

Facilitating a better future



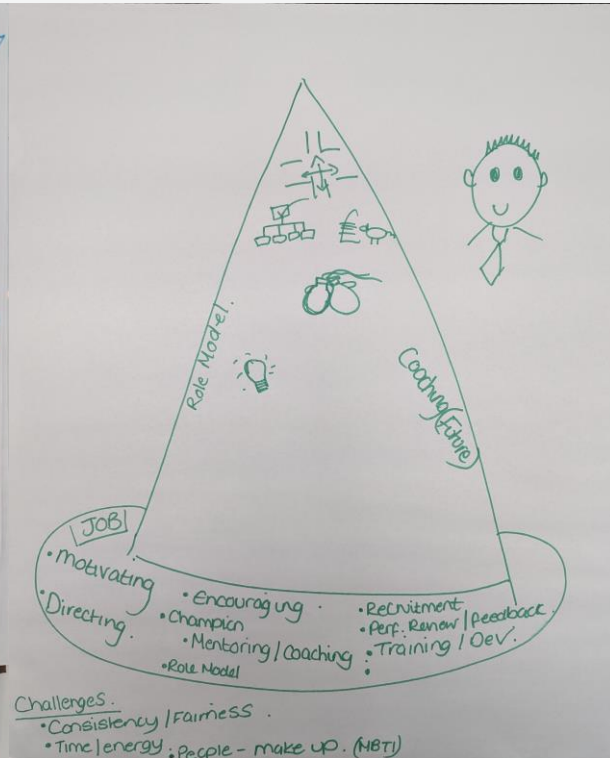
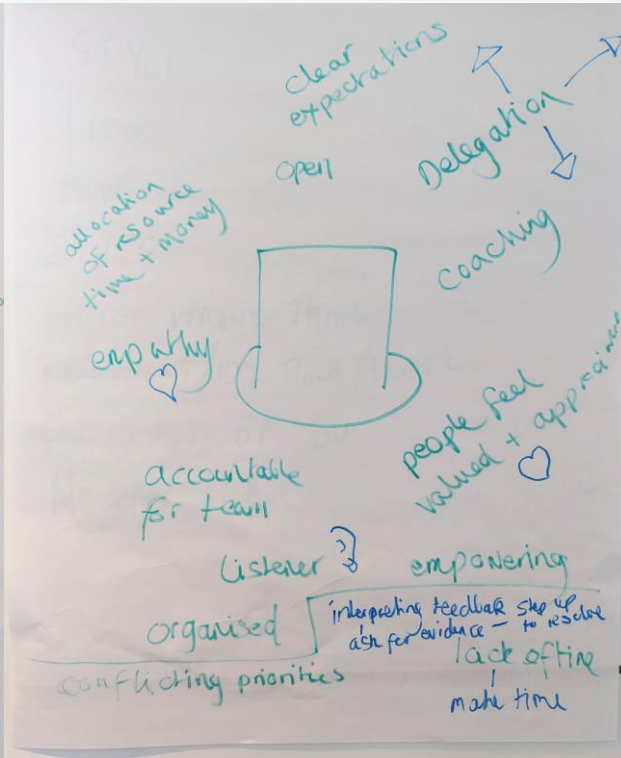
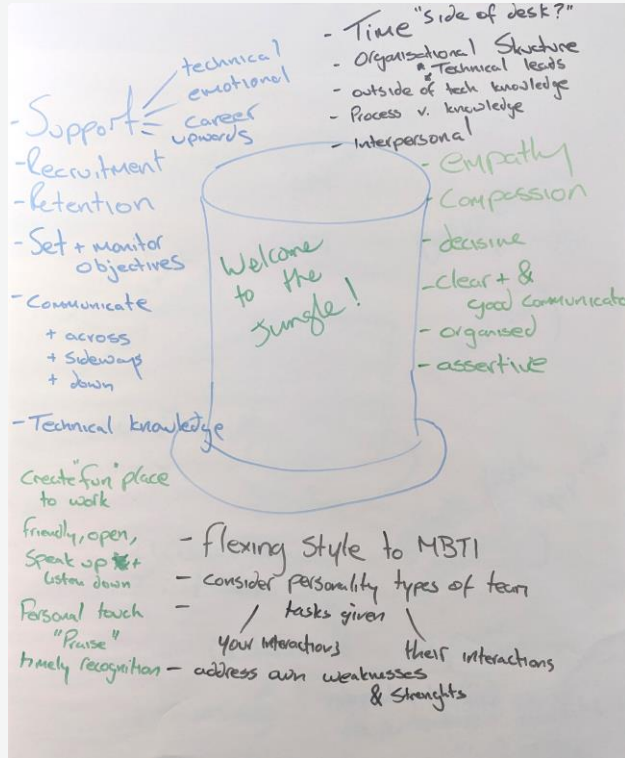
lma
LLOYD'S MARKET ASSOCIATION

2024 ELEVATE Programme Manager Workshop 2

Objectives today

- Apply essential listening, questioning and empathy skills to better understand and support people.
- Know how to understand the level of support that team members need and adapt your style accordingly.
- Use structured coaching conversations to confirm and deploy an agreed approach to best manage your team members.

Your role as a manager – The Manager's Hat



Our focus today

Hat Elements: Multiple support dimensions

- Links to "Trusted" value
- Today's Focus: Adapting support through understanding

Hat Elements: Core skills emphasis

- Links to "United" value
- Today's Focus: Core skills to 'seek first to understand'

Hat Elements: Coaching and mentoring

- Links to "Passionate" value
- Today's Focus: Understanding individual needs

Hat Elements: MBTI awareness

- Links to "Inclusive" value
- Today's Focus: Adapting your management approach

Hat Elements: Performance focus

- Links to "Bold" value
- Today's Focus: Successful delegation and development conversations

Objectives today

Discuss with a person(s) next to you:

What would you like to get out of today, what would make this session valuable for you?

Agenda

- Welcome and objectives
- Explore and enhance essential skills
 - Listening
 - Questioning
 - Empathy
- Discover the learning levels and leadership styles of Adaptive Leadership
 - The four levels of learning and different needs
 - The four leadership styles to align with what people need
- Practical application of the styles with different scenarios
- Using coaching to deploy your skills
 - The GROW model
 - Applying the GROW model to support your team
 - Practice session
- Action Planning and Wrap-up

'Seek First to Understand'

Listening

- What's important about listening?

Questioning

- What's important about asking questions?

Empathy

- What is empathy and how is it relevant?

What is active listening?

- Park your agenda, giving full attention to the speaker
- Body language, leaning in, nodding, looking interested, eye contact
- Verbal cues, encouraging sounds and words, paraphrasing
- Follow-up questions, and let them finish
- Attend to non-verbal cues and share perceptions
- Withholding judgment, understanding not evaluating



Taking listening to the next level?

Four Levels of Listening

1. Words: what they say
2. Body language: what you see
3. Tone: what they are feeling
4. Your own perceptions



Activity: Active listening

Person A:

- 1 Share a work experience or something that is frustrating for you 2 min
-
-

Person B:

Actively listen and then share back:

- 2
 - “I notice/ observed/ It seems.... What about that?”
 - “Here’s what I heard you say”
 - “Here’s what I hear you care about”2 - 3 min
-
-

- 3 Switch and repeat 5 min
-

Questioning skills activity

In groups of 3-4 (15 minutes)

Choose 1 person who will be given a 'secret picture' which must be kept hidden and not shown to the other group members.

Then follow this timed process:

1. **Description only:** The person with the picture describes the image for 2 minutes. No interaction allowed with the group, simply listen.
2. **Open questions:** The group asks 'open' questions about the picture for 3 minutes. The person with the picture answers openly, however, they may not respond with 'yes' or 'no'.
3. **Closed questions:** The group asks 'closed' questions about the picture for 3 minutes. The person with the picture may now **only** respond with 'yes' or 'no' and no additional information.
4. **Draw the picture:** the group now has 5 minutes to draw the image. No further interaction with the person with the picture, which must remain hidden.



The power of empathy!

- I'm fed up with these reports, they never finish
- My clients just keep demanding more and more
- My boss never appreciates all the work I do
- This is the worst decision ever, its just not right



***No Solutions!
Listen!
What are they feeling?
Reflect and Rephrase***

Activity Empathy and Questions Only

1 Find a partner: 2 min
Person A – Share a challenge or problem you'd like help addressing

Person B

When you hear the challenge described – First Reflect and Rephrase

Then use only the questions below to discuss the problem with Person A.
(no recommendations, no advice).

2 8 min
Questions:

What's the issue?	What important about that?
What do you want?	What's getting in the way?
How else could you look at that?	What ideas do you have?
Tell me more	What else?

3 **Switch Roles** 10 min

TIME: 20 minutes

Principles of adaptive leadership



How we learn



Four types of learner

Enthusiastic
Beginner

1



Disillusioned
Learner

2



Expert

4



Cautious
Performer

3



Exercise: Recognise the different stages



Exercise: Recognise the different stages

Unconscious Incompetence - The Enthusiastic Beginner

- Low competence, high commitment
- New to task or goal, inexperienced
- Eager to learn and happy to be directed
- Enthusiastic and optimistic
- Don't know what they don't know
- Confidence based on hope/transferable skills rather than experience

Conscious Incompetence - The Disillusioned Learner

- Some competence, low commitment
- Has some knowledge and skills
- Usually frustrated, may be unreliable and inconsistent
- Discouraged and overwhelmed, may be confused
- Know what they don't know
- Still learning, need reassurance that mistakes are natural

Conscious Competence - The Capable and Cautious Performer

- Moderate competence, variable commitment
- Has knowledge and skills
- Usually frustrated, may be unreliable and inconsistent
- Discouraged and overwhelmed, may be confused
- Know what they don't know
- Still learning, need reassurance that mistakes are natural

Unconscious Competence - The Expert

- High competence, high commitment
- Consistent and justifiably confident
- Trust in own ability, independent and self-assured
- Inspired and can inspire others
- Proactive, may take on too much

How Do **Enthusiastic Beginner**
(BEHAVIOURS)

- Enthusiastic
- Naive
- Over confident
- Willing
- Keen to impress
- Seeking feedback

WHAT DO THEY NEED)

- | | |
|---------------------------|------------------------------|
| • Guidance | Training |
| • Context | Mentor |
| • Instruction | Examples |
| • Specific / detailed | Challenges |
| • Check in / stages | Some good stuff |
| • reigning in | Space to fail / get it wrong |
| • Feedback (constructive) | Manager time |
| • Praise | Coaching |

Disillusioned Learner

Behaviours

- questioning
- less enthusiasm?
- or the opposite
- overwhelm
- uncertain / cautious
- frustration
- reality check

Behaviours

- ∞ Reliable - model citizen
- ∞ Delivers
- ∞ Solid
- ∞ Process Driven
- ∞ thoughtful / considered
- ∞ Diligent
- ∞ Successful
- ∞ Self-aware
- ∞

Need:

- ∞ Encouragement | positive affirmation-praise
- ∞ Feedback- constructive
- ∞ Technical skills
- ∞ Confidence / gravitas
- ∞ ~~Phys~~ Psychological Safety
- ∞ mentoring
- ∞ Career dev. Plan / coaching
- ∞ Self development
- ∞ Time
- ∞ autonomy - not micro-manage

Leadership style

- Consult
- ach knowledge extent of grasp!
 - direct?
 - Free form
- ach knowledge extent of confidence
- understand barriers
- Trust
- Belief
- Introductions / Shadow
- Preferences / styles →
push comfort zone

**Cautious
Performer**

EXPERT

Confidence
Autonomy of competence
- " - - professionalism
opinionated?
Knowledge / evidence of
achievements
Peer's opinions, testimonials

Need - Individual Driven

Autonomy

Empowerment

Trust

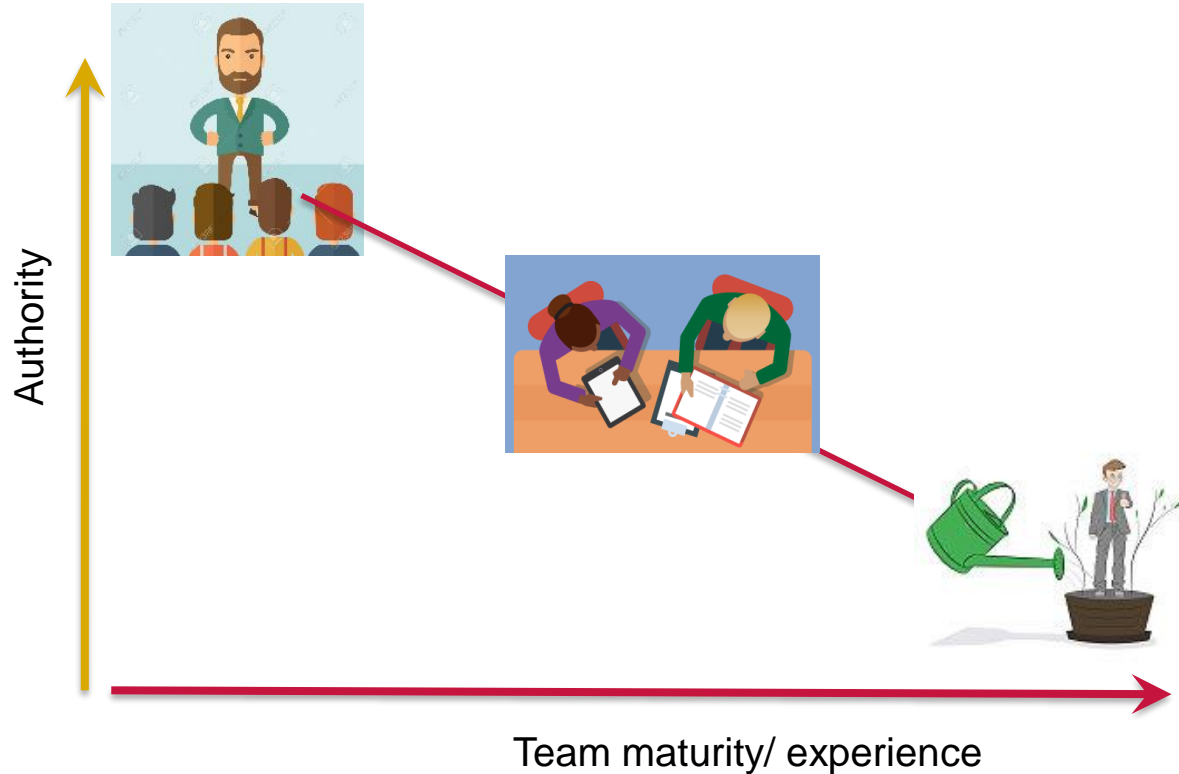
Recognition

Pastoral Support

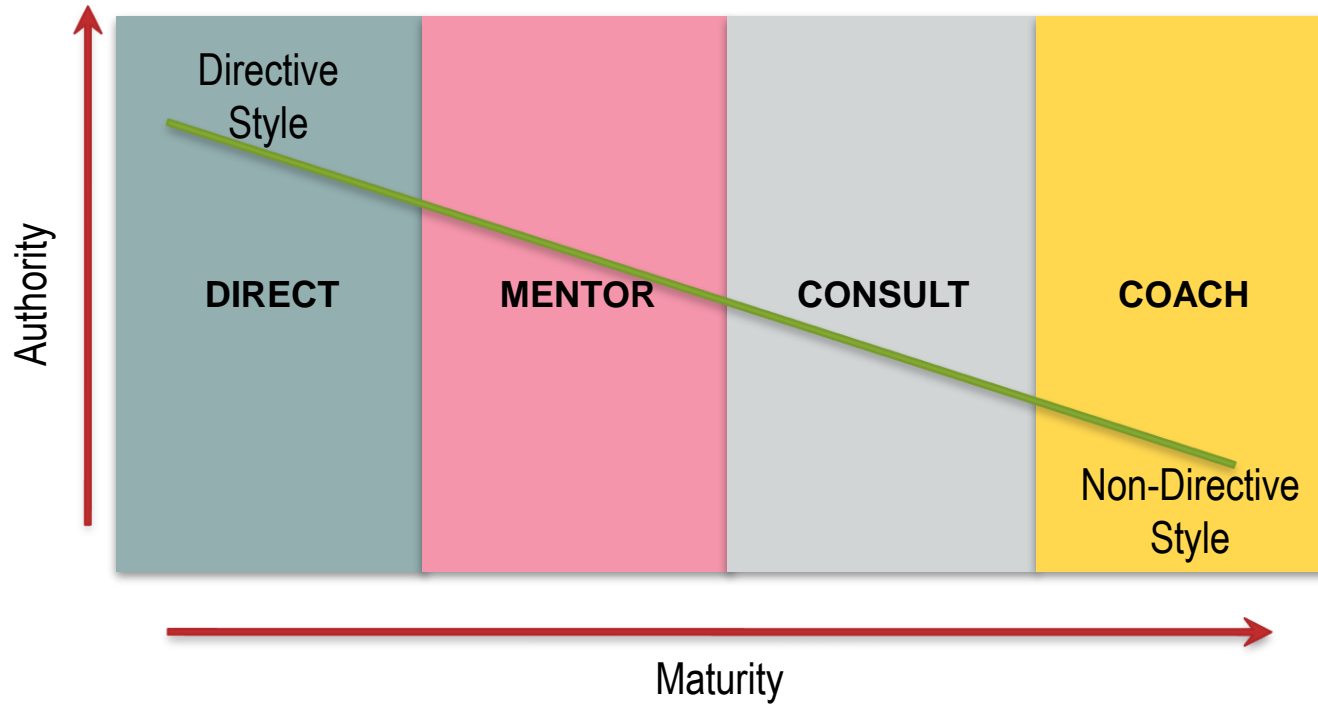
Expert

Scope to grow

Range of different leadership styles



Style divisions



Exercise

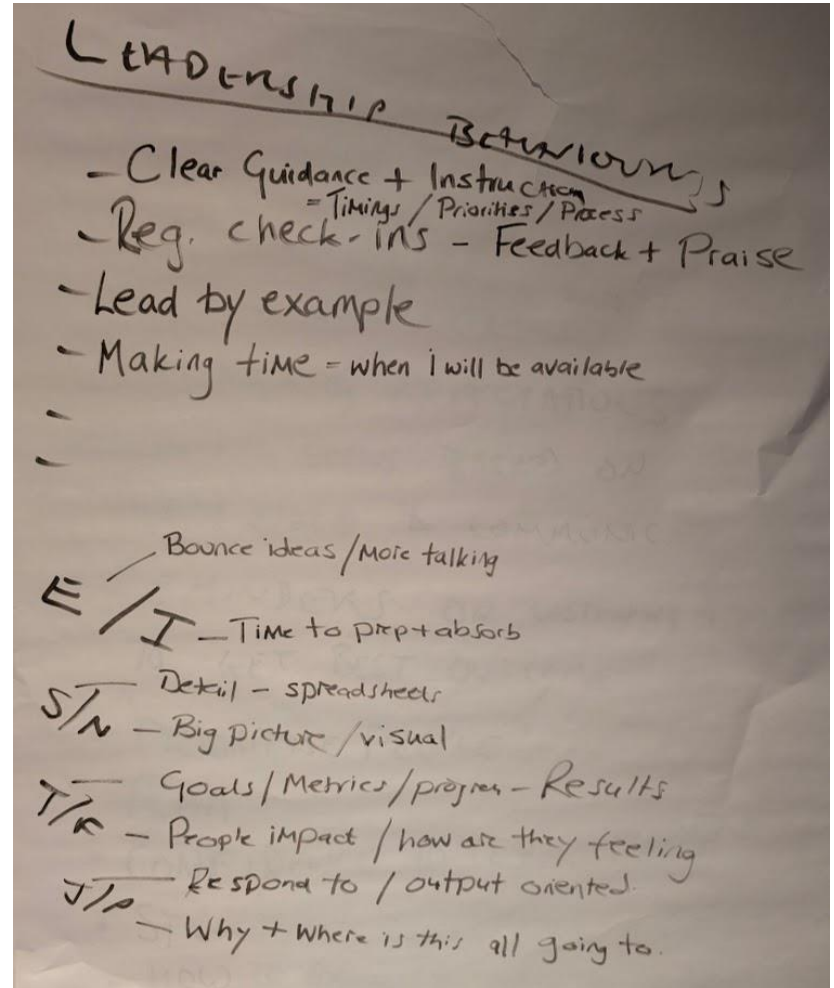


Direct/ Tell

- Acknowledge enthusiasm and transferable skills, similar experience
- Define specific goals, detailed steps, required actions and timings
- Clearly communicate and agree priority of task
- Be prepared to teach and show how, define when this will happen
- How will you be available to solve problems, answer questions?
- Define milestones, reviews and check points
- Define success in specific detail

MBTI Adaptations:

- N: Overview first, S: Step-by-step
- T: Logical sequence first, F: Personal impact first

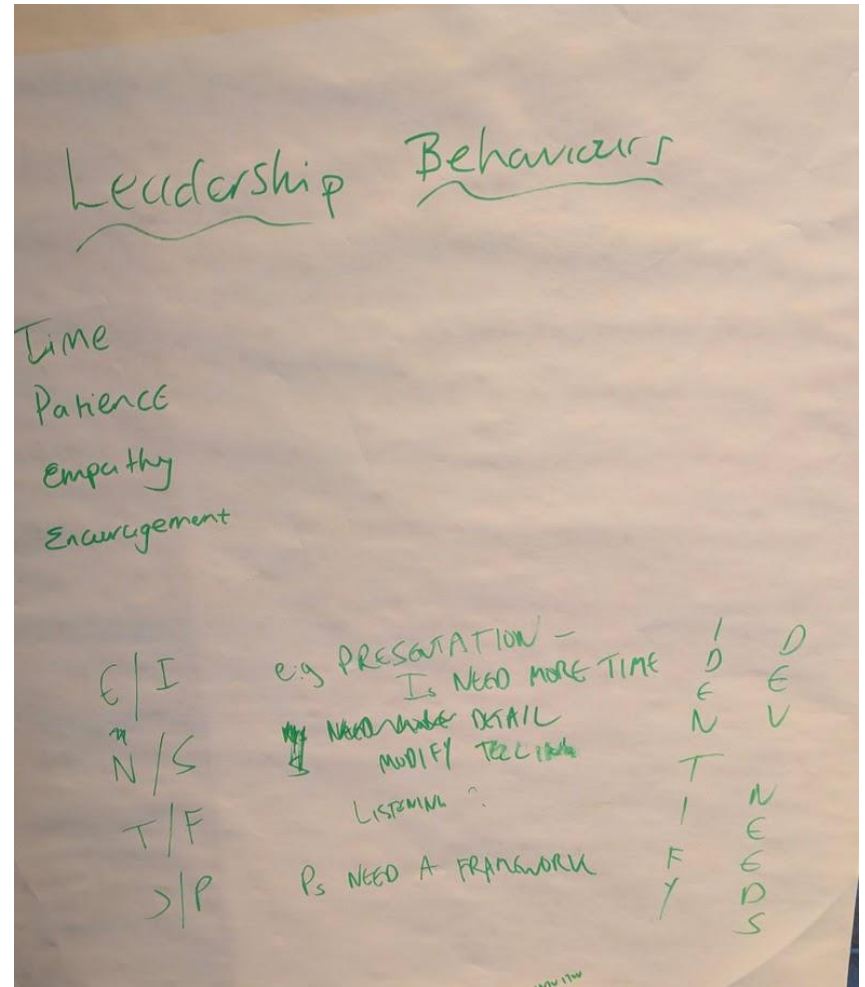


Mentor/ Sell

- Involve the individual in clarifying goals and plans, be the final decision maker
- Listen to concerns and ideas, provide perspective, chart progress
- Involve the individual in decision making and problem solving
- Help analyse success and failure and discuss alternatives
- Give advice, ideas and share experiences
- Provide information and coaching to continue learning
- Encourage and praise. Provide frequent feedback to build confidence

MBTI Adaptations:

- J: Clear timelines, P: Cautiously flexible
- E: Talk it through, I: Time to process



Consult/ Collaborate

- Encourage to take the lead in goal setting
- Ask questions and listen to concerns, be a sounding board
- Facilitate problem solving, ask 'how can I help?'
- Share expertise and collaborate when asked
- Continue to provide reassurance and praise
- Reflect on successes to build confidence
- Suggest ways to provide more challenges
- Be the remover of obstacles to goal achievement

MBTI Adaptations:

- N: Future possibilities, S: Practical application
- T: Analysis first, F: Personal support first

Behaviours

- ∞ Reliable - model citizen
- ∞ Delivers
- ∞ Solid
- ∞ Process Driven
- ∞ thoughtful / considered
- ∞ Diligent
- ∞ Successful
- ∞ Self-aware
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Leadership style

- Consult
- acknowledge extent of grasp!
 - direct?
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- acknowledge extent of confidence
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Need:

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Plan, Plan, Plan - align

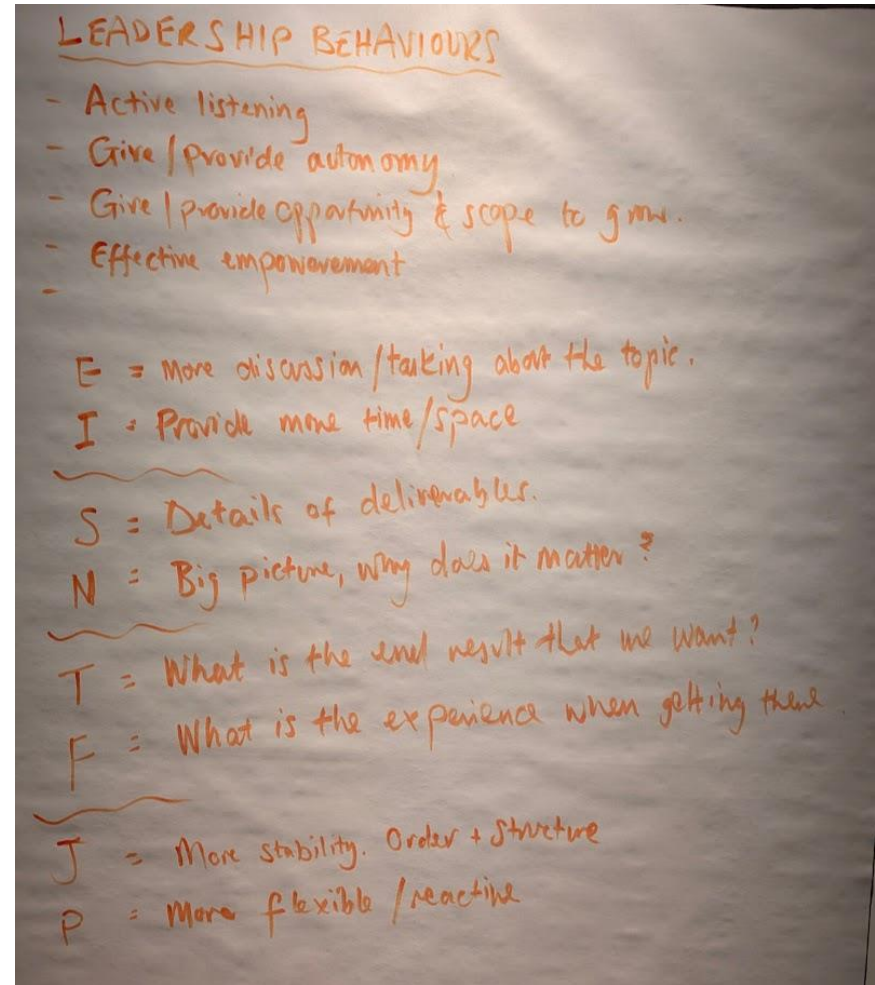
- N = Clear goals
- F = decisions & focus on commercial goals

Coach/ Empower

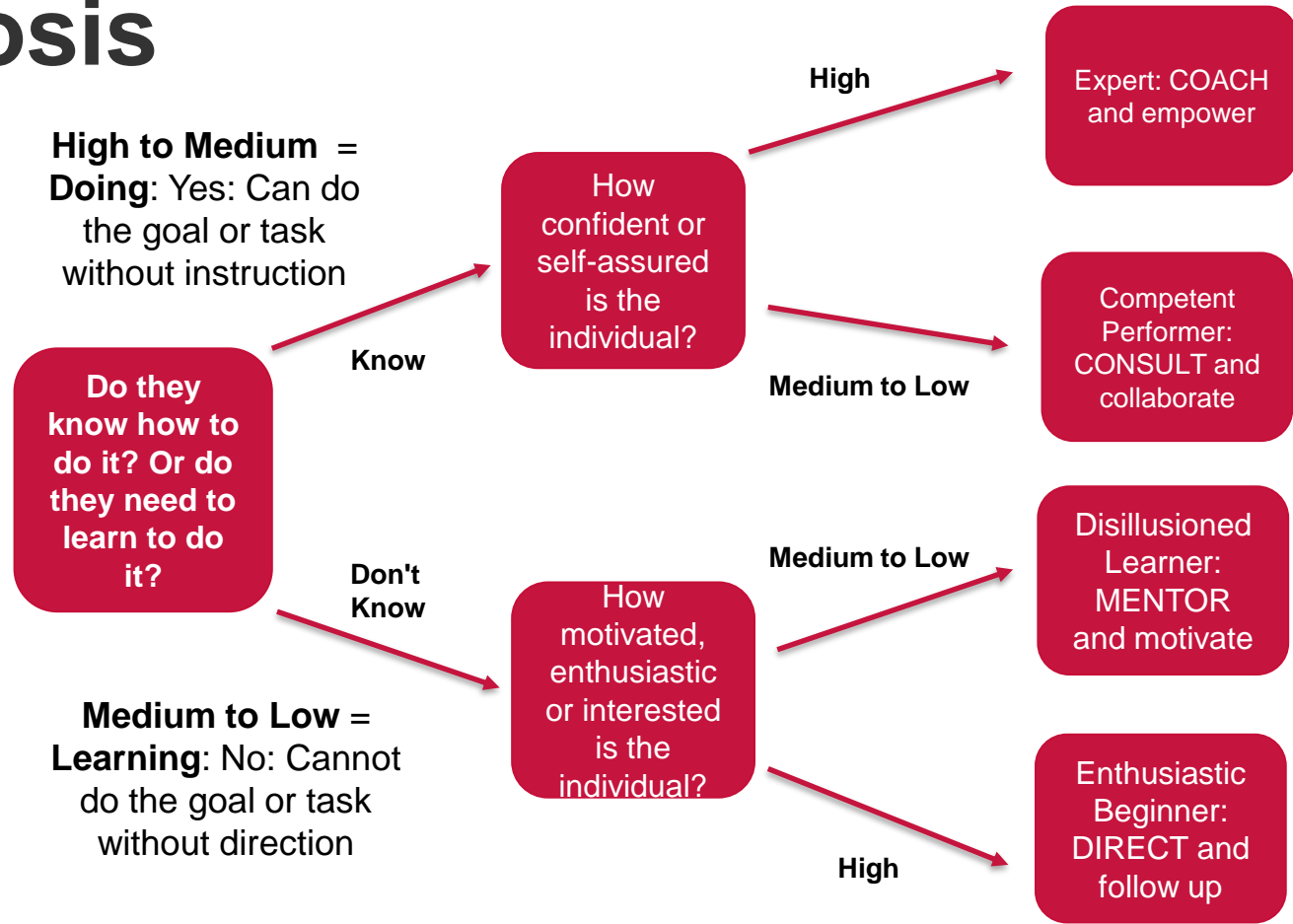
- Expect the individual to take charge and to create goals
- Confirm plans
- Trust them and allow them to innovate
- Encourage and challenge them
- Provide opportunities to mentor others and share experience
- Acknowledge and recognise value
- Make resources available as required

MBTI Adaptations:

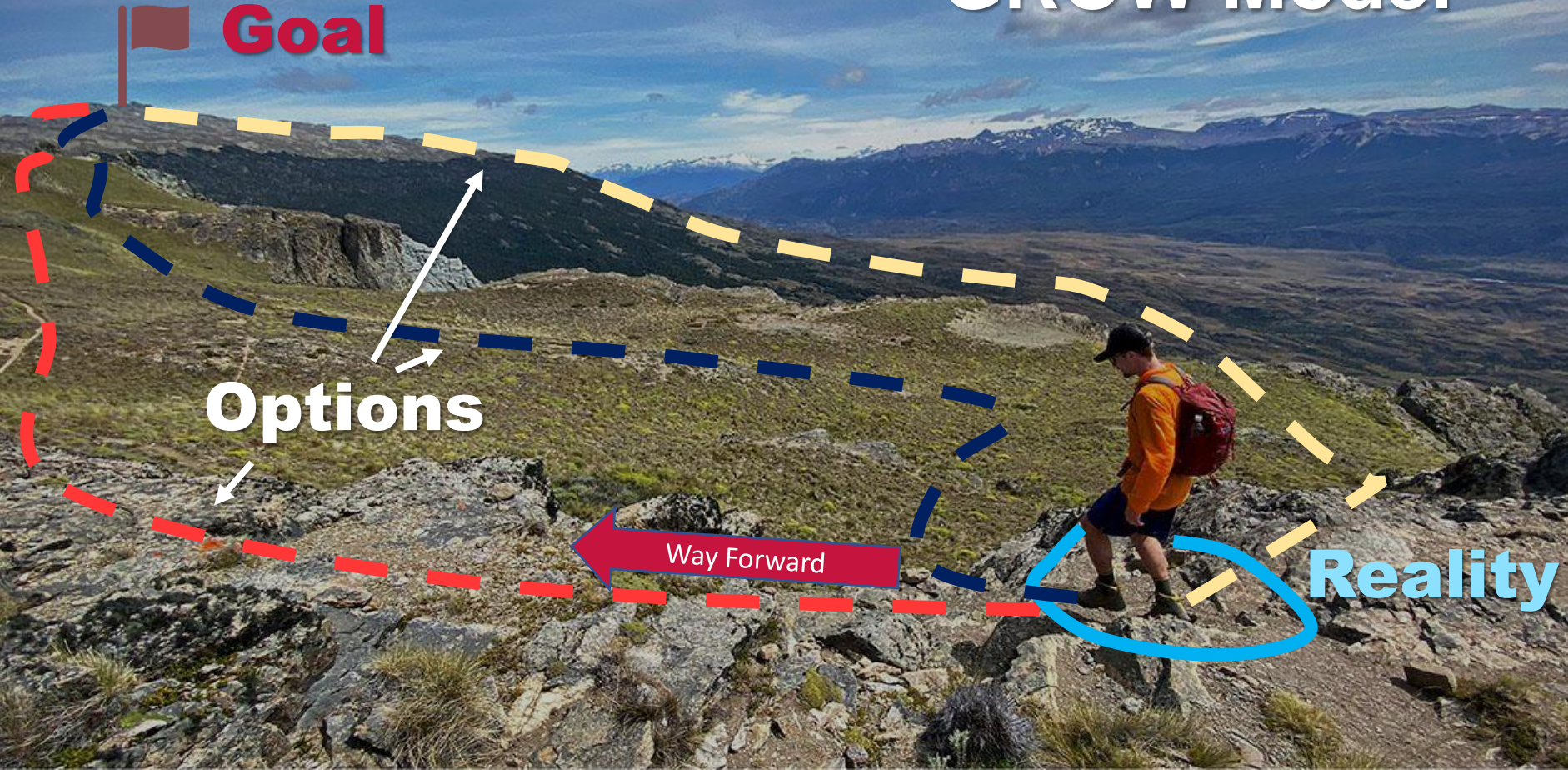
- J: Clear outcomes, P: Freedom in approach
- E: Regular discussion check-ins, I: Space to work and structured check-in



Diagnosis



GROW Model



Goal

Options

Way Forward

Reality

Intent of the questions

GOAL:

What do you want to achieve?

What is the best possible outcome?

What is the vision?

What does success look like?

REALITY:

What is the current state?

What makes it difficult?

What is working/ not working?

What have you already tried?

OPTIONS:

What are all the possible options?

How can you get there?

What else is possible?

What is within your control?

WAY FORWARD:

What are the next steps?

Who or what can help?

What is the first step and when?

How will you keep going?

Exercise: Delegate a real task with GROW (20 minutes)

Working in pairs and using the GROW template to select questions delegate a real-life task of your own to the other person and agree the optimal support approach. (10 min)

Switch and repeat. (10 min)

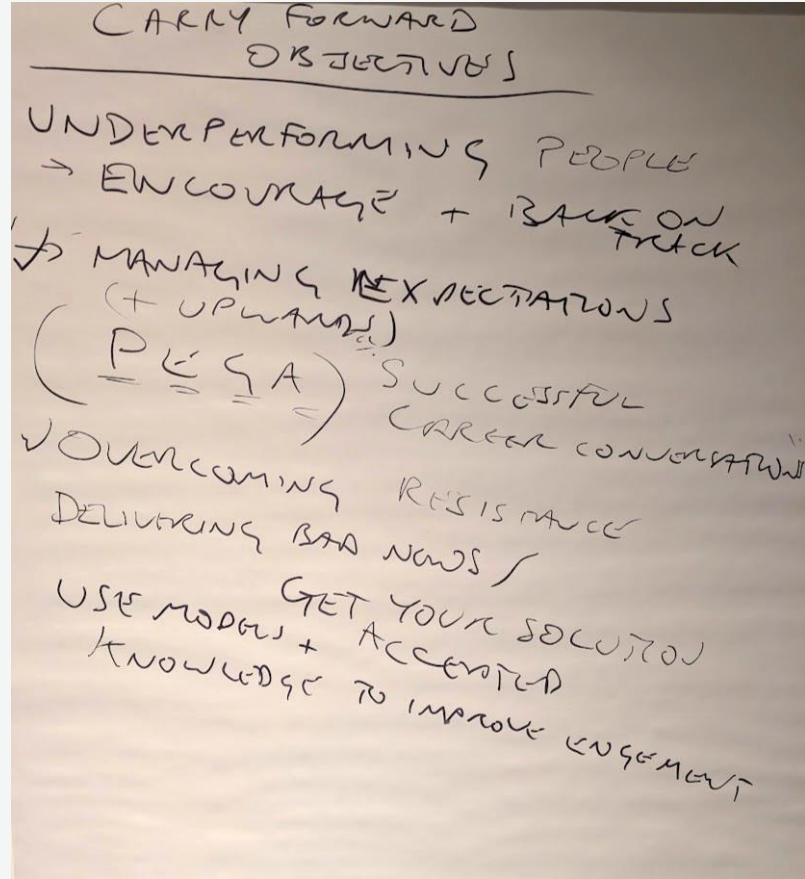
Objectives review

Review your shared objectives:

Discuss in pairs/ threes:

What else remains outstanding for you?

What objectives are important to carry forward?



Actions

- How will you practice listening, questioning and empathy?
- How will you incorporate adaptive leadership and GROW coaching
 - Individual team member support
 - Development discussions
 - Peer support

Actions

One key takeaway

Next coaching session

- Remember seeking feedback
- Actions from today

Session feedback

