

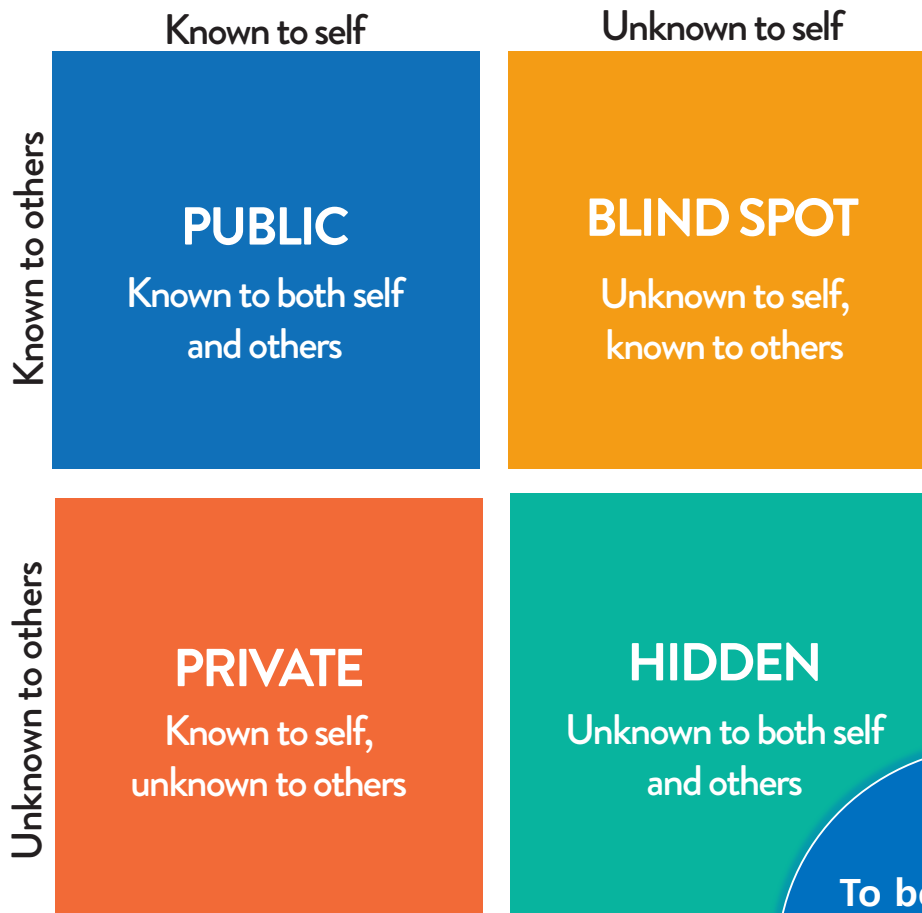


NASH CONSULTING



10.20.2026
TPU BOARD

JOHARI'S WINDOW



Discussion:

What is the connection between being committed to personal growth and being an effective people-leader?

Why is it unlikely you'll have one without the other?

To be an effective leader, you need to be growing as a human being

Studies show employees with high emotional intelligence consistently display higher levels of commitment to their organization, are more likely to display positive behaviors, including helping others, and are more likely to be satisfied with their job.

~Psychology Today, 2022

MANAGING YOUR POWER DIFFERENTIAL



How would you define “psychological safety”? (What does it mean to feel psychologically safe within a group of people?)

What might employees do and not do when feeling psychologically **unsafe**?

What might employees do and not do when feeling psychologically **safe**?



Psychological safety doesn't mean everyone always feels comfortable.

It's about creating an environment where people feel safe enough to explore the uncomfortable.

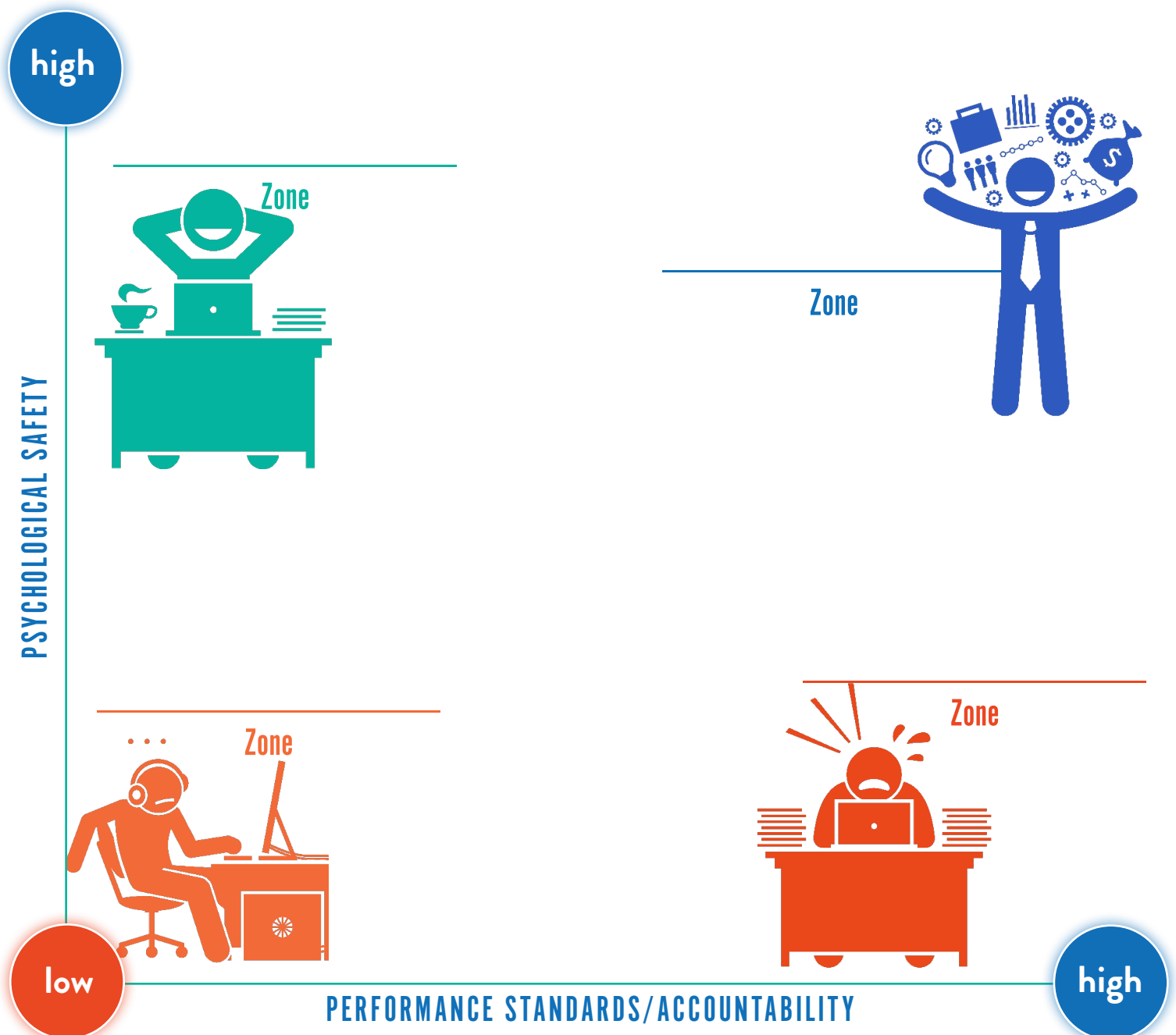
MANAGING YOUR POWER DIFFERENTIAL

Psychological Safety Defined:

From Harvard Business School professor Amy Edmondson:

"Psychological safety is the belief that, while in a particular group of people, you have the freedom to speak out, make mistakes, disagree, and be authentic without fear of being rejected, embarrassed, or punished."

What might the culture in a workplace look and feel like if:



MANAGING YOUR POWER DIFFERENTIAL



The Anxiety Zone: High accountability, low psychological safety

In this environment, there's constant tension and fear. Team members feel pressured to perform perfectly but are afraid to take risks or admit mistakes. There's a culture of blame, and innovation is stifled as people stick rigidly to established procedures. Stress levels are high, leading to burnout and high turnover. Communication is guarded, and problems often go unreported until they become crises.



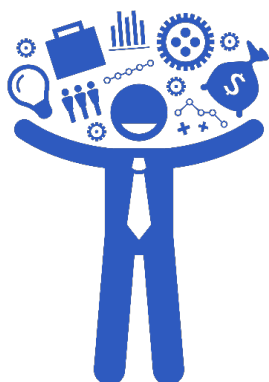
The Comfort Zone: Low accountability, high psychological safety

This team culture feels friendly and supportive—at first. However, there's a lack of drive and ambition. Goals are rarely challenging, and mediocre performance is accepted. Accountability is largely absent here, with little follow-through on commitments and a tendency to avoid difficult conversations about performance, which, over time, leads to a toxic work environment and/or complacency and a lack of positive results.



The Apathy Zone: Low accountability, low psychological safety

This is a toxic environment where team members feel disconnected from their work and their colleagues. There's a pervasive sense of helplessness and cynicism. Communication is minimal, and when it occurs, it's often negative. Work quality suffers significantly, and there's little attempt to improve or solve problems. People do the bare minimum to keep their jobs, and talent quickly leaves for better opportunities.



The Learning & High-Performance Zone: High accountability, high psychological safety

Team members feel challenged yet supported. There's a culture of continuous improvement where feedback is given and received constructively. People feel safe to take calculated risks, share ideas, and admit mistakes. This leads to innovation and rapid problem-solving. Team members collaborate effectively, with each person feeling valued for their unique contributions. While standards are high, there's a sense of shared purpose and achievement. This environment fosters both personal growth and organizational success.

The three dynamics that determine your experience of psychological safety:

1

How people in that group show up

2

Your own capacity for trusting others

3

How leaders manage their power differentials

MANAGING YOUR POWER DIFFERENTIAL

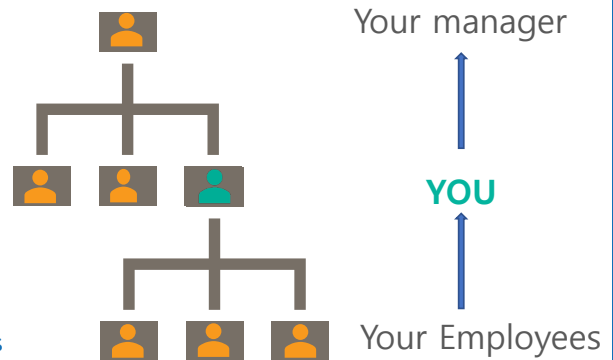
The Power Differential

What is the power differential?

Bottom line:

When we're in a relationship with someone who has authority over us, we do what we can to keep ourselves _____

Sometimes there is a perceived difference in power due to factors other than organizational authority. What are some examples of this?



Who feels the power differential? The one with more authority or the one with less?

Is the power differential a good thing? A bad thing?



The "power differential" has three distinct ingredients:

1. The actual _____ you have in relation to your employees

2. The employee's internal _____ about authority (transference)

Transference:

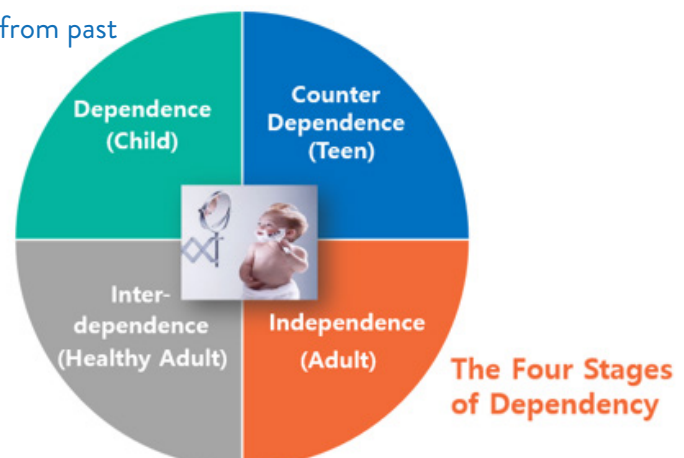
The unconscious transferring of emotions and beliefs from past experiences onto present circumstances.

Math for Managers

The power differential multiplies your impact by 10!

(Yeah...we just made that number up...
...but that doesn't make it untrue.)

Bottom line:
You have an outsized impact on the people you supervise



3. Your _____



What behaviors could exaggerate the power differential and therefore create a lack of psychological safety?

What behaviors run the risk of eliminating/ignoring the power differential?

Principles for being friends with employees:

- Have an honest discussion (and set some boundaries).
- Don't show favoritism (and remember that time is a commodity).
- Avoid discussing your and your friend's social times at work, and avoid discussing work during your social times.
- Don't share inside information.
- Remember: you are always wearing your "company" hat, even outside of work.



MANAGING YOUR POWER DIFFERENTIAL

MANAGING YOUR POWER DIFFERENTIAL



Discussion: What behaviors run the risk of eliminating/ignoring the power differential?

- Refusing to have difficult (corrective) conversations
- Not setting a good example (ignoring policies and other unprofessional behaviors)
- Badmouthing others, including leaders, and trash-talking the organization
- Allowing too much freedom—not providing enough direction
- Not making decisions or making all decisions through consensus—not wanting anyone to be unhappy
- Oversharing; too much self-disclosure. Revealing so much personal weakness that others feel a need to take care of you
- Inappropriately mixing friendship with work

Remember: The power differential is _____ present. (Doing nothing is not neutral)



Brainstorm at least five "big bang for the buck" manager behaviors that could temper the power differential, contribute to psychological safety, and help a manager feel approachable (i.e., safe)?



MANAGING YOUR POWER DIFFERENTIAL

Upcoming Modules:

- Give _____, delegate, empower your employees
- Be _____, affirm people, acknowledge the good stuff
- Ask for input on _____, and use that input as much as possible

Four more ways to moderate the power differential (and create psychological safety):

- Be aware of how you "_____"—watch for body language, expressions, and tone
- Make _____ and raising concerns part of the process, not the exception
- Ask for and be open to _____ (make sure accountability flows both ways)
- Demonstrate _____—acknowledge your own fallibility



An environment that is not safe to disagree in is not an environment focused on growth—it's an environment focused on control."

~ Wendi Jade

DISCOVERING YOUR BEHAVIOR STYLE

What People Do

Decision Making



Environment



Tasks



Social



RESULTS DIMENSION

The Results Dimension illustrates how an individual accomplishes a task or achieves a result. This dimension ranges from process-oriented to expedience-oriented behaviors.

- The process-oriented individual appears to pay more attention to **how** results can be achieved. A process-oriented individual may be perceived to be deliberate, systematic, and moderate.
- The expedience-oriented individual appears to pay more attention to the **speed** at which results can be achieved. An expedience-oriented individual may be perceived to be initiating, outspoken, quick, and bold.



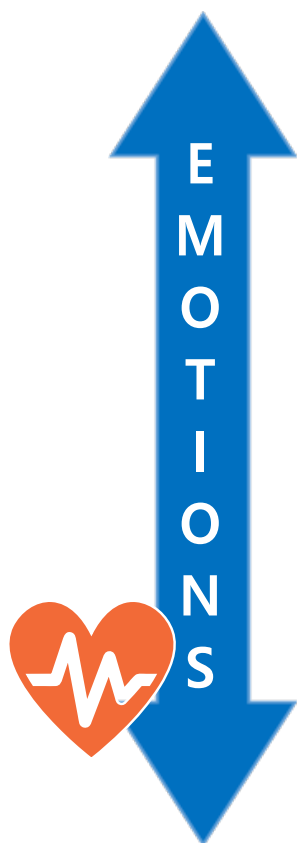
Process-oriented individuals APPEAR to:	Expedience-oriented individuals APPEAR to:
1. Ask more questions 2. Not speak out as easily/quickly 3. State more moderate opinions 4. Make a low-key first impression 5. Speak more cautiously 6. Avoid initiating and leading 7. Talk with more pauses 8. Take more time to decide	1. Make more statements 2. Speak out more easily and quickly 3. State stronger opinions 4. Make a dynamic first impression 5. Speak more assertively 6. Initiate and lead 7. Talk with fewer pauses 8. Make quicker decisions

EMOTIONS DIMENSION

The Emotions Dimension illustrates the degree to which an individual expresses emotions and feelings when relating to others. This dimension ranges from controlled to responsive behaviors.

- The emotionally controlled individual appears to experience **but not express** their feelings and emotions. An emotionally controlled individual may be perceived to be serious, reserved, and “hard to read.”
- The emotionally responsive individual appears to experience **and** express their feelings and emotions. An emotionally responsive individual may be perceived to be verbal, expressive, and “easy to read.”

CONTROLLED



RESPONSIVE

Emotionally controlled individuals **APPEAR** to:

1. Use minimal facial expressions and gestures
2. Make direct comments and use fewer words
3. Be less outgoing in social settings
4. Not talk about self; harder to get to know
5. Focus more on accomplishing tasks
6. Less likely to express feelings
7. More comfortable working alone
8. Give praise less frequently

Emotionally responsive individuals **APPEAR** to:

1. Use facial expressions and gestures often
2. Communicate openly and be more talkative
3. Be more outgoing in social settings
4. Talk about self; easier to get to know
5. Focus more on building relationships
6. More likely to express feelings
7. More comfortable working with others
8. Give praise more frequently

WHAT'S YOUR VIBE?

What **Analyzers** Appear to Want and Need



1.

(a blessing and a curse)



2.



3.

(get it right, do it right, say it right)



4.



5.



6.



7.

Mad Scientist

How would you stress out an Analyzer?



Primary Tension:

Magic Wand

Create the perfect work environment for Analyzers.



Meetings

What would the ideal meeting for Analyzers look like?



WHAT'S YOUR VIBE?

What **Promoters** Appear to Want and Need



1.



2.

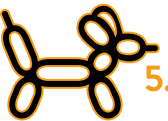
(a blessing and a curse)



3.



4.



5.

(keep it fun!)



6.



7.



Mad Scientist

How would you stress out a Promoter?

Primary Tension:



Magic Wand

Create the perfect work environment for Promoters.



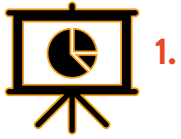
Meetings

What would the ideal meeting for Promoters look like?



WHAT'S YOUR VIBE?

What **Conductors** Appear to Want and Need



1.



2.

(a blessing and a curse)



3.



4.

(there's always a better way)



5.



6.



7.



Mad Scientist

How would you stress out a Conductor?

Primary Tension:

Magic Wand

Create the perfect work environment for Conductors.



Meetings

What would the ideal meeting for Conductors look like?



WHAT'S YOUR VIBE?

What **Listeners** Appear to Want and Need



1.

(a blessing and a curse)



2.



3.



4.



5.

(give them time to process)



6.



7.

Mad Scientist

How would you stress out a Listener?



Primary Tension:

Magic Wand

Create the perfect work environment for Listeners.



Meetings

What would the ideal meeting for Listeners look like?



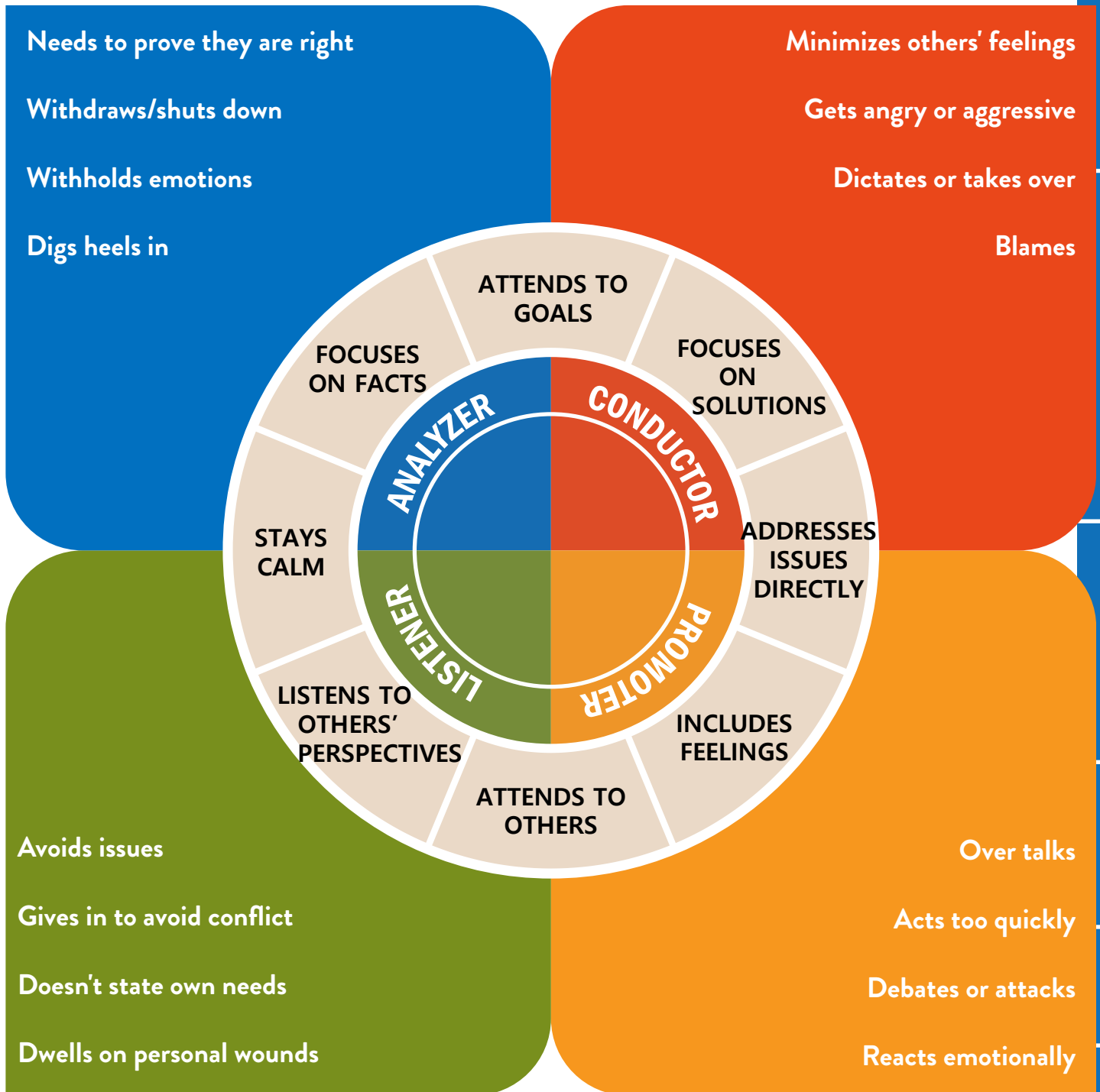
EXPRESSIONS CONTINUUM

Showing and Telling



CONFLICT AND STRESS TENDENCIES

How each style tends to show up when in conflict and/or under stress in healthy ways (circular area) and unhealthy ways (square areas).



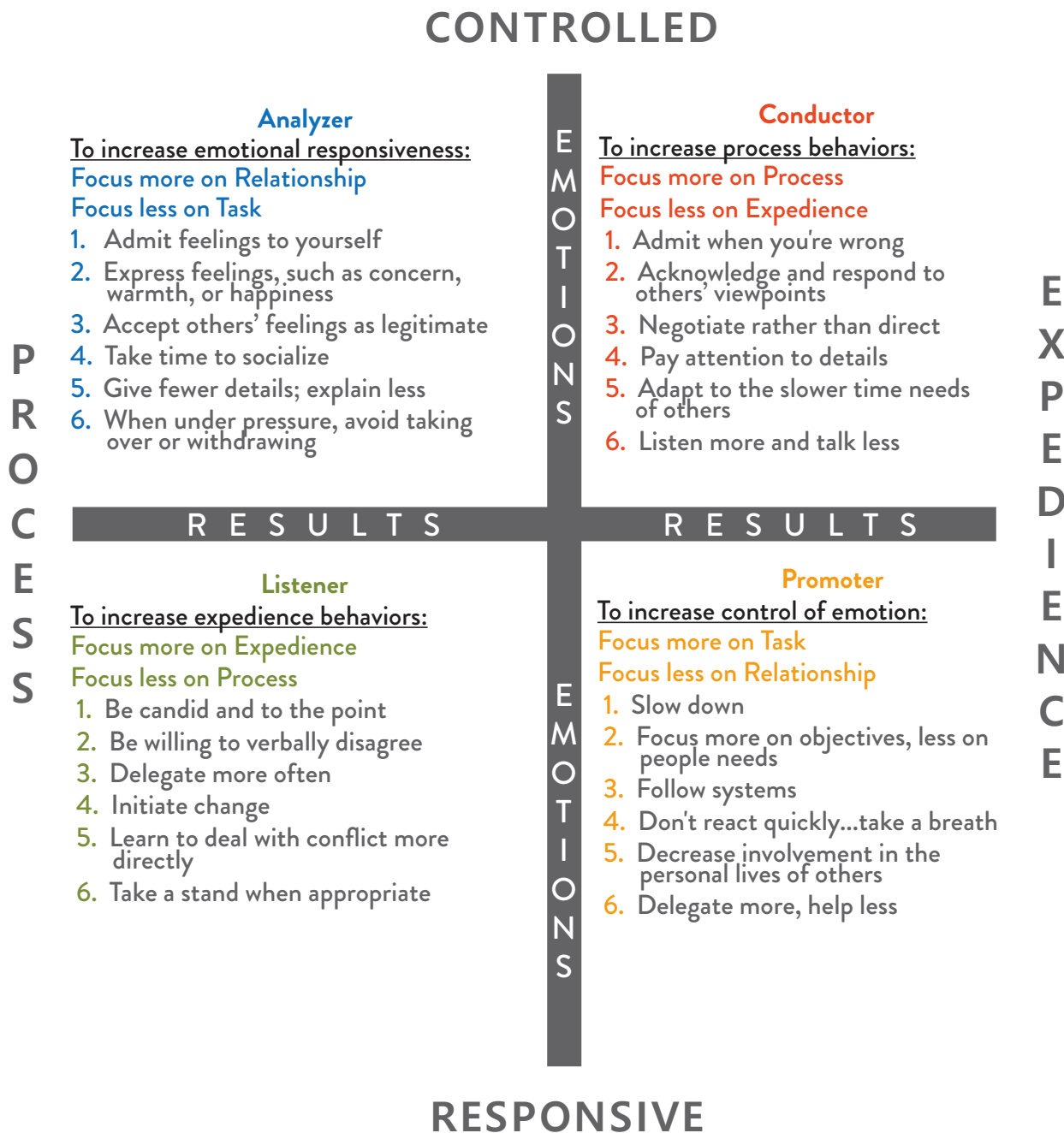
GROWTH ZONES 2

Analyzer 1. (emotions are data, too) 2. (action, activities, relationships) 3. (<u>sometimes</u> progress beats perfection)	Conductor 1. (and consider even letting go!) 2. (people before tasks) 3. (to understand, not to fix)
Listener 1. (be more candid) 2. (not everyone needs to agree) 3. (the other person likely already has)	Promoter 1. (wait, process, double check...) 2. (watch your airtime) 3. Focus less on what others _____ (hint: they're probably not)

*Note: The remaining pages in this chapter are supplemental information on Behavior Styles. You're welcome!

BECOMING MORE FLEXIBLE AND ADAPTIVE

To situationally, purposefully, and temporarily modify my position on one or both dimensions of behavior to create a win-win situation.



QUICK VIEW BEHAVIOR STYLES CHART

	CONDUCTOR	PROMOTER	LISTENER	ANALYZER
Strengths	Confident, decisive, direct, efficient, courageous, practical, independent, resourceful, take-charge, creative, likes to fix things	Animated, enthusiastic, friendly, optimistic, persuasive, fun, spontaneous, willing, stimulating, trusting, untiring, sociable, warm	Amicable, calm, good listener, considerate, cooperative, deliberate, dependable, genuine, modest, supportive, fair and just, kind, reliable	Accurate, analytical, careful, composed, conscientious, sensitive, observant, perceptive, persistent, precise, loyal, diplomatic, competent
Growth areas	Blunt, domineering, impatient, inattentive to details, appears angry, intimidating	Disorganized, emotional, talks too often/much, insecure, unstructured, overly expedient	Uncertain, avoids conflict, fear of speaking their mind, overly agreeable, oversensitive	Alloof, overcautious, critical, judgmental, perfectionist, takes too long to act/decide
Drivers	Results	Interaction	Trust	Information/data
Needs	High need for control	High need to verbalize ideas	High need to accommodate	High need to follow the rules
Motivators	Achievement	Positive communication	Time	Information/data
Don't give them:	Direct orders	Rejection/lack of rapport	Sudden change	Quick action without enough information
When stressed	Anger and control	Verbosity and fast action	Compliance and quiet	Details and caution
Fear	Being taken advantage of	Social rejection	Loss of security	Criticism of work
Value to Team	Getting results	Promoting ideas	Implementing the plan	Connecting the plan
Communication	Quick and blunt	Empathetic and optimistic	Calm and methodical	Logical and detailed
Change	Quick to adapt if in control	Appreciates having choices	Prefers to slow things down	Needs lots of factual information
Conflict	Fight	Flight	Tolerate	Avoid
Selling	New and unique	Flashy and showy	Traditional	Proven products
Networking Description	You have a powerful aura wherever you go.	Happiness is a room full of people and an invitation.	You are the best listener.	Small talk is not on your agenda.
Team Culture	Direction Driven, goal-oriented, move fast, quick decisions, directed	Communication Creative problem-solving, positive relationships, participatory, communication	Stability Reliability, take time to get it right, avoid change, stay connected relationally, fair	Productivity Focus on procedure, quality, pragmatic approach, traditional, careful
Mantra	Just do it!	It's about the people!	Tell me more!	Give me the facts!



ACTION PLANS LEAD People-Leader Commitments

As a people leader, you were hired to motivate and empower your team and its members to contribute to the organization's success. **The only way to truly succeed at this is to manage with mind and heart.**

1 THE MANAGER'S MINDSET: Managing with Mind and Heart

The Six Commitments of Effective People-Managers

We will commit to prioritizing (and memorizing) these mindsets.

1. A **growth mindset** is a prerequisite for effective people-leading.
2. **Morale** really matters...and it's (mostly) my job.
3. Effective management involves demonstrating that **I have my employees' best interests at heart.**
4. Managing people involves a specific set of **deliverables**. (The Top 15 Management Skills)
5. **Adaptive skills** are the most important skills (and see #1 above).
6. Managing my **power differential** is vital for creating psychological safety.

You can pay people for their backs, and you can pay people for their hands, but they volunteer their hearts, and they volunteer their brains.

~Stephen Covey

1. A Growth Mindset for Managers



Johari's Awareness Window

We will do our best to be open to the growth opportunities in our **BLIND & HIDDEN** areas that present themselves.

While a fixed mindset can trigger us into self-protection mode (and vice versa), shutting down learning and growth, a growth mindset engages our prefrontal cortex (and vice versa), allowing us to move into learning, creativity, empathy, etc.

To be an effective leader, you need to be growing as a human being

We will practice the "three Cs" of a growth mindset.

- **Curiosity** (We don't know what we don't know)
- **Courage** to try new things ("I'm not good at this...yet.")
- **Compassion** (Give myself a whole lot of grace and patience)



2. The Morale Mandate

Morale is mostly a product of leadership behaviors. While morale also has an individual component, it is leaders' behaviors and attitudes that most impact the group.

We will keep in mind that workplace morale will impact employees' ability to:

- Bring their best selves to work every day
- Contribute to a positive workplace culture
- Work safely
- Respond well to change
- Be creative and productive
- Engage: Exhibit buy-in & commitment
- Exercise teamwork and collaboration
- Be supportive of leadership
- Do quality work
- Provide excellent customer service
- Be responsive and responsible



3. The Top 15 Management Skills

We will do our best to provide our employees with these research-based top 15 practices.

1. Show caring and respect (the best way to create psychological safety)
2. Advocate for your team and organization (help your employees be successful)
3. Resource your team (give people the training and tools they need)
4. Ask for and be open to feedback (you don't know what you don't know)
5. Be approachable (effectively deal with the "power differential")
6. Make your expectations clear (be specific - and provide sponsorship as needed)
7. Be available and responsive (engage in M.B.W.A. and return emails and calls)
8. Follow through and follow up (do what you say you're going to do)
9. Deal with problems and concerns (the biggest source of negativity at work is unresolved issues)
10. Hold people accountable (unhelpful behaviors are addressed effectively)
11. Give recognition and thanks (it's a basic human need to be "seen" and appreciated)
12. Communicate, communicate, communicate (become an information curator)
13. Give autonomy and trust (this is all about "ownership")
14. Seek input on decisions (ask for people's opinions and really listen)
15. Be consistent, fair, and equitable (people are given equal respect, opportunity, and understanding)



Advocating For Employees

We will advocate for our employees and for the organization.



4. Show Caring and Respect

We will engage in behaviors that demonstrate to our employees that we care about them as human beings, not just as “workers” here to accomplish tasks.

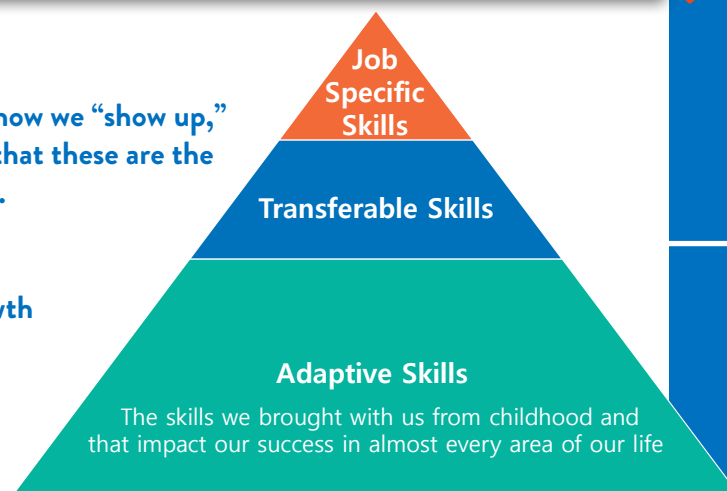
Effective managers consistently demonstrate they have their employees' best interests at heart.



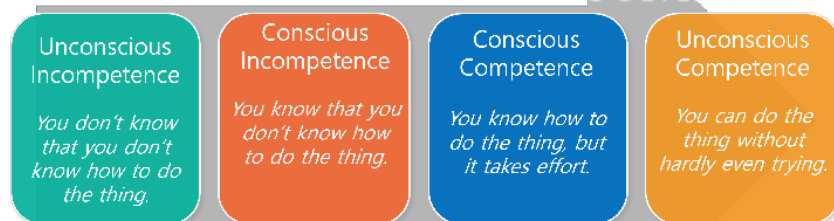
5. Grow Your Adaptive Skills

We will focus on developing our EQ-related skills (how we “show up,” relate to others, react and respond), remembering that these are the skills that contribute the most to our success in life.

As we become aware of growth opportunities in our adaptive skills, we will strive to pursue personal growth and improvements.



THE FOUR STAGES OF ADAPTIVE SKILLS DEVELOPMENT



We improve our adaptive skills by practicing the right behaviors (external) and the right attitudes and beliefs (internal).

The curious paradox is that when I accept myself just as I am, then I can change.

~Carl Rogers

The Growth Mindset in Action

You “almost discover” a gap
(Wait...maybe I'm not a good listener...)

This doesn't feel good
(Your brain interprets this as a threat)

If you're generally unkind to yourself...

If you're generally kind to yourself...

The “threat” feels unbearable
(This will prove that I'm a broken)

The “truth” is tempered by self-compassion
(I'm a good person who doesn't listen well...yet)

Move back to Unconscious Incompetence



DENIAL

ACCEPTANCE

Move forward toward growth



Top Three Adaptive Skills for Managers:

Listening So That Others Feel Heard

We will listen in a way that makes others feel heard and cared about.

Internal Work: Listen to understand, focus, be curious (instead of “judgy”), and practice empathy.

External Work:

- Make eye contact, use attentive posture, gestures, and facial expressions
- Don't interrupt and watch our “air time”
- Paraphrase
- Ask questions; provide prompts (“What else?” “Tell me more”)
- Avoid distractions (Put the cell phone away!)
- Use empathetic reflection
- Don't make it about yourself
- Don't be a chronic fixer
- Check back later (“Hey, how did that conversation go...?”)



Receiving Feedback Nondefensively

We will do our best to respond nondefensively when receiving feedback - otherwise we run the risk of being unapproachable.

Internal work:

- Practice differentiation (“This feedback doesn't define me”)
- Remain open and curious (Look for what's true)
- Practice self-compassion (Temper your inner critic)

External work:

- Listen first...don't talk! (And use open body language)
- Ask a question or two (to get clarity and show that you're open)
- Offer some sort of “message received” statement
- Engage in dialogue: Agree, disagree, or stay neutral
- Say “thank you”

Giving Corrective Feedback

We will give feedback with the intention of bettering the work product/work environment and creating a positive, productive, professional, and enjoyable workplace. We will:

- Give feedback in such a way that we lower the other person's defenses, not raise them.
- Use a tone that is respectful and kind, even while being clear and direct. We won't attack, yell, or sound angry; otherwise we increase their defensiveness instead of lowering it. Our tone will tell the person that we are on their side, not against them.
- Avoid exaggeration/hyperbole (“always,” “never”).
- Be specific - generalities don't help.
- Not assume or come across as accusatory.
- Include some positive, when possible. (Making sure it's “in the same zip code” as the correction.)
- Dialogue, not monologue.
- Avoid using notes and/or email to give corrective or negative feedback.
- **IMPORTANT:** We won't give feedback about character (“unprofessional,” “rude”) or motive/what's in the person's head (“unmotivated,” “bad attitude”). Instead, we will translate back to behavior, the impact of that behavior, and possibly the replacement behavior(s) we would like to see instead. (B.I.R.)

6. Manage Your Power Differential and Create Psychological Safety

We will strive to create psychological safety in the workplace so that all employees feel that they have the freedom to speak out, make mistakes, disagree, and be authentic without fear of being rejected, embarrassed, or “punished.”



The Power Differential

We will monitor our power differential, a dynamic that exists between the levels of authority that can cause employees to be over-cautious, less transparent, afraid of “being in trouble,” and more.

The power differential has three ingredients:

1. The actual power (control) a manager has over an employee (time, tasks, reputation, evaluation, etc.)
2. The employee's own past experiences with authority (transference)
3. The manager's behaviors. Managers might exaggerate the power differential, leading to fight, flight, or freeze reactions on the employee's part. OR they might attempt to eliminate the power differential, leading to frustration and a chaotic work culture. OR they can moderate the power differential in a way that maximizes its positive potential.

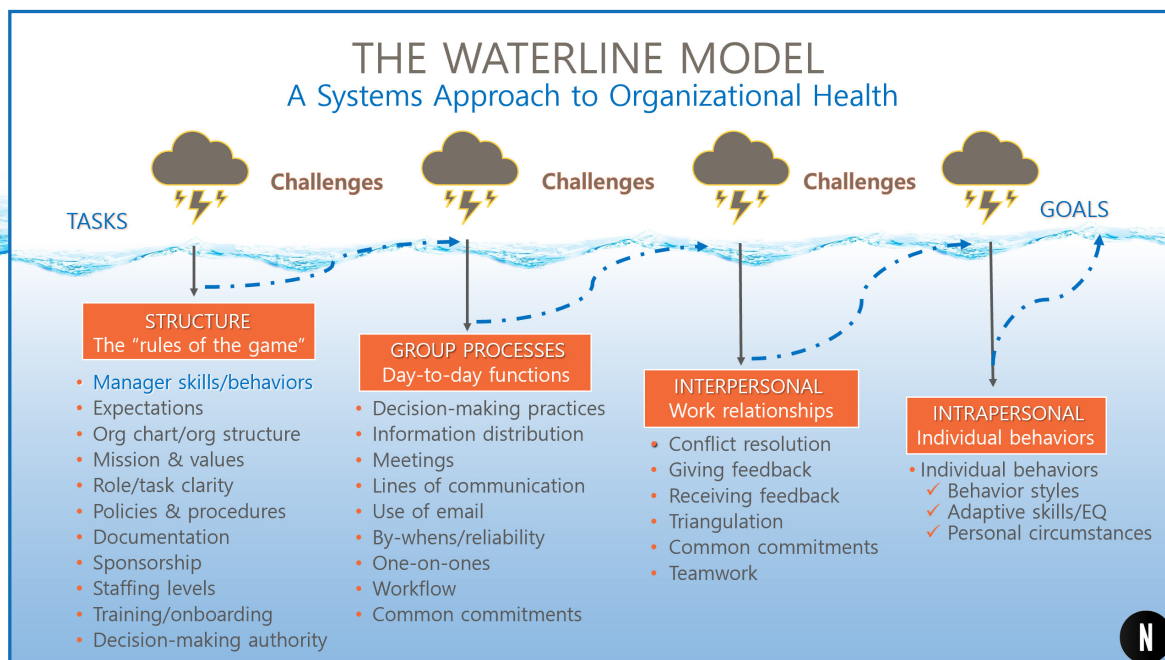


Eight ways to moderate the power differential (and create psychological safety):

1. Be “safe” in terms of body language, tone, and overall kindness.
2. Demonstrate humility - acknowledge your own fallibility.
3. Make disagreeing and raising concerns part of the process, not the exception.
4. Listen in a way that makes people truly feel heard.
5. Ask for input on your decisions, and use that input as much as possible.
6. Be appreciative: Give affirmations, say “thank you,” acknowledge the good stuff.
7. Empower others: Delegate, give autonomy and trust.
8. Ask for feedback and receive it non-defensively (make it clear that accountability flows both ways).

2 PROACTIVE MANAGEMENT: Systems Thinking and the Waterline Model

We will be **proactive rather than reactive managers**, keeping the focus on learning rather than pointing fingers, utilizing a spirit of curiosity rather than blame, and using the waterline model to help guide where to look for systemic issues and solutions.



Single-Point Accountability (SPA)

We will assign and sponsor SPAs to projects, tasks, teams, etc. as applicable to alleviate confusion and set the team up for success.

The Individual Success Plan (ISP)

We will find ways to flexibly use the components of the Individual Success Plan to clarify expectations, define success, and build toward autonomy. Remember: ISPs are collaborative and flexible, not top-down directives.



Intentional One-on-One Meetings With Team Members

We will use regularly scheduled meetings (not relying on our “open-door policy”) as opportunities to deliver the Top 15 Management Skills, build psychological safety, and invest in relationships rooted in trust and respect.

One-on-one meetings are a way to:

- Offer support, caring, and encouragement.
- Practice curiosity/ask great questions.
- Provide accountability, advise, and/or coach.
- Give employees a voice and learn important information.
- Train, mentor, and orient.
- Thank, recognize, and praise.
- Establish clear expectations. (Create an Individual Success Plan)

Principles:

- Most important: It’s more about the employee than the tasks.
- Ask great questions:
 - » Avoid close-ended questions.
 - » Include permission for critique right in some of your questions.
 - » Consider pre-loading the questions.
 - » Coordinate questions with other leaders in the department/organization.
- Use your great listening skills. (Focus on understanding. People want to feel “seen.”)
- Share the airtime. (Don’t over- or under-control the agenda or the conversation.)
- Take a few minutes to prepare.
- Follow up on previous one-on-one conversations.
- Collaborate with employees to create meaningful meetings.
- Don’t use forms, but do write things down.
- Don’t cancel; reschedule instead.
- Save general information distribution for group meetings.

Ideas for Questions: (Incorporate the Top 15 Skills)

- How are you doing? How was your son’s graduation?
- Is there anything you want to talk about?
- What’s on your plate? What are you working on?
- What issues/roadblocks are you struggling with?
- What’s going well? What successes have you had lately?
- Do you have ideas, suggestions about...?
- What things do you want/need to know? What information might I have that you need?
- What training needs do you have?
- Am I being clear about expectations?
- What would you like to see less or more of from me as a manager?
- What performance management issues are you dealing with in your staff team? How can I help?
- How are you doing on your (action plans) (project) (Individual Success Plan)? How can I help?
- Here are good things about you/your performance I’ve heard about or seen.
- I have some feedback I’d like to share with you.
- Is there anything you need from me?
- What follow up/follow through items have I missed?



Lines of Communication: Who Should Be Talking To Whom About What

If we don't discriminate between the conversations we should be having and the ones we shouldn't, we create confusion and disempower the managers who work for us.

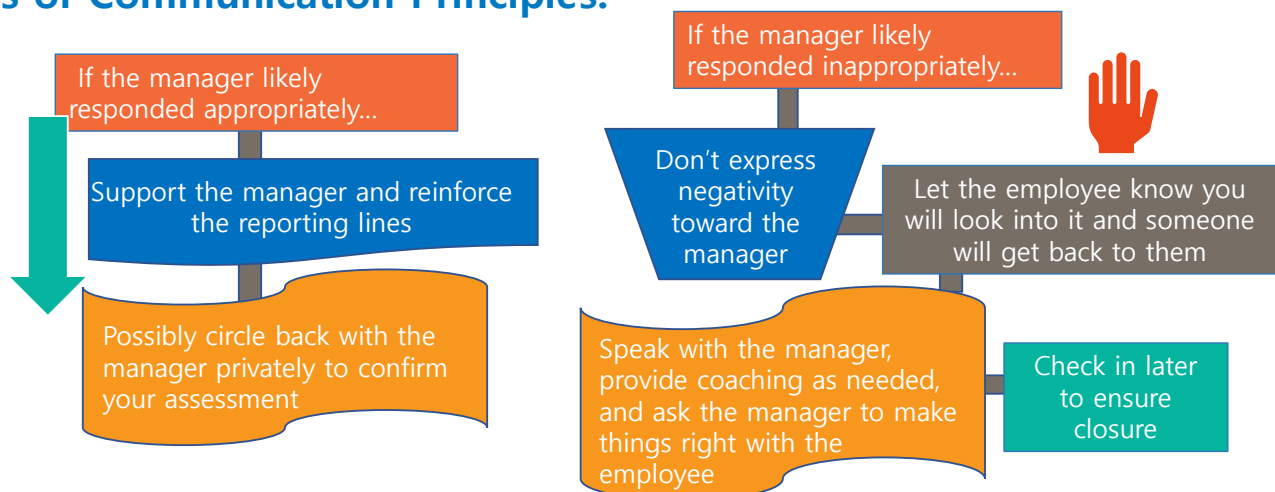
We will:

- Have a "half-open-door policy" in terms of the kinds of issues we allow ourselves to get involved with. In general, don't manage the employee. Instead, reinforce the reporting lines whenever possible.
- If we think it may be appropriate to get involved, speak to our direct employee first in order to gather pertinent information.

Our involvement may include:

- » Coaching our direct employee to better manage the situation.
- » Talking to our employee's employee to reinforce our employee's message.
- » Involving HR if the situation warrants it.
- Relay information to our employees and not directly to their employees without including them.
- Request that your boss engage in the chain of communication behaviors outlined here.
- With exceptions, we won't give tasks or assignments directly to our employees' employees.
- Meet with our direct reports regularly to help ensure that issues, concerns, employee performance issues, etc. are dealt with within the chain of command.

Lines of Communication Principles:



Building Trust Through Reliability (“By-Whens”)

We will build trust through reliability by utilizing “by-whens” according to the following guidelines:

- Establish a by-when when communicating a task or commitment. (Give a by-when, ask for a by-when if you don't get one, and/or negotiate the by-when until there is agreement)
 - » Start with negotiation when possible. (“What works for you?”)
 - » You may need to help the employee re-prioritize their to-do list.
 - » “ASAP” is not a by-when!
- Meet by-whens you have been given. (Take them seriously)
- If you are going to miss a by-when, renegotiate it ahead of time. (This creates trust)
- Follow up on by-whens you have given. (Don't let missed commitments go unaddressed)
- Make your by-whens as “true” as possible.
- By-whens work in four directions: up, down, horizontal (peer-to-peer), and with clients/customers/vendors.



3 UNDERSTANDING PEOPLE : Behavior Styles

We will do our best to honor one another's behavior styles, resisting the urge to judge others based on who they are, AND we will honor our own behavior styles, leveraging our strengths, attending to our growth edges, and giving ourselves grace.

We will work on the growth opportunities that our behavior style presents us:

Analyzer:

- Speak your feelings (including the positive)
- Initiate (actions, activities, relationships)
- Be open to "good enough" (sometimes progress beats perfection)

Listener:

- Speak what's true for you (be more candid)
- Take action/decide (not everyone needs to agree)
- Let it go (the other person likely already has)

Conductor:

- Ask for others' opinions (and consider giving it a go!)
- Take time to connect (people before tasks)
- Truly listen (to understand, not to fix)

Promoter:

- Slow it down (wait, process, double check...)
- Speak less, listen more (watch your airtime)
- Focus less on what others might be thinking about you (they're probably not)



Analyzer • Perfects ideas • Wants time & accuracy • Needs organization • Expects high standards • Works carefully & alone <i>Tension: Being wrong</i>	Conductor • Generates ideas • Wants control & results • Needs action & change • Expects efficiency & results • Works fast & alone <i>Tension: Losing control</i>
Listener • Fulfills ideas • Wants to help others • Needs security & harmony • Expects appreciation • Works carefully with others <i>Tension: Confrontation</i>	Promoter • Promotes ideas • Wants recognition • Needs immediacy & action • Expects freedom & fun • Works fast with others <i>Tension: Being rejected</i>

4 PERFORMANCE MANAGEMENT: Course Correcting for High Performance

Navigating Organizational Concerns

When faced with issues, we will ask ourselves these questions:

1. **EIQ** (Employee Impact Question) - Does the behavior actually impact the person who is complaining?
2. **OIQ** (Organizational Impact Question) - Does (or could) this behavior impact organizational health?
3. Might this be a symptom of a broader Waterline issue?
4. Should HR be involved in this issue?

When employees come with a concern, we will be sure to tell them which option we are selecting:

1	2	3	4	5
Decline	Coach	Mediate	Hold	Own
[No action]	[Advised action]	[Shared action]	[Potential action]	[Take action]
				
“I’m not going to do anything about this, and this is why...and I’d like you to let go of this. How can I help you with that?”	“I’m not going to act directly, but I will help you find a way to address this problem yourself.”	“Let’s get everybody together and try to work this out.”	“I’ve got this and I will deal with it if it reoccurs.” OR “Please let me know if the problem continues.”	“I’ve got this.”

Progressive Conversations

We will be progressive in our interventions with employees, instead of “camping.”

Possible interventions are: (Remember, this is a menu, not a recipe.)

- The “by the way” conversation [B I]
- Refer to the previous conversation, possibly with added clarity
- Dig in: Be curious—ask about roadblocks
- Collaborative action planning [B I R _ H]
- Refer forward [B I R **C** H]
- Change the “vibe” (it’s ok to be firm)
- Set up a meeting outside your 1-on-1
- Change the location
- Establish a regular follow-up cadence
- Follow-up email
- Add-ons: Training/assignments/reading material/job changes
- Involve your boss (or HR) in the conversation



B.I.R.C.H Conversations

When coaching employees toward improved behaviors/work product, we will be clear about:

Behaviors: We will give feedback **ONLY** about behaviors, and not about character (“rude,” “disrespectful,” “inconsiderate,” “careless,” etc.) or attitude/intent (“unmotivated,” “bad attitude,” etc.).

Impact: What is the reason we are having this conversation? Why does it matter? How does (or might) this behavior negatively impact others, the company, the clients?

Replacement behaviors: This is what makes the conversation true coaching - describe the behaviors in which you would like to see the employee engaging.

Consequences (OPTIONAL): It doesn’t have to be mentioned if the conversation is not progressive at this point. If mentioned, it can be referred to with a “let’s not let this situation get there” attitude.

How you can Help: Might there be a way for you to help support the employee toward improvement? And/or do your actions (or lack thereof) partially contribute to the issue?

In order to maintain a relational connection with the employee, we will do our best to add C.A.R.E.

Curiosity: Ask questions. Not “Why?” or rhetorical questions which can sound condescending. Instead, use “respectful inquiry.”

Affirmation: In which areas is the employee succeeding? What do you appreciate about them?

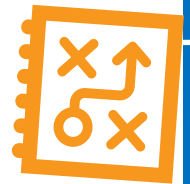
Reflective Listening: When the employee expresses concern or pushes back, make sure they feel respected and heard.

Empathy: Express in some way that you understand what the employee is feeling and experiencing.

Other Coaching Tips

We will:

- Recognize that our job as managers includes maintaining standards of behavior, ensuring quality work, and creating a healthy work environment.
- Remember that “what we allow, we teach.”
- Proactively communicate expectations to our team.
- Use group interventions only once for any particular general employee behavior problem. After the group reminder, we will use individual one-on-one conversations.
- Prepare for coaching conversations using the “Coaching Preparation Worksheet,” brainstorming with other leaders, seeking advice from our boss, etc.
- Follow up on conversations, including recognizing any positive behavior changes.

**Navigating Challenging Responses**

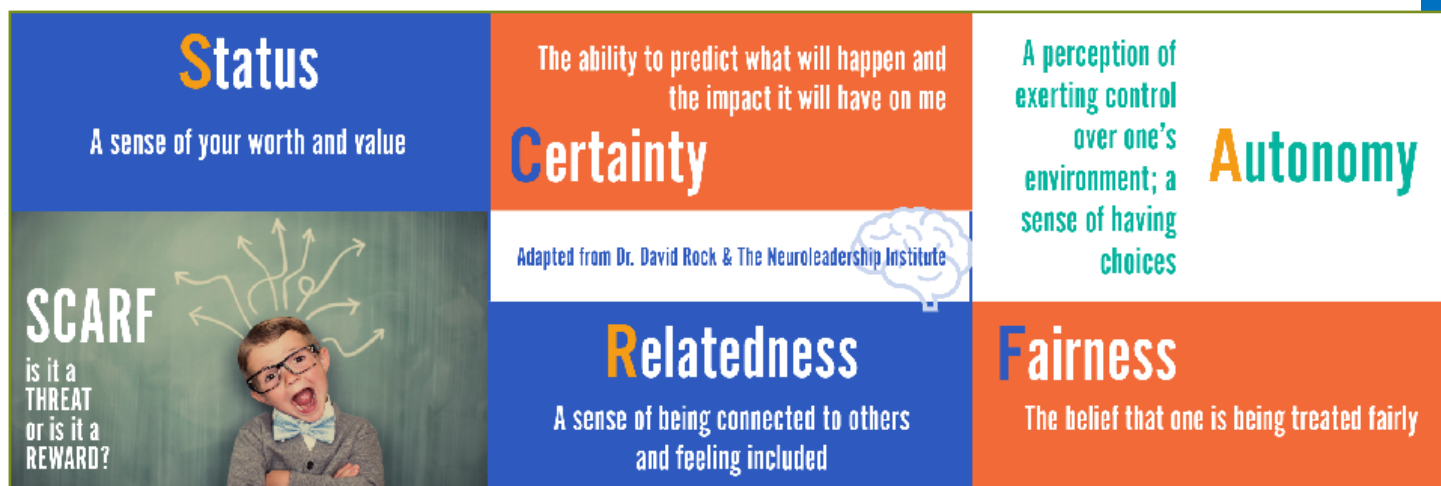
We will help employees with their unhelpful reactions in the following ways:

- **Remember:** It takes two to have an argument, because you are both trying to win!
- Listen. Really well. Paraphrase, empathize, ask questions.
- Watch your tone and volume. Don’t escalate; instead, de-escalate.
- Use “argument busters.” (“That’s probably true, and I need you to...”) Acknowledge, but stay on track.
- Make them feel heard. Spend some time discussing what they want to discuss.
- Offer help - remove roadblocks.
- Stop and define the conversation expectations. (“Let’s not argue...let’s talk one at a time.”)
- Bookmark the topic. Set up a time to discuss their concern.
- Remember who is in charge. (“This is my final decision...”)
- Ask for feedback.



5 EMPLOYEE ENGAGEMENT: Meeting Employees' Needs

We will be aware of how our actions and interactions interplay with the five SCARF domains, working to avoid triggering “fight, flight, or freeze” responses and instead find ways to meet these needs.



Recognize and Appreciate Your Employees

We will do our best to “catch people doing good” by offering recognition, appreciation, and thanks.

We will also:

- Follow up on any positive behavior changes following coaching conversations.
- Work to create a rewarding work environment through rituals, events, and team-oriented practices.
- Keep in mind that we have “relational bank accounts” with employees and co-workers. If the account is empty and we take a withdrawal, trust and respect are damaged. We will work to keep these “bank accounts” full.
- Remember that our teams need praise, too!
- Use the **Behavior/Impact** approach whenever possible to help make praise and recognition “sticky.”

Additional **Behavior/Impact** Recipes:

BIT: Behavior + Impact + Trait/Strength (helps people see themselves as skilled)

BIL: Behavior + Impact + Learning Prompt (builds confidence and creates neuroplasticity)

BIG: Behavior + Impact + Growth Cue (shows you see the potential in them)

Merit-based (what they did)

Name the **Behavior** (what they did)



- *Thank you for staying late to troubleshoot the system.*
- *You handled that complaining customer like a pro.*
- *I appreciate that you spoke up at the meeting about your concerns.*

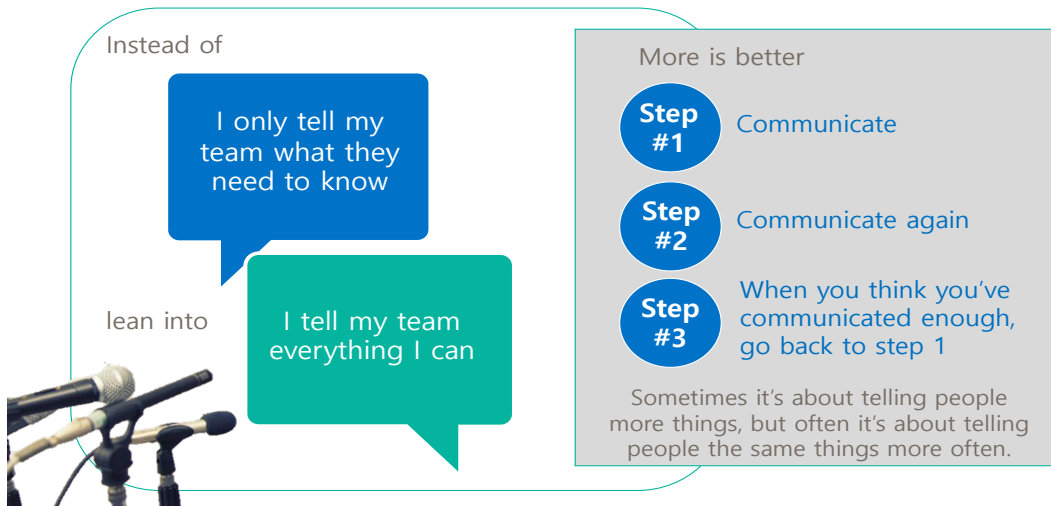
Delivery methods:

- ✓ Quick “by the way” verbal thank you
- ✓ Group shout-out
- ✓ “Good job” card or email
- ✓ During a one-on-one, annual review, ISP conversation, etc.

Information Distribution

We will act as “information curators” by:

- Collecting communication items from four sources: our boss’s bulleted list, the “rain of emails,” our horizontal stakeholders, and our own stuff.
- Delivering this information to our employees using pre-selected and agreed upon methods of communication (i.e., weekly summary email, internal intranet page, a texting platform, etc.) And remember: Using two sources each time is usually best.
- Requiring employees to take specific daily actions to access sources of communication.
- (Upper Management) Working together to organize the communication items we want shared into bullet points, and then passing them down the chain to be shared with employees.
- Using effective email strategies aimed at reducing conflict, reducing volume, and reducing confusion.
- Asking employees what information they need/want more of or less of.
- Asking for employees’ help in creating and improving a robust system of communication.



THE DO'S & DON'TS OF EFFECTIVE EMAIL COMMUNICATION



THE DO'S	THE DON'TS
Do avoid misunderstandings and relationship damage by talking directly with people when you are requesting behavioral change.	Don't use email for negative feedback, behavior correction, or interpersonal issues. Don't cc bosses as a means of leverage or tattling.
Do watch your tone. Read your emails before sending.	Don't SHOUT! Don't use snippy words ("apparently").
Do reply to emails same day or by end of next day. Use your "out of office" feature correctly.	Don't ignore emails.
Do clearly state the subject of your email in the subject line. Clean up your emails- delete long threads.	Don't continue to use old subject lines. Don't send long threads, then ask people to "start from the bottom."
Do write your emails the way you would write a memo. Use bullets, paragraphs, numbers, etc. Be succinct.	Don't write a novel. Don't send several "stream of consciousness" emails- wait and send one.
Focus your email on whom you're communicating with, adding other people only when necessary.	Don't use unnecessary CC's "reply to all's." More is not better. Don't send unnecessary emails; reduce volume if possible.

Giving Autonomy and Trust

We will strive for an outcome-based management mindset, knowing that maximizing “safe” autonomy is critical for morale, engagement, productivity, and retention.

We will focus on:

- Using Individual Success Plans and other methods for providing clear expectations and defining what “great” looks like.
- Creating psychological safety by providing a supportive environment and talk with employees about autonomy.
- Paying attention to our own need for control and fear of letting go.
- Shifting decision-making authority to the safest level possible.

Ranges of Decision-Making Freedom

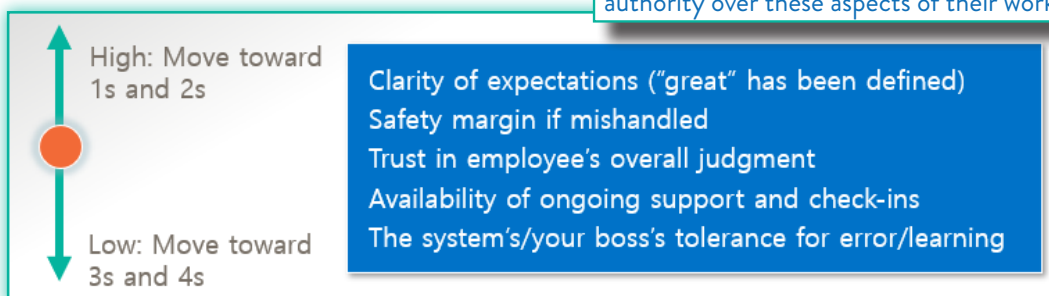
Which parts of their role fall into:

1. Just do it
2. Do, then tell
3. Consult, then do
4. Do it if you're told to

Trust is not just earned, it's also gifted

1s & 2s= SPA range (You're giving autonomy by delegating decision-making authority over these aspects of their work.)

3s & 4s= "Pair-of-hands" range (You're retaining decision-making authority over these aspects of their work.)



- Using the Decision-Making Model (below)

Decision-Making Options



Shared Decision-Making

LEADER DECIDES		GROUP DECIDES	
 Decide and Tell STYLE #1 Decide and Tell Communicate and explain your decision.	GROUP INFLUENCES Collaborative STYLE #2 Almost Decide, Seek Input, Then Decide STYLE #3 Seek Input Solicit ideas and recommendations from the group, then decide.	LEADER FACILITATES Group Decision STYLE #4 Majority Vote Leader has one vote and gives up veto power. STYLE #5 Consensus Each person has a chance to influence the decision and has agreed to support the final decision.	 Delegation STYLE #6 Delegate the Decision Be clear about parameters of freedom.

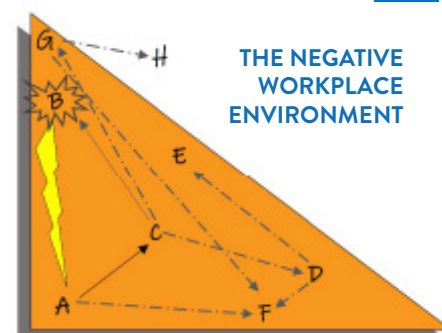
We will:

- Clarify which decision-making style is being used at the time and practice using whichever decision-making style best fits the situation at hand.
- Ask for input in such a way that our “processors” have time and opportunity to give input. (Pre-agendas, small groups, etc.)
- Support the decisions made by people in authority, while still feeling free to ask for clarification, express our opinions, etc. We won’t sabotage or badmouth decisions once they’ve been made.
- Provide information and follow-up on decisions and the rationale behind them whenever possible.
- Engage in consensus (style #5) decision-making by:
 - » Involving everyone
 - » Abiding by the “invisible contract” - “we will all support the final decision”
 - » Collaborating using good adaptive skills

Triangulation and Negativity

We will:

- Not badmouth one another to peers/subordinates, even when someone else initiates the conversation.
- Make sure conversations are solution-based when issues regarding others need to be discussed, as opposed to “recreational negativity” or venting.
- Avoid triangulating by:
 - » Practicing solution-based, problem-solving conversation.
 - » Going to the person directly.
 - » Choosing not to discuss it (Work through angst using positive coping skills).
 - » Going to an appropriate person to discuss issues (within the organization- i.e., our boss or HR).
 - » Venting/processing with someone who is not part of the organization.
- Not “throw our leaders under the bus.” When we have a problem with a superior, we will practice solution-based conversations with that person, and/or use one of the methods in the above sub-bullet list.
- Practice gratitude. (It changes your brain!)



When someone else is triangulating, we will:

- Suggest that they go to the person, go to their boss, “let go,” etc. In other words, redirect.
- Turn the conversation into an actual problem-solving conversation. Discuss solutions, plans, etc.
- Say something positive about the person being talked about.
- Mention these commitments and action plans - a gentle reminder usually does the trick.
- Remind the other person that this conversation (triangulation) will not fix the problem.
- Change the subject.
- Refuse to engage in the conversation unless it is leading to a productive action!

BONUS FACT!



GRATITUDE: a life-changing alternative to triangulation

Participants in three studies who practiced gratitude had fewer physical symptoms, slept better, felt better about life, were more optimistic, and felt more connection with others than those who didn't.

The gratitude group also reported better progress toward personal goals.

[Emmons & McCullough, 2003]

Cultivating gratitude reduces cortisol levels by 23% and leads to significant improvements in mood, energy levels, and physical well-being, and makes people more resilient to emotional setbacks and negative experiences.

[McCraty & Childre, 2004]

Neuroplasticity!

Gratitude trains attention toward the positive.

What we repeatedly notice, the brain strengthens and prioritizes.

Over time, gratitude reshapes perception.

[Fox et al., 2016]



Effective and Enjoyable Team Meetings

A. Team Meeting Content

Meetings that contribute to a positive and effective work culture often include:

- Checking in, “taking the pulse”
- Reviewing action items and plans
- Brainstorming, trouble shooting, problem solving
- Decision-making styles 2, 3, 4, and 5
- Building morale
- Communication! Information, follow-up, follow-through
- Asking for input and feedback
- Exploring topics for future meetings
- Team building, fun, (food?)

Agenda ideas:

- A review of notes and follow-up items
- Leader’s report (information, updates, etc.)
- Group discussion/brainstorming - some form of group interaction and involvement
- Topics that are relevant to all
- Floating agenda items (employee input)
- Parking lot (“tabled” topics for future agenda)

Meetings will end with a review of:

Action items

By whens - By whoms

Communication items (who will be sharing what with whom and when?)

Decisions

It can be helpful to cover these in reverse order

B. Team Meeting Logistics

We will do our best to run meetings in the following way:

- Begin and end on time. (Possibly decide as an organization to always end meetings 10 minutes before the hour to give people time to transition.)
- Have a time-keeper (who gives facilitator one minute warning for each item to help stay on track).
- Have an agenda.
- Include the appropriate participants and relevant topics.
- We will evaluate meetings twice a year for effectiveness, make changes, and celebrate improvements.

C. Team Meeting Code of Conduct

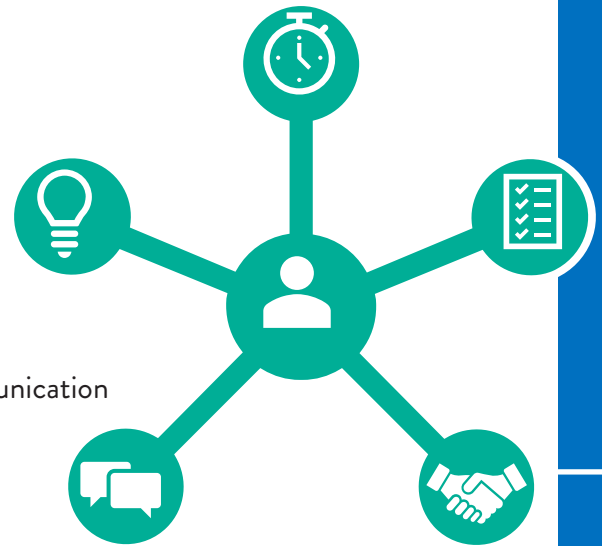
We will work with our teams to create meeting commitments, to possibly include:

- Attend staff meetings and show up on time.
- Be accountable; come prepared.
- Be courteous and respectful.
- Put away phones. (Don’t text/no media)
- Avoid sidebar conversations.
- Participate, be involved, have your “skin in the game.”
- Use the “floating agenda” to bring up items for discussion.
- Help the group stay on track by using the agenda.
- Disagree appropriately - use appropriate tone, watch body language, etc. Be honest, but respectful.
- Not attack/criticize people publicly. Not interrupt, but listen respectfully.
- Participate with a positive attitude. Come with ideas, not just complaints.
- Be willing to try new things; be open.
- Participate in decision-making and brainstorming with openness and respect.



D. Team Meeting Facilitation**Facilitators will do their best to:**

- Keep the meeting on track and focused.
- Ask great questions and be open to responses.
- Deal with inappropriate behaviors.
- Involve participants as much as possible.
- Clarify decision-making styles.
- Manage the power differential.
- In closing, restate action items, by whens/whoms, communication items, and decisions. (A,B,C,D)

**Managing for Fairness**

We will strive to create psychological safety by not engaging in behaviors that appear to treat some people more or less favorably than others due to conscious or unconscious bias.

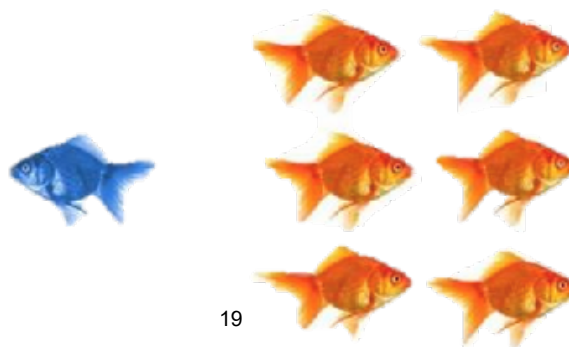
We will follow these guidelines in order to avoid favoritism or the appearance of favoritism.

- Actively engage in bias-awareness work and practice self-reflection. We don't know what we don't know about our biases. Read, listen, and learn to become more aware of your unconscious biases, including proximity and behavioral biases.
- Equalize access; remember that time with the leader is a commodity.
- Treat everyone with kindness, dignity, and respect.
- Be aware of the "friendship factor."
- Be consistent.
- Use clear and objective criteria for decisions.
- Provide equitable (not necessarily identical) support.
- Be transparent and proactive by sharing the "why."
- Foster inclusion by asking for input on decisions.
- Ask for feedback and correct missteps.

6 SUSTAINING CHANGE

Resistance and Sustaining Change (Next Steps)**Resistance**

Systems and people do not like to change and will put up many forms of resistance, often times unconsciously. Managers who are not prepared for this dynamic will tend to "give up and give in" and go back to whatever they were doing (or not doing) before, hence colluding with "homeostasis." Instead, keep moving forward, readjust and try again, ask questions and stay the course.



Sponsorship

As leaders, we will work to ensure that the appropriate sponsorship (which can only be provided by someone who has the authority to actually require the change) is in place when employees are being asked to make changes, buy into new initiatives, or cooperate in cross-functional teams.

We will keep in mind that sponsorship includes:

- Direct communication with employees, including the what, why, when, who, and how.
- Repeated messages. Sponsorship is not a one-time thing - beware of the vanishing sponsor!
- Modeling behavior that supports the change.
- Establishing clear expectations and staying connected.
- Celebrating successes along the way.
- Problem solving and dealing with resistance when it occurs.



When acting as the agent, and faced with resistance, we will not resort to “beating our heads against the wall,” but will instead simply state, “I’m sorry, there must be some confusion...” and then ask the sponsor to re-communicate and/or clarify.

Sustainability

We will practice the SUSTAIN model:

Sponsorship (leaders require it)

Utilize the skills (everyone commits to it)

Support from the community (we all talk about it)

Training (others are trained on it)

Accountability (we hold people to it)

Integration (systems are embedded with it)

Nudges (designees remind and review it)

