Leadership *Excellence* Programme

Day 3

Effective Conversations

Activity Book

Name:

MS Amlin

SEVENTY20TEN

Leadership excellence programme

Leadership Essentials	Increasing your Self Awareness	Creating Psychological Safety	Effective Conversations

Managing and Influencing Stakeholders	Managing and Leading Change	Leading the Situation	Presenting with Gravitas

Notes

Day 2 Review

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Activity

Day 2 review

In small groups

- Draw a mind map covering the key topics of the last session
- What stood out for you the most?
- What topics have you already discussed with someone outside of this group?

Notes

Learning outcomes

- Identify the purpose of giving change and continue feedback
- Use the HIP and AID model to plan your approach to deliver effective feedback
- Practice using tools to help you plan and structure a difficult conversation

Notes

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5

Learning outcomes

- Identify the mindset which will enable you to communicate most effectively
- Identify characteristics and behaviours of an effective coaching conversation
- Identify coaching models to assess the needs of the coachee
- Practise your coaching skills

Notes

Manager conversations

What kinds of conversations do you have as a manager?
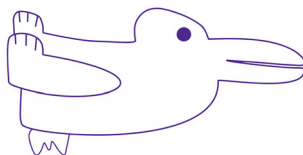
Notes

Management conversations

Types of management conversations

- Catch-up
- One-to-one
- Quarterly or end of year review
- Development
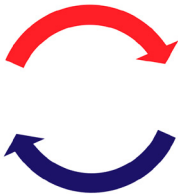- Career
- Performance

Notes

Getting on the same page

Notes

Creating a loop

Notes

Feedback

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Feedback

The aim of feedback

Unlocking a person's potential to **maximise** their performance

Notes

Activity

Notes

Change feedback

- Secure performance and results
- Increases self awareness and ownership
- Used early can stop issues turning into conflict
- Helps to align individual efforts with organisational objectives
- Can improve relationships

Notes

Continue feedback

- Re-enforces positive performance and behaviours
- Builds confidence
- Promotes positive work environment
- Boost morale
- Can increase retention – people and efforts are valued

Notes

Activity

Activity

In pairs:

- Discuss **Change** and **Continue** feedback models
- When have you used either?
- Did the feedback work?
- Which do you use the most of?

Prepare to feedback

Notes

Balancing the conversation

Balancing the conversation using HIP

H **H**elpful and **H**umble

I **I**mmediate and **I**n person (virtually is fine!)

P **P**lenty of **P**raise (continue) and
Private challenge (change)

Notes

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AID

Structuring your conversation using AID

A **Action**
What action or behaviour did you experience?

I **Impact**
What was the impact of this and why?

D **Do**
What should they do more of (continue)
or do differently (change)

Notes

Feedback

Encouraging feedback

- Show appreciation
- No excuses
- Ask for more information
- Look to learn
- Look for the truth
- Use it – try something new
- Check back and ask for more

Notes

Activity

Activity: Plan your feedback conversation

Individually:

- Think about a feedback conversation that you need to have
- Use HIP to prepare the conversation
- Use AID to plan out your conversation
- Be prepared to share your plan

Notes

Difficult Conversations

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Becoming outcome focused

Some questions to help with your outcome

- What do I really want out of this conversation:
- For myself?
- For the other person?
- For the relationship?
- What do I want to avoid?
- How do I need to behave to get these results?

Notes

Faulty
Programming

We are not programmed
for difficult conversations

We are programmed for
'**fight**', '**flight**' or '**freeze**'
(instinctive response)

'Fight'	'Flight'	'Freeze'
Aggressive	Avoid	Unprepared
Win	Keep the peace	Dissolve
Punish	Withdraw	Stuck
Result	**Relationship**	**No objective**

Notes

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Fear setting

Notes

Activity

Activity: Fear setting

Individually:

- Think about the difficult conversation or person you identified in your pre-work
- Work through the fear setting questions
- Note how you felt at the start of this activity and how you feel at the end

Notes

Structuring the conversation

Simple structure

Opening statement
Well-planned and controlled, opening to conversation which incorporates the relevant values

Conversation
Plenty of good questions, good listening, honesty and focus on specific action; not on the person

Resolution
Draw conversation to close in controlled way, summarise what has been agreed and confirm next steps, confident and controlled close

Notes

Using AID

A **Action**
What action or behaviour did you experience?

I **Impact**
What was the impact of this and why?

D **Do**
What should they do more of (continue)
or do differently (change)

Notes

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Activity

Observation

Individually:

Watch the following video and using the the case study notes answer the following:

- What was the intention of the conversation?
- What were the main issues discussed?
- Did the conversation work?

Notes

Activity

Activity: Replan the conversation

Individually:

- Replan the conversation using the simple structure
- Write up the opening statement using AID
- How will your version help the feedback conversation to be effective?

Notes

Coaching Conversations

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Coach characteristics

What are the characteristics and behaviours of a good coach?

- Building rapport
- Listening
- Questioning
- Empathising
- Summarising and reflecting
- Unlocking limiting beliefs
- Staying focused

Notes

Rapport

Scale of rapport

High Levels of Rapport	
5	Support, trust, sense of being positively connected in some way (inside circle, safe place)
4	Strong sense of knowing, the familiar (good friends)
3	Genuine warmth, kinship (friends)
2	Comfortable, familiar
1	Some warmth

0 - Neutral

Hesitation, trepidation	-1
Some discomfort, detachment	-2
Awareness of dislike, disassociation	-3
Genuine aversion, antipathy, real dislike	-4
Stronger hostile feelings, even loathing	-5

Low Levels of Rapport

Notes

Listening

Different levels of listening

"I'm more focused on you than me, I'm getting a sense of who you are now."

Deep

"I'm very focused on what you're saying, recording facts, and paying attention."

Active

"I'm engaged in the conversation, listening, talking, thinking."

Conversational

"It looks like I'm listening, I'm not really, I'm somewhere else."

Cosmetic

"I'm not present at all, and I show that."

Ignoring
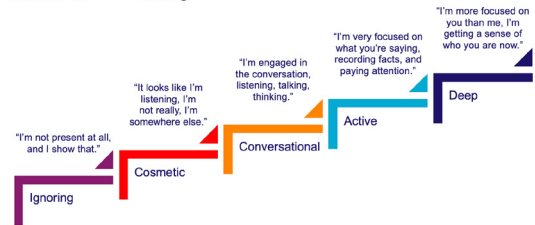
Notes

Using good questions

Notes

Power questions

I'm really struggling with this job and you don't care – you don't even know what I do..."

"Why can't [X] help you if you're struggling?"

"How can you get me to know more about what you're doing?"

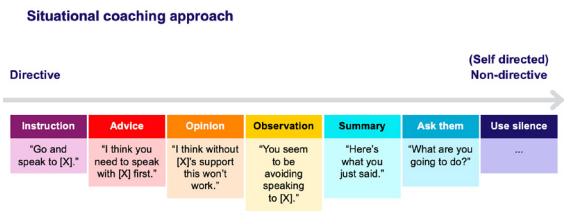"How can you make sure that I understand more about what you're doing, and what additional support do you need?"

Notes

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Situational coaching

Situational coaching approach

Directive → (Self directed) Non-directive

Instruction	Advice	Opinion	Observation	Summary	Ask them	Use silence
"Go and speak to [X]."	"I think you need to speak with [X] first."	"I think without [X]'s support this won't work."	"You seem to be avoiding speaking to [X]."	"Here's what you just said."	"What are you going to do?"	...

Notes

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36

The pipeline model

Insights	Motivation	Capability	Real World Practice	Accountability
Does the person know where they are going or what is expected of them? Can they describe what changes they need to make or how they should carry out a task for example?	Are they willing to invest the time and energy that it takes? Are they motivated, de-motivated or un-motivated – what behaviours do you see from them?	Do they have the knowledge and skills, or do they need some input?	Has the person had the time and opportunity to practice their skills?	Are there structures in place for feedback and are they aware of the consequences?

Notes

Motivators & blockers

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Practice

Coaching activity

Notes

Activity

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