



HUMAN DYNAMICS
c o n s u l t i n g

**VDOE NEW SPECIAL EDUCATION
DIRECTORS ACADEMY**

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Partnering for Growth

Questions to be answered

- What qualities of a leader enable individual development?
- What are the five levels of development and how does a leader move through them?
- How much and what type of activities drive leadership development?
- How do coaching and mentoring differ and when to use each?
- What are the six steps to new behavior?
- ??
- How do you create a Development Plan that works.

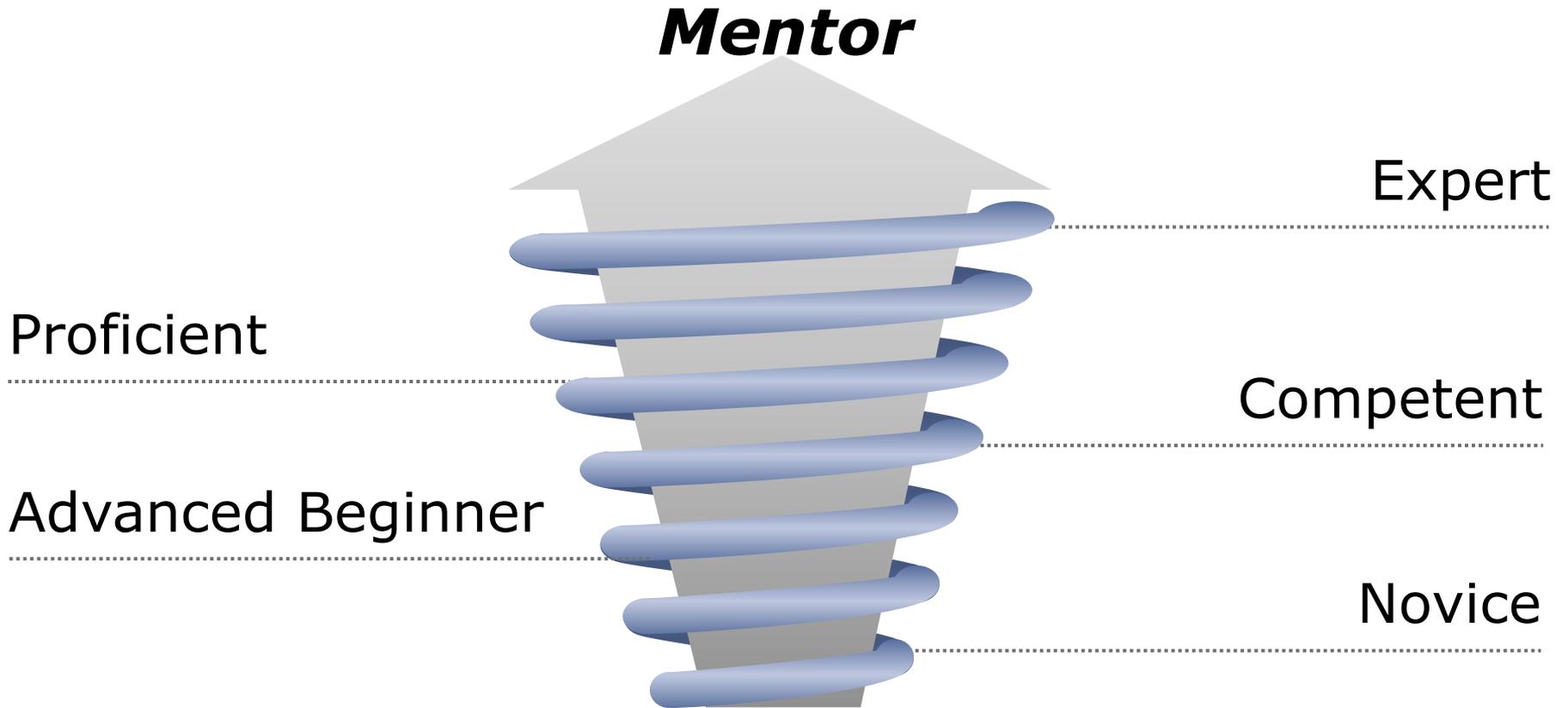


Partnering for Growth

1. Think of someone you believe had a big impact on your development and growth.
2. At your tables discuss what qualities this person had that enabled them to be a partner in your development...
3. Capture the top three qualities to share back with the room.

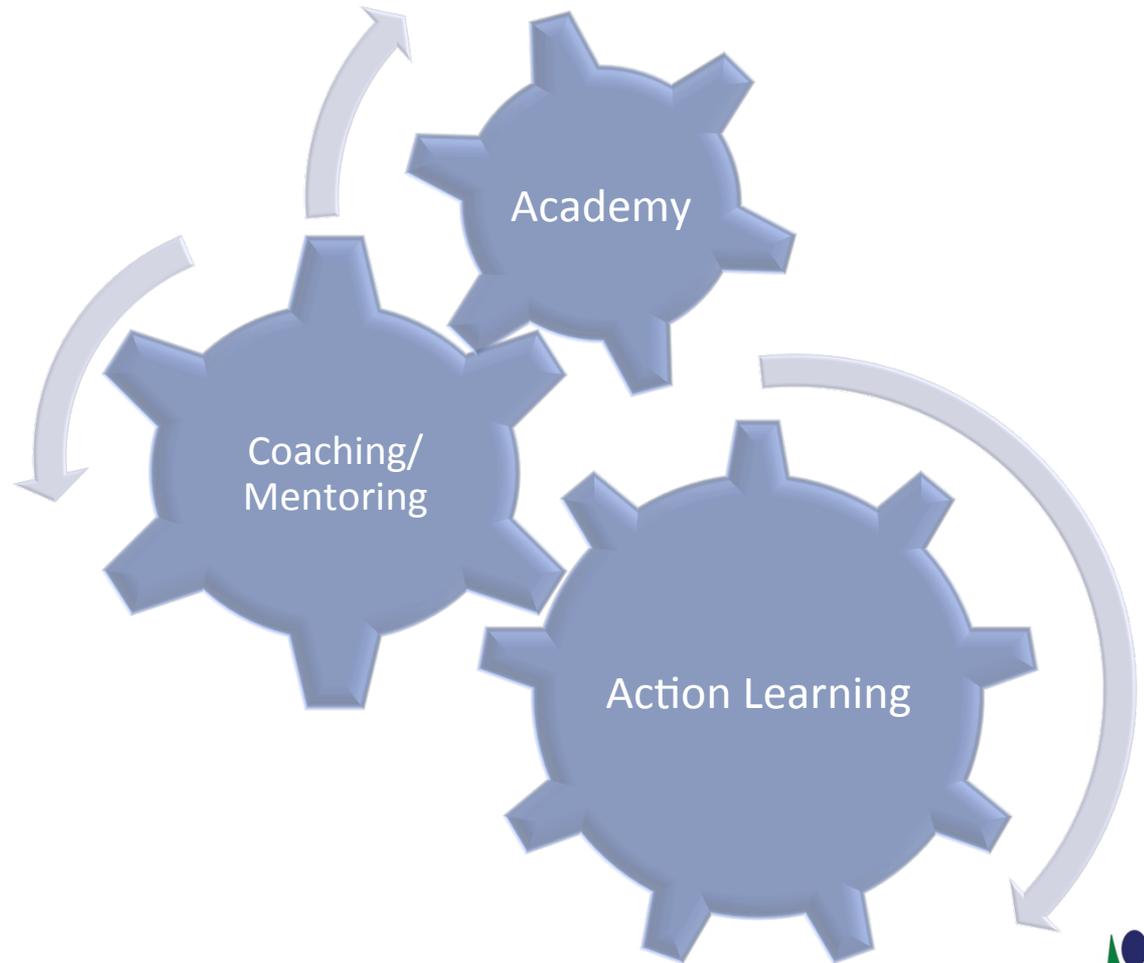


From Novice to Expert



Academy Learning Model

70 – 20 – 10



Wearing Multiple Hats

- Advisor: (n.)
- Advice: (n.)
- Counsel: (v., n.)
- Coach: (v., n.)
- Mentor: (v., n.)

Sort of like being a parent...



Continuum of Development

Coaching

- Ask Questions
- Reflect on Experience
- Provide Support
- Mitigate Risks
- Maximize Potential

Balance providing direction while supporting them to “learn from experience”

Mentoring

- Give Answers
- Share Experiences
- Provide Direction
- Avoid Risks
- Ensure short-term success



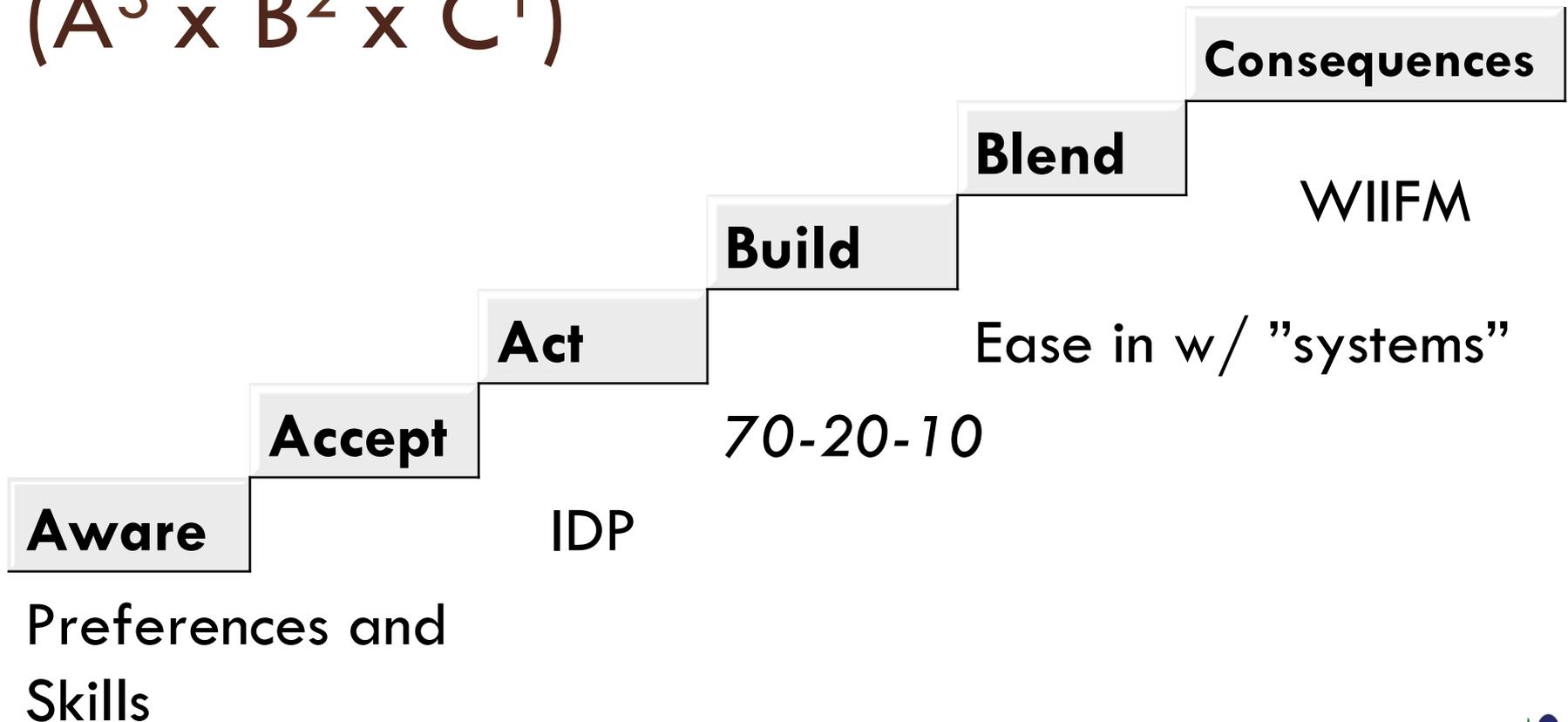
Coaching vs. Mentoring

1. Complete chart on p.3.
2. Think about situations where you thought coaching or mentoring was the right choice
 - 1) What questions did you use from a coaching point of view?
 - 2) What mentoring advice did you share?



Six Steps to New Behavior

$(A^3 \times B^2 \times C^1)$



Case Study: Sister Aloysius Beauvier

Experience:

- Sisters of Charity
- Headmistress

Results:

- Maintains order
- Unwavering voice of authority, of discipline, of tradition
- She is on a mission and although there is no evidence she pursues it as if it is written in stone.
- In the pursuit of wrongdoing one steps away from God. Of course, there is a price.



Behavioral Examples...

- Sister Beauvier: *James Hurley, what are you doing out of class?*

Jimmy Hurley: Sister James sent me down.

Sister Aloysius Beauvier: *For what?*

Jimmy Hurley: Talking.

Sister Beauvier: *Well, go back up and SHUT UP!*
- Sister Beauvier: [about a boy who was sent home with a bloody nose] He's a fidgety boy. He will do anything to get out of his seat. He would set his foot on fire for half a day out of school.
- Consistently seems to be solving problems by moving from conviction to proof, rather than from proof to conviction



Too Good? (Aware & Accept)

Strength Finders

Executing

&

Influencing

- Achiever
- Belief
- Consistency/Fairness
- Discipline
- Focus
- Responsibility
- Activator
- Command
- Competition
- Self-Assurance
- Significance



Too Good? (Aware & Accept)

LPI Baseline Assessment

- Highest Rated:
 - ▣ Makes certain that people adhere to agreed-on standards
 - ▣ Speaks with conviction about the meaning of work
 - ▣ Sets a personal example of what's expected
- Lowest Rated:
 - ▣ Experiments and takes risks
 - ▣ Enlisting others' shared dreams and aspirations
 - ▣ Creatively rewards people for contributions



Possible Actions

Overuse = Compensators

- Can't do less good
- Defensiveness
- Quiet the noise
- Ease up / Adjust
- 1-3 Compensators

Derailment = Re-railment

- Get back on track
- High Defensiveness
- Increase awareness
- Address preferences...



Plan of Attack (Act & Build)

Preferences (Beliefs)

- “Adjust” use of “Strengths”
- Work around “Visioning” by enlisting a partner

Competencies

- Shadow CFO
- Serve on strategic planning committee



Building and Blending

From...

- Using intelligence to dominate and intimidate others
- Not relating well with those less intelligent
- Do too much problem analysis personally
- Loner not giving appropriate credit to others

To...

- Builds rapport well while showing patience w/ the interpersonal anxieties of others
- Shows patience to hear *ALL* people out
- Use questioning to help others understand my thought process and to validate their ideas



70 – 20 – 10 to Build

- **Work Type Experiences:** New and different experiences are the best teachers.
 - ▣ Development occurs in a learning zone, not a comfort zone.
- **People:** Include social learning and personal networks
- **Traditional Learning:** The best courses focus on job experiences and learning from others — they are not isolated events.



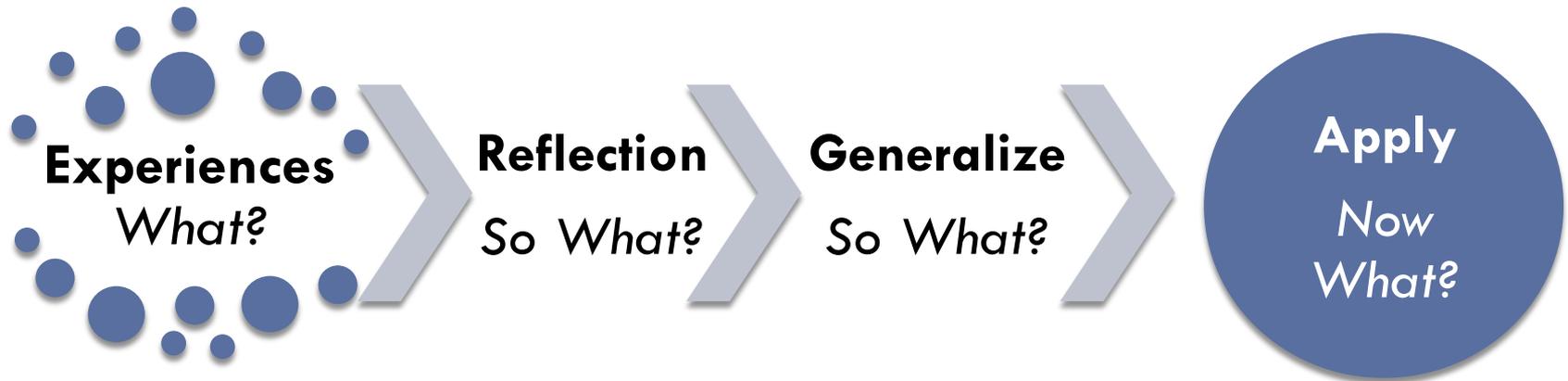
Consequences

- Built behaviors and plan steps into employee work profile
- Shared plan with 360 feedback providers
- Increased meeting attendance to “practice”
- Maintained coaching relationship
- Last but not least... aligned plan with preferences!

WIIFM!!



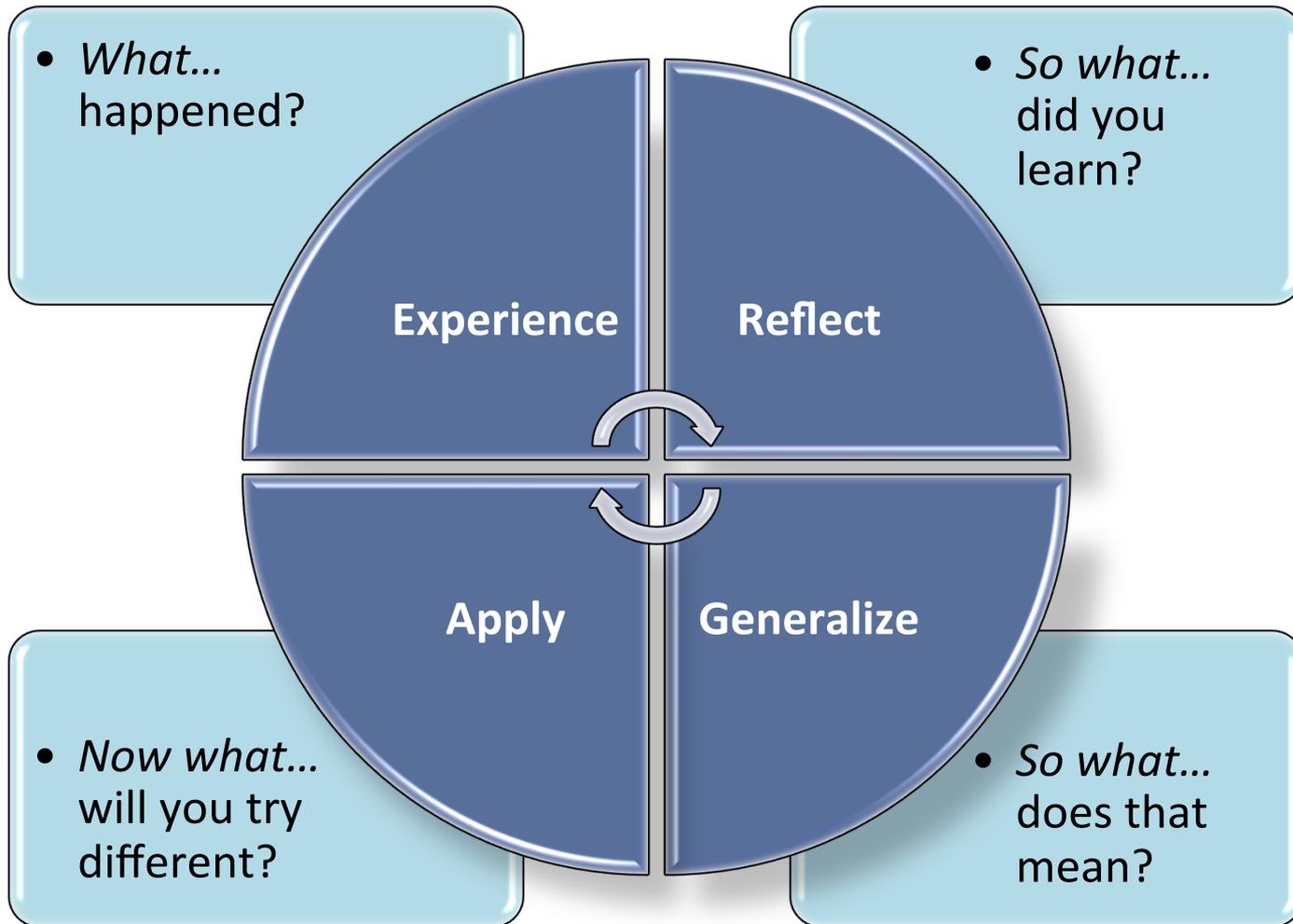
Action Learning



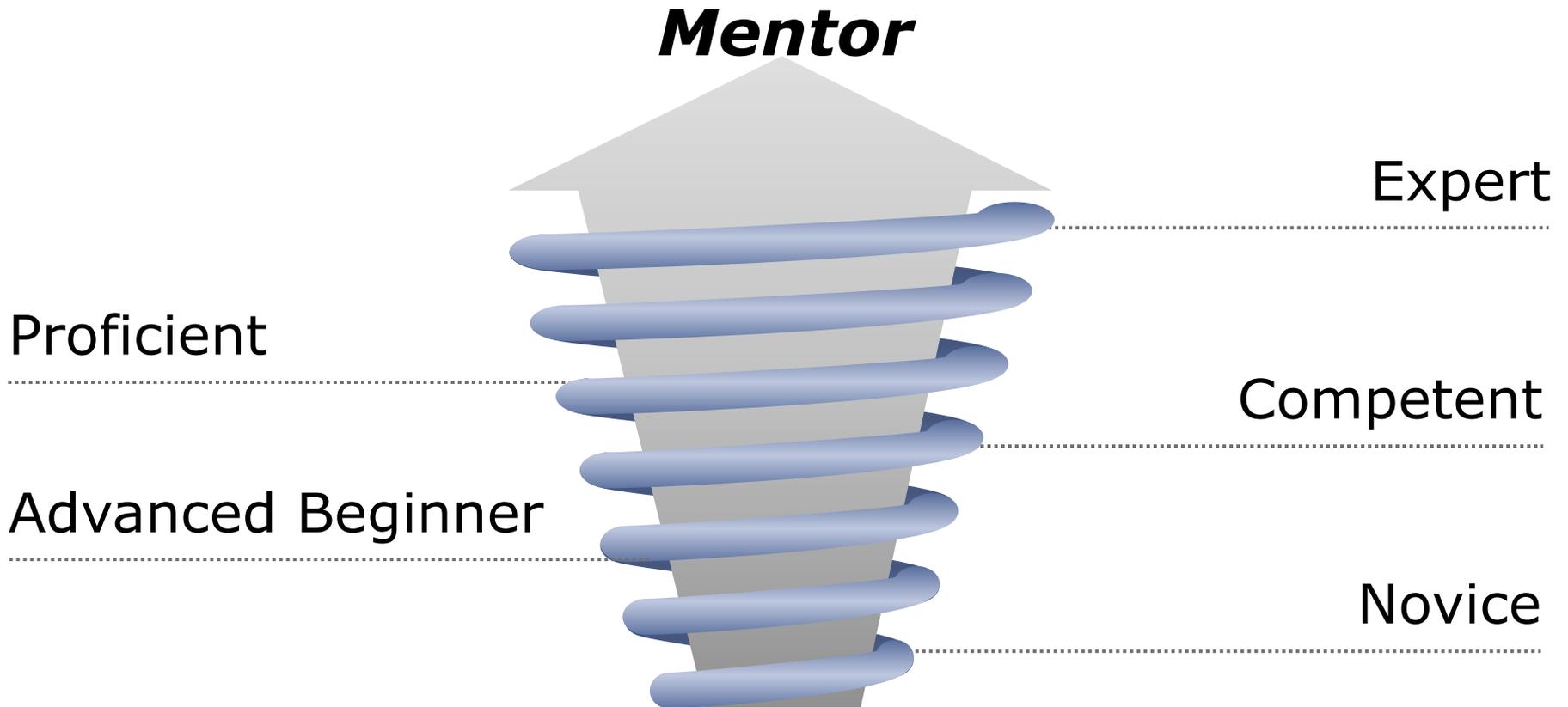
Dialogue during development meeting should facilitate this process.



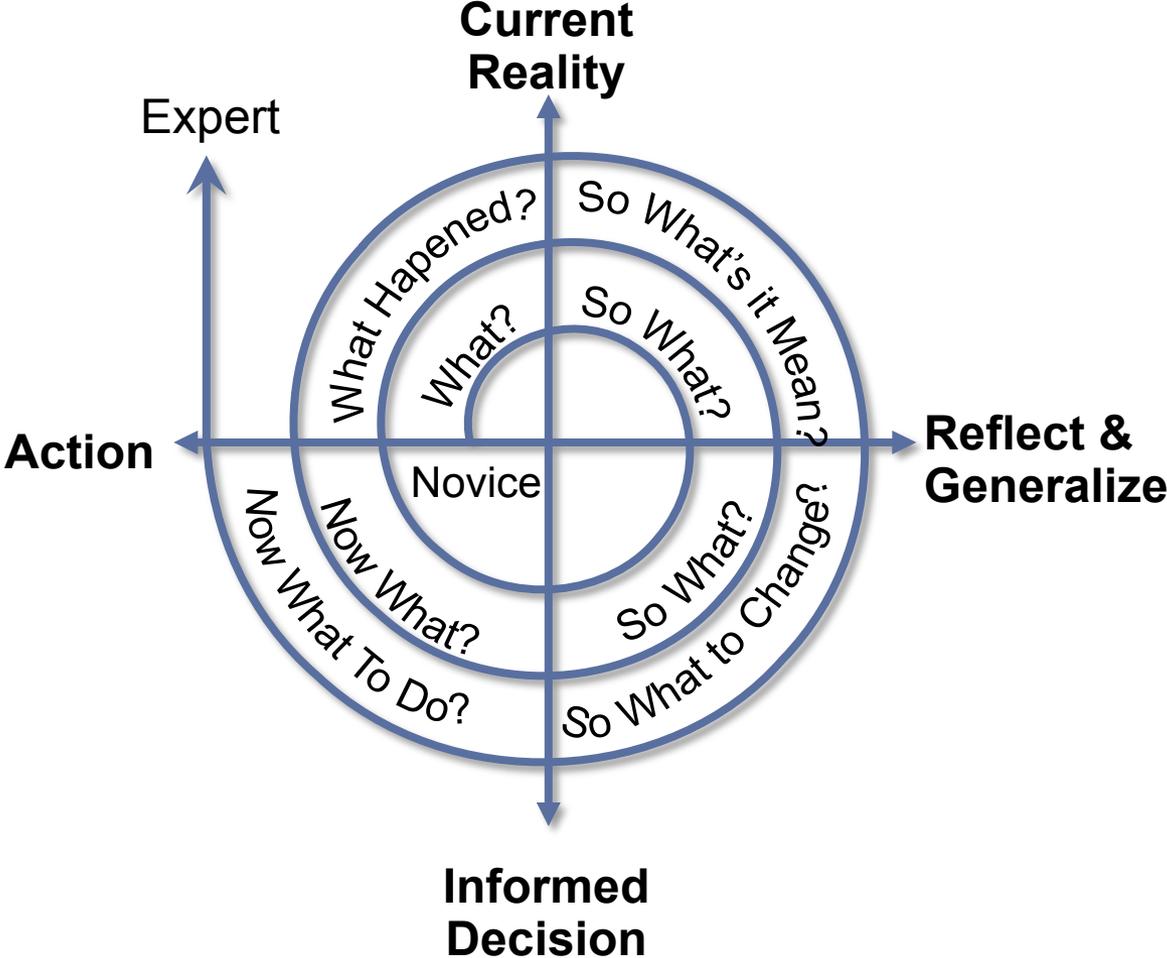
Learning From Experience



From Novice to Expert



Precepting for Growth

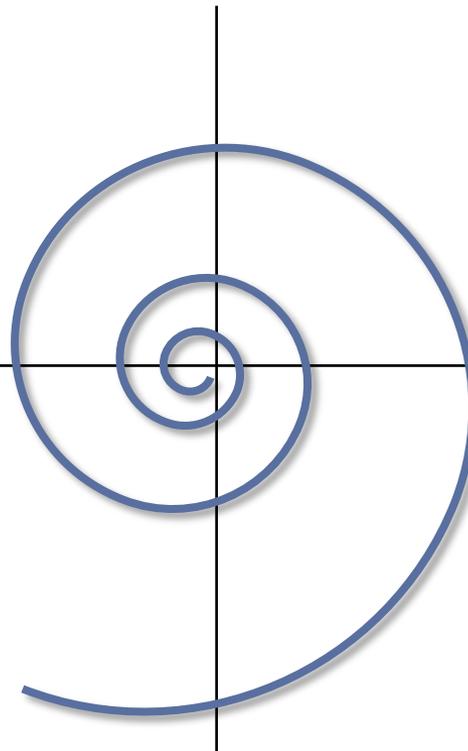


Precepting for Growth

How am I doing?

- Implementing
- Experimenting
- Learning

Current Reality



Where am I now?

- Clarify current situation
- Take stock of personal factors
- Check assumptions

Action

- Develop plans & timing
- Consider strategies
- Identify Obstacles and Gain support

How do I get there?

Reflection

- Generalize learnings
- Explore options
- Set goals (move from... to...)

Where do I want to be?

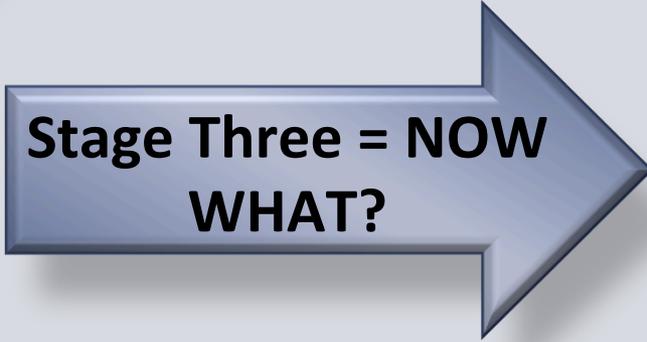
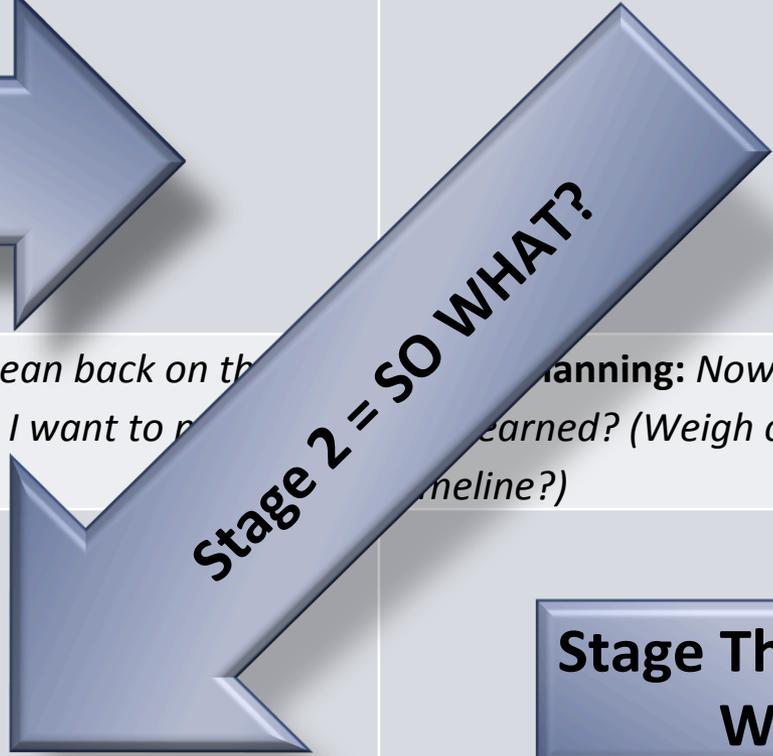
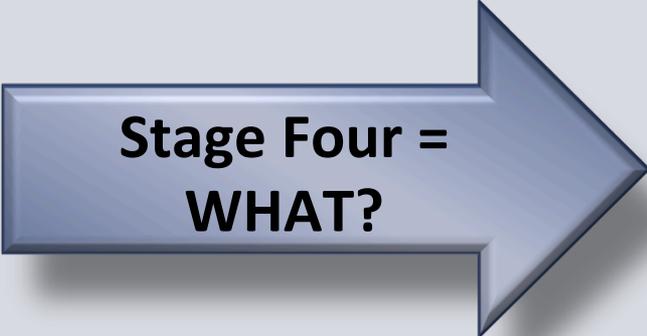
Informed Decisions



Desired Results: (Development Planning, Change Project Progress):

Current Reality: *What has happened? Where am I now? (What's important, problems, stuck?)*

Reflect: *So what did you learn from that experience? (Strengths, preferences, how did you discover this?)*



Generalize: *So what does that mean back on the job? (Apply to role/ project? Results?) I want to move from _____ to _____*

Planning: *Now what will you do to apply what you learned? (Weigh options, resources, obstacles, timeline?)*

Next Meeting Time, Location and Expectations:



Stage one - Where am I now?

The mentor asks thought provoking questions to help determine what the learner has experienced

- This self assessment helps examine the past and present and map out possibilities for the future.

Example questions:

- What things have you been working on?
- What do you think is important?
- What kinds of problems are you encountering?
- Why do you think that occurred?
- What can you take away from that experience?



Stage two - Where do I want to be?

Helps the learner decide where they want to be by generalizing learning, exploring options and then setting goals.

Example questions:

- How does what you learned relate to your job or project?
- What can you apply to your role or project?
- What will you do different to make this happen?
- What result do you want to see?



Stage three - How do I get there?

This is all about the learner planning how to get where they want to be. They develop plans with timing, consider strategies, identify obstacles and gain the required support.

Example questions:

- What do you see as your options?
- Which of your alternatives is most likely to lead to that result?
- What information will you need?
- Who could you ask about this topic to find out more?
- What do you see as the obstacles you face?



Stage four/one - How am I doing?

The final stage focuses on ongoing performance, where the mentor checks to see how the implementation is proceeding.

The learner reflects on how they have done and what they can learn as a result and begins the cycle of learning again.

Example questions:

- How do you think your plan went?
- What factors were important to achieving an outcome?
- Why do you think that happened?



Powerful questions

- As you proceed through your conversation the key is asking the right questions at the right time.
- What questions have you found useful in your growth as a leader?



Working Session

- Partner's expectations of each other
- Shared understanding of each other's strengths and opportunities
- Core elements of the Leadership Development Plan
- Any additional work to prepare for the next meeting
- Next meeting date and draft topics



Questions to help stay on course?

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