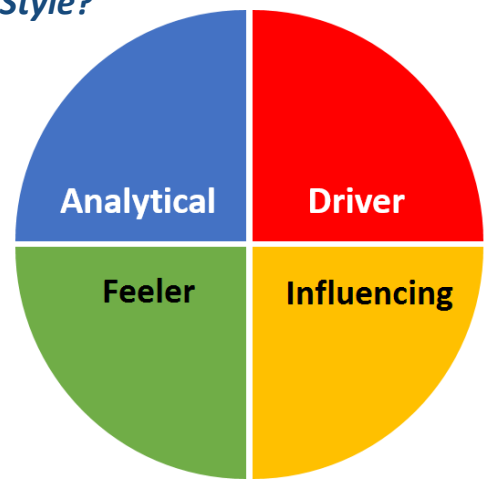
After completing this section, you will be able to:

- Determine your personal communication style, and explain why understanding all styles can help you coach others successfully.

What Color is Your Preferred Communication Style?

The Colors assessment helps identify your preferred communication style. Understanding your preferred style is one of the foundations to effective communication.

Once you understand your preferred style, you can begin to look for clues to identify other people's preferred styles. This helps you adjust your communication approach to best match their preferred style. This is invaluable when helping others learn effectively.



How Leaders Think About Differences



To be effective as a leader, it's essential to understand that NO ONE fits in any one category or box!

When considering differences between people, try to avoid putting people in categories or "boxes." People's communication preferences do **NOT** define the whole of who they are. Resist the temptation to stereotype others (or yourself!) based on preferred communication styles.

"Within every human being lies a world of diversity."

-The Howells Group

Colors: Descriptive Meanings

Accurate: Precise, correct, careful

Aloof: Standoffish, doesn't initiate with others

Bold: Courageous, fearless

Cautious: Careful, guarded, wary

Charming: Appealing, engaging

Colorful: Distinctive, lively, spirited

Competent: Qualified, capable, skilled

Competitive: Ambitious, striving, determined

Confident: Self-assured, unafraid, secure

Content: Satisfied, comfortable, happy

Conventional: Typical, traditional

Creative: Innovative, clever, stimulating

Daring: Bold, willing to try new things, courageous

Devout: Faithful, sincere, genuine

Direct: Candid, straightforward

Easy mark: Easily misled, pushover

Emotional: Sensitive, demonstrative

Evaluative: Assesses, determines, judges

Even-tempered: Calm, level-headed

Experimental: Innovative, pioneering

Forceful: Powerful, effective, strong

Gentle: Nice, pleasant, kind

Good listener: Attentive, patient

Good mixer: Works easily with others, sociable

Gregarious: Sociable, outgoing

High-spirited: Lively, eager, energetic

Humble: Modest, respectful

Impatient: Intolerant, easily irritated

Impulsive: Enthusiastic, unrestrained

Intelligent: Smart, knowledgeable

Law-abiding: Conscientious, honorable

Loyal: Trustworthy, dedicated, faithful

Mature: Developed, seasoned, ready

Moderate: Balanced, reasonable, even

Neighborly: Friendly, sociable

Obliging: Agreeable, accommodating

Optimistic: Positive, hopeful, trusting

Outspoken: Blunt, candid, unrestrained

Passionate: Excited, enthusiastic, intense

Passive: Uninvolved, disinterested

Patient: Tolerant, understanding

Perfectionist: Demands excellence and precision

Persuasive: Convincing, seeks to influence

Playful: Spirited, fun-loving, good-natured

Popular: Generally liked, admired

Practical: Sensible, reasonable, solid

Predictable: Consistent, does the expected

Quick: Abrupt, brief, brisk

Respectful: Polite, considerate

Restless: Impatient, anxious, unsettled

Restrained: Moderate, controlled

Risk taker: Adventurous, daring, not cautious

Self-directed: Independent, not requiring a lot of supervision

Self-reliant: Comfortable depending on oneself and not needing much support from others

Self-promoting: Assertive, political

Serene: Peaceful, calm, tranquil

Stable: Reliable, consistent, predictable

Stubborn: Rigid, determined, inflexible

Systematic: Methodical, organized

Talkative: Outgoing, communicative

Exercise 6: Colors Preferred Communication Style Assessment

1. Read the rows of words across horizontally, from left to right. Use a ruler or piece of paper to make this easier.

2. Assign each word a numerical priority indicating the degree to which it describes you, using the following scale: **4 = Most like you** **1 = Least like you**

3. Use each numeral, 1, 2, 3, and 4 only **once per row**, e.g.:

2 Accurate 1 Patient 3 Gregarious 4 Direct

Word meanings appear on the facing page.

<u> </u> Accurate	<u> </u> Patient	<u> </u> Gregarious	<u> </u> Direct
<u> </u> Systematic	<u> </u> Loyal	<u> </u> Persuasive	<u> </u> Daring
<u> </u> Aloof	<u> </u> Passive	<u> </u> Impulsive	<u> </u> Stubborn
<u> </u> Mature	<u> </u> Stable	<u> </u> Confident	<u> </u> Self-reliant
<u> </u> Conventional	<u> </u> Serene	<u> </u> Self-promoting	<u> </u> Forceful
<u> </u> Restrained	<u> </u> Even tempered	<u> </u> Charming	<u> </u> Quick
<u> </u> Practical	<u> </u> Predictable	<u> </u> Emotional	<u> </u> Bold
<u> </u> Competent	<u> </u> Intelligent	<u> </u> Colorful	<u> </u> Creative
<u> </u> Devout	<u> </u> Evaluative	<u> </u> Passionate	<u> </u> Risk taker
<u> </u> Humble	<u> </u> Gentle	<u> </u> Optimistic	<u> </u> Self-directed
<u> </u> Perfectionist	<u> </u> Easy mark	<u> </u> Talkative	<u> </u> Impatient
<u> </u> Law abiding	<u> </u> Good listener	<u> </u> High spirited	<u> </u> Outspoken
<u> </u> Respectful	<u> </u> Content	<u> </u> Playful	<u> </u> Experimental
<u> </u> Obliging	<u> </u> Neighborly	<u> </u> Popular	<u> </u> Restless
<u> </u> Cautious	<u> </u> Moderate	<u> </u> Good Mixer	<u> </u> Competitive

Total each column below

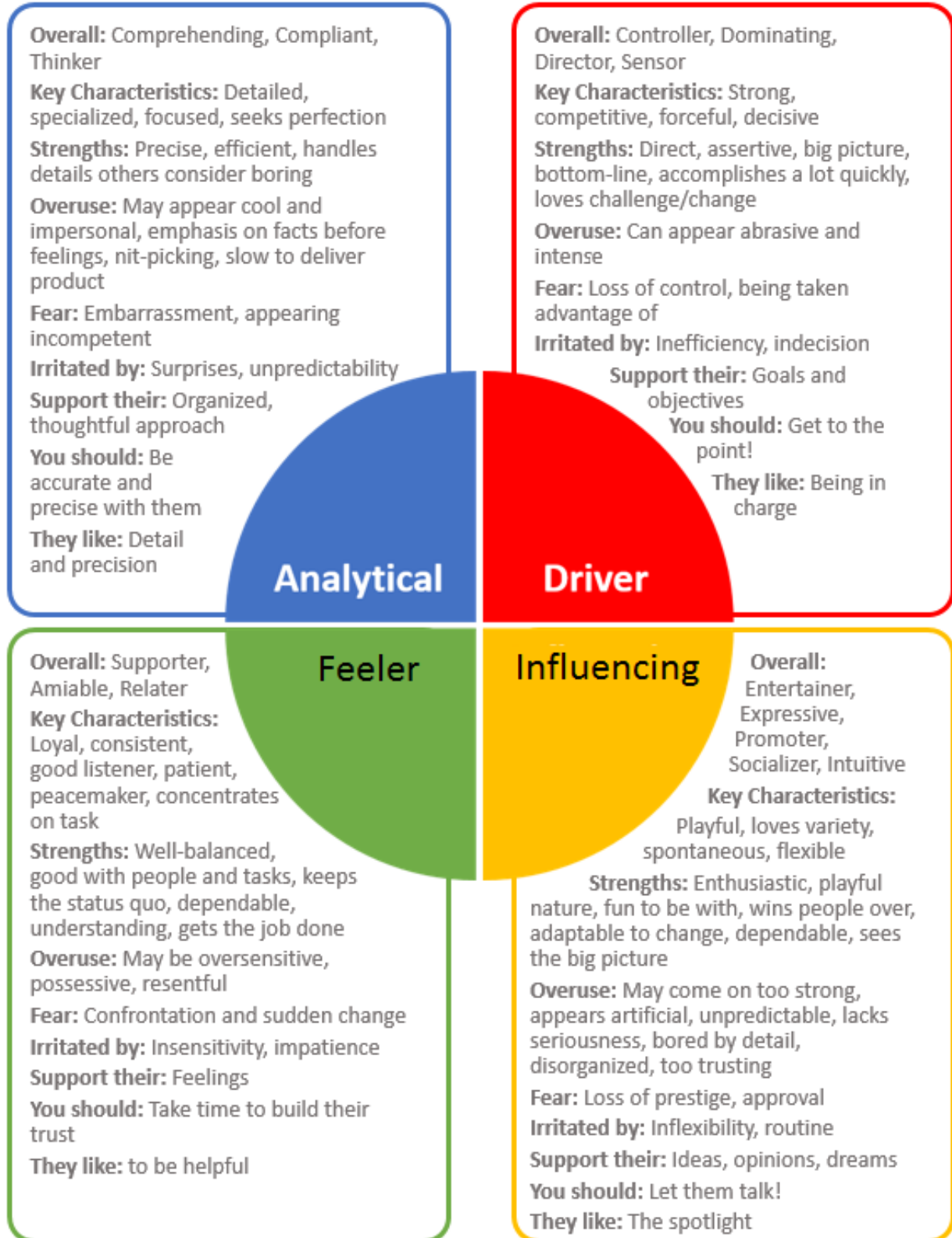
1 2 3 4

Assessment Results

1. Plot each column total from the previous page onto the table below.
For each column, place a large dot in the row representing the range for your total.
Each column represents one of the styles.
2. Draw a line connecting your dots from Blue to Green to Yellow to Red.

	Blue (1)	Green (2)	Yellow (3)	Red (4)
50>				
46 – 50				
41 – 45				
36 – 40				
31 – 35				
26 – 30				
<25				

Color Preferences: Key Characteristics & Tips for Communicating



Exercise 7: How Our Color Preferences Show Up

Part 1 Directions

1. Get together with people in the room who share the color representing your primary preferred communication style.
2. Within your color preference group, break into groups of two or three.
3. Discuss the following:
 - Do you think the description of how you prefer to communicate is accurate? Partially accurate? Why or why not?
 - When you are in conflict with another person, what style strengths do you use? What are the drawbacks of this style when you're engaged in conflict?
 - Share an example of a time when your preferred communication style seemed to work really well to communicate with someone else.
 - What two or three 'clues' can you provide to alert someone else to your preferred communication style? *Write these down:*

Part 2 Directions

1. Gather in two larger groups based on your preferred communication style:

Yellows and Blues



Reds and Greens



2. Discuss the following questions:
 - Based on your primary style, what is most helpful for you to communicate well?
 - What do you find most frustrating or confusing about the other style?
 - What should the other style specifically avoid when working with you?
 - What could the other style do to work better with you?
 - How might this info help you in your role, especially with direct reports whose preference is a different style from yours?

Notes

Leading From the Inside Out – Part 2

Learning Objectives

After completing this section, you will be able to:

- Define and articulate your core values to build self-awareness and authenticity.
- List your agency’s or organization’s values and describe the importance of modelling those values.
- List Communication Best Practices that will help you model the behavior you wish to see in your staff.

Clarify and Lead from Your Core Values

As a leader, you navigate a wide range of situations, decisions, and conflicts, in addition to prioritizing what matters most. The act of clarifying, articulating, and following your values is key in your leadership role. Your values act as a compass, your own personal “true North” and help to keep you on track.



“A crucial first step towards becoming an effective leader is to understand one’s personal values and beliefs. It’s essential to know what matters most at your core in order to discover your own “voice” in order to be authentic as a leader. A clear set of values provides a powerful set of principles to guide your decisions and actions in the wide array of situations you’ll face.”

- Kouzes and Posner, The Leadership Challenge

What Exactly are Values?

Values: “Any personal belief about how to live and how to deal with a situation; beliefs of a person or social group in which they have an emotional investment for or against something.”

- Webster’s Dictionary

Benefits of Living in Alignment with Your Values

Strong leaders live in alignment with their core values, but not just at work. This alignment creates a life of greater integrity, authenticity, and focus. When you have clarity around your core values, it simplifies your choices and decision-making – both for life and leadership. Knowing and living your values consistently creates more confidence in those you lead, causing them to trust you more fully.

Individual Reflection Questions

Think of a time when you felt “out of alignment” with yourself because of an action you took or a decision you made.

- Was there an important value(s) you were either unclear about or didn’t acknowledge in the situation that caused this conflict inside you?

- Knowing what you know now, how would you take action in alignment with your core values?

Notes

Exercise 8: Identify Your Values

It's important to remember that all of the following values are worthwhile and everyone has different values.

Directions Step 1: Identify Your Top 20

Put a check mark next to your top 20 values on the list on this page and the next. If you have values which are not listed, you may add them at the bottom of the list.

	ACHIEVEMENT (a sense of accomplishment by means of skills, practice, perseverance, or exertion)
	ADVANCEMENT (moving forward in your career through promotions)
	ADVENTURE (activities which frequently involve risk taking)
	AESTHETICS (involved in studying or appreciating the beauty of ideas, things, etc.)
	AUTONOMY (working independently, determining the nature of your work without significant direction from others)
	CARING (expressing and receiving love, affection)
	CHALLENGE (stimulates the full use of your potential)
	CHANGE & VARIETY (frequently changing responsibilities and activities in a variety of settings)
	COMPETITION (placing your abilities against others where there are clear win/lose outcomes)
	COOPERATION (opportunity to work as a team toward common goals)
	CREATIVITY (being imaginative, innovative)
	ECONOMIC SECURITY (having enough money)
	ENVIRONMENTAL STEWARDSHIP (caring for the earth and its creatures)
	EXCELLENCE (achieving the highest standard of performance possible in all endeavors)
	EXCITEMENT (experiencing a high degree of exhilaration in your life and work)
	FAMILY HAPPINESS (being able to spend quality time and develop relationships with family)
	FRIENDSHIP (developing close personal relationships)
	FUN (approaching daily living in a playful manner)
	HEALTH (physical and psychological well-being)

	HELP OTHERS (being involved helping people in a direct way, individually or in a group)
	HELP SOCIETY (do something to contribute to the betterment of the world)
	INNER HARMONY (being at peace with oneself)
	INTEGRITY & HONESTY (telling oneself the truth and speaking that truth to others)
	INTELLECTUAL STATUS (being regarded as an expert in your field)
	KNOWLEDGE (understanding gained through study and experience)
	LEADERSHIP (influence with and through others)
	LEGACY (having lasting impact in the lives of others)
	LEISURE (having time for hobbies, sports, activities and interests)
	LOCATION (a place conducive to your lifestyle allowing you to do the things you enjoy most)
	LOYALTY (faithfulness and allegiance to a cause, person or community)
	PLEASURE (a feeling of happy satisfaction or enjoyment)
	POWER (control or influence over other people or organizations)
	PRECISION (enjoying situations where accuracy and exactness is important)
	RECOGNITION (being acknowledged for your contribution)
	RESPONSIBILITY (being accountable for results)
	SIMPLICITY (delighting in the absence of complexities or unnecessary detail)
	SPIRITUALITY (devotion to spirit or soul; often expressed through religious practice)
	STABILITY (routine and duties that are largely predictable, not likely to change over a long period of time)
	TIME FREEDOM (work according to your own time schedule, no specific work hours required)
	WEALTH (profit, gain, generating a significant amount of money)
	WISDOM (the accumulation of knowledge and experience which creates significant insight)
	Other:
	Other:

Directions Step 2: Identify Your Top 10

1. Now that you've identified your top 20 values, review your selections and narrow your list down to your top 10 values. This may be difficult and can take time and extra thought. Don't give up if you're frustrated! This can be a very challenging activity.
2. When you get the list to 10, look at each and ask yourself, "What does this value mean to me?"

Example: INNER HARMONY - *physical and spiritual well-being that makes me feel peaceful*

3. Write your top 10 values and their specific meanings to you below.

Value 1

Value 2

Value 3

Value 4

Value 5

Value 6

Value 7

Value 8

Value 9

Value 10

Directions Step 3: Define Your Top 5 Core Values

1. Finally, select your top 5 core values and write them below.
2. To help ensure you've selected the values most important to you, ask yourself:

At the end of my life, will I look back and be satisfied with choosing these particular values, or am I missing what's most precious to me?

Are these the values I want to be known for as a person and a leader?

Core Value 1

Core Value 2

Core Value 3

Core Value 4

Core Value 5

Directions Step 4: Share Your Values

Use this exercise to practice listening deeply.

1. Find a partner in your table group.
2. Take turns sharing your top 5 core values. Discuss:
 - a. Why these values are especially meaningful to you.
 - b. How you actually try to live your values.
 - c. How you can use your values to connect with others whose values are different from your own.
3. Your facilitator will tell you the total amount of time you have – split the time evenly with your partner.

Exercise 9: Connecting Your Values with Your Organization's Values

Your Role as Leader

Clarifying your highest priority values is clearly important in your role as a leader. In addition to knowing and acting consistently with your values, you also have the responsibility, as a supervisor, to represent the values of the state agency or organization you serve in.

Directions

1. List your organization's core values in the left column below. If you were unable to find a copy prior to this session, make a list of what you think the top values are based on what your leadership is emphasizing.
2. Then place your core values in the other column.

Your Agency's/Organization's Core Values	Your Personal/Leadership Core Values

Questions for Thought

Where do you see correlations between your personal values and your organization's values?

Where might there be a potential disconnect or a conflict between your personal values and the organization's values? How will you manage this in your day-to-day work life?

Where there are strongly aligned values between you and your organization, how can you focus on leveraging them in your day-to-day leadership role?

Communicating as a Leader

You're in the Spotlight

Moving into a leadership position brings big changes in your role and responsibilities regarding communication. People will pay a lot more attention to what you say and do now. If you doubt this, just think about how you have closely examined the language and behavior of your former supervisors and managers!

As a supervisor and leader, you have new accountabilities when you communicate related to:

- The State of Washington
- Your agency/organization
- Policies and procedures
- Other employees
- Other leaders

You must develop a feeling of holding a stake in the organization's future, even if you haven't held such a broad view in the past. And you must watch what you say and do much more carefully than when you were an individual contributor. What you say and do has a direct impact on:

- Your team's environment
- Trust
- Productivity
- Retention
- Morale

Questions for Thought

People on your team will take their cues from you. Ask yourself the following questions:

- What attitude and tone do I want to create in my team?
- How does my behavior either positively or negatively impact the tone?
- How do I make sure I'm consistent with my organization's values and mission?

Communication Best Practices

- Aim for consistent, accurate, and honest communication
- Know and understand what you're communicating before you communicate
- Know and understand your audience
- Share information as soon as possible (but not before)
- Listen to and address employee concerns in a timely and efficient manner

Exercise 10: What Would You Say?

Directions

1. As a team, identify a potential work-related change, policy, or decision that you did not (or would not) personally agree with, but which leaders would need to communicate and support.
2. Discuss how you would frame the change, policy, or decision as a leader, and how you would discuss it with your employees. Keep in mind the Questions for Thought on the previous page.

Exercise 11: Summarizing the Day

1. Something important I learned today was:
2. Something I want to explore or practice further is:
3. As a result of today's training, a goal I am setting for myself is:
4. One thing I will share with my manager is:

Welcome to Leading Others Day 2

Exercise 1: “Speed Check in”

Directions

Round 1

- Stand up and find a partner you haven’t worked with yet.
- Each share the answer to the following question in the time your facilitator tells you:

How do I want people to experience my leadership? What impact do I want to have in terms of how I leave people feeling?

Round 2

- Quickly find another partner.
- Each share the answer to the following question in the time your facilitator tells you:

What is a behavior I want to practice today to stretch myself?

Round 3

- Find another new partner
- Each share the answer to the following question below in the time your facilitator tells you:

As a group, what can we do today to help our hopes from yesterday become a reality?

After Round 3, take time to write all three of these areas down where you can easily reference them during the session.

Taking it Back to Your Team

How could you use or adapt the exercises we’ve done in Leading Others with your team in the workplace?

How could these exercises make a positive impact in your team’s trust, communication, and productivity?



Day 2 Agenda

Topics

Morning

Welcome to Leading Others Day 2

“Speed Check in” Sharing Insights from Day 1

Day 2 Agenda

Building Trust

Behaviors that Impact Trust

The Impact of Trust in Working Relationships

Rebuilding Trust

Practices for Powerful Communication

Balancing Advocacy (Telling) and Inquiry (Asking)

Inquiry and Advocacy Skills and Behaviors

The Art of Listening

Afternoon

Practices for Powerful Communication, cont.

Levels of Listening

The 3 Cs of Communication

Coaching as a Leader

Attributes of a Great Coach

Coaching Skills: Helping People to G.R.O.W.

Creating Conditions for Successful Coaching

Opportunities to Coach Employees

Your Leadership Challenge

Connecting Knowledge to Practice on the Job

Define Your Leadership Challenge

Interim Assignment

Building Trust

Learning Objectives

After completing this section, you will be able to:

- Explain how trust affects relationships, teams, and performance.
- Describe behaviors that break or build trust.
- List the steps to rebuild trust.

The First Job of a Leader

“The first job of any leader is to inspire trust. Trust is confidence born of two dimensions: character and competence. Character includes your integrity, motive, and intent with people. Competence includes your capabilities, skills, results, and track record. Both dimensions are vital.”

- Stephen M. R. Covey

In his article “How the Best Leaders Build Trust,”* author Stephen M. R. Covey notes that low trust in any organization, department, or team places a “hidden tax” on every type of business transaction. Whether in communicating, executing strategy, or making decisions, low trust slows down the process and increases costs!

When individuals and organizations experience high levels of trust, they experience a “dividend” that enhances performance and saves significant time.

A recent Watson Wyatt study quantified the benefit of high trust organizations – they outperform low trust environments by nearly 300%!



*Published on www.leadershipnow.com

Exercise 2: The Impact of Trust in Working Relationships

Directions

1. Work independently.
2. Think of a time when you had to work with someone you did not trust in order to accomplish your goals at work.
3. Answer the questions below.

What was the source of the lack of trust?

How did lack of trust affect your relationship with this person and impact your work?

How did your lack of trust impact others who had to interact with the two of you?

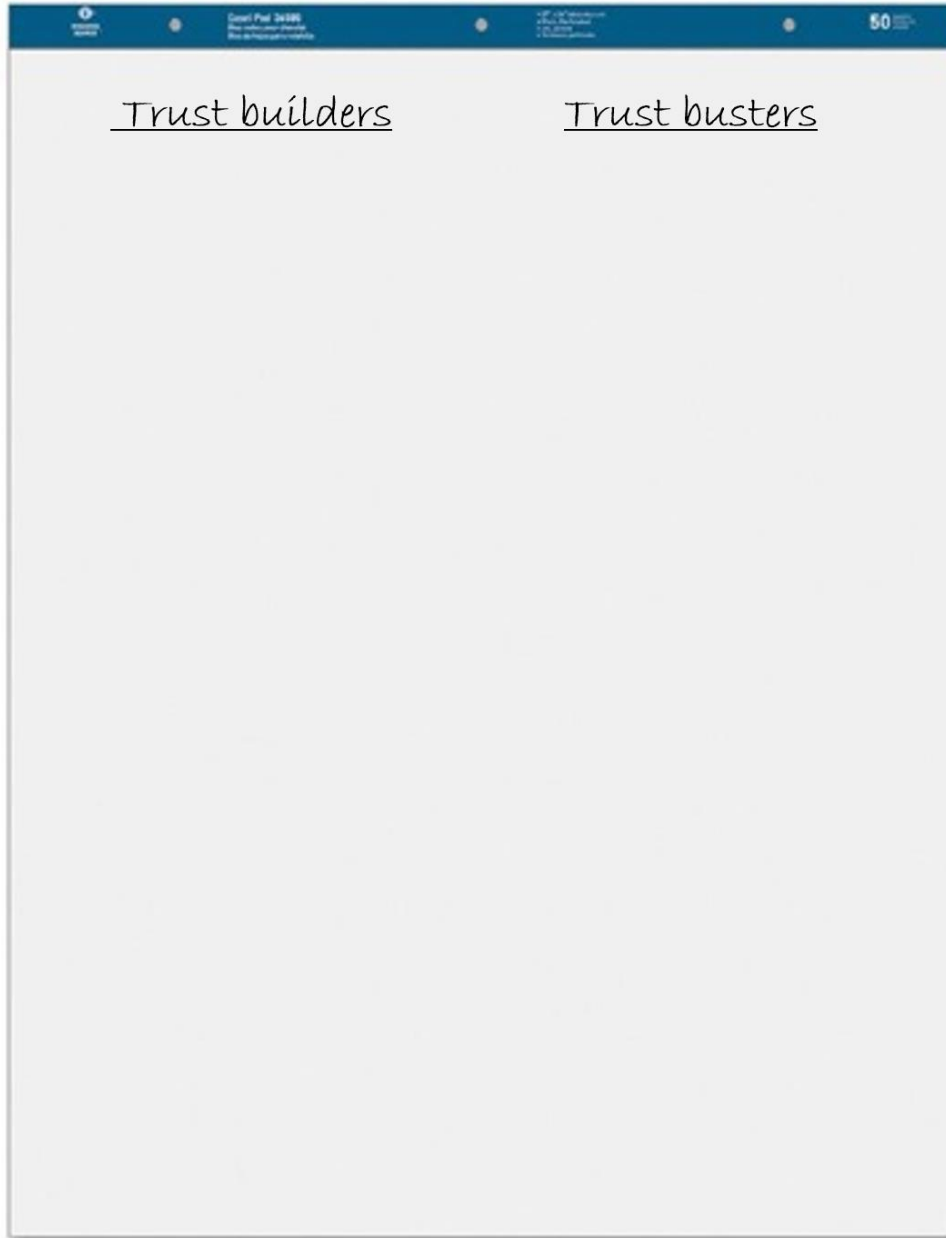
How did you handle your feelings about this situation? What was the impact on you personally?

What was the impact on your ability to achieve your goals?

Exercise 3: Behaviors that Impact Trust

Directions

1. Work with your learning pod to brainstorm a list of behaviors that build trust and behaviors that erode or break trust.
2. Write your ideas on a flipchart (see image below).
3. Select a spokesperson to share your ideas with the class.



The Link Between Trust and Performance

As research shows, there is a consistent, undeniable link between trust and organizational performance. Individuals who trust their leaders and their organizations work harder, work smarter, and stay with the organization longer. Work quality is better in trusting environments.

When individuals lose trust in their organization, manager, or leaders, they may disengage from work, listen to rumors, focus on office politics, and update their resumes. When trust is damaged, the result is a drop in productivity and work quality.

How does a leader build trust? How do you rebuild trust when it is broken? The foundation of trust for a leader is credibility. When a leader builds his or her reputation consistently, one interaction after another, it enables them to establish trust quickly.

What Behaviors Build Trust?

The Top 10*

1. Be direct in all communications
2. Listen first
3. Always demonstrate respect
4. Be authentic
5. Address mistakes and resolve them
6. Remember your commitments and take action to fulfill them
7. Work continually towards personal and professional improvement
8. Confront reality and take informed action
9. Clarify expectations with others
10. Be accountable and hold others accountable

“The job of the leader is to go first. Trust cannot become a performance multiplier unless the leader is prepared to go first.”

- Craig Weatherup, former CEO of PepsiCo

*Adapted from *The Speed of Trust: The One Thing That Changes Everything*, By Stephen M. R. Covey

Rebuilding Trust

Human relationships in the workplace are complex. There are frequent changes, new problems to solve, and diverse personality styles that can make communication challenging. Even the most committed team members and well-intentioned leaders experience misunderstandings and mistakes. If we are honest, we all find there are times when trust needs to be rebuilt. As a supervisor and leader, it's unwise to ignore a breach of trust we may have contributed to; hoping that it will go away is not a good strategy. We know that when people lose trust in their leader, morale and productivity can be severely impacted.

Discussion Questions

- How long does it take to build trust? How long to destroy it?
- What types of behaviors damage trust between a leader and his or her team?

Steps to Rebuilding Trust*

1. Acknowledge that there is a problem.
2. Take personal responsibility for your role in the situation.
3. Find out what happened. Consider multiple points of view; have difficult conversations.
4. Determine what actions you need to take to restore trust.
5. Set a timeline and communicate it to everyone impacted by the situation.
6. Demonstrate trustworthiness through your actions.
7. Re-evaluate the situation and repeat steps if necessary.



**Adapted from articles in Forbes Magazine, Psychology Today, and Harvard Business Review*

Practices for Powerful Communication

Learning Objectives

After completing this section, you will be able to:

- Distinguish between telling (advocacy) and asking (inquiry).
- Identify ways you can balance telling and asking to communicate effectively.
- Recognize and describe characteristics of the four levels of listening.
- Use the 3 Cs of Communication to plan an important conversation.

“The best leaders are proactive, strategic, and intuitive listeners. They recognize knowledge and wisdom are not gained by talking, but by thoughtful and accurate listening.”

- Mike Myatt, Forbes Magazine

Telling vs. Asking

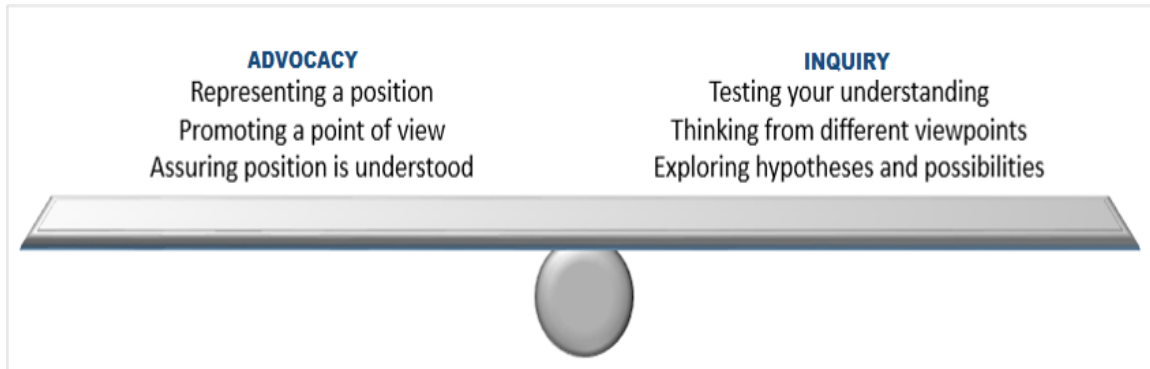
We have just examined the essential role trust plays in developing and maintaining strong working relationships as a supervisor. One of the greatest trust building tools is listening to those we lead. However, in our culture and educational systems we focus mostly on formulating what WE think and want to SAY. There is little emphasis or training on how to ASK what others think or LISTEN to what they have to SAY.

Think of the leaders who have made an impact in your life. Most of us would likely say that it's the leader or mentor who listened wholeheartedly and genuinely tried to understand us that made the most positive impression.

Leaders certainly need to tell and direct at times; this is part of their role. But paying attention to the balance between how much we TELL and how much we ASK is essential to being an effective leader.

Balancing Advocacy (Telling) and Inquiry (Asking)

When to Do What?



All leaders face the same questions:

- When do I just *tell* others (Advocacy)?
- When do I *engage* others (Inquiry)?

Effective Dialogue Uses Both Advocacy and Inquiry

This isn't an either/or issue; effective leaders have to do BOTH and balance them. Advocacy and inquiry are two aspects of effective dialogue. Using both advocacy and inquiry in discussions with others enables you to identify problems and solutions more thoroughly and effectively.

When facing a challenging situation or disagreement, most individuals instinctively **increase advocacy** and **decrease inquiry**. Conversations often deteriorate to close-minded debate and cross-examination. By consciously seeking to improve the quality and balance of advocacy and inquiry in a conversation, you are likely to generate better results.

Advocacy and Inquiry Skills and Behaviors

Discussions that balance advocacy and inquiry rely on four different approaches as outlined below. Effective leaders incorporate all four of the functional approaches into their discussions, based on what’s needed.

A D V O C A C Y	<p>TELLING (High Advocacy/Low Inquiry)</p> <p>Testing “Here is what I say, what do you think of it?”</p> <p>Asserting “Here’s what I say, and here’s why I say it.”</p> <p>Explaining “Here’s how the world works and why I can see it that way.”</p> <p>Dictating “Here’s what I say, and never mind why.” (Ineffective)</p>	<p>GENERATING High Advocacy/High Inquiry</p> <p>Skillful Discussion Being genuinely curious, makes position/thoughts explicit, asks about others assumptions without being cynical or accusing</p> <p>Dialogue Suspending all assumptions, creating a container in which collective thinking can emerge</p> <p>Politicking Giving the impression of balancing Advocacy and Inquiry, while being close-minded (Ineffective)</p>
	<p>OBSERVING (Low Advocacy/Low Inquiry)</p> <p>Bystanding Commenting on the group process vs. content</p> <p>Sensing Being aware of the conversational flow through careful observation</p> <p>Withdrawing Mentally checking out of the room and not paying attention (Ineffective)</p>	<p>ASKING (Low Advocacy/High Inquiry)</p> <p>Clarifying “What is the question we are trying to answer?”</p> <p>Interviewing Exploring others’ points of views and the reasons behind them</p> <p>Interrogating “Why can’t you see that your point of view is wrong?” (Ineffective)</p>
I N Q U I R Y		

Self-Assessment

- On the chart above, place a checkmark by the skills and behaviors you use frequently.
- Place a plus sign by those you need to do more often (underused).
- Write a minus sign by those you need to use less frequently (overused).

*Some Inquiry/Advocacy content adapted from *The Fifth Discipline: The Art & Practice of The Learning Organization*, Peter M. Senge

Exercise 4: How is My Telling/Asking Balance?

Directions

1. Follow the facilitator's instructions to form groups of three.
2. Assign a role to each person in your group:
 - a. Observer
 - b. Leader
 - c. Employee
3. The Leader and Employee will have a brief conversation about planning a celebration.
4. Scenario:
 - o A large project has recently been completed, and both Leader and Employee want to acknowledge all the work that has happened, and the accomplishments of the people working on the project. People involved with the project include staff who did the work, stakeholders who made key contributions, and senior leaders who provided organizational support.
 - o The Leader thinks the best approach for the celebration is a formal ceremony in the auditorium, with individual certificates signed by the Governor and other elected officials.
 - o The Employee thinks the best approach is an informal celebration in the team work area with snacks.
5. The Observer will watch and listen to the conversation, and note below how many times each person engages in telling and asking.
6. When your facilitator indicates, switch roles and repeat the exercise. Do this until everyone has a chance to fill each role.
7. When finished, discuss results as a group. What impact, if any, do the results shed on your self-assessment from the previous page?

The Art of Listening

Effective listening is a skill that has many layers. It is truly an art that we can practice our entire lives! Better listeners:

- Understand the impact of listening in relationships.
- Recognize when we fail to listen effectively as a leader.

Exercise 5: What Makes an Effective Listener?

Directions

1. Work with your learning pod.
2. Brainstorm a list of characteristics and behaviors of good listeners and write them on a flipchart.
3. Prepare to share your list with the class.

Levels of Listening

1. **Self-referenced** – Hearing everything in reference to one’s self. Tends towards defensiveness, not oriented towards others’ opinions or needs. Unable to engage in dialogue, focusing instead on advocating and explaining rather than asking questions to understand.
2. **Positional** – Listening in order to hear another’s position and what they say. Can suspend their own judgment or evaluation somewhat, but focuses on an agenda or position that represents their own opinion vs. what is underlying.
3. **Empathic** – Listening for the other person’s point of view, but also really stepping into their shoes and seeking to understand not just what the other person thinks, but what it is like to have that person’s experience. Valuable and can fail to hear the deeper message or need, staying focused only the emotion.
4. **Fourth Level Listening** – Wholehearted focus on gaining a deep understanding of what is said and not said, observing non-verbal communication and what it’s relaying. A curious, attentive, other-oriented focus on the person communicating. This fourth level of listening goes deeper than the first three levels and is especially powerful in assisting the other person to gain new awareness, clarify their thinking and gain new insight.

Exercise 6: What Level Listening is That?

Directions

1. Work with a partner in your learning pod.
2. Think of a work topic you want to talk about. Pick something that lends itself to a two-way conversation and provides an opportunity for the listener to practice different levels of listening.
3. Take turns talking about your topics and listening. (Note: This activity is NOT about you solving your partner's challenge – but about you practicing listening deeply, and your partner having the experience of being heard!)
4. When finished, take turns discussing your experience.
 - a. Did you feel your partner was listening to you?
 - b. At what level?
 - c. How did you know?
 - d. What insights do you have about the way you listen to your direct reports?
To your peers? To your manager?

The 3 Cs of Communication

Being a good leader requires not only listening, but also giving information and having discussions with those you are leading. This model for communication offers a simple but clear method to organize your thinking and planning for any important conversation – and to deliver your message effectively with an individual or a group.

Effective leaders:

- Are intentional about communication
- Choose the right approach for the situation
- Are listeners, not just “talkers” or “directors” of others
- Reflect on what they need to accomplish and plan in advance the best ways to communicate for success

Basic Framework



3Cs model used with permission

Exercise 7: Planning to Communicate

Directions

1. Identify an upcoming conversation or important communication you need to deliver in your role as a leader OR select a recent communication situation that didn't go well.
2. Plan your approach to the communication (or the approach you wish you had taken) using the worksheet below.
3. When finished, take turns sharing your approach with a partner in your learning pod.

3 Cs Communication Planning Worksheet

Context

What is the purpose of this communication?

What's the bigger picture it connects to?

What's my commitment behind it? Others' commitment?

What's the value and importance of this to me? To others?

Content

What should be said? Not said?

How will I engage and stimulate others' questions and comments?

What information and data is key in this situation? With this group?

What process, order, and timing is ideal?

Completion

What decisions need to be made?

What actions need to be taken?

What lessons learned/shared?
What insight/understanding gained?

Coaching as a Leader

Learning Objectives

After completing this section, you will be able to:

- Describe the mindset and list attributes of great coaches.
- List opportunities leaders have to coach others.
- Apply the G.R.O.W. model to plan a coaching conversation.

What is Coaching?

The term *coaching* is used in a variety of contexts, often with very different meanings. When people refer to someone as a *coach*, they may be referring to a sports coach, a “life” coach, a personal fitness coach, a mentor, a teacher or an instructor.

Coaching others as a leader is a distinct approach involving specific principles and skills. When you coach someone, you draw on the knowledge and potential that already resides within the other person to engage, develop, grow, and, when needed, correct performance.



One of the keys to effective coaching as a leader is letting go of the traditional notion that you should have all the knowledge, control, and responsibility in the workplace. Though as a leader you do have a distinct responsibility, your primary job is to develop the people on your team and to engage their knowledge. The most successful coaches shift the majority of the ownership for change, growth, and responsibility to the person being coached. Coaching is one of the most impactful approaches to accomplish this goal.

Exercise 8: Attributes of a Great Coach

Directions

1. Think about a time when someone was trying to help you solve a problem or change a behavior.
2. In your learning pod, take turns describing:
 - 1 or 2 effective behaviors that were helpful
 - 1 or 2 ineffective behaviors that were not helpful
3. As a group, identify your top four effective coaching behaviors and write them on separate sticky notes.

Ineffective vs. Effective Coaches

Coaching is Not:	An Effective Coach
<ul style="list-style-type: none">● Giving staff all the answers● Telling staff how to do something● Providing solutions● Taking responsibility	<ul style="list-style-type: none">● Draws out your ideas and answers● Asks you to identify how you could● Helps you think through problems● Gives you ownership
<p><i>Note: Leaders may need to take these steps at times – and these activities are not coaching.</i></p>	

A Coach's Mindset

A coaching approach to leading others requires a mindset as well as a skill set. The following six principles are essential for effective coaching:

1. Believe those we coach are resourceful, able, and creative.
2. Relinquish the need/right to “control” and the need to always be right.
3. Recognize the power of the right question at the right time in the right manner.
4. Refuse to solve other’s problems – instead, facilitate their discovery.
5. Acknowledge the other person’s power by guiding, asking, focusing, and thought.
6. Recognize that creating authentic conversations is a leader’s work!

Questions for Thought

Think about the six coaching principles and ask yourself these questions:

- Where are you the strongest?
- Where do you most need to grow?

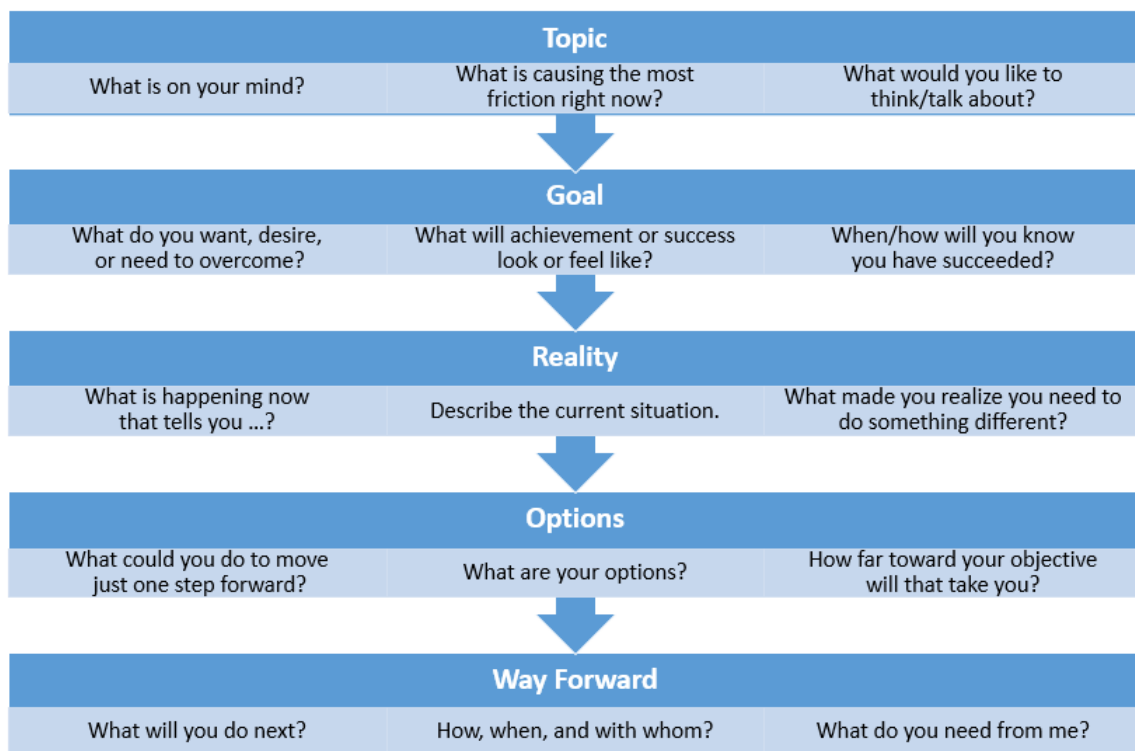
Coaching Skills: Helping People to G.R.O.W.



G.R.O.W. A Framework for a Coaching Conversation

When coaching an employee, it is tempting to provide answers and direct people to a solution. It's fast and simple, but this is NOT coaching. Coaching is facilitating a conversation to help another person think about how to achieve their goals. The G.R.O.W. model is a framework that helps facilitate a productive coaching session.

The G.R.O.W. Model



It's important to realize that this is a guideline for a coaching conversation – NOT a rigid process. You may move up and down in the model as you conduct the conversation.

Creating Conditions for Successful Coaching

We've reinforced the importance of a safe and trusting environment where *respect* is present. This is especially crucial in coaching relationships and conversations. The right conditions and environment must be established at the beginning of the conversation and maintained throughout in order for true communication to occur and for the ultimate success of coaching activities. The goal is for employees to generally view coaching as a positive experience. This is accomplished by:

- Coaching employees in private
- Providing balanced feedback
- Praising progress
- Asking for the employee's perspective and using Fourth Level Listening
- Valuing their opinions (although not necessarily agreeing with all of them)

Opportunities to Coach Employees

If you are aware and anticipate opportunities, you'll find many options for coaching every day. As a leader, you will find yourself coaching and engaging your employees for a variety of purposes, including:

Coaching for Development	Proactively coaching an employee to develop new skills, increase competence, improve confidence with a new task, take on a new responsibility, or accomplish a challenge
Coaching for Improvement	Reactively coaching an employee to address a new behavior or performance issue – “nipping it in the bud” as soon as possible

Corrective Action

Sometimes you need to take **corrective action** –addressing a serious, ongoing performance, behavioral, or misconduct issue – **after** Coaching for Improvement efforts. Taking corrective action is a progressive process involving documentation of issues, improvement efforts, and results, possibly resulting in disciplinary action up to and including termination.

NOTE: Partner with your HR representative when dealing with corrective action.

Exercise 9: Coaching with the G.R.O.W. Model

Directions

1. Work in groups of three.
2. Each person in your group will pick a topic and conduct either a Coaching for Development or Coaching for Improvement discussion with a Coachee/Employee.
Examples:
 - An employee having difficulty working with another employee
 - An employee who wants to advance in their career
 - An employee who is showing up late or having absences (first conversation, *not corrective action*)
3. Prepare to coach each other by filling out the *G.R.O.W. Coaching Session Planning Template* on the next page. Refer to the sample questions on the *page after the Template* for ideas on what to ask.
4. Take turns playing the following roles:
 - Coach: Uses the G.R.O.W model to guide the conversation; briefly describes the employee and situation to the Coachee
 - Coachee/Employee: Role-play the employee described by the Coach
 - Observer: Makes observations about what the coach did that worked well and areas where the coach could be more effective. Takes notes to share with the Coach during debrief.
5. When it is your turn to be coached, let the coach start and steer the conversation. Much of the time give short answers to the coach's question so he or she can practice moving the conversation forward with the G.R.O.W. model.
6. Decide the order for the rounds:

	Coach	Coachee	Observer
Round 1			
Round 2			
Round 3			

7. Your facilitator will tell you how long each round will last – how much time for the coaching and how much time for the feedback.

G.R.O.W. Coaching Session Planning Template

	Questions to Ask
Topic	
Goal	
Reality	
Options	
Way forward	

Observer Notes

What did the coach do well?

How could the coach be more effective?

Sample G.R.O.W. Questions

Goal

Coaching starts with establishing a goal – a performance or development goal, a problem to solve, a decision to make. Coach may specify goal (Coaching for Improvement) or coachee may specify (Coaching for Development).

- What do you want to achieve from this coaching session?
- What goal do you want to achieve?
- What would you like to happen with _____?
- What do you *really* want?
- What would you like to accomplish?
- What result(s) are you trying to achieve?
- What outcome would be ideal?
- What do you want to change?
- Why are you hoping to achieve this goal?
- What would the benefits be if you achieve this goal?

Options

Once you both have a clear understanding of the situation, the coaching conversation turns to what the coachee can do to reach their goal.

- What are your options?
- What do you think you need to do next?
- What could be your first step?
- What do you think you need to do to get a better result (or closer to your goal)?
- What else could you do?
- Who else might be able to help?
- What would happen if you did nothing?
- What has worked for you already? How could you do more of that?
- What would happen if you did that?
- What is the hardest/most challenging part of that for you?

Reality

This step in the model helps to gain awareness of the current situation: what's going on, the context, the magnitude, etc.

- What is happening now (what, who, when, and how often)?
- What is the effect or result of this?
- What steps have you already taken towards your goal?
- How would you describe what you did?
- Where are you now in relation to your goal?
- On a scale of 1 – 10 where are you?
- What has contributed to your success so far?
- What progress have you made so far?

Way Forward

In this step, the coach checks for commitment and helps the coachee establish a clear action plan for next steps.

- How are you going to go about it?
- What do you think you need to do right now?
- How will you know when you have done it?
- Is there anything else you can do?
- On a scale of 1-10, what is the likelihood of your plan succeeding?
- What would it take to make it a 10?
- What obstacles are getting in the way of success?
- What roadblocks do you expect or require planning?
- What resources can help you?
- What is missing?
- What one small step will you take now?
- When are you going to start?
- How will you know you have been successful?
- What support do you need to get that done?
- What will happen (what is the cost) of you NOT doing this?
- What do you need to help you achieve this?
- What are three actions you can take this week?
- On a scale of 1-10, how committed are you to doing it?
- What would it take to make it a 10?

Your Leadership Challenge

Learning Objectives

After completing this section, you will be able to:

- Describe your plan to apply the knowledge and skills you have gained in this course to a specific Leadership Challenge.
- Summarize the interim assignment you will complete before returning for Day 3 of this course.

Connecting Knowledge to Practice on the Job

Without a strong intention, it's easy to leave new leadership mindsets, knowledge, and tools in the classroom or with your notes on the shelf. But leadership, like any other skill, grows through **intentional and regular practice**. In order to grow as a leader, it's essential for you to develop a systematic way to apply the mindsets and behaviors we've explored in this program.

"Leadership is like learning to swim; you can't learn by reading about it. You've got to jump in the water and get wet!"

*Henry Mintzberg,
McGill University School of Management
The Nature of Managerial Work*



Exercise 10: Define Your Leadership Challenge:

The Leadership Challenge is an opportunity to bring together the learning from the last two days and from your own experiences. Use the template on the following two pages to record your answers to the questions below.

Directions

Part 1

1. **Identify a specific leadership challenge** you want to work on between now and the next class. Examples include:
 - o A specific leadership skill you want to work on, such as practicing self-awareness, coaching members of your team using the G.R.O.W. model, etc.
 - o A workplace challenge, such as recruitment and retention of staff, managing workload of your team, etc.
2. **Create a vision for your leadership success** in your current role. Be aspirational. What would a “stretch goal” look like in your growth as a leader?
3. **Identify potential barriers** to achieving your goal. How will you anticipate and address those?
4. **Identify your strengths** (refer to your communication style insights and core values). How can you leverage those strengths in this challenge?
5. **Identify your areas for growth**. Refer to the content covered so far from your pre-class work, and Days 1 and 2 of the Leading Others course.
6. **Create a plan to move forward on your project**. Set dates for action steps and identify others who can help you. This enables you to apply the knowledge you have gained in day-to-day actions.

Part 2

1. Discuss your goal with a partner.
2. Help each other refine your initial drafts by asking questions, brainstorming, and generally supporting each other.

Examples of possible Leadership Challenges:

- Schedule at least one face-to-face conversation with someone on your work team to practice listening skills
- Use the G.R.O.W model to coach an employee.
- Use the 3Cs Meeting Planning Template to plan a meeting or conversation.
- Other ideas?

Worksheet for Leadership Challenge

1. **Identify a specific leadership challenge** you want to work on between now and the next class. (This is an actual part of your job, a project or a difficult challenge that you will practice the skills we're focused on in this course).

-
2. **Create a vision for your leadership success** in your current role. Be aspirational. What would a "stretch goal" look like in your growth as a leader?

-
3. **Identify potential barriers** to achieving your goal. How will you anticipate and address those?

-
4. **Identify your strengths** (refer to your communication style insights and core values). How can you leverage those strengths in this challenge?

5. **Identify your areas for growth.** Refer to the content covered so far from your pre-class work, and Days 1 and 2 of the Leading Others course.

6. **Create a plan to move forward on your project.** Set dates for action steps and identify others who can help you. This enables you to apply the knowledge you have gained in day-to-day actions.

Interim Assignment

In addition to your Leadership Challenge, between now and Day 3 of class, please also do the following:

1. Discuss this Leadership Challenge with your manager. The goal is to foster a conversation between you and your manager about what you are learning in this course, how you will apply it, and to gain support and coaching from your manager.
2. Plan a meeting with your learning pod to review your Leadership Challenge and to ask for coaching.

Welcome to Leading Others Day 3

Day 3 Agenda

Morning

- Day 3 Agenda Review
- Check in – Images Exercise
- Share Highs and Lows from Leadership Challenge
- Revisiting the Wheel of Learning

Addressing and Resolving Conflict

- Dealing with Conflict; Positive and Negative Aspects
 - Causes of Conflict and Continuum
 - The Brain and Conflict: Keeping it Safe
 - Thomas-Kilmann Conflict Model
 - Preparing for Potential Conflict Situations
-

Afternoon

Giving and Receiving Feedback

- Importance of Feedback to Engagement
- Mindset Matters with Feedback
- Receiving Feedback – Exercises
- Giving Positive Feedback – R.A.C.E. Model
- Giving Constructive Feedback – R.E.S.P.E.C.T. Model

Course Summary – Applying and Integrating Your Learning Exercise

- Leadership Scenarios
 - Closing and Next Steps
-

Your Leadership Challenge

Learning Objectives

After completing this section, you will be able to:

- Describe your successes and areas of learning with your Leadership Challenge.
- List areas in leadership where your skills are strong, and where you have room to grow.

Exercise 1: Check-in with a Partner

Directions

1. Find a partner you haven't worked with yet.
2. Select 2 images each from those displayed on the tables.
 - a. Select 1 image to describe yourself as a leader before you've attended the first 2 days of this course.
 - b. Select the 2nd image to describe yourself today as a leader, and the changes in mindset or skill set that have occurred.
3. Share with your partner. Make sure you each get a chance to share.

Let's share in our pods now the learning and "highs and lows" relative to your Leadership Challenge since our last Leading Others session.

Exercise 2: Share Learning with Your Leadership Challenge

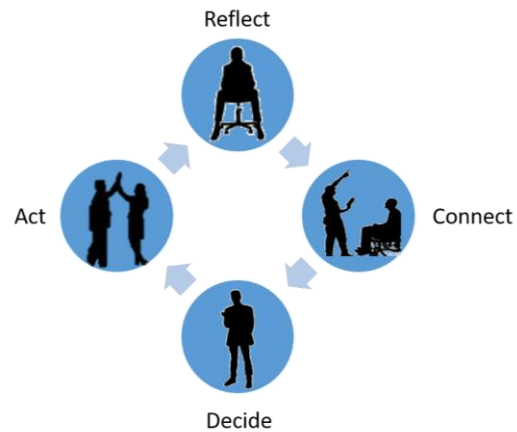
1. Regroup with your original "Pod" small group.
2. Allow time for each person to share successes, areas of learning, or barriers, in the last month with your Leadership Challenge.
3. Be prepared to have someone in your group share a synthesis of your Pod's themes with the entire cohort.



Revisiting the Wheel of Learning

Remember the Wheel of Learning? Effective leadership requires continuous learning. The learning wheel represents the process of how adults learn:

- First we **reflect** on what we've learned
- Next we **connect** the ideas to our real world experience and context
- Then we **decide** how we'll proceed and what to try
- Finally we **act** (take action)



And then the process starts again. After we take action, we reflect on how well our actions met our intended outcome. From there, we continue the wheel of learning – connecting, deciding, acting and reflecting again.

Addressing and Resolving Conflict

Learning Objectives

After completing this section, you will be able to:

- Describe why conflict occurs, and list potential impacts conflict may create.
- Describe how “triggers” related to the brain’s functioning impact people’s behavior in conflict.
- Explain benefits for teams when leaders create a safe zone when conflict occurs.
- List varied strategies for handling conflict, and when each strategy is most effective.

Dealing with Conflict

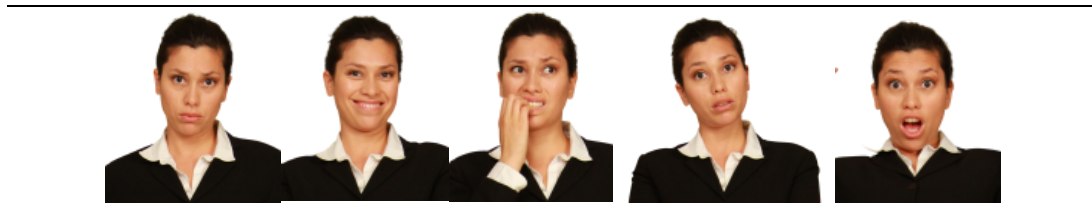
Earlier in this course we discussed the importance of trust and communication skills to your ability to build productive relationships as a leader. Valuing and practicing these skills in neutral settings helps prepare us for the more difficult conversations any leader must address. Conflict is commonly at the top of the list of those difficult conversations leaders must have.

Conflict: Perceived or actual differences of facts, perceptions, methods, opinions, needs, or values.

Webster’s Dictionary

Your First Reaction to Conflict

Place a checkmark on the expression below that best reflects your first reaction to conflict.



Positive and Negative Aspects of Conflict

Frequently, people’s first reaction to the idea of conflict is negative. There certainly are many examples of unproductive conflict and negative results from poorly managed conflict. As a leader, however, it’s important to recognize that conflict can also have positive consequences and impact.

Working from your experience in the workplace, what are some examples of both positive and negative aspects of conflict?

Examples:

<u>Negative Aspects of Conflict</u>	<u>Positive Aspects of Conflict</u>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Conflict is Normal

Understanding conflict, why it occurs, and how people respond to it, is essential to effective leadership. Instead of being surprised or thinking “I must be doing something wrong” as a leader when conflict occurs, you should *expect* that there WILL BE conflict. While your goal as a good leader is to avoid unnecessary conflict, conflict is inevitable and can be leveraged for growth and positive change.

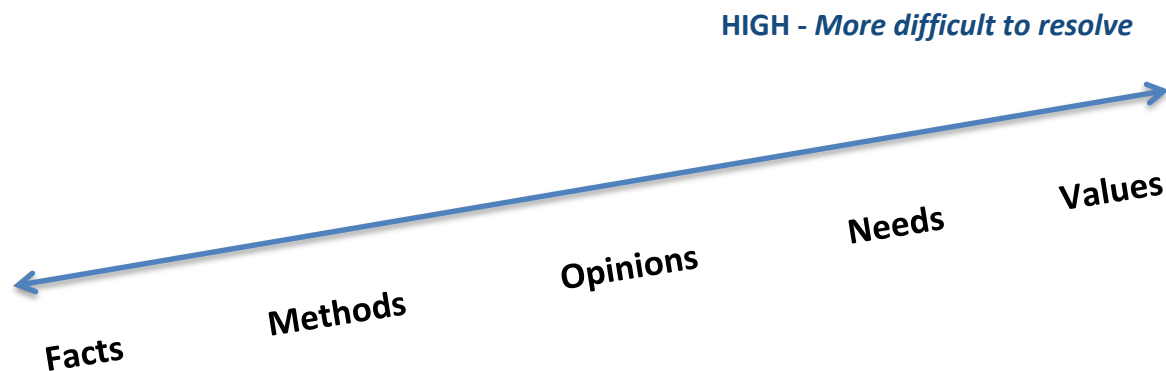
Knowing the reasons and causes for conflict helps a leader diagnose and address the situation appropriately. It is helpful to be aware of several common situations that often create conflict between people and within teams.

Communication Preferences, Values and Conflict

Exercise 3: Question for Thought

- Think about the *Colors* preference activity and the Values activity from Day 1. What are some specific ways that our communication preferences and values impact people’s approach to addressing conflict?
- Share a specific example with the group that relates to the Colors and Values exercise.

Continuum of Conflict



When dealing with conflict, it's important to step back and carefully consider the underlying tensions and differences between people. Some conflicts can be resolved more easily than others. The continuum progresses from conflicts that are less difficult to resolve (those based on misunderstandings about *Facts*) to those more difficult to resolve (those based on strong *Opinions* or *Needs*).

Examples:

Less Difficult

Fact: thinks you didn't send an email that you actually sent to meet a deadline

Method: likes to staple at an angle vs. even at the top of the page

More Difficult

Opinion: believes supervisor should have bi-weekly staff meetings

Needs: needs to have absolute quiet to work productively and open cube is difficult

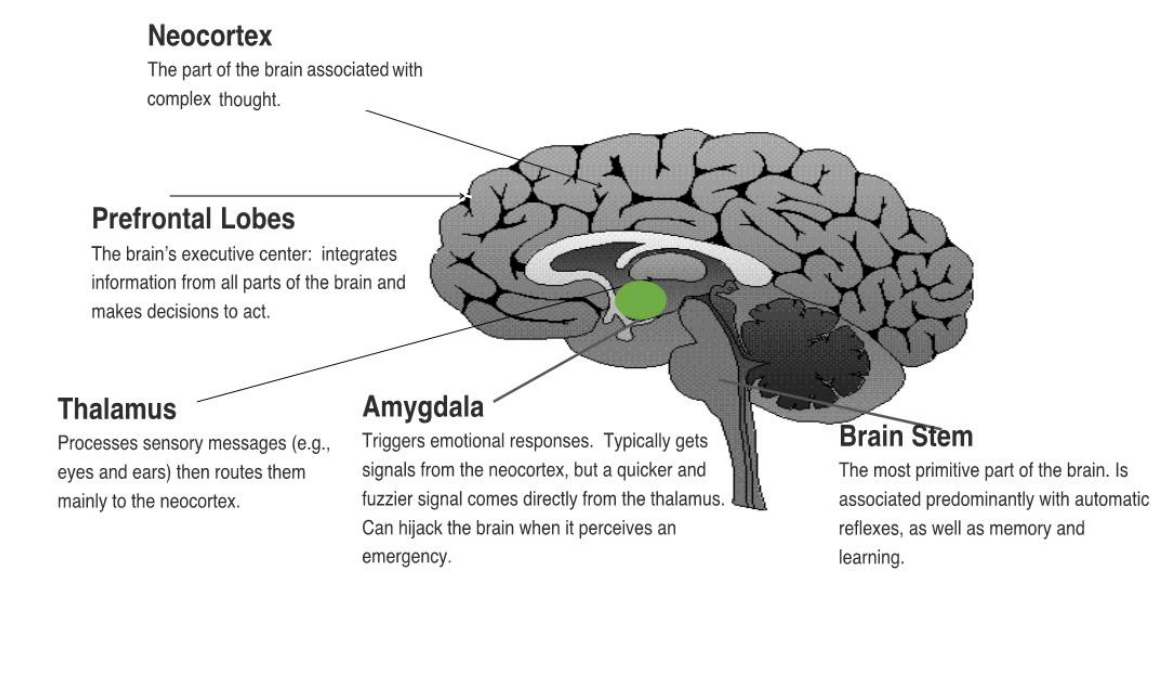
Values: believes everyone should ride their bike to work at least three times weekly to reduce emissions.

The Brain: Managing Our Innate Responses to Conflict

It's important to know that the brain plays a large role in how conflict is perceived and handled by individuals. If we first understand the "default" setting humans have and learn to proactively manage this reaction, we will be more successful in dealing with conflict.

Below is a diagram and scenario to explain how this works.

How the Brain Reacts to Conflict



Let's look at an example of what happens in the brain (refer to previous diagram) using a workplace situation:

1. **A member of your team has mentioned a mistake you recently made several times in staff meetings. You perceive this person is working to undermine your leadership.** *(The amygdala, a small green oval the size of a pea, is activated when people perceive any threat, which conflict often triggers.)*
2. **Even after you've respectfully asked this colleague to stop it, they do it again in front of your team when the assistant deputy is attending your meeting.** *(This often short circuits our brain and we react vs. processing our perceptions in the frontal cortex, which is the rational area of the brain that regulates self-control.)*
3. **After the meeting when everyone has left for lunch, you work to control your anger, but say, in a clipped and sarcastic tone: "You know, you aren't even close to being subtle in your continued negative comments about me! It's obvious you will do anything to get this promotion!"** Immediately after you make this comment, you regret your approach, and feel surprised and embarrassed that you said this and didn't manage yourself better. *(When we are tired, hungry, stressed, or otherwise triggered emotionally, our tendency to bypass our rational brain is activated and we go straight to reaction.)*

The Need for Safety

How does this knowledge of the brain relate to effective leadership? The answer is simple but important. To counteract this hardwired, physiological reaction, an effective leader creates and maintains safety vs. emotional escalation. A leader's role is to establish and maintain a safe environment through listening, asking questions, and refusing to react to your own *default settings* or *triggers*, as well as to other's reactions.

A *trigger* is what happens when our amygdala is *hijacked* by an immediate, overwhelming emotional response. Only later do we realize our response was inappropriate or too strong.

In order to lead others through conflict, we must develop our *self-awareness* of what is happening in our brain and use it to overcome our natural *biological reaction* to change. Then we must consciously communicate with others in a way that moves them into a safe zone and helps them stay there.



Adversarial Zone

Focused on what we differ on, who's right, and who's wrong.

Safe Zone

Focused on creating and maintaining safety to encourage dialogue, listening, and speaking to understand and to be understood.

Exercise 4: Managing Your Triggers; Keeping it Safe

Directions

1. Work independently to answer the questions below. Consider your *Colors* communication preference and the values you identified on Day 1. Remember also our conversations from earlier in this class about the ways a leader's role is different than the role of an individual contributor.
2. Then discuss with a partner your insights on your *triggers* and what you'll need to do to create safety for yourself and others.

Reflection Worksheet

What actions and behaviors in others trigger irritation or even anger in you? How could this relate to your communication preferences, your values, or other influences?

As a leader, what potential triggers will you need to be aware of that could take you and others out of the "safe zone"?

How can you help create safety for your team in times of conflict? What strategies help you overcome your own triggers?

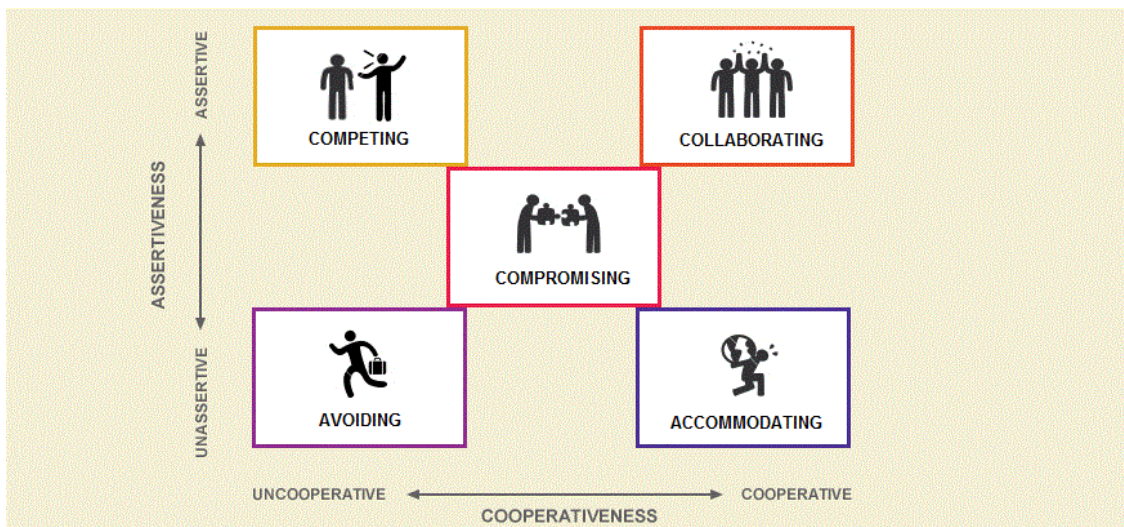
The Thomas-Kilmann Conflict Model

Like most people, you've probably developed a habitual way of dealing with conflict, and almost always trying to resolve differences in the same way. It's common for most people to have primary and secondary preferred approach to conflict.

Your Thomas-Kilmann Conflict Mode Instrument (TKI) results will increase your awareness of five alternative modes for handling conflict. It will help you learn to make effective use of each mode – including the ones you use too little because you haven't yet learned when and how to properly use them.

Selecting the Best Conflict Mode for the Situation

The Thomas-Kilmann model is practical and helpful in diagnosing what the appropriate conflict-handling approach to a given conflict. First, determine what level (high or low) the relationship is in the conflict. Second, assess how important (high or low) the issue is in the conflict. Those two pieces of information guide you in choosing one of the five conflict-handling modes.



Avoiding – Withdraw from the situation to maintain neutrality.

Accommodating – Allow others to have what they want in order to maintain relational harmony.

Compromising – Each party gets part of what they want/need.

Collaborating – Forging a solution where each party wins/receives what they each want/need.

Competing – Someone wins and someone loses – only one party receives what they want/need.

Reflection questions:

See when to use each conflict mode on the next page. What areas of conflict management do you overuse? What areas of conflict management do you underuse?

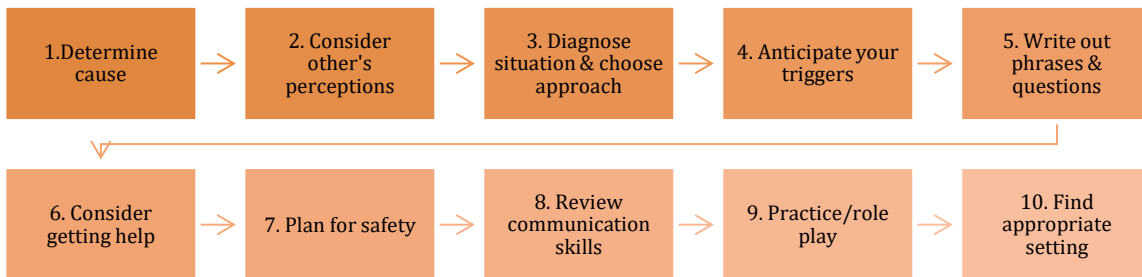
When to Use Each Conflict Mode

Conflict Mode	When to use	Overuse	Underuse
Avoiding <i>Withdraw from the situation, maintain neutrality</i>	<ul style="list-style-type: none"> To avoid lesser issues To reduce tensions To buy time when needed When options are limited To get others to step up When you recognize issues as symptoms 	<ul style="list-style-type: none"> Limits your options Allows decisions to be made by default Allows issues to fester and escalate Creates a climate of caution 	<ul style="list-style-type: none"> Causes hurt relationships Creates work overload due to many causes Causes poor prioritization and delegation
Accommodating <i>Let the other party win, maintain harmony</i>	<ul style="list-style-type: none"> To demonstrate your reasonableness To develop other's performance To show goodwill To keep the peace in crucial relationships To allow time for retreat To maintain a larger perspective 	<ul style="list-style-type: none"> Overlooks ideas Restricts influence Limits contributions Loses appropriate control Diminishes respect 	<ul style="list-style-type: none"> Undermines rapport and trust Impacts morale negatively Creates a reputation of rigidity Communicates an inability to yield Stifles creativity in others
Compromising <i>Let's split the loaf – each gets half of what they want</i>	<ul style="list-style-type: none"> When negotiating is needed When middle ground is required When concessions are important 	<ul style="list-style-type: none"> Loses big picture perspective Minimizes trust Creates a cynical climate Creates resentment 	<ul style="list-style-type: none"> Creates unneeded confrontation Stimulates frequent power struggles Causes loss due to poor negotiation
Collaborating <i>Creating a win/win</i>	<ul style="list-style-type: none"> To foster needed dialogue To gain “win-win” with listening, understanding, empathy To promote non-threatening confrontation To create shared analysis for best outcomes To identify best solution based on deeper issues 	<ul style="list-style-type: none"> Wastes time on unimportant matters Diffuses responsibility Allows others to take advantage of you/your team Overloads work 	<ul style="list-style-type: none"> Causes loss of mutual gains Decreases commitment Lowers empowerment Causes lost innovation & ownership
Competing <i>I must win and the other must lose</i> <i>Adapted from Thomas-Kilmann Conflict Model</i>	<ul style="list-style-type: none"> When acting quickly is critical When taking unpopular and decisive action When protection of vital issues is at stake When protecting yourself or others from harm 	<ul style="list-style-type: none"> Receives limited candid feedback Minimizes learning and growth Lowers empowerment of others Limits others' ability to challenge 	<ul style="list-style-type: none"> Restricts your influence Creates indecision Delays important action Inhibits growth Lowers others contributions

Preparing for Potential Conflict Situations

In any leadership communication situation, preparation helps to ensure a positive impact. This is especially true when dealing with conflict. Emotions can run high, people's reactions are often *triggered*, and true dialogue is difficult. There are steps you can take to prepare yourself for a situation where you anticipate some level of conflict with a direct report, your boss, or a co-worker.

Steps



Use the worksheet on the next page to prepare for conflict discussions.

When to Involve Human Resources (HR)

Support and counsel is especially crucial! State agencies and public entities have Human Resources (HR) professionals, and some organizations also have labor relations professionals.

Your manager is also a resource and a key stakeholder to involve when challenges arise. After class, check in with your manager to learn your organization's expectations about who you should contact first (your manager or the HR office) when you have questions or challenges.

In general, check in with your manager/HR when these issues arise:

- Any situations involving performance-related coaching
- Topics related to your eLearning, such as:

Civil Service Rules & labor relations

Performance plans and reviews

Hiring processes

Resolving performance issues

Pay, leave, and time

Unlawful employment discrimination

- When in doubt, reach out!

If you have represented staff, labor representatives can also be important business partners. Work with your manager and identified HR professional to determine when and how to engage with them. You may have opportunities to engage with your own or other employees who are union stewards, or paid union staff, in your work as a supervisor. It may not be something you always do directly since there will be times when you'll want to rely on your HR office for support, but ensuring you think about how labor needs to be involved is important.

WORKSHEET – PREPARING FOR CONFLICT

1. Consider what the deeper cause may be regarding this conflict. Is it conflicting facts? Differing methods or opinions? Or could it be a core value that is creating difficulty?
2. What perceptions are at play that may need to be brought out in the open?
3. Diagnose the conflict using the Thomas-Kilmann model. How important is the issue and the relationships in this conflict? How could the model inform your approach?
4. What “triggers” may be operating for you in this situation? What triggers may be operating for others?
5. Write out key phrases and questions to use in seeking to address the conflict.
6. As you think through this, where might you need help?
7. Plan on how you can keep things safe; what ground rules or agreements could you use even when there may be powerful emotions involved?
8. Review the communication skills we’ve covered in Leading Others, such as Colors Assessment, Inquiry/Advocacy, 3 Cs, Coaching, etc. Consider which approaches and tools could be especially helpful.
9. Practice role playing with someone you can trust. Consider a member of your pod from Leading Others.
10. Find and use an appropriate setting for the situation. Consider privacy needs and the most neutral setting possible.

Exercise 5: What Will You Commit to Practice?

Directions

1. Think about what you've learned about your responses to conflict.
2. Answer the questions below.

What is one step you can take to practice new skills in dealing with conflict?

When have you managed conflict successfully? What helped you to do this?

Which conflict-handling modes could help you grow?

Giving and Receiving Feedback

Learning Objectives

After completing this section, you will be able to:

- Describe the connection between employee engagement and feedback.
- Apply best practices to delivering and receiving both positive and constructive feedback.

The Importance of Feedback

One of your most important roles as a leader is to fully engage the talent and human energy you have on your team, and to create a motivated team and workforce. Recent, powerful research gives us important insights. The Gallup organization conducted extensive research into employee engagement and identified 12 indicators that measure the most important elements of employee engagement.

Indicators of Employee Engagement

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

* Taken from Gallup Poll Survey and Report, *State of the American Workplace 2012*

Exercise 6: Indicators of Engaged Employees

Directions

Place a checkmark next to indicators that are related to communication, especially positive and constructive feedback.

Mindset Matters When it Comes to Feedback

Giving and receiving feedback is one of the most important aspects of effective leadership. It's a skill and essential practice that good leaders use to help people develop, to engage team members, and to create an overall environment where problems are solved and growth happens. Feedback is an art, honed over time through both success and failure.



We often fear feedback conversations because of past failures giving it, or when we've experienced difficulties receiving it. This is especially true when it comes to negative feedback. Often it was intended as corrective, constructive feedback; however, the delivery or timing made us (or others) angry, defensive, or hurt. One reaction is to blame the bearer of the information. We even default to completely avoiding giving or receiving it because it strikes at one of our most prized possessions – our image of self. We all like to see ourselves as effective, skilled, and capable both with people and tasks.

Feedback Is A Gift

Leaders are most powerful when they model the behaviors they want to see demonstrated by others. Examining and adjusting how we *think* about feedback first can help us model the right approach in giving and receiving feedback for those we seek to lead.

Here are five practices to help you model giving and receiving feedback for your team:

1. **Accept it – receive it as a gift.** This is how others see you. It is not wrong or right, bad or good; it just is. Refuse to take it personally. It is information. Determine how to best use this information to help others, yourself, and your organization.
2. **Listen first and to understand.** Decide to be a listener first as you receive information without defending yourself. Work to be a “curious learner” – focus on understanding the other person's point of view fully. Determine what they need from you. This mindset demonstrates you see them as important. It shows you value their needs and concerns. This doesn't mean agreeing with them or satisfying all of their wants, but that you value them personally as well as their perspective.
3. **Examine the tone that you set.** Are you approachable? Are people comfortable talking to you? This helps people offer potentially negative information that you can then act upon. If you are not approachable, people will talk to others about you, but they will not express their opinions directly to you.
4. **See past the feedback to the need.** If you have a negative assumption about someone, you may tend to more easily dismiss their opinion. Challenge yourself to consider the feedback fairly. Ask yourself, what is the need is behind the feedback you receive?
5. **Continue to practice reflecting on both positive and constructive feedback received.** Excellent leadership is always reflective. As leaders, we must ask ourselves: “How am I doing? How are the people I affect doing? Am I consistently creating a positive and healthy environment?” This kind of reflection causes us to grow and reach higher levels of success and model the way for our team members to do the same.

Exercise 7: Practice Receiving Feedback

Part 1

Think about a time you heard feedback that was difficult for you to receive.

1. What level of openness did you have to the feedback? What steps, if any, did you take to stay open?
2. What did you do with the feedback?

Part 2

1. For the feedback scenarios below, identify which would be **the most difficult** for you to hear (or if none would be difficult, identify another feedback scenario that would be challenging for you to hear). How would you respond in the most difficult situation? What steps could you take to hear the feedback as a gift? What would you do next?
 - a. One of your direct reports tells you that you are not treating all your direct reports equally, and that you clearly have “favorites.”
 - b. Your boss calls you into his office and he is angry. One of his peers who he trusts told him you were rude in a meeting.
 - c. You have spent weeks working on a proposal for your executive management team. This proposal has involved several late nights for you, and some of your other tasks are on hold while you completed. Your peers review your draft proposal and suggest cutting the parts you worked on the longest, saying they are overly wordy.
 - d. You are receiving an award for improved productivity in your team. You have been asked to receive the award in your organization’s auditorium, in front of several hundred staff and leaders.
 - e. Your boss tells you one of your direct reports was rude to him. He suggests that you should write her up.
 - f. Other feedback scenario? _____

Giving Positive Feedback

Consider that those you lead are like runners in a race. Each day they come to work facing challenges and hurdles to overcome. When actual runners persevere in a race, one of the most encouraging things others do is to “cheer them along” on the sidelines. This encourages them to continue persevering and uplifts them when they want to quit. Giving genuine, positive, and specific feedback to others in the workplace has the same effect!

The R.A.C.E. Approach to Feedback

Readon for feedback. What’s the purpose of giving this feedback?

Acknowledge the specific behavior and the positive impact.

Connect the impact to mission, values, and goals of the team/organization.

Express sincere appreciation.



Exercise 8: Delivering Positive Feedback

Directions: Part 1

1. Watch the demonstration of delivering positive feedback.
2. Answer the following questions:
 - a. What made the feedback effective?
 - b. What might have improved the conversation?

Directions: Part 2

1. Find a partner, preferably someone you haven’t worked with yet.
2. Think of a scenario at work where you can provide someone with specific, positive feedback. This person may be a direct report, a colleague, a peer, or a leader.
3. Use the R.A.C.E. Worksheet on the next page to prepare the actual words and phrases you will use to deliver the positive feedback. Remember that giving feedback is a gift – how do you give someone a gift?
4. Then, take time to practice on your partner and ask for feedback. Remember that the feedback your partner gives you is a gift! How do you receive a gift?

Preparing to Give Positive Feedback: R.A.C.E. Worksheet

<p>Reason – Why are you giving this feedback? Examples Reinforce impact of their strong performance. Make sure the person knows I’ve seen improvement in areas we’ve discussed. Encourage them at a time where they may feel discouraged. Appreciation for extra effort.</p>	
<p>Acknowledge – What are the specific behaviors and positive impact? Examples Handling a difficult project/deadline/interpersonal situation. Putting in extra effort. Coaching other team members during a busy season.</p>	
<p>Connect – How do the behaviors/actions connect to team goals and/or agency values and mission? Examples Demonstrating respect with an angry co-worker or customer. Modeling inclusion and equity with sensitivity. Using Lean principles and behaviors to make improvements.</p>	
<p>Express – How will you express sincere appreciation? Examples Maintaining good relationships with vendors, employees, and customers. Showing others how we live our values. Helping the department reach important goals.</p>	

Tips on expressing sincere appreciation

1. Be honest, concise, and genuine.
2. Think about asking your team and peers:
 - a. What would feel most important to them in receiving appreciation?
Efficiency? Excellence? Helping others? Strength in detail?
 - b. What’s the best method to use?
Private vs. public? Written vs. spoken?

Giving Constructive Feedback

When you practice noticing and acknowledging positive contributions from people, you reinforce the behavior you want to see. You also truly encourage team members and you can form a new habit.

It can be more difficult to give feedback about performance that needs to improve or change.

Before we review and practice a tool for giving constructive feedback, discuss the following two questions with someone in your learning pod:

- What is the most important principle to remember when giving constructive feedback?
- Even in difficult situations, what makes it “safe” for people to receive constructive feedback?

Constructive Feedback: R.E.S.P.E.C.T.

Reason – Share your reason and intent of sharing this feedback

Examine – The facts vs. the perception; the situation

Specific – Explain specifically what needs to change or improve

Problem solve – Identify with employee options and solutions for improving the situation

Encourage – Convey support for employees in their efforts to improve

Coach – Use coaching best practices to involve the employee in the discussion

Timeframe – Agree to a timeframe for reviewing progress

Exercise 9: Delivering Constructive Feedback

Directions:

1. Find a partner you can practice with to deliver constructive feedback.
2. Think about a situation at work where you need to give someone constructive feedback.
3. Write down the purpose of the feedback and the specific behavior. Follow the R.E.S.P.E.C.T. model (template below). Remember that giving feedback is a gift. How do you give a gift?
4. Take turns explaining the situation (briefly – one sentence) to your learning pod and practicing in front of your team with a partner. Keep your focus on how you will deliver feedback!
5. Get feedback from your partner. Remember that the feedback others give you is a gift. How do you receive a gift?

Preparing to Give Constructive Feedback: R.E.S.P.E.C.T. Worksheet

R eason – Share your reason and intent of sharing this feedback	
E xamine – The facts vs. the perception; the situation	
S pecific – Explain specifically what needs to change or improve	
P roblem solve – Identify with employee options and solutions for improving the situation	
E ncourage – Convey support for employees in their efforts to improve	
C oach – Use coaching best practices to involve the employee in the discussion	
T imeframe – Agree to a timeframe for reviewing progress	

Applying What You Know – Leadership Scenarios

Learning Objectives

After completing this section, you will be able to:

- Apply learning from this course to varied leadership situations.

Directions:

The Leadership Scenarios have less information than you would have in the “real world.” Focus on all the ideas the scenario makes you think of – what should you consider and what questions should you be asking?

As a team, for each of your scenarios, identify:

1. What eLearning topics may be helpful to keep in mind?
 - a. Civil Service Rules and Labor Relations
 - b. Hiring Practices
 - c. Pay, Leave and Time
 - d. Performance Plans and Reviews
 - e. Resolving Performance Issues
 - f. Unlawful Employment Discrimination
2. What steps will you take? (List all steps needed for each person involved in the scenario. If the scenario does not specify whether the individuals involved are represented or non-represented, have each person in your group share how they would respond, based on whether their direct reports are represented or non-represented.)
3. Who will you involve?
4. What tools and resources that we have explored in Leading Others will you use?
5. Thinking about your own work environment:
 - a. Which tools and resources have you already implemented, which may be helpful if you ever face this situation?
 - b. Which tools and resources will you implement once you are back at work, which may be helpful if you ever face this situation?

If you have questions for a human resources (HR) professional, consider asking the HR Consultant in the room.

Prepare to report out on your group’s scenario and responses with the larger class.

Leadership Scenarios

1. You just started in a new position with new direct reports. The supervisory desk files you received when you started this job are full of documents going back a couple of years. In fact, you noticed last week that the supervisory file for one of your employees, Erik, has several medical documents in it, describing various health diagnoses and conditions he has. While walking by Erik's cubicle, you notice he appears to be sleeping at his desk.
2. Three members of your team, Leena, Conway, and Kai, are working on a project that needs to be done in time for an 8 am meeting tomorrow. Leena and Conway are union-represented, Leena is overtime eligible, and Conway is overtime exempt. Kai is not union-represented, and is overtime exempt. It is close to 5 pm, when the three of them usually leave the office for the day (they all work 8-5). The project is not yet complete.
3. Sara has been missing a significant amount of work for a variety of reasons (sick leave, car broke down, helping parents, etc.). In a team meeting, Morgan makes a comment about everyone pulling their weight. Sara becomes upset and begins shouting, becoming aggressive toward the group. Sara and Morgan are both your direct reports.
4. Megan, your employee, overhears an inappropriate conversation between Elena and Rob, two coworkers from your colleague Chris' team. Megan reports to you that she overheard the use of racial or ethnic stereotypes in the conversation, directed at Nelson, another employee on your team.

5. Your agency has identified itself as a “scent neutral zone.” Bob continues to wear cologne to work. You have already spoken with Bob more than once. You speak to Bob again, and he interrupts you to complain to you about Bianca’s body odor. During the conversation, Thao joins in and agrees with Bob, telling you Bianca’s body odor is making it difficult for the team to work together. Bob, Bianca, and Thao are all on your team.

6. You believe your employee Bane is not successfully completing his probationary period. When you schedule a meeting to talk with Bane about his performance, he tells you he plans to bring his cousin, Delia, who is a union representative, to the meeting.

7. You believe your employee Sam is not successfully completing the trial service period. In addition, when walking by Sam’s cubicle last week, you noticed this employee appeared to be shopping online using the state computer.

8. Two members of your team, Walter and Tammy, had a falling out outside of work. While they used to work closely together to meet program goals, they now refuse to work with each other and it is impacting the team. Walter has also started wearing clothing that is inappropriate for work. Tammy complained to you that the clothing is unprofessional and is distracting, and told you that others outside of your workgroup have a problem with the clothing as well.

Leading Others Learning Objectives Competency Crosswalk

Day	Section	Learning Objective	QA aspect – skills to cover			Competencies Addressed											
			Shift Mindset	Interpersonal Skills	Technical knowledge	Models and Champions our Culture and Values	Cultivates a Shared, Strategic Vision	Develops People	Drives Results	Fosters Learning	Builds Relationships	Fosters Teamwork and Collaboration	Communicates Effectively	Makes Things Happen as a Public Servant	Leads and Navigates Change	Embraces and Embeds Inclusion in Decision-Making	
1	Leading from the Inside Out – Part 1	Describe how self-awareness makes leaders more effective.	X			X				X	X		X				
1	Your Role as a Leader	Describe your role and responsibilities as a leader.			X	X	X	X	X	X	X	X	X	X	X	X	
		Identify leadership competencies where you are strong, and where you have room to grow.	X		X					X							
		Determine your personal communication style, and explain why understanding all styles can help you coach others successfully.	X	X								X		X			X

Leading Others Learning Objectives Competency Crosswalk

Day	Section	Learning Objective	QA aspect – skills to cover			Competencies Addressed										
			Shift Mindset	Interpersonal Skills	Technical knowledge	Models and Champions our Culture and Values	Cultivates a Shared, Strategic Vision	Develops People	Drives Results	Fosters Learning	Builds Relationships	Fosters Teamwork and Collaboration	Communicates Effectively	Makes Things Happen as a Public Servant	Leads and Navigates Change	Embraces and Embeds Inclusion in Decision-Making
1	Leading from the Inside Out – Part 2	Define and articulate your core values to build self-awareness and authenticity.	X	X		X				X						
		List your state agency’s values and describe the importance of modeling those values.			X	X				X					X	X
		List Communication Best Practices that will help you model the behavior you wish to see in your staff.	X	X		X				X	X	X	X			
2	Building Trust	Explain how trust affects relationships, teams and performance.	X		X	X		X	X	X	X	X		X	X	
		Describe behaviors that break or build trust.		X	X	X		X	X	X	X	X		X	X	
		List the steps to rebuild trust.		X	X	X		X	X	X	X	X		X	X	

Leading Others Learning Objectives Competency Crosswalk

Day	Section	Learning Objective	QA aspect – skills to cover			Competencies Addressed										
			Shift Mindset	Interpersonal Skills	Technical knowledge	Models and Champions our Culture and Values	Cultivates a Shared, Strategic Vision	Develops People	Drives Results	Fosters Learning	Builds Relationships	Fosters Teamwork and Collaboration	Communicates Effectively	Makes Things Happen as a Public Servant	Leads and Navigates Change	Embraces and Embeds Inclusion in Decision-Making
2	Practices for Powerful Communication	Distinguish between telling (advocacy) and asking (inquiry).	X	X	X			X		X	X	X	X			X
		Identify ways you can balance telling and asking to communicate effectively.	X	X				X		X	X	X	X			X
		Recognize and describe characteristics of the four levels of listening.		X	X			X		X	X	X	X			X
		Use the 3 Cs of Communication to plan an important conversation.		X	X	X	X	X		X	X	X	X		X	X
2	Coaching as a Leader	Describe the mindset and list attributes of great coaches.	X	X		X		X		X	X	X				
		List opportunities leaders have to coach others.	X	X	X	X		X	X	X	X	X	X	X		

Leading Others Learning Objectives Competency Crosswalk

Day	Section	Learning Objective	QA aspect – skills to cover		Competencies Addressed											
			Shift Mindset	Interpersonal Skills	Technical knowledge	Models and Champions our Culture and Values	Cultivates a Shared, Strategic Vision	Develops People	Drives Results	Fosters Learning	Builds Relationships	Fosters Teamwork and Collaboration	Communicates Effectively	Makes Things Happen as a Public Servant	Leads and Navigates Change	Embraces and Embeds Inclusion in Decision-Making
2	Coaching as a Leader	Apply the G.R.O.W. model to plan a coaching conversation.		X	X	X		X	X	X	X	X	X	X		
2	Your Leadership Challenge	Describe your plan to apply the knowledge and skills you have gained in this course to a specific Leadership Challenge.	X	X	X	X		X	X					X	X	
		Summarize the interim assignment you will complete before returning for Day 3 of this course.														

Leading Others Learning Objectives Competency Crosswalk

Day	Section	Learning Objective	QA aspect – skills to cover			Competencies Addressed										
			Shift Mindset	Interpersonal Skills	Technical knowledge	Models and Champions our Culture and Values	Cultivates a Shared, Strategic Vision	Develops People	Drives Results	Fosters Learning	Builds Relationships	Fosters Teamwork and Collaboration	Communicates Effectively	Makes Things Happen as a Public Servant	Leads and Navigates Change	Embraces and Embeds Inclusion in Decision-Making
*	Elearning modules: <ul style="list-style-type: none"> • Civil Service Rules & Labor Relations • Hiring Practices • Pay, Leave & Time • Performance Plans & Reviews • Resolving Performance Issues • Unlawful Employment Discrimination 	Varied			X											
3	Welcome to Leading Others Day 3	Describe your successes and areas of learning with your Leadership Challenge.	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Leading Others Learning Objectives Competency Crosswalk

Day	Section	Learning Objective	QA aspect – skills to cover			Competencies Addressed										
			Shift Mindset	Interpersonal Skills	Technical knowledge	Models and Champions our Culture and Values	Cultivates a Shared, Strategic Vision	Develops People	Drives Results	Fosters Learning	Builds Relationships	Fosters Teamwork and Collaboration	Communicates Effectively	Makes Things Happen as a Public Servant	Leads and Navigates Change	Embraces and Embeds Inclusion in Decision-Making
3	Welcome to Leading Others Day 3	List areas in leadership where your skills are strong, and where you have room to grow.	X			X				X			X			
3	Addressing and Resolving Conflict	Describe why conflict occurs, and list potential impacts conflict may create.	X	X		X		X		X	X	X	X			
		Describe how “triggers” related to the brain’s functioning impact people’s behavior in conflict.	X	X		X				X	X		X		X	X
		Explain benefits for teams when leaders create a safe zone when conflict occurs.		X		X		X		X	X	X	X		X	X

Leading Others Learning Objectives Competency Crosswalk

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			Shift Mindset	Interpersonal Skills	Technical knowledge	Models and Champions our Culture and Values	Cultivates a Shared, Strategic Vision	Develops People	Drives Results	Fosters Learning	Builds Relationships	Fosters Teamwork and Collaboration	Communicates Effectively	Makes Things Happen as a Public Servant	Leads and Navigates Change	Embraces and Embeds Inclusion in Decision-Making
3	Addressing and Resolving Conflict	List varied strategies for handling conflict, and when each strategy is most effective.		X	X	X		X		X	X	X	X	X	X	X
3	Giving and Receiving Feedback	Describe the connection between employee engagement and feedback.	X	X		X		X		X	X	X	X		X	
		Apply best practices to delivering and receiving both positive and constructive feedback.	X	X	X	X		X	X	X	X	X	X	X	X	
3	Applying What You Know – Leadership Scenarios	Apply learning from this course to varied leadership situations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X

What I commit to practice:



Leading Others

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LOPG-V6-070717