



PEOPLE CHANGE COACH WORKBOOK

people
change

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1. ABOUT PEOPLE CHANGE

People Change supports change agents to realize measurable, profitable changes at their own Team or at their customers Teams. People Change provides tools for transformation processes for Leaders, Teams and Organisations.

People Change Scan gives you quick insight:

- The current situation of yourself, your colleagues, Team and your organisation
- The strategically desired direction of your colleagues, Team and organisation
- The willingness of people and your Team to enter into change
- The ability of the people to cope with the necessary change
- The framework conditions needed to successfully complete a change

People Change offers an online Scan to measure changes in individuals, teams and organisations. This People Change Scan immediately gives you a clear approach on how to use the change and provides measurable data during and at the end of a change process to demonstrate the change.

People Change has proven itself for decades:

- In case of a culture change to get self-directed teams
- In order for a merger of two parties to be successful
- In a family business to determine what kind of successor is needed
- As a team analysis to talk about mutual struggles
- For recruitment and selection (when guarding the culture or

seeking dissenters for change)

- In coaching programs and career questions of individuals

People Change is only offered by certified partners. These partners have mastered the People Change Scan and the underlying change, values and culture theory. They have extensive experience in guiding change and transformation processes.

Several times a year (open and in-company) training courses are offered that train people to obtain a certificate and give them access to a license on the Scan. The Scan is available in Dutch, English, French and German.

Dr. Rogier Offerhaus MBA used this scan for a successful change process at a large Call Center in 2009–2012 and used the results in his dissertation 'In search of targeted cultural change'.

For more information, see www.peoplechange.nl, call 030-2382782 or mail to info@peoplechange.nl

2. INTRODUCTION

This Coach workbook is intended for people who have made the People Change Scan and who want to study the value systems and their leadership and team development.

This workbook provides step-by-step information about how to use the People Change scan results in the area of your and your Team value systems and provides information about the content and meaning of these Team results. This book is an addition to the brief explanation of the individual Scan report and is offered to you as support in development or coaching of your Team.

3. ORGANIZING THE LEADERSHIP PROGRAMME

3.1. Team Coaching practice

We go deeper into the practice of Team Coaching. The participants have followed the People Change Scan Leadership course and are familiar with the GROW case approach. We want to build on these experiences and teach the participants to guide their own cases in their client team. The participants who do not yet have experience with GROW cases, will first introduce GROW cases in order to learn the basics. In the first instance, the emphasis in the GROW cases will be more on working in a solution-oriented manner according to the core values and less on personal development.

	What do we discuss	Who	When
Training 1	What is Team Coaching? Relationship with core values, value systems and situational leadership. To propagate the power of vision/the dream itself, exemplary behaviour.		Period 1
Training 2	TEAM GROW Case guidance: giving attention and listening; letting go and providing frameworks using Kpi's; dialogue vs. discussion. Practice TEAM Coaching.		Period 2
Training 3	TEAM Leadership guidance: dealing with resistance and ideas; pro-active vs. reactive questioning; keeping in touch with the group.		Period 3
Training 4	Coaching self-directed Teams: team leaders in the line, dealing with uncertainties of yourself and others, setting up quality circles. How to make a challenging business case.		Period 4

During the training sessions, materials developed by People Change will be used. The participants submit their own Grow cases, which

are supervised by their colleagues. The GROW cases relate to challenges in their own team. The training courses are concluded with a People Change certificate Team Coach of participation.

Approach

People remember: 10% of what they hear
35 % of what they see
55% of what they hear and see
70 % of what they themselves say
90 % of what they themselves say and do

So: Saying and Doing a lot yourself!

Rules

- Crisis take precedence.
- Nothing is crazy (ask).
- All information is confidential.
- Responsible for your own learning process.
- Give feedback immediately.
- Work on the basis of examples, which you bring in.

3.2. GROW TEAM Case Sessions

This program prepares you for guiding GROW TEAM case sessions. These are regular Grow case meetings of two hours with groups of 5–15 participants.

The core of the GROW case sessions is to discuss the Grow cases of managers and employees in a non-hierarchical setting. In addition,

the Grow cases submitted by the participants themselves will be discussed in terms of goals, responsibilities and core values. The intention is to support the case submitter in successfully realizing the practical situation.

By coaching each other and giving feedback during the training, we support each other and call on each other's knowledge and experience to actually investigate alternative solutions. In this way, we tap into each other's creativity and give each other room to grow.

The final result you can expect from the training and the sessions is that everyone (including you) will start experimenting with different behaviour on the basis of the insights they have gained. In the sessions we also learn to address and support each other on the desired core values of behaviour.

You will be asked, prior to a GROW case session, to describe a situation in your work environment. The idea is that the description shows that achieving the goals along the core values in a timely manner and at the target standard level is going well or not going well. Each session discusses one or two cases.

This may concern a situation from the past, the present or the near future. It may be positive and negative; keep it practical and realistic. The starting point is to discuss your submitted case(s) in plenary during the session. As a result, participants, individually and collectively, become even more aware of the

inseparable connection between core values of behaviour and result-orientation.

Once a GROW Team case you have submitted has been dealt with in a session, the following steps will be taken:

- The person who will successfully realize the Team GROW case in daily practice will be mentioned (by name).
- In addition, the most important learning points of this GROW case treatment will be written down.
- You (as the submitter of the GROW case) are requested to transfer the results of the case to the functional manager.

3.3. This workbook and the study

In addition to the Team Grow case sessions, this book is also used as a workbook. During the training we will discuss some of the exercises in this workbook. The other exercises you can do whenever you want and have time to do them.

Reading the workbook you do yourself at times that suit you. Exercises that are included are self-exercises (which you can do on your own) or duo-exercises, which you can do with one or more colleagues. It is also wise to read the two books (written in dutch) of Rogier Offerhaus, and do the exercises.

After going through this workbook and participating in the case sessions: You will be able to place the concept of TEAM Coaching within the organisation as part of, but also as a way for everyone to consistently improve their performance. Your (personal) growth

will increase in a concrete and lasting way; You know the basic techniques for TEAM Coaching; You know the pitfalls of coaching

Your active participation is necessary for success!

4. THEORY OF THE LEADERSHIP PROGRAMME

4.1.

Coaching Leadership

The Coaching Leadership Program aims to sustainably increase the coaching and implementation power of you and the organisation at the personal and team level by means of Coaching People and Teams. The basis for this is the extent to which each individual achieves or exceeds his or her own objectives, based on the core values.

In Coaching leadership, the focus is entirely on the question “How can I best help the others (the team) to find a solution that works for them”.

The manager does not do this by expressing his opinion with arguments, power or coercion, but is involved with the team by actively listening and by pro-actively asking questions that invite reflection and self-reflection. The manager’s attitude shows an interest in the other person’s story. He thinks along with the persons about the solutions that he or she generates himself or herself, indicating that the other persons and team is central in this coaching process and not the leader himself or herself.

By investing the responsibility deeper into the organisation, the team gets a more self-directed character. Employees are more involved in achieving results and are allowed to steer them themselves. Gaining responsibility, including the associated trust, immediately results in higher intrinsic motivation and satisfaction on the part of the employees. This reduces the outflow. This

innovative way of working gives the organisation an image boost in the labor market, resulting in an influx of higher quality and motivation levels.

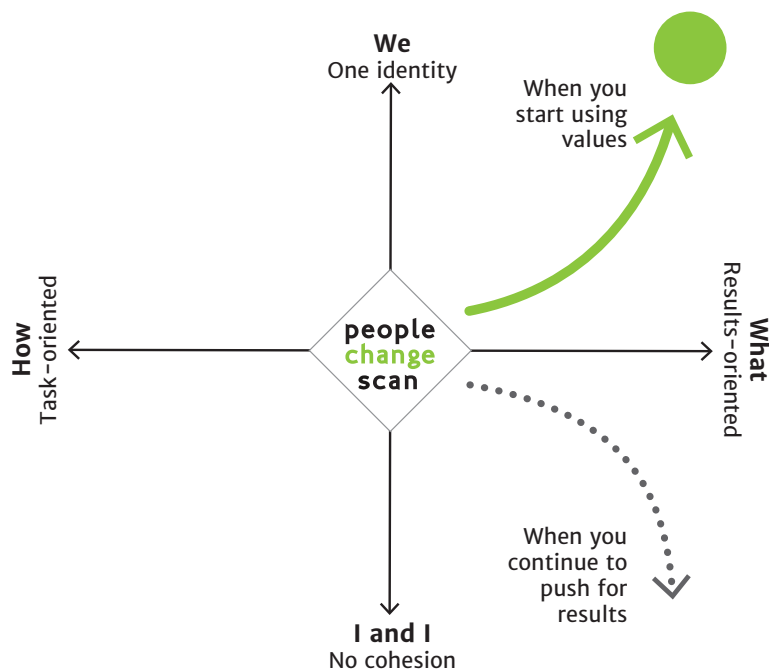
A coaching style of management offers immediate financial benefits:

- Responsibility for the KPI's lies with the employees and team who have the most influence on it. As a result, employees receive immediate feedback on their performance and they themselves ensure an improvement on all KPIs (turnover, gross margin, KGA, etc.).
- The new style generates more independence on the floor, which means that less team management and staff is needed.
- Employees are more motivated and stay longer at work, resulting in savings in recruitment and training.
- Absence due to illness decreases significantly.
- The investment in external support is quickly recouped

Implementing the organisation's strategic spearheads in practice and continuously realizing or exceeding the business plans requires core values of behaviour that is goal-oriented and permanently stimulates. When, in the interest of the business, we really call each other to account about our behaviour and our responsibility, working is fun and we are successful.

The Insights Model

The Insights model shows how an organisation operates from two axes.



The vertical axis indicates how we work together. Whether we deal with each other according to the agreed behavioural characteristics, or whether each works on the basis of his own values. When the team is high on the vertical axis, managers and employees work well together according to the agreed core values and the accompanying behavioural characteristics. When you sit low on this axis, the law of the jungle often applies. The team wants to prevent this at all times, because then the soul goes out of the business unit.

The horizontal axis is about the Task Orientation (movement to the left) or Result Orientation (movement to the right). When the team is at the far left on this axis it is very task oriented and the

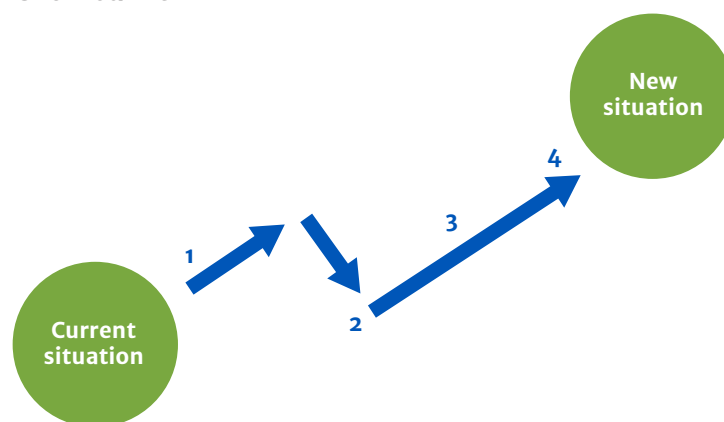
focus is mainly on the execution of tasks and activities. Within the team we are too accustomed to focus on task descriptions: on what and how something should be done, and less on who, what, when will have been achieved. The results we achieve with this are not really made clear or agreed upon in advance. When the team is on the right on this axis, the team is very result-oriented and all managers and employees work on realizing the results they have agreed with each other in advance.

It is important for any team that wants to grow that it achieves the results that customers ask for every day.

Growth is the ability of every employee (and team) to achieve the (individual) objectives from within the organisation's core values in a timely manner and in accordance with the target standard.

Conclusion: we want to move up and to the right.

Growcurve

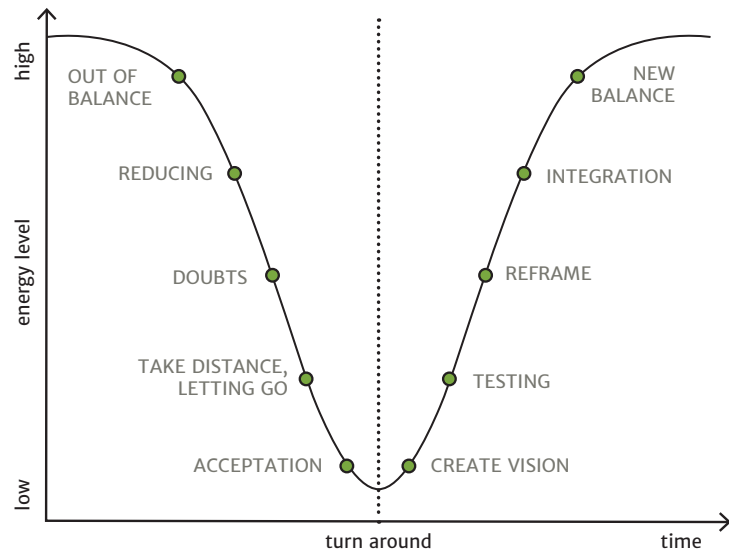


Achieving maximum power does not usually happen in a straight

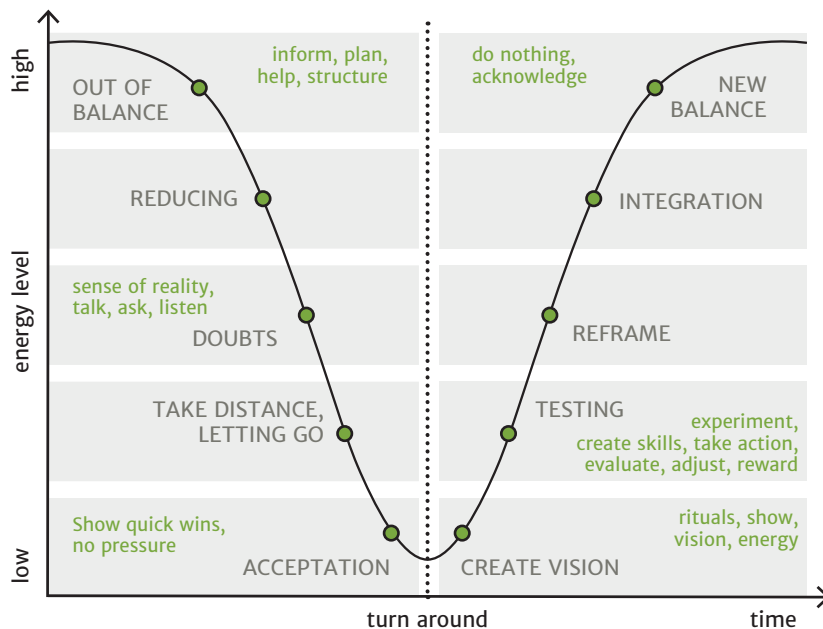
line. The growth curve or learning curve has a number of familiar phases that everyone goes through in the event of major changes. The phases are named as follows:

Phases	Name	What happens?
1	Unconscious Incompetent	The situation is stagnating, it is time for a new vision. You don't know exactly what you have to do for it yet. The urgency to change is growing.
2	Consciously Incompetent	You let go of the old and step into nothingness. You take very small steps to develop and/or achieve your new vision. You know what you want and what you need to develop. You are already well on your way in the transformation
3	Consciously Competent	You have developed a new level in Team Coaching and have a higher level of competence.
4	Unconsciously Competent	You have found a new balance on a new level of competence and can unconsciously competent coach a team.

For most people and teams it is difficult to let go of the old without a clear vision of where you want to go. It is therefore important for managers to provide as much information as possible in advance in the event of an upcoming change. However, it often happens that people are confronted with unplanned changes or that people strongly resist to let go of the old. This causes stress and resistance on the part of those involved. For the facilitator it is important to realize what people go through when they go through a change. The following diagram shows what happens in the 'valley' or in the 'pit':



As a coach, it is important to be aware of the emotional and mental barriers that employees and teams create before they start to change. It is best to guide the employees and teams through each step in the following way:

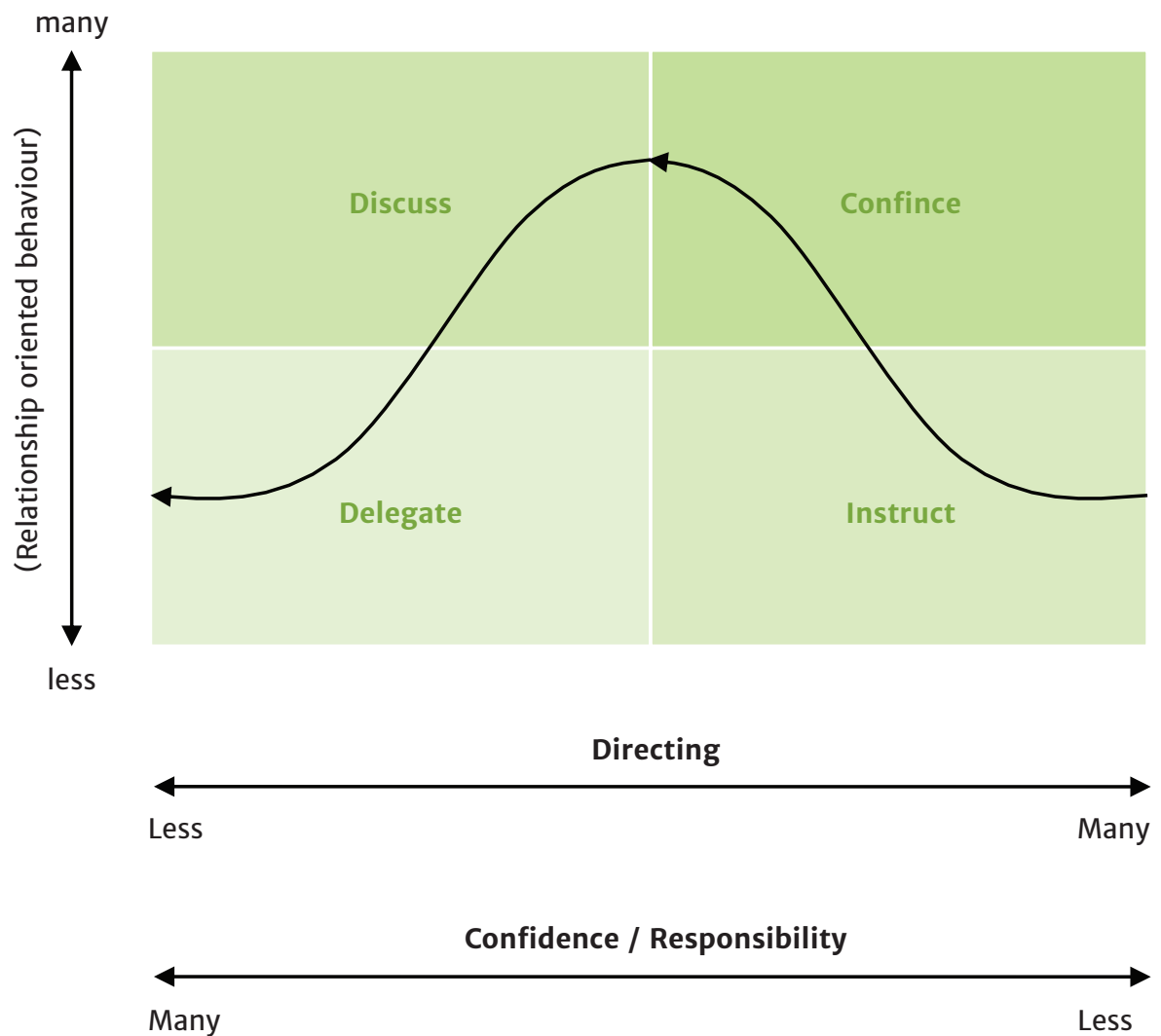


This growth curve is applicable both in the guidance of cases and in the guidance of an team in change in the longer term.

Situational Management

In one-to-one and team leadership relationships, the style is tuned per employee, per task. Two important dimensions are 'motivation' and 'expertise'. In Team coaching with a group, the degree to which the working conditions (situations) appeal to the motivation and expertise of employees of the team is decisive for the choice of the leadership style.

Four leadership styles are recognized:
Instructing, Convincing, Guiding and Delegating. We explain them briefly.



Instructing

Individual instruction is possible in cases where:

- The motivation is high;
- The expertise is low.

One is then open to receive the instruction. Be absolutely clear. Don't expect 'you know that anyway'. Do not speak in the language of the expert. Recognize the professional terms and explain them. At the end of the instruction ask if the person who has received the instruction wants to repeat the instruction in his own words. These 'own words' are important because you can use them to test whether your instruction is understood.

Collectively, for example, you can instruct as:

- in (production) situations there are many planned and unforeseen events that disrupt the normal course of events;
- A lot of clues are needed;
- there are emergency situations that require immediate action.

Convincing

Convincing is a way of influencing. You make sure that the other person and team takes over something from you: an opinion, an idea or a proposal. Convincing is a technique you can learn. But only if you are convinced of your message can you be convincing. The content and quality of your opinion and arguments are almost as important as the way you deliver it. Some people have it by nature: they have such a charisma that others actually take what they say for granted.

Individually and the team you convince in cases where:

- The motivation is low;
- The expertise is low.

And collectively you choose to convince when:

- the mutual interaction must be intensive in order to achieve a result;
- the employees of the team are highly dependent on each other to work effectively (teamwork);
- there are issues where more than one effective solution is possible, and convincing increases the quality of the solutions.

Guiding

Individual and Team guidance are held in cases where:

- the motivation is mediocre;
- the expertise is mediocre.

And collectively, for example, as:

- the situation of the employees requires creativity and technical skill;
- the situation requires a high degree of involvement on the part of the employees;
- The employees themselves can choose which method, means and approach they want to use.

Guiding is perhaps the most approachable to the principles of coaching. Encouragement can be the best way to achieve the

results. Timely alerting, without saying specific things. But above all, let the coachee get to work him- or her-self. Give feedback. Focus on what is going well; to identify points that can be improved; to give the person and team being coached a chance to fix the grow case themselves.

Delegate

Delegating is transferring tasks and decision-making powers in a clear way to the right employees, teams and supervising their implementation. That also means: always making agreements about the feedback. Keep me informed by telephone once a week', or in the extreme case 'As long as I don't hear from you, I assume things are going well'. But then you have to be really sure of your case.

That's why you can delegate individually and teams in grow cases where:

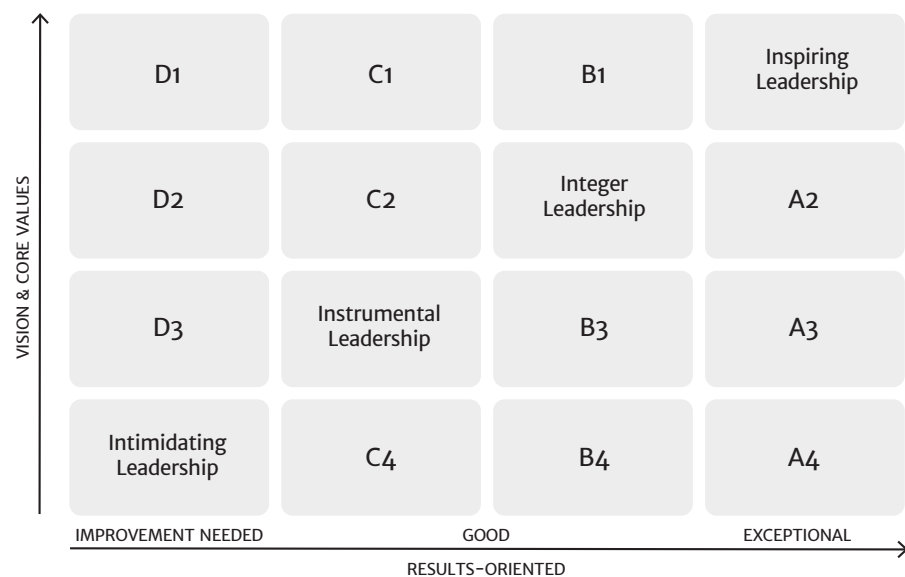
- The motivation is high;
- the expertise is high.

And collectively, for example, as:

- The tasks are easy to carry out and the employees and team are able to assess their own effectiveness;
- the work itself is motivating and attractive to the employees;
- work and working methods are based on established principles.

4.2. People Change scan

The model of situational leadership is the basis for the leadership scan.



The Leadership Scan gives all employees and managers of an organisation the opportunity to score themselves on their individual values and results.

By doing this, all employees and managers get a good picture of their own performance and can discover the direction of their personal improvement points.

The matrix has two axes on which the vertical axis shows the core values of a person and team that can be indicated as bad, good or excellent.

This indicates that someone who scores highly on this axis functions fully according to the agreed values and behavioural characteristics.

The horizontal axis indicates the results that someone has achieved. This runs from: below target, on target, above target. This means that someone who has achieved more results in the agreed period than he or she had agreed.

For all employees, managers and teams, when they are D4, they have a preference for instruction and they need an intimidating leader who waits for change processes.

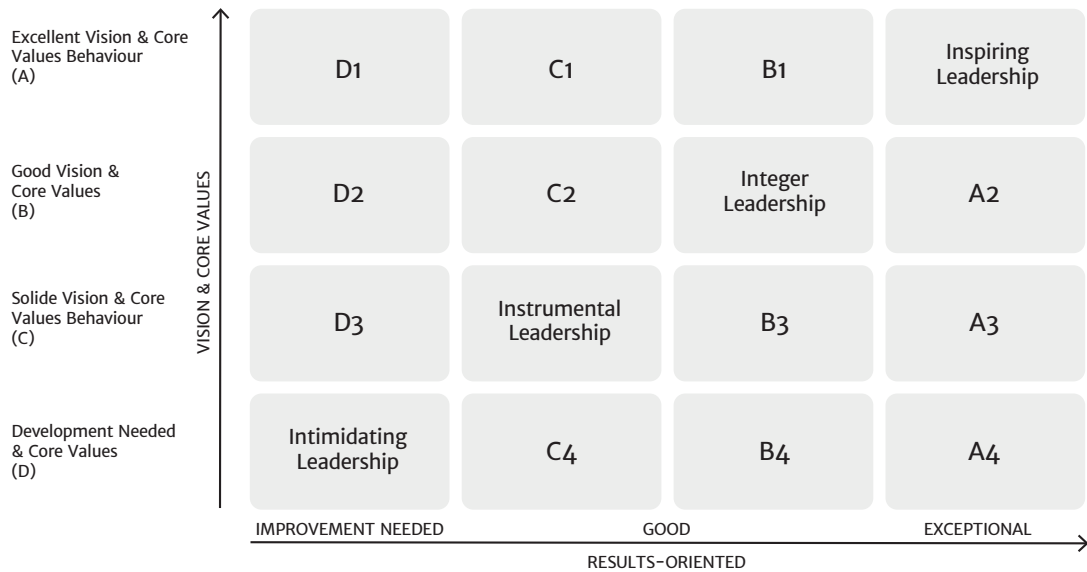
For all employees, managers and team, when they are C3, they have a preference for persuasion, need processes and an instrumental leader when realizing change.

An employee, manager and team who sits on B2, has a preference for guidance and wants an integer coaching leader who guides change processes.

An employee, manager and teams who is on A1 has a preference for delegating and wants an inspiring leader who initiates change processes.

With the People Change Leadership scan you can focus on scoring on both the results and the values axis. This applies to every employee, every manager, every team!

Core values and visible behaviour



The core values guide you in determining the position of the team on the value axis. The core values are:

1.
2.
3.
4.
5.

Whether someone applies the core values in his daily routine can be determined with the following scale:

1. No understanding or expression of values and behavioural characteristics.
2. Conceptual understanding of values and behavioural characteristics.
3. Investigates values and behavioural characteristics within him- or her-self and in the team.
4. Is values and behavioural characteristics conscious after he, she or the team has been interacting with someone else.
5. Investigates the values and behavioural characteristics in the moment in himself during an interaction with another person or team.
6. Recognizes and uses the values and behavioural characteristics in the moment in his or her own right, but is not consistent.
7. Values and behavioural characteristics are applied in the team consistently in daily work. Strong positive intention to work with values and behavioural characteristics.
8. Values and behavioural characteristics are fully integrated into one's own personality and in the team and used unconsciously competently.

Result orientation scan

The Result-oriented scan indicates where the energy of the team is leaking in order to achieve the agreed strategic objectives. The scan answers the question: "How many goals are actually achieved?"



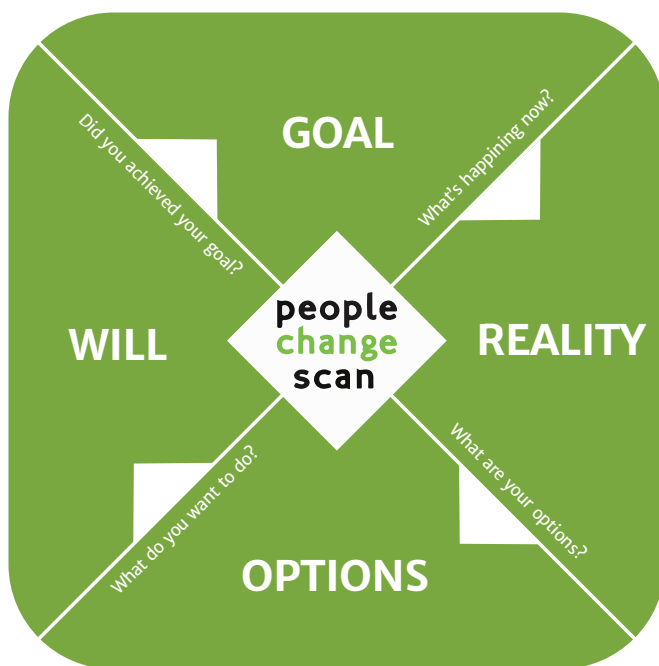
During interviews with specific team key employees and their managers, it is possible to check whether the objectives on which they claim to steer are clearly laid out at an individual level (the orange columns) and whether they have been set (the green columns). There is no weighting of the goals. The simplicity behind the philosophy is that apparently every goal we measure is important. It turns out that a great deal of energy and efficiency is lost in the mutual coordination and coordination between departments.

The Result-orientation scan provides insight into how much energy is ‘leaking’ into the operational control system: compare the last blue column with the first blue column.

The less energy leaks, the more is realized. When more is realized, we move to the right on the horizontal axis of the Insights model.

GROW Model

The GROW model is a simple means of increasing a person's professionalism and solution-focused ability by discussing their person in relation to certain experiences and work-related issues. GROW stands for Goal, Reality, Options and Will. We use this model as a basis to discuss work-related cases that aim to improve the business. This can be done in a result-oriented as well as a value-oriented way.



The GROW model in a case:

Goal (what do you want to achieve?)

1. What goal is being pursued? What goal do you want to achieve if the situation is successfully resolved?

Reality (what is the current situation?)

2. Give a description of the situation. Try to split it along the values and results axis.
3. Which of the SNT Core Values are going well and which can be improved? With yourself and with the other(s)?
4. Who is functional and who is operationally ultimately responsible for the result to be achieved?
5. What are the results to date?

Options (what alternatives are there?)

6. What are the options for solving the situation?

Will (which next steps do you decide in favour of?)

7. In particular of what you now know: What will be the action points from now on?

It is our experience that this way of working strongly contributes to our joint awareness of how we cooperate in a team with each other. Based on this experience, we invite you to experiment with new behaviour.

5. PEOPLE CHANGE TEAM SCAN

5.1.

What does the People Change TEAM scan measure?

The People Change TEAM scan is a unique method to look at people and teams in the organisation. People Change Team scan allows you to quickly and easily see how people and teams can change and what value systems, structure, culture and preferences the people and team have. The following things of the Team are measured:

People Change Fit

The People Change Fit gives an indication of the fit between the individuals and the team.

Priorities for the Team

The priorities indicate which matters employees consider the most important for the Team in the long term.

Team structures and cultures

Here the team structure and culture is indicated that someone now perceives and would like to have.

Team value systems

Team value systems indicate the distribution of value systems that are most present in the organisation.

Team Value systems under pressure

Here you can see the value systems that show the people and team under pressure.

Mental flexibility

This section indicates whether the team thinks more rationally or more emotionally.

Change Skills

Here the Team skills are discussed of three types of changes.

Change preferences

The Team prefers personal or professional change.

Change Barometeram

The change barometer indicates how the Te feels emotionally in a growth and/or change process.

5.2. Dealing with changes

People Change Fit

The People Change Fit gives an indication of the fit between the employees and the Team. Possible tensions can lie in (dis) satisfaction with the job, the boss or the team. There is also tension if the values that people consider important are different from what they experience in the Team and if there is a difference between the values that the organisation demands and what people can deliver. Even if a (large) difference is indicated in the current and desired Team structure and culture, this results in a lower People Change Fit.

Priorities for the Team

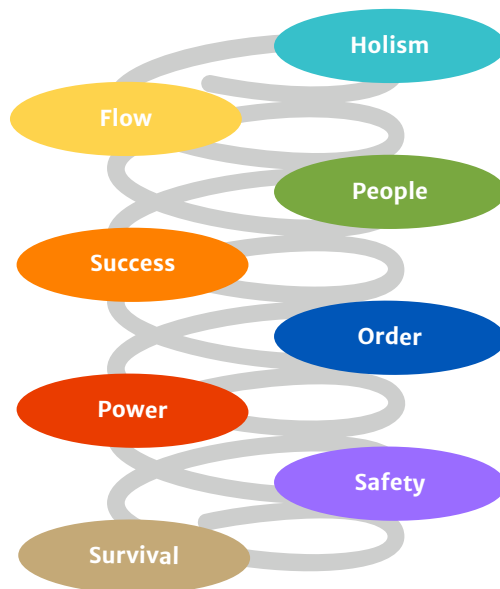
In 1994, a pioneer in the field of sustainability and organisational responsibility introduced a concept called 'triple bottom line'. He argued that companies should not only look at the financial 'bottom line' or Profit, but should also include the aspects People and Planet (planet, environment, environment) in their business operations.

Since then, the concept of the 3 P's –Profit, People and Planet– has grown and expanded to include other points of interest for teams and organisations. Purpose (higher goal) indicates that companies must have clear added value and core values in order to continue to exist. Principles (principles, ethical guidelines) and Trust (trust) have emerged strongly in recent years.

Value systems

In 1978, Graves published his new theory about an evolutionary, cyclical system that describes different value systems of people and groups. The system is unique because it not only gives a perspective to the personal development of an individual or a group, but also of an organisation.

Graves describes eight value systems that describe the different stages of development of the human psyche in interaction with the environment. Grave's successors, Beck & Cowan, created the image of an open spiral in which the emphasis is placed on the fact that development always continues. They called it the Spiral Dynamics model:



Spiral Dynamics has eight value systems. The value systems are divided into four self-expression systems (the left column in the picture alongside), which are alternated by four self-sacrifice systems (the right column in the picture alongside). This is the recurring movement between me and us, yin and yang, or the masculine and feminine aspect of our lives. Each value system transcends and integrates the previous system and is indicated by the colours beige, purple, red, blue, orange, green, yellow and turquoise.

A value system is a way to understand reality and has a constant set of values, beliefs and behaviours that can be found in people, in companies and in society.

A value system provides insight into how people think and what they value. They are internal dynamic and ever-changing forces that determine human perception, direct the organisations in

which they live and drive the deeper processes of change. Each person carries his or her own specific combination of value systems, which adapt to changing living conditions and the growth of the individual.

Spiral Dynamics recognizes that in principle everyone can develop themselves and that some people are more advanced in this evolution than others. However, it is important to see that Spiral Dynamics does not give a value judgement, that one system is better or worse than the other, or that higher systems are more intelligent or should have power over lower systems. It only indicates that people evolve.

The values systems are summarized in the table below.

Level	Colour	Important values	Way of thinking	Cultural manifestations
1	Beige	Survival	Instinctively	Eating; drinking; sex; staying alive; warmth; safety; reactive
2	Purple	Family	Animistic	Rituals; taboos; superstition; folk wisdom; tribes; traditions
3	Red	Power	Egocentric	Grace; in the spotlight; victory; action; impulsive; life for now; exploiting
4	Blue	Truth	Authority	Meaning; discipline; morality; rules; procedures; sacrifice for later remuneration; piety
5	Orange	Personal Targeting	Strategic	Materialist; consumption; success; image; status; growth; competition
6	Green	Human bond	Consensus	Egalitarian; sharing feelings; authenticity; caring for; personal; putting things into perspective
7	Yellow	Flexible flow	Systemic	Natural systems; autonomy; knowledge; multiple realities; existential
8	Turquoise	Worldview	Holistic	Collective Individuals; cosmic spirituality; global changes

Team value systems

Personal value systems indicate the distribution of value systems that are most present in the organisation.

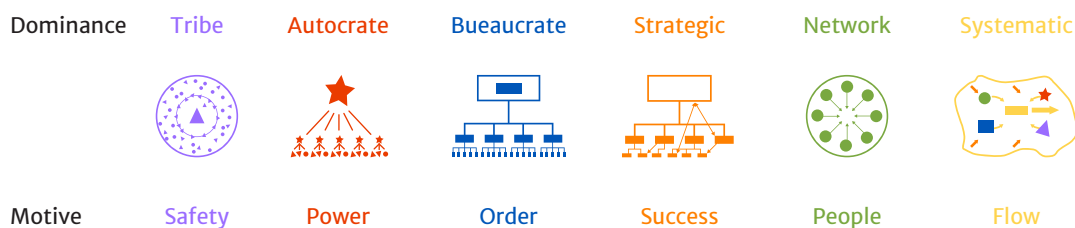
Team value systems under pressure

Here are the value systems that show someone under pressure.

Value systems in teams

The idea of this model is that a team can develop itself according to the value systems present in the people. The culture development starts with the first colour where there is a group, namely purple.

The culture goes from family driven/purple, to power driven/red, to rule driven/blue, to result driven/orange, to man driven/green, to system driven/yellow and to holistic driven/turquoise.

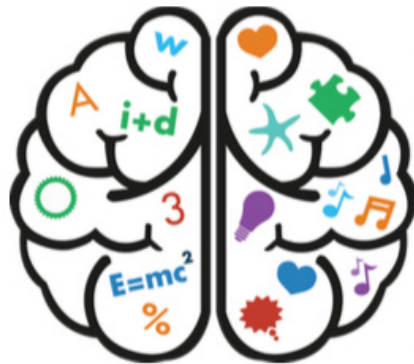


Each successive value system can deal with increasing complexity and this always includes a new team structure. In principle, the Beige system is only concerned with survival and has no need for an organisation yet. The Turquoise system is already present in a number of individuals, but not yet in such large numbers that a clear form of organisation can already be observed. These two

colours are therefore not further elaborated on in the Scan.

Mental Flexibility

Our brains consist of two halves, each with a different way of thinking.



The right hemisphere is strong in analogue thinking. It sees the big picture and thinks in images and pictures. There is no sense of time and a strong spatial insight. It is the area of imagination, fantasy and seeing possibilities; appreciating beautiful things, philosophizing and giving meaning to things. The right hemisphere is extremely intuitive, it fills in gaps through sudden insights, often based on incomplete information, systems, models, feelings or imagination.

The left hemisphere is strong in digital thinking. It is the field of logic and analytical thinking. It is time-sensitive and indicates everything with words, names, symbols and definitions. The left half is often seen as the rational side: conclusions are drawn on the basis of facts, details, numbers and linear, logical conclusions. It is strong in recognizing patterns, arithmetic and science and

delivers mainly practical, in reality based solutions.

Thinking Pattern

Analog area

*Right hemisphere
of the brain*

Range from 0 – 5

Strengths

- Has access to multicolored ‘whole’
- Zigzag by complexity
- Driven by dreams and visions
- Moves in unexplored areas

Blind spots

- Details slip in between
- Tends to ideas rather than action
- Many emotional ups and downs
- Entangled in a fantasy world

Mixed Area

Range of 6 – 9

- Translates idealism into realism
- Reduces complexity to simplicity
- Roams freely around and gives water to plants
- Thinks strategically and tactically

- Pragmatic at the expense of principles
- “Everything for everyone” stops once.
- Swings between two worlds
- Moderation inhibits innovation

Digital area

*Right hemisphere
of the brain*

Range of 10 – 15

- Preference for data / precision
- Solves problems linearly / logically
- Adheres to neat categories
- Execute predictable work

- Encapsulated view of ‘reality’
- Misplaced / suffocating rigidity
- Blindly propelled by the clock
- World reduced to bits and bytes

Change Skills

There are three types of changes that occur in Teams. The figure below illustrates this. We start with the simplest way.

1. Gradual change

Gradual change is aimed at improving the current state of affairs rather than at creating something new. Improving existing processes, skills and methods can all be gradual changes. Specific examples are quality improvements, sales increases, simple work adjustments, team development and providing solutions to everyday problems.

2. Transitional change

Transitional changes replace a current way of working with something completely new. This requires a new

way of working to be invented and implemented. At the same time, the Team has to dismantle the old state and let go of the old way of working, while the new state is put into operation. This transition can be managed with project management skills and can be effectively guided by traditional change management methods.

There are two variables that define transitional change: (1) you can determine the desired situation in detail before you start and you can manage the transition and (2) the people are addressed mainly on the level of skills and actions and not on the personal levels of mindset, behaviour and culture. Examples include reorganisations, simple mergers or team mergers, the creation of new products or practices that replace old ones, and IT implementations that do not radically change people's work or require a significant change in culture or behaviour to be effective.

3. Transformational change

A Transformation is the most challenging way of changing for two reasons. First, the future state is not known before you start and will be determined by trial and error as new information becomes available. This means that this way of changing cannot be managed with premeditated, time-bound and linear project plans. You may have a global change strategy, but the real change process will appear in the moment. This means that everyone has to work in a state of 'not knowing', a frightening, unpredictable place

where emotions and stress can reign supreme.

Secondly, the future state will be so radically different from the present one that people and culture really need to change to be successful. New mindsets and behaviours are needed and most of the time leaders and employees have to change their world view to invent a new future, let alone make it work effectively. Without these inner, personal changes of mindset and culture, the new structures, systems, processes and technology will not deliver the desired effect or yield. This is why, for example, major IT changes or the New Way of Working do not deliver the expected results.

Change preferences

Changes can be made horizontally or vertically.

Horizontal change

With a horizontal change, your personality and the associated beliefs and values remain unchanged. You and the team learn new skills or knowledge in order to be able to handle more. The horizontal growth process is often referred to as professional growth.



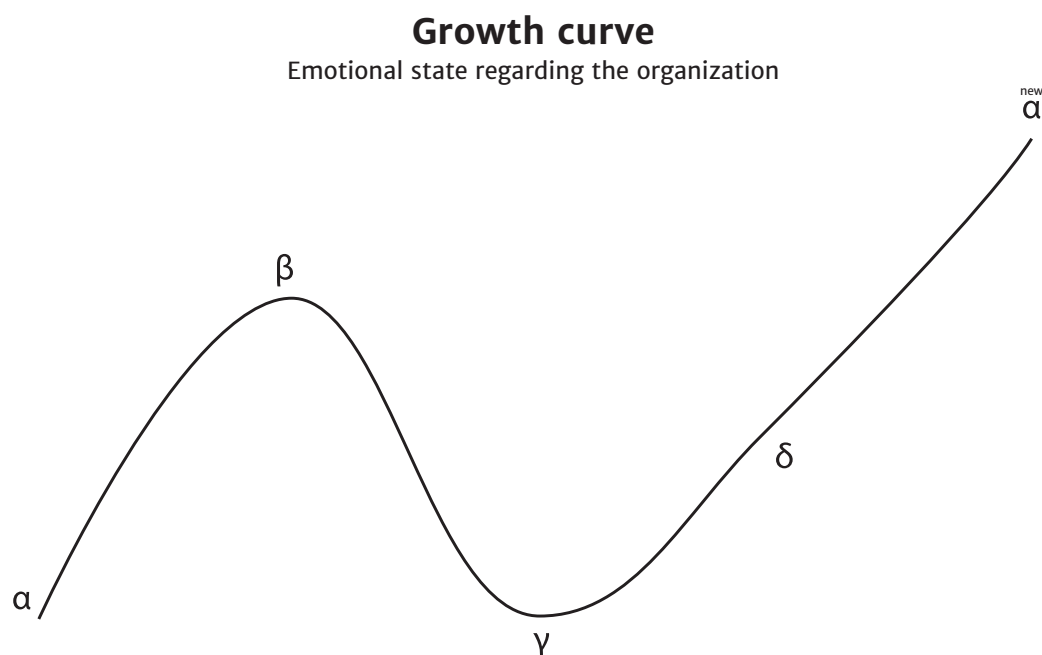
Vertical change

With a vertical change you and the team is willing to change your current ideas, beliefs and values. You undergo a profound change to a new identity. The vertical change is often called personal development.



Change Barometer

The change barometer indicates where employees and the team are in a growth and/or change process. The change barometer indicates where the employees are in the Growth Curve.



Symbol	Growth Phase	Description
α	Alpha	Stable. Everything's going well. (unconsciously competent 1)
β	Bèta	Something's wrong, tense. (unconsciously incompetent)
γ	Gamma	Nothing's right anymore, confused, anxious. (knowingly incompetent)
δ	Delta	A solution is in sight, relief (consciously competent)
new α	New alpha	There's new stability, optimistic (unconsciously competent 2)

5. THE GROW CASE APPROACH

5.1. GROW Caseform

Name:

Function:

Date:

Name GROW Case:

You will be asked, prior to the Grow Case session, to describe a situation in your work and team environment. The intention is that this shows that the timely and target level achievement of goals along the core values in the team is going well or is not going well.

It may concern a situation from the past, present or the near future. It may be positive and negative, but keep it practical and realistic. The starting point is to discuss your submitted team case(s) in plenary during the Grow Case session, with the result that participants, individually and collectively, become even more aware of the inextricable connection between core values of behaviour and result-orientation.

The final result you can expect from these sessions is that everyone (including you) in the team and the team itself will start experimenting with different behaviour on the basis of the insights they have gained. In the sessions we also learn to address and support each other on desired core values behaviour.

In these case discussions we use the so-called GROW Model of John Withmore. In the workbook provided to you, you will find a more detailed explanation of the GROW Model.

Keep to the right responsibilities when describing the case!

Executive Responsibility

Executive responsibility means that the person is responsible for determining the final result: he/she determines the 'WHAT' of the task/assignment. WHAT means that he/she sets the team goal, the target standard or target and the target date. The person with the executive responsibility also determines the preconditions. Both line and staff officials can be ultimately responsible. A team member who has the executive responsibility can decide to delegate responsibility for implementation to another employee. This team member is at that moment operationally responsible for the execution.

Operational Responsibility

The operational team member is responsible for the 'HOW'; the operational team member is therefore the implementer and responsible for achieving the objective. If, in the opinion of the operations team member, the target standard, time and/or preconditions need to be adjusted, the operations team member will contact the team member with the executive responsibility at the earliest possible stage.

Goal (what does the team want to achieve?)

1. What goal is being pursued? What goal does the team want to achieve if the situation is successfully resolved? (Try to establish a team goal that has a relationship with a business objective or explain that relationship)

2. Reality (what is the current situation in the team?)

Give a description of the situation.

What is the target and target date of the objective?

Which of the behavioural characteristics along the values are going well... and which could be better? With yourself, with the other person(s) in the team and how do you think the other person sees you?

Who is responsible for the end result and who is operationally responsible for the end result?

What are the results to date?

3. Options (what alternatives are there?)

What are / were the options for resolving the situation?

4. Will (which next steps do you decide in favour of?)

What will be the action points for the team from now on?

5.2.

Example Team Grow case

Goal

1. What is the objective pursued? What goal do you and the team want to achieve if the situation is successfully resolved?

My manager, Jan van Marel, wants to know in 2 weeks (on 15 March) why the set-up of the customer-panel is still not realized. If he would have a customer panel he will be better able to discuss the proposed propositions. Janny Troost is responsible for fulfilling Jan's request to deliver a customer panel.

Janny Troost is responsible for fulfilling Jan's request to supply a customer panel.

Reality (current situation)

2. Give a description of the situation. Try to split it along the values and results axis

Jan has asked Janny's employees and team a number of times directly, as well as through his own employees, to supply the customer panel. But the panel is still not there and according to Jan this is now taking far too long.

Janny has indicated to Jan that the person who has to take care of the panel is very busy with other activities. She also indicated that

she would like to look at some other options/combinations with other customer-panels before a (new) customer-panel comes along. I don't think Janny is very worried about Jan's planning.

3. Which of the behavioural characteristics along the values go well and which can be improved? With yourself and with the other(s) in the team?

I think they know what they want from each other, but not why. I also don't think that they trust each other completely, because there is too much talk about it in the corridors. I do understand that they will soon sit down at the table and want to have a clear picture of who is responsible for what.

I myself advised Jan to have that conversation and to possibly sit down as a third party. But Jan thought that this would lead to a 2:1 situation and indicated that he was willing to do it himself.

4. Who is ultimately as the executive responsibly and who is operationally ultimately responsible for the result to be achieved?

I myself think that Jan is ultimately responsible and that Janny has been given operational responsibility by him, but I'm not sure whether Jan's request to Janny really was a request or an assignment. I was not there.

5. What are the results to date?

Not much yet. A lot of grumbling and we're not sure if we as a team can make our own planning.

Options (welke alternatieven zijn er)

6. What are the options for resolving the situation?

For Jan it is clear what a customer panel has to do. He wants to understand why it has to take so long. Jan doesn't really care which customer panel is put in place, as long as one is put in place quickly. Jan also wants to take care of a customer panel on his own budget. In fact, he believes that his department can also take care of a customer panel itself.

Janny indicates that the panel is coming up in week 13, but Jan finds that surprisingly late.

Will

7. What are the action points from what you know now?

I only know about the coming conversation, that's all.

Instructions for the coach/facilitator for the case

During the coaching you go through all four steps, belonging to the GROW model.

As a coach:

1. Ask yourself many questions in order to clarify the goal and the situation.

-
2. Are you going to involve the team in the Options?
 3. Only give you advice if you have tested whether advice is welcome.
 4. Use notes on the flipchart to keep track of the information and ideas that have
 5. already been put forward.
 6. Do not pass judgement: neither verbally nor non-verbally.
 7. Listen carefully (summarise, ask for clarification, 'nod', 'mirror', etc).

Below is a series of sample questions from which you can draw.

1. Goal (objective)

1.1. Possible opening questions:

- What would you like to achieve?
- What would you like to achieve in this conversation?
- What is the (higher) goal you want to talk about now?
- What should be done to make you feel that our time is well spent?
- If I could make one of your wishes come true during this session, which would it be?
- What should be different after this session?
- What outcome would you like to have after this session, discussion?

and then ask questions, for example:

- Do you think we can do that in the time we have available?
- Would that really have value for you?

-
- 1.2. Agreeing together on the goal to be pursued. Please note that this is not a task or activity.... In fact, working out what the goal is. Then think in a higher goal and a goal for now or think in KP(I's)

2. Reality (reality, current situation)

- 2.1. Possible opening questions:
- What is happening at the moment?
 - How do those involved experience the behavioural characteristics of the Core Values?
 - How do you know if this is accurate?
 - When do these things happen?
 - How often does it happen? (Be as accurate as possible).
 - What effect does it have?
 - How do you know that there is a problem?
 - How did you verify, or would you verify, that it really is?
 - What other factors are relevant?
 - Who else plays a role?
 - What is their perception of the situation?
 - What have you tried so far?
- 2.2. Agreeing together on what the current situation is. Which is really characteristic.
- 2.3. Actually, working out what the current situation is. Briefly and concisely without prejudice: just what the

situation is NOW...

3. Options (which alternatives are there)

3.1. Possible opening questions:

- What could you do?
- What alternatives are there?
- Tell me what opportunities for action you see. (Don't mind if they are realistic at the moment).
- Who could help you?
- Have you thought about letting the content rest and talking to each other about behaviour and/or responsibility?
- Would you like to have suggestions from me?
- What are the advantages and pitfalls of this?
- Which of these do you prefer?
- Give a grade of 1–10 for the feasibility of each of these?
- Would you like to choose one you want to continue with?

3.2. Agreeing together on which alternatives there are. Make sure there are at least 2.

3.3. In fact, working out which alternatives there are. Make sure you don't overshoot the mark in deciding what it will be. Put them in a row.

4. Will

4.1. Possible opening questions:

- What is/are the next step/pen?
- When will you undertake them (date)?
- What might be in the way?
- Do you need to record the steps in your agenda?
- What help do you need?
- How and when are you going to ask for help?

4.2. Agreeing together on which next steps are best possible. Think of the question of who is or will be functionally and operationally responsible.

4.3. In fact, working out which next step is preferable in relation to the previous steps. Ensure that someone will take action and follow up.

6. GUIDANCE FOR THE COACH / FACILITATOR

Qualities of a Team coach

Through coaching you offer someone else the opportunity to learn, they learn to perform better, they learn to develop and they learn to change. You do this by doing:

- Targeted listening
- Questions to ask
- Where necessary, to provide substantive advice.

Coaching takes place between manager and team, between employees and why should an employee not be able to coach a manager in specific areas?!

What you're learning now is just as applicable to your direct colleagues of 'the same level' as level(s) higher. However, it is a big difference whether you are working from a (well hidden) power idea, or whether you are working from strength: personal strength..

The form of guidance we will use in the Grow Case sessions is always focused on two main points of attention:

- Does the team or team member achieve their goals and where is help needed?
- Does a person's behaviour comply with the Core Values?
And if not: how do you make it grow?

Coaching employees and a team to a greater personal strength we do on the basis of the assumption:

- That each individual is ultimately responsible for increasing his personal strength, as well as unfolding his (hidden)

potential.

- That if someone wants to, but is not (yet) able to, we as a manager, or as a colleague see it as our responsibility to support that person.

There are a number of things that a facilitator must keep an eye on during the guidance of the GROW cases:

- Responsibility
- Asking questions and listening
- Observe
- Focus
- The growth process
- Verbal and non-verbal communication
- Feedback

We treat them one by one.

Responsibility

As a coach, you are responsible for the learning process. This consists of:

1. Using the GROW model.
2. Working (together) on the basis of the Core Values.

The team members and team is responsible for the learning result. This consists of it:

1. That the team members achieves the agreed objectives on time and at target level.
2. That the team members behaves according to the Core Values in terms of behaviour.

-
3. Asking questions and listening. Asking questions creates commitment and energy.

Asking questions is an effective way to collect alternatives

It is more effective than using one's own knowledge or experience to find solutions. By asking questions you immerse yourself in the other person and his/her situation and show that you value the other person's point of view. The other person is actively involved. If you 'read from your own work' or give direct judgements and instruct solutions, the other person remains passive in thinking and doing. He/she may be able to turn away from you.

Especially in situations where you have to raise a difficult issue for the other person: the opinion of the other team member is less threatening.

The resulting atmosphere gives the other person the space to learn: tapping into the other person's energy.

Find out what the person you are coaching knows: appreciate that knowledge and experience.

Find out what support the other person expects from you. Ask for that too!

*Listening: 'hearing with attention in order to hear something'.
(van Dale Groot woordenboek hedendaags Nederlands)*

Listening adds to hearing that what you hear is also processed: active listening.

The other person must experience that they are being listened to, that they have your attention.

By giving attention you stimulate the other person to continue.

Pitfalls for experts

Even if you control the steps of the GROW model so well, be careful not to step into the following pitfalls:

- Your own knowledge stands in the way of actually listening to the other person.
 - ‘Yes, but’.
- Your broad knowledge and experience can be perceived as threatening by the other person; the other person will not dare to openly exchange thoughts with you.
 - ‘Fear of being seen as stupid’.
- Not being open to alternatives, because your own approach was so successful.
 - ‘Just listen to me...’
- Your pride in your own performance leads you to ‘read from your own work’.
 - ‘I remember that time when and then’.
- The danger of focusing too much on the goal (result or KPI) and forgetting to look at whether the parties involved are not losing each other on the Core Values.

Observing

Observing means that you see what is happening, but do not participate directly in it. We all know it, we all have the experience that we observe something without being involved. If you observe or observe from that position, you look like an impartial person

without prejudice, without (strong) emotional involvement.

For an experience of observation, do the exercise *observing and asking questions* with two colleagues.

Once you've done the exercise, try it when you're alone. The three positions: observer, questioner and 'listener' are parts of ourselves. They give a lot of information about what is going on with yourself or in a situation. If you can work with these three concepts, learning and development becomes a lot easier. To be advanced in team grow case coaching, it is very important to develop this skill.

Focus

The focus is largely on the other and the whole team. Coaching can only be effective if you as a coach are not distracted by your own needs, judgements and pictures. It's about serving the other person(s) and team. So it is important to keep part of your attention on yourself in order to quickly recognize any (disturbing) reactions in yourself and to use them constructively in the conversation.

For example:

- You are in need of time yourself.
- You have just had some unpleasant news yourself.
- You talk to someone and what you hear evokes a negative reaction, a reaction of anger, disappointment or boredom.
- What a trouble maker.
- What a stupid answer.
- Or he or she evokes a too positive reaction in you

Without being aware of it, your attitude can shift from a supportive / coaching attitude to a 'position-taking' attitude. Possibly you will prove yourself right; that you will isolate yourself in your thoughts.

Sometimes this is also visible in:

- Watching your watch.
- Tapping with a pen.
- Checking e-mail.
- Doing something else 'have to'.

So be aware of what is going on in you and what is going on in the other person. What are your feelings about the other person and the team or the situation and how can these feelings influence your conversation? Do not only determine what the other person and team expects of you as a coach, but also determine what you expect of yourself.

The grow process

Sometimes you and the team have a lot of energy. You are open, you listen, you talk, you go out. You read, you are active. In short, you try to get as much as possible out of the day and out of life. But there are also times when these new experiences have to be processed. That takes energy. Then you don't look any further and try to find your own balance. You process what you and the team have done, learned and what you have experienced.

Both phases (expansion and contraction) are part of a natural growth process.

Coaching is about stimulating growth and getting the best out of everyone.

But how do you do that? And what shouldn't you do or say?

You and the team has to do the growth themselves. In the course of time we learn from our own experiences, with trial and error. Growing requires: going outside one's own comfort zone. It takes time, energy and trust. In order to make progress, we must be able to get the best out of ourselves. So also things that we know for sure 'dare to let go'.

One team develops at full speed, the other team loud and bumping, or in silence. As a coach, you take these team differences into account. You offer support without imposing yourself. And without demanding that the team adopt a position in your own way, or to deal with experiences in your own way.

Growth is possible if we give ourselves and the team the space to do so. At the same time, it is important to give the team honest feedback and to confront them when listening and asking are no longer effective.

Resistance to growth

When you feel resistance in the accompaniment of a case, it is wise to check if a defense mechanism has been activated in someone (in the other person or in yourself!) or in the team.

A defense is an automatic reaction to protect ourselves from feeling emotional pain. Our defense is automatically activated

when we feel personally attacked or threatened. You can think of situations in which we are criticized or when we feel embarrassed. We then have four basic reactions:

1. We attack the other
2. We withdraw
3. We do what the other person wants without us standing behind it.
4. We freeze

These defenses are often subtle and can be triggered by anything (so-called 'triggers'). Often people experience a difference in strength, a difference in knowledge, a difference in experience, or just a difference in words.

The person and team who then feels like the 'lesser' can hardly, or not at all, take the space for him- or her-self to develop. He or she or the team is no longer able to think along, to participate, to involve himself by means of questions or by sharing information.

What can happen then is that people start to distance themselves from the growth process by, for example, questioning the authority. Or by distracting from the supposed difference, by being too critical about side aspects, or by reacting denigrating to the other. Or you can make yourself smaller than necessary: too friendly, too hesitant, 'it must be me again', 'I have that again'.

What we want to achieve is that we respond to the above situations from a certain objectivity. That we can feel what we feel and face the truth, without feeling threatened.

Pride, fear and self-will cause us to act out of negative intention instead of taking responsibility for our behaviour in the team.

Pride says: I am or we are better than others, only then we have the right to be 'special'. The resistance then expresses itself in an attack.

Fear says: we have to protect ourselves, so everything we have to do to protect ourselves is justified. Resistance often manifests as retreating or freezing.

Our will says: We must get what we want and when we want it and we have the right to do so. The resistance then manifests itself in 'Saying yes and doing no'.

When you go on the defensive as a coach, we recognize the following situations:

The one who feels like the superior, tries to keep the other 'small':

- Since when do you understand this work?
- 'So, do we read newspapers these days?'
- Idiot idea; who can say anything meaningful about this?
- "Don't you realize it again?"

The other is slowed down and is not given the opportunity to develop.

Such behaviour has a demotivating effect on the members and is counterproductive for the process.

Self-analysis: When do I call up resistance?

Try to complete the following sentences:

I tend to denigrate (make the team 'smaller'), when

I tend to obstruct my own developmental potential, when.....

I feel obstructed by others, kept small or 'stupid', when....

Sometimes a defense is a blind spot. If you want to know more, do the practice Blind Spots.

Can we avoid obstructing the other person or ourselves? Often not. It is a 'natural' behaviour, but you can train yourself to be alert to it.

The most important thing for a person or a team is that he or she continues to communicate from his or her adult do-it-yourself position and does not take a negative critical stance from his or her negative thinker or take a stand as a victim from his or her dependent feeler.

As a coach, you have an important role to play in identifying the position the team occupies and takes. Objectively naming what happens in the team often creates the space needed to let go of the identification with the emotion and to look at ourselves from a distance again.

If you choose not to go into (or out of) your defence, you allow yourself to make real contact with the other persons and team and invite the other person and team to (re)make contact with you.

Especially during coaching conversations, the following is advisable:

- Be aware of your own feelings and attitude (focus) while giving feedback.
- Ask the team members whether you meet the behavioural characteristics belonging to the Team core values in his or her experience.

-
- Describe, but do not judge! Focus your feedback on the facts instead of your interpretation of the facts or your feelings about the facts.
 - Compare the expectations with the reality of the moment. Ask the other person to do the same.
 - Discuss the results, not the person! The result isn't as agreed this time either' instead: Once again you haven't lived up to the result' (= 'you are such a')
 - Ask yourself (out loud) what your contribution could have been, and could be.

Verbal and non-verbal communication

All knowledge of the GROW model, of pitfalls and blind spots, depends on how you actually use them as a coach. Communication is your most important instrument. Not only from the point of view of how you think it 'has to' be done, but also from the point of view of the receiver, the team.

Communication can be described in different ways. Here we consider verbal and non-verbal communication.

Imagine how you react (un)consciously in two ways of communication:

- Verbal communication.
- Non-verbal communication
- Non-verbal behaviour includes
- Your facial expression. For example, of surprise, of understanding.
- The degree of eye contact. For example: turning away as a

result of thinking along, looking at each other as much as possible, with or without blinking your eyes.

- Gestures; for example, 'the finger'.
- Your posture. For example; legs clamped behind chair legs, hands under the table.
- Your voice (volume, tempo, intonation, height).

HOW' the message is conveyed determines more than the content ('WHAT'), how the other person experiences your communication. It is the tone that makes the music.

WHAT you want to say must match 'HOW' if the message is to come across as congruent. Two-thirds of the way in which the other person reacts depends on the way in which you bring your message.

As a coach you can effectively facilitate the coaching conversation by making conscious use of (non) verbal communication.

Verbally you send the communication through

1. Short interventions such as:

- Humming
- **So, so, so, so, , so.... so, so.... so, so, so, so, so, so..... so, so, so, so, so, so, so, so, so, so, so, so, so, so, so, so, so, so, so...**
- "Yes, indeed.
- "Gosh.

2. Exploratory questions:

-
- Why?
 - Why?
 - Questioning repeating the last word of the other.
 - 'Yes really?'
3. Confronting possible peculiarities in the story:
 - That's also a coincidence that ...'
 - "I notice there's an agreement with...
 4. Dropping silences: that gives the other person and the team the opportunity to organize his thoughts. Don't be afraid to be quiet for 10 – 20 seconds; Fear says: we have to protect ourselves, so everything we have to do to protect ourselves is justified. Resistance often expresses itself as retreating or freezing.
 5. Bondig samenvatten.
 6. In essentie weergeven wat je denkt dat de ander bedoelt.

De laatste twee interventies zorgen voor een tussentijdse check voor beiden of wat gezegd wordt, ook begrepen wordt. Ook in de situatie dat de ander aangeeft dat je geen correcte samenvatting geeft, is er de bevestiging dat je tracht actief te luisteren.

Feedback

Some rules for giving Team feedback:

- Create report and contact.

-
- First a lot of positive and then a little something that can be improved (encouraging).
 - Speak in the Grow format and be specific and brief.
 - Focus on what can be changed.
 - Distinguish between what you perceive and your personal reaction to it.
 - Describe and not judge.
 - Offer alternatives and make sure the other person understands you.
 - Let the other person decide for himself whether he accepts or rejects your feedback.
 - Respect the other person's feelings, opinions and beliefs.
 - Finish with a compliment.

In each feedback conversation, use the build-up: 'what is going well and what can be improved?'. In this way you avoid that the conversation gets a negative atmosphere. Never ask for criticism! Criticism is nothing more than a negative opinion of an individual. Criticism is never constructive.

Positive Team Feedback

Tell me:

- What you think was good, effective, appropriate
- Why do you think it was appropriate?

Feedback for improvement opportunities

Tell me:

- What do you think could be improved?
- WHY it happened (verbal & non-verbal communication,

activities, etc.) and in your opinion it was not appropriate.

- WHAT in your opinion would be an appropriate, effective, good approach?

Emphasize in the improvement possibilities that it is your opinion and not the absolute truth. This gives the other person and the team the opportunity to test your opinion against their own experience.

Avoid focusing on one thing, which does not fit in the feedback in the line of the conversation, the situation, the event...

Talk about what you actually heard and what you experienced.

- Don't give interpretations;
- Do not (dis)qualify the other person's personality.

Finish with a positive, appreciative remark. For example:

- Thank you for giving me the opportunity to...'
- "It seems you've put a lot of energy into it..."
- "It seems to me to be a complex environment to work in..."

7. EXERCISES



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People Change Leadership - Team Contract

Agenda

1. Determine strengths and improvement points.
2. Analyse the People Change Leadership Scan.
3. Agree on the individual development contract.
4. Agree on the next meeting.

Principles

- We always give priority to disruptions, to what emerges in the moment.
- Nothing, questioning, is strange.
- All information is confidential.
- Responsibility for your own learning process.
- Express feedback directly.
- Working with your personal examples and situations.



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1. Determine strengths and improvement points

What are your strengths/core qualities?

1.
2.
3.
4.
5.

What are your improvement points/pitfalls?

1.
2.
3.

What are your future strengths/qualities?

1.
2.
3.
4.
5.



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2. Analyse your People Change Leadership Scan.

Most important outcomes and insights:

- 1.
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- 2.
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- 3.
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- 4.
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- 5.
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- 7.
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- 8.
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- 9.
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- 10.
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3. People Change contract

1. Leadership development goals:
What are the improvements and/or changes you want to realise on leadership level? Describe these goals as concrete as possible (SMART).

1.
.....
2.
.....
3.
.....

2. Team development goals:
What would you like to have developed, learned, improved, and changed at the end of the contract period on team level (know how, attitudes/mind-sets and skills)? Describe these goals as concrete as possible (SMART).

1.
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2.
.....
3.
.....



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Actions on the short term

Based on the abovementioned goals I will engage in the following activities/actions in the coming three months:

-
-
-

Based on the abovementioned goals I will make the following agreements with the coach in the coming three months:

-
-
-
-
-

How much time do you expect you need to dedicate to realising the contract successfully:

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Which reward will you give yourself when successfully realising this contract:

.....

Which 'punishment' are you going to give yourself when not realising this contract:

.....

As agreed:

Location:

Date:

Signature:

As agreed by the Coach:

Location:

Date:

Signature:

7.1.

Exercise: Vision exercise

Responsibility:

Write down here the most important goals you want to learn in relation to these meetings:

1.

2.

3.

What are the most important questions (at least 3!) you have in the area of these meetings, leadership and facilitating leadership?

1.

2.

3.

4.

5.

What do you want from the individual participants and the group as a whole?

1.

2.

3.

4.

What can you contribute to the group and to the training (knowledge, experience and skills)?

1.

2.

3.

7.2.

Exercise: Developing a vision poster

“Leadership without a vision is not possible.”

Kets de Vries

“The only limits are, as always, those of vision.”

James Broughton

“A vision helps to determine which core values and ideology of the team and organisation should be retained and in which direction work should be carried out. A vision must be so exciting and challenging that it continues to motivate the team and organisation, even if its creators have left.

Collins en Porras

“The company as a machine is disappearing and the company as a community of people is approaching. People want satisfaction, recognition and appreciation. The leaders of the future break the rules instead of obeying them. The future leader must have emotional qualities and be a complete human being. Become essential self-knowledge, recognizing fear, empathy and trust. Passions should not flood reason, but neither should reason flood emotions.”

Bert Bakker

“Each and every one of the classic entrepreneurs was blessed with the ability to enthuse others and keep them going. On the basis of premonitions, they developed a vision, made business plans and implemented them indefatigably.”

Wim Wennekes

The importance of a strong vision

A vision is an image, a picture of what you are creating.

It is a potential reality and future-oriented. A vision mobilizes and bundles energy. Without a vision, an organisation tends to fragment and fall apart. The vision determines the direction, the bundling ensures that the energy of individuals complements and reinforces each other.

A good vision is:

- Realizable
- Authentic
- Enriching
- Inspiring
- Future-oriented

A vision delivers:

- Focus
- Enthusiasm
- Meaningfulness
- Commitment
- Creative Voltage

Without joining forces, a team tends to waste energy because a great deal of attention is needed time and again for mutual coordination.

Create a Vision poster for yourself where you can use photos, images, texts, words and numbers to make clear what you want to achieve and experience in the coming period.

7.3.

Exercise: Developing a personal vision

Create pairs and choose A and B

- Work together from contact
- Work quietly
- Let every answer be there as it is

Please repeat the following questions 5 times without interruption:

1. Where do you come from?
2. What do you do now?
3. What do you really want to achieve?

Don't talk about the answers in between. Only ask one question at a time, followed by giving an answer. Write down the answer and then ask the next question. Seriously continue to the last question. This approach and structure is important for a good result. After both persons have answered the questions, a brief discussion about the answers follows.

Answer:

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

1.

2.

3.

1.

2.

3.

7.4.

Exercise: Situational Management

Form pairs and choose A and B.

1. A coaches B (through the instructive style) now to grab a drink.
2. B coaches A (with the convincing style) to get a drink.
3. A coaches B (with the guiding style) to (A) get his drinks for the rest of the meeting.
4. B coaches A (with the delegating style) to let him (B) get his drinks for all the meetings.

Reflection: What do you like more and less?

1. At Instruction: What do you like? What is the advantage of instruction?

- 1.
- 2.

What do you like less? What is the disadvantage?

- 1.
- 2.

2. In the case of convincing: What do you like? What is the advantage of convincing?

- 1.
- 2.

What do you like less? What is the disadvantage?

- 1.
- 2.

3. Guiding: What do you like? What is the advantage of guiding?

- 1.
- 2.

What do you find less pleasant? What is the disadvantage?

- 1.
- 2.

4. At Delegation: What do you like? What is the advantage of delegating?

1.

2.

What do you find less pleasant? What is the disadvantage?

1.

2.

Tips for developing your managerial style (complete it yourself...!)

Instructing:

1. Be clear.
2. Step by step explanation with sanction.
3. Good preparation and clear procedures.
- 4.
- 5.

Convince:

1. Provide clear arguments.
2. Show no doubt.
3. Understand the other person's situation.
- 4.
- 5.

Consultation:

1. Do not convince.
2. Asking questions.
3. Leave room for the other.
- 4.
- 5.

Delegation:

1. Above all, tell the story of vision and desire.
2. Taking final decisions and final responsibility.

3. To make clear the good capacities of the other person.

4.

5.

7.5.

Exercise: Your favorite and less favorite Team leadership style

Leading from your favorite style

1. Find a team member to participate in this exercise. Could be a colleague as well as your manager or one of your employees.
2. A chooses his favorite managerial style and has a managerial or motivational interview with a team member.
3. B is/plays the team member.
4. A starts the conversation and after the conversation is over (3-5 minutes), A collects short feedback from B about his favorite Team leadership style: What went well and possible points to improve.

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Now B becomes/plays the manager and we do the same exercise one more time. A is or is now the team member.

Leading from your less favorite style

1. Form pairs and choose A and B
2. A chooses his favorite managerial style and has a management or motivation interview with a team member.
3. B is the team member.
4. A starts the interview and after the interview is over (3-5 minutes), A collects feedback from B about his favorite managerial style. What went well and possible points to improve.

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Now B becomes the manager and we do the same exercise one more time. A is now the team member.

7.6.

Exercise: Observing, asking questions and giving answers

For this exercise, form triplets.

Colleague A is the observer. He simply observes, he is detached from results. The observer gives room to be present, without judgement about how something should be or about right and wrong. The observer sees the others in their seats, hears that questions are being asked and that answers are being given. The observer observes outside himself.

Colleague B is the questioner and can ask any question he or she would like to ask his or her team member. The nature of the questioner is that of the unbiased child, a gift that we still have in us. The question the questioner asks is, "What is in the here and now?" The questioner doesn't say, "What is wrong with you?" This question is directed towards judging and interpreting, and does not help the other person on their journey of discovery.

Colleague C is the recipient of the questions, the 'experiencer'. Maybe during the exercise, you feel your back in the chair, or heat somewhere in your body, or you hear something outside. When the questioner says, 'what is in the now?' you can say, 'I feel pain in my belly' or 'I feel cold hands' or 'I hear music'.

After a few minutes change the roles.

After everyone has had all the roles, you can exchange your experiences.

7.7.

Exercise: Blind spots

A common reaction when people or teams see themselves on video is: 'Is that me?????' 'I'm ashamed' 'Is that how I or we always do it'. Apparently, this is a 'blind spot' for the team.

Everyone has blind spots: habits and behaviours of which he/she is not aware. Difficult, because others think they belong to you and see/feel them as well. It is good that the other person sees what a blind spot is for you (and you with the other person): by talking about each other's blind spots you help each other and the team to grow.

A proverb says:

To see the splinter in the other person's eye, but not the beam in your own eye.

The JOHARI WINDOW

The JOHARI WINDOW is a simple model for exploring and recognizing blind spots. This model can also be used during coaching sessions with your employees and team when it comes to describing (addressing) and evaluating behaviour that has been shown or desired.

	True to yourself	Untue to yourself
True to others	FREE SPACE	BLIND SPOT
Untrue to others	HIDDEN AREA	UNKNOWN SELF

1. Describe a few examples of blind spots that you have found in others.
2. How can you discover your own blind spots?
3. Think of an example of how a blind spot can undesirably influence a coaching session.

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"I am proud of this team and the positive results they have achieved! I am completely convinced that the People Change Scan and the system work."

Ronald Luijckx, Director

"We are unique. Our new style of leadership has a lot more commitment, openness and creativity. With the People Change Scan and the change system, we have created a great basis of appreciation. The shop floor is now managed by the employees. Furthermore, we are still seeing a structural increase in performance and self-confidence."

Gerard Verdonk, Client Director

How do you create a successful transformation through cultural change?

Years of practice and scientific research with the People Change Scan on successful cultural changes in companies give the following success factors:

- Measuring current culture and agreeing on a new organisational culture.
- Agree on desired behaviour and values.
- Agree clear goals and responsibilities.
- Give positive feedback to employees.
- Take time for the change and persevere.
- Take the environment into account and have a clear communication strategy.
- Intensive collaboration with HR, communication and finance.

The People Change approach and success factors produce positive results.