# Developmental Planning Guide for Talent Accelerator

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<th>Talent Accelerator</th>
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<td>Select Competencies to Focus Development</td>
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<td><strong>EVALUATE</strong></td>
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Presented by

[Envisia Learning](https://www.envisialearning.com)
About Envisia Learning

At Envisia Learning, Inc. our mission is to improve the quality of work-life by helping facilitate meaningful and lasting behavior change in people's lives. We do that by offering leadership development solutions that are backed by sound principles and extensive research.

For over 20 years, we have provided leadership development and assessment solutions that are researched and developed by licensed industrial/organizational psychologists with decades of coaching and consulting experience.

We offer a variety of customized and off-the-shelf solutions that are designed to help individuals through the development process and establish measurable, sustainable behavior change. This results-oriented approach combined with our superior customer service will make your talent management efforts a success!

www.envisisalearning.com

About the Developmental Planning Guide

Welcome to the Development Planning Guide to accompany Talent Accelerator offered by Envisia Learning, Inc.

Today, continuous relearning and a commitment to professional growth are required for competitive performance in all organizations. We hope this guide will provide you with a brief outline of how to prepare a professional development plan within Talent Accelerator that is realistic, measurable, specific and meaningful to you.

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Module 1
Creating a Professional Development Plan

INTRODUCTION

All of the research on retention today suggests that one of the biggest “drivers” for organizations to hold onto talent is to provide opportunities for career and professional growth and development. Of course, professional development must be initiated by talent and supported by his/her manager in order to maximize engagement, commitment and performance.

You can create and implement your own professional development plan on your own but it makes more sense to involve your manager in the goal setting, implementation and tracking process to ensure long term success. Your manager also plays a big role in your career success—through exposure to other senior managers, key assignments and developmental opportunities.

Learning Objectives

By the end of the module, you will:

- Understand your role and your manager’s role in developing, implementing and monitoring progress on a professional development plan.
- Understand the Behavior Change Model underlying Talent Accelerator.
- Understand the Envisia Learning Developmental Planning Model.
The Importance of Developmental Planning: The New Psychological Contract at Work

Today, the psychological contract with talent is different than in the past. Job security has been replaced with “employability security” with all of us potentially vulnerable to downsizing, acquisitions and mergers affecting our positions.

Career management is the marriage between preparation and opportunity – we need to initiate our own development and seek out employers who are interested in facilitating growth and fostering career opportunities. Ultimately, we must take actions to continuously relearn and sharpen our knowledge, skills and abilities to remain competitive in our professions and fields.

A commitment to continuously learning and developing knowledge and skills valued by employers makes us valuable and opens the door to more options in the future. This manual will provide you with a “map” for creating, monitoring, tracking and evaluating your professional development plan using our online coaching and development tool called Talent Accelerator.
Development Planning Using Talent Accelerator

Participant Checklist

<table>
<thead>
<tr>
<th>Participant Activities</th>
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<tbody>
<tr>
<td>✔ Review your assessment report(s) to identify strengths and potential development areas.</td>
</tr>
<tr>
<td>✔ Schedule a developmental discussion meeting with your manager to discuss your development goals and seek his/her feedback.</td>
</tr>
<tr>
<td>✔ Mutually agree upon professional development plans with your immediate manager.</td>
</tr>
<tr>
<td>✔ Using Talent Accelerator, create specific, measurable and meaningful professional development goals to enhance your current or future performance.</td>
</tr>
<tr>
<td>✔ Monitor, track and update progress on your development plans through Talent Accelerator.</td>
</tr>
<tr>
<td>✔ Meet periodically with your manager to discuss your progress and seek necessary support and ongoing feedback as you work on your development plan.</td>
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</tbody>
</table>

Manager Checklist

<table>
<thead>
<tr>
<th>Manager Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Schedule a developmental discussion meeting to discuss your development goals and provide input and feedback before finalizing.</td>
</tr>
<tr>
<td>✔ Mutually agree upon professional development plans with your direct report.</td>
</tr>
<tr>
<td>✔ Track and monitor development plan progress using Coach Accelerator.</td>
</tr>
<tr>
<td>✔ Schedule a meeting each quarter to discuss progress on the developmental action plan and provide ongoing support, encouragement and feedback.</td>
</tr>
</tbody>
</table>
Envisia Learning Behavior Change Model
The Three Necessary Steps to Change Behavior

Enlighten
- Assessment & Feedback Process (awareness of ideal self vs real self, strengths and potential development areas)

Encourage
- Readiness to change (clarification of motivations and beliefs)
- Goal implementation intentions (measurable and specific)
- Skill building

Enable
- Track & social support to reinforce learning
- Relapse prevention training
- Evaluation (knowledge acquisition, skill transfer, impact)
Envisia Learning Developmental Planning Model

Our professional development can be characterized as a 5-step process as shown below. **Talent Accelerator** helps you to translate awareness from your career self-assessment exercises included in this manual along with other assessments you have used to create, implement, monitor and evaluate progress on your development plan.

- **Assess**: Complete assessments measuring specific skills, interests, values, personality or abilities
- **Reflect**: Analyze and reflect on your insights and learnings
- **Plan**: Create a professional development plan
- **Implement**: Track and monitor progress of your development plan using **Talent Accelerator**
- **Evaluate**: Complete and evaluate your development plan
Module 2
Assess: Understanding Myself and Career Orientation

INTRODUCTION

The world of work is fundamentally different today. In order to be competitive in the market, you must be committed to continuously learning and re-learning. This requires every employee at all levels to look at ways to enhance critical skills, knowledge and competencies and acquire new experiences to be successful now and in the future.

A big part of professional development is the time and energy we put into sharpening our skills, practicing new behaviors and learning new concepts and ideas. Through our online development planning and reminder tool, Talent Accelerator, you will be able to create, monitor and track progress on your professional development plans.

Learning Objectives

After completing this module, you will be able to:

- Understand the changing career paradigms and how it affects your career today.
- Apply the career assessment process to clarify your skills, motives, values, and interests.
- Identify your “signature strengths” and how to deploy them.
The Career Assessment Process

**STEP 1**
Intrapersonal Assessment

Who am I?
(Passions, competencies, skills, values, career stage, path preference)

**STEP 2**
Interpersonal Assessment

How Do Others See Me?
(Reputation, image, political style, personality)

**STEP 3**
Organizational Assessment

What are My Options Within/Outside the Organization?
(Knowledge of the organization, future trends, options, opportunities)
Exercise #1: Understanding the Difference Between Jobs, Careers and Passions

Directions

What are the differences between a job, career and a passion?

What does each of these mean to you?

What are your passions (i.e., what gives you the most energy, makes you happy when you are involved and generates satisfaction)?
Exercise #2: Intrapersonal Assessment Questions

Directions: Complete the following intrapersonal questions designed to answer “Who am I?”

- What physical or cognitive limitations might affect my ability to pursue my passions?
- What limitations might affect my ability to manage my career?
- What do you care deeply about?
- What is your complete potential that allows you to be creative in all parts of life?
- What are the elements that allow you to be fully creative in all parts of life?
- What motivates and guides you through life?
- What is your calling in life? Have you listened for it?
- What are you meant to be doing in life?
- What activities would give you a driving sense of purpose?
- What are you doing that makes a difference to you?
- What builds meaning and satisfaction for you?
- When you look back, what impact do you want to have made on the world?
Exercise #3: Interpersonal Assessment Questions

Directions: Complete the following interpersonal questions designed to answer “How Do Others See Me?”

- How do others perceive my style, strengths and development areas?
- How accurate are my perceptions about my strengths and development areas with those of others?
- In what ways am I misunderstood?
- How do I act and behave to contribute to the impressions I create?
- How might my “supporters” view me?
- How might my “critics” view me?
- What strengths of mine when overused could be perceived to be liabilities by others?
- How would I describe my interpersonal style or personality?
- What areas would you like to learn more about how others perceive you?
Exercise #4: Organizational Assessment Questions

Directions: Complete the following interpersonal questions designed to answer “What Are My Options Within/Outside the Organization?”

- What type of pace of work do I prefer?
- Who can I turn to for advice, mentoring, coaching, and honest feedback?
- What type of work environment is most satisfying to me?
- How would I describe our organizational culture (norms, acceptable behaviors, and norms)?
- What external threats exist to the future of the organization?
- What are the technological or social trends influencing the organization that may create changes in personnel, policies, and procedures in the future?
- How can my manager or others help me in my career?
- What community and volunteer opportunities can I get more involved in?
- What training and development opportunities exist within and outside the organization?
- What opportunities exist for you to enhance specific skills and acquire new knowledge?
- What are the positions that are most interesting to you?
Exercise #5: Changing Career Paradigms

Directions

What differences, if any, in career expectations, values and aspirations do you think exist between long-tenured “baby boomer” talent in organizations (i.e., those who have either worked within a company for many years) and the short-tenured “iPOD generation” of today (i.e., those newer to the workforce)?

What are the implications of these differences for career management today?
The Changing Career Paradigms

<table>
<thead>
<tr>
<th>Old Paradigms</th>
<th>New Paradigms</th>
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<tbody>
<tr>
<td>Job Security</td>
<td>Employability Security</td>
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<tr>
<td>Longitudinal Career Paths</td>
<td>Alternate Career Paths</td>
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<tr>
<td>Job/Person Fit</td>
<td>Person/Organization Fit</td>
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<td>Organizational Loyalty</td>
<td>Job/Task Loyalty</td>
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<tr>
<td>Career Success</td>
<td>Work/Life Balance</td>
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<tr>
<td>Academic Degree</td>
<td>Continuous Relearning</td>
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<tr>
<td>Position/Title</td>
<td>Competencies/Development</td>
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<td>Full-Time Employment</td>
<td>Contract Employment</td>
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<td>Retirement</td>
<td>Career Sabbaticals</td>
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<tr>
<td>Single Jobs/Careers</td>
<td>Multiple Jobs/Careers</td>
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<tr>
<td>Change in jobs based on fear</td>
<td>Change in jobs based on growth</td>
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<tr>
<td>Promotion tenure based</td>
<td>Promotion performance based</td>
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# The Four Career Path Preferences

<table>
<thead>
<tr>
<th>Career Orientation</th>
<th>Primary Motives/Values</th>
<th>Rewards</th>
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</table>
| **Managerial:** Orientation characterized by regular promotions in increasingly more complex leadership roles and responsibilities. | • Power  
• Leadership Competence  
• Influence  
• Control | • Title  
• Promotion  
• Authority  
• Perks  
• Span of Control |
| **Specialist/Independent Contributor:** Orientation characterized by staying in a single professional or technical field for most of one’s career with reliance on specialist knowledge and skills. | • Autonomy  
• Recognition  
• Technical Competence  
• Professional Development  
• Security  
• Expertise | • Continuing Education  
• Job Security  
• Benefits  
• Professional Association Involvement  
• Cutting Edge Tools |
| **Generalist/Project Manager:** Orientation characterized by regular career movements based on pre-existing knowledge, skills and experiences with an emphasis on project and program management. | • Professional Growth  
• Learning  
• Innovation  
• Change  
• Diversity of Tasks | • Job Rotation  
• Project Management  
• Education Reimbursement  
• Cross Training |
| **Entrepreneurial:** Orientation characterized as working in diverse positions starting/owning one’s own business, consulting or working contractually for other companies or individuals. | • Independence  
• Achievement  
• Risk Taking  
• Challenge  
• Self-Control  
• Self-Management  
• Creativity | • Pay for Performance  
• Bonus  
• Contract Work  
• Flexible Schedules  
• Consulting Assignments |
Exercise #6: Identifying Your Career Path

Orientation

Directions

Check which of the following career paths seem to best describe your career preference in the future based on your interests, values, motives and skills?

- MANAGERIAL
- SPECIALIST
- GENERALIST
- ENTREPRENEURIAL
Identifying and Developing Your Signature Strengths

**Low Interest/Low Skills**: These are competencies, skills and abilities that you rate low and don’t necessarily excite you to utilize. The goal is to **avoid** tasks, activities, responsibilities on the job that require use of these skills.

**High Interest/Low Skills**: These are competencies, skills and abilities that you rate low but you enjoy using. The goal is to **explore** using these more in hobbies and leisure activities as they are passions of yours.

**Low Interest/High Skills**: These are competencies, skills and abilities that you rate high but aren’t very interested in applying. The goal is to **minimize** tasks, activities, responsibilities on the job that require use of these skills.

**High Interest/High Skills**: These are competencies, skills and abilities that are your “signature strengths.” The goal is to **develop** and cultivate opportunities to express these skills as much as possible.
Exercise #7: Identifying Your “Signature Strengths”

Directions

What are your “signature strengths?” Write down your skills, abilities and competencies that correspond to each of the four quadrants below. What patterns do you see?
Exercise #8: Identifying Your Career Stage

Directions: Which career stage below best describes you now?

Stage 5: Late Career (ages 55–retirement):
Remain productive in work, maintain self-esteem, prepare for retirement.

Stage 4: Midcareer (ages 40–55):
Reappraise early career and early adulthood goals, reaffirm or modify goals, make choices appropriate to middle adult years, remain productive.

Stage 3: Early Career (ages 25–40):
Learn job, learn organizational rules and norms, fit into chosen occupation and organization, increase competence, pursue goals.

Stage 2: Organizational Entry (ages 18–25):
Obtain job offer(s) from desired organization(s), select appropriate job based on complete and accurate information.

Stage 1: Preparation for Work (ages 0–25):
Develop occupational self-image, assess alternative occupations, develop initial occupational choice, pursue necessary education.
Research on Developing Talent: What Are Most Effective?

Plan your developmental activities and time following these guidelines below based on talent development research.

**On-the-Job Experience – 70%**
- Special projects, tasks or assignments
- Job change/Job rotation
- Cross-Training
- Exposure and involvement in key business challenges
- Presentations to Senior Managers/Customers
- Dialogue/time with key customers

**Performance Feedback & Coaching – 20%**
- Timely, honest, constructive feedback by your supervisor and team members
- Executive/manager coaching
- Participation in a 360-degree feedback process
- Formal/informal mentoring programs

**Formal Learning Programs – 10%**
- Company sponsored training
- External workshops/seminars
- Self-directed learning (courses, books)
- Professional associations/conferences
Using Talent Accelerator to Facilitate Your Professional Development Plans

Talent Accelerator is an online developmental planning and reminder system designed to assist you in creating, monitoring and tracking success with your professional development plans. It contains the following features:

Development Resource Library

- Provides a comprehensive source of articles, books, websites, media, and resources to facilitate your development mapped to the assessment you are using and updated monthly.

Goal Setting and Development Planning “Wizard”

- Our development “wizard” will ask you structured questions about your assessment report and provide a structured way to focus on critical developmental behaviors and developmental goals.

Coach Interaction

- You can invite your manager, internal or external coach or mentor to be a partner with you to track and monitor your development plan and interact with you.

Automated Reminders

- We will send out weekly progress and goal reminders to enhance your motivation to successfully complete your development plan goals and activities.
Module 3

Reflect: Interpreting Your Self-Assessment or 360-Degree Feedback Results

INTRODUCTION

The process of fully understanding and interpreting your self-assessment or 360 feedback report takes time and several readings of the report. If you invited other raters for feedback, you will discover messages about perceived strengths and areas for development. If you used only a self-assessment, you may need to seek out additional information to help understand your report. Improved understanding will come from multiple readings of your results.

Learning Objectives

After completing this module, you will be able to:

- Interpret your feedback results and identify the strengths and areas for development indicated in your assessment report.

- Understand the typical emotional reactions that individuals have to feedback.

- Define one or two competencies you wish to leverage and work on to enhance your overall effectiveness.
Purpose of Self-Assessment or 360-Degree Feedback

Some of you have used a self-assessment tool and others have invited others for feedback through the use of a 360 feedback process. The multi-rater or 360 degree feedback process facilitates gathering information on your work performance, skills and style from multiple points of reference, not just one, allowing you to understand how you are viewed from a variety of perspectives. By using a confidential process to collect information from co-workers, supervisors, direct reports (if applicable) and others, you receive information that is more informative than traditional, one-source methods. By soliciting feedback from many people in your work environment, 360-degree feedback levels the playing field and tends to be not only more balanced, but harder to dismiss because of its diverse perspectives.

Three Basic Questions

"Why Should I Improve My Performance?"

To be truly successful in today’s work environment, you need to continuously add value to your organization. By continually learning and growing, you can improve your performance and increase your contribution in the workplace.

"What Do I Need to Improve?"

The results from a self-assessment or 360-Degree Feedback process help you determine specific skills and behaviors that represent your strengths and areas for development. The feedback provides a clear picture of how different groups of people within your organization assess your work performance.

"How Can I Improve?"

Your feedback report will supply you with ideas and recommendations for change. From this information, you can work with your manager to create a specific Development Plan, a comprehensive guide for performance improvement.
Emotional Reactions to Receiving Feedback

Participating in the full 360-degree feedback process requires behavioral change. Change comes in many shapes and sizes, and some changes are easier to manage than others. It is both important and helpful to acknowledge that there can be a range of emotional reactions to change.

Grin or Grimace

Recognize or Reject

Act or Accept

Strategize

Partner

Grin or Grimace

Feedback may elicit strong emotional reactions that can be viewed either positively (grin) or negatively (grimace). Some emotional reactions can be that of surprise or even shock and can take the form of “Oh, that’s interesting,” but another common reaction is “I don’t believe this.” This is an internal, emotional reaction that can sometimes be emotionally paralyzing (and triggers the same neurological pathways of physical pain).

As shock subsides, a common emotional phase to follow is anger: “This report must be wrong.” Anger is often a sign that equilibrium has been challenged. An angry reaction can be difficult to manage because anger can come out in ways that affect other people in the workplace, and beyond.
Recognize or Reject

One of the goals of 360-degree feedback is to facilitate self-insight and self-awareness (cognitive reaction to the feedback). Participants will either recognize and see congruence between their self-ratings and those of others or reject the results (e.g., defensively challenging the assessment, making an excuse about the raters not fully appreciating their style or behavior). In order for meaningfully behavior change to occur, the participant must be willing to interpret and understand his/her results and recognize their strengths and potential development areas.

Act or Accept

Insight is a necessary, but not sufficient condition, for actual behavior change. In order to improve and to become more effective participants have to commit to leveraging their strengths, practicing new behaviors or modifying their existing style (act). Sometimes, participants will decide not to take any actions or change their behavior (accept).

Strategize

Intentions to actions are important but setting implementation goals are critical if participants truly want to practice new behaviors. This requires a commitment to create and implement developmental goals with specific behaviors that are measurable, actionable and time bound (strategize). Getting input from others can be useful to make sure there is a mutual understanding and agreement to a specific developmental action plan.

Partner

Seeking a development partner (e.g., one’s manager, coach or mentor) can be useful to help track and monitor development plan progress and to reinforce success. Research suggests that participants that utilize development partners tend to be more successful in completing their action plans and improving their behavior than those who do not engage with others for ongoing feedback and support.
Exercise #1: Understanding Your Assessment Report

Directions: Review your self-assessment or 360-degree feedback report and answer the following questions:

- If you had to select a single word or phrase to describe your feedback, what would it be? Why?

- What feedback is confirming (things you already really knew about yourself)?

- What new insights did you get about yourself?

- If you used a 360 degree feedback process, to what extent do your self-ratings compare to others (e.g., your boss, peers)?

- What are your top three strengths?

- What are your top three areas of potential development?

- What skills, competencies or behaviors are you most motivated to want to develop further?

- What are the positive consequences and outcomes from leveraging your strengths or working on some areas that you are committed to improving?
### Exercise #2: Summarizing Your Assessment Report Learnings

#### Directions

Referring to your feedback report, review the feedback messages from your manager or direct reports. Look at the chart below and select one quadrant to chart out one or two messages from one of the rater groups above.

<table>
<thead>
<tr>
<th>Surprise</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a Surprise</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for Development</th>
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Module 4

Plan: Turning Feedback into Action -- Development Planning and Goal Setting

INTRODUCTION

Taking the information from your 360 feedback report and creating a successful plan for behavioral change takes more than just personal commitment to performance development. The more you understand the process of change, the better your plan will be. If you can identify who and what supports your initiative, and explore the obstacles you might encounter, you can build a plan with strategies designed to maximize your overall achievement.

Learning Objectives

After completing this module, you will be able to:

- Identify the forces within you and in your workplace which support your plan for behavioral change and what might prevent you from achieving your plan for behavioral change.
- Identify specific competencies/skill areas for development.
- List various actions and strategies for development.
- Create a SMART Development Plan to help you maximize the potential benefit of your feedback results.
Force Field Analysis

Force Field Analysis is a technique developed by Kurt Lewin for diagnosing situations. Lewin assumes that in any situation there are both supporting and preventing forces that influence any change that may occur.

To successfully turn your feedback results into actions for lasting change, it is helpful to understand your current environment. A Force Field Analysis can help you do this.

![Diagram showing Supporting Forces and Preventing Forces](image)

Supporting Forces

Supporting forces will encourage you to succeed in your identified area of behavioral change. They tend to help initiate change, and keep momentum over time. Support could come from your manager and/or peers, but it could also be your own motivation to succeed in a new endeavor.

Preventing Forces

When considering the Force Field Analysis, Newton’s third law of motion comes to mind: “To every action there is an equal and opposite reaction.” For each supporting force, there is likely to be an opposite force, which serves to impede behavioral change. These preventing forces could come from your work environment, or could come from within you.
Exercise: Identifying Personal Forces Around Behavioral Change

Directions

Take into consideration yourself and your current work environment, and identify some supporting and preventing forces that could affect the behavioral change suggested by your assessment results. Write the forces in the analysis below.

Supporting Forces | Preventing Forces
Development Planning Guidelines

Developing new skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. Research suggests that desired change is more likely to be successful when:

- The desired competency is specifically defined
- There is a commitment and motivation to behavioral change
- An action plan is shared with others
- An analysis is made of reason for potential lack of success
- Other people support your behavioral change
- The behavioral outcomes are visible and can be measured

Defining a Way to Measure Success

You will need to know how to measure the success of your development plan. It is best to define ways to monitor and evaluate your results so that you can incorporate these measurements into your Plan. Some ideas include:

- Annual Performance Reviews
  If your organization conducts annual performance reviews where performance is rated, you can aspire to better ratings.

- One-on-One/On-Going Conversations
  You can ask co-workers to give you feedback on your behavioral changes.

- Group Feedback
  For projects where you are part of a team, you can ask questions at group meetings that explore the impact of your behavioral change.
SMART Development Planning Steps

The best development plans are described as being SMART. Designing your developmental activities according to the principles described below will assist you in improving your performance over time.

**Specific**
Clear and Concrete
(e.g., To further my career I will begin an MBA program)

**Measurable**
Easily Observable
(e.g., I will lose 10 pounds in the next 3 months)

**Action Oriented**
Behaviorally Based
(e.g., I will work with my coach to enhance my public speaking skills)

**Realistic**
Actions that can be Accomplished
(e.g., I’ll save 10% of my income for the next 3 months)

**Time Bound**
Have Starting and Ending Dates
(e.g., by the 10th of next month I will submit my article for publication)

Identify Specific Goals

You will find it easiest to make change in your life if you set clear, specific goals. If you can visualize a target, you are more likely to get to it, than if your goals are vague. Your Feedback Results Report will indicate areas for development and from this information you will probably find some goals that can be acted upon very quickly, while others will take time to implement.
Create goals which:

- Motivate you
- Help you be more effective in your current position and in the future
- Leverage your current strengths
- Have short, medium and long-term timeframes

Choose Areas for Development

Using the recommendations in your Feedback Results Report as a basis for your selection, ask yourself the following questions:

- Which competencies are most important to my development goals?
- Which competencies did others rate as needing development?
- Which competencies fall into both categories?

Then, match specific competencies to your identified goals so that you can see a clear link between what you want to accomplish and what skill area will help you develop that skill.

Select Clear Actions

Now that you have specified goals and related competencies, the next step is to determine behavior-based actions that can help you accomplish your goals:

- Practice an existing behavior that was recognized as a strength
- Observe others who model the change you wish to make
- Take an internal or external workshop, class or seminar
- Read a book
- Listen to a podcast or book-on-tape while you commute
- Contract to work with a coach
- Identify and contract to collaborate with a mentor within your organization
On a larger scale, you can look for development opportunities in several places:

- **Existing Job.** By looking at your current job and challenges it may present, you may find learning opportunities that immediately address your developmental needs.

- **Role Models and Coaches.** You may find a mentor within your organization that can help you grow and change in ways that will have a high benefit to both you and your organization. Another possibility is an external coach who has the business expertise to help you reach your goals.

- **New Job Assignments.** New assignments can provide the greatest opportunity for development. You may not be able to find a new assignment within your organization right away, but if you plan ahead, you can position yourself for career growth and advancement.

- **Special Projects.** You may have the opportunity to volunteer to participate in team projects within your organization that are beyond the current scope of your job.
Goal Intentions versus Goal Implementations

Recent research suggests that stated goal intentions alone may not always result in successful maintenance of behavior over time (Lawton, Conner, & McEachan, 2009).

In fact, the road to unfulfilled goals is paved with good intentions. By April, 50% of the people who made New Year’s resolutions have failed to keep them. And only half of people (and this number is likely inflated) translate their good intentions—whether made in January or any time—into real action. Interestingly, this is the same percentage of times that the average person is able to resist the 3-4 hours of unwanted desires they experience each day (Gailliot, Baumeister, et al., 2007).

The Solution: Habit Triggers

We all know about “SMART” goals (the acronym has a variety of similar labels such as specific, measurable, attainable, relevant, and time bound). In a 2012 study, Leadership IQ, a leadership training and research company, studied 4,182 workers from 397 organizations to see what kind of goal-setting processes actually help employees achieve great things.

They discovered that people’s goals are not particularly helpful. In fact, their survey found that only 15% of employees strongly agree that their goals helped the employees achieve great things. And only 13% of employees strongly agreed that their goals this year will help them maximize their full potential. Several questions related to goals being measurable, realistic etc. had no unique predictive power in what employees actually achieved.

To achieve success, people need to learn and practice new skills under specific situations over a long period of time until they switch from being consciously competent to unconscientiously competent (LeadershipIQ Study: Are SMART Goals Dumb?). If SMART goals aren’t the answer, then what is?

Nearly 200 studies focusing on leadership, health, and interpersonal relations have shown that deciding in advance when and where you will complete a task can significantly increase your chances of actually doing it. Indeed, Habit Triggers, as an approach to goal setting, appears to be very powerful and useful way to help you achieve any goal.

Benefits of Habit Triggers (“Implementation Intentions”)

Effect size

Gollwitzer and Sheeran (2006) conducted a meta-analysis to investigate the efficacy of implementation intentions, derived from over 94 studies. This meta-analysis
compared two conditions. The first condition usually involved a goal intention, in which participants formed a goal, such as "I will eat healthy food", without connecting this goal to a specific cue or context. The second condition usually involved an implementation intention, in which participants connected this goal or a specific cue or context, such as "When I feel bored, I will eat healthy food". The effect size of implementation intentions, when compared with goal intentions, was $d = .65$, considered to be a medium to large effect.

As Gallo, Keil, McCulloch, Rockstroh, and Gollwitzer (2009) emphasized, this effect size is even more important than some practitioners might first recognize. Goal intentions alone increase the likelihood that desirable behaviors will be initiated (Webb & Sheeran, 2006). So, observation that implementation intentions further magnify these benefits is very encouraging.

**Health**

Implementation intentions have been shown to leverage the ability of individuals to initiate and maintain behaviors that fulfill their goals in many lifestyle and health areas. For example, implementation intentions have been shown to initiate and maintain behaviors such as screening for breast cancer (Orbell, Hodgkins, & Sheeran, 1997), screening for cervical cancer (Sheeran & Orbell, 2000), eating healthy food (Armitage, 2004), consuming vitamin C pills (Sheeran & Orbell, 1999), and engaging in physical activity (Milne, Orbell, & Sheeran, 2002; Prestwich, Lawton, & Conner, 2003; Rise, Thompson, & Verplanken, 2003).

Most of the studies have examined health behaviors that involve engaging in a suitable behavior, such as screening for breast cancer or consuming vitamin C (e.g., Adriaanse, de Ridder, and de Wit, 2009). Several studies have also examined the ability to override undesirable habits, such as eating unhealthy food, smoking cigarettes, or consuming excessive alcohol (Gollwitzer & Sheeran, 2006).

Implementation intentions were most effective when participants connected their goal to eat healthy good with the feelings or motivations they typically experience when they eat unhealthy food. They might, for example, have formed the implementation intention "If I bored, I will eat an apple". These goals were likely to be fulfilled if related to feelings or motivations that correspond to maladaptive habits rather than a typical setting, time, or place (Armitage, 2004).

**Emotions**

Gallo, Keil, A., McCulloch, Rockstroh, and Gollwitzer (2009) conducted research that showed how implementation intentions can also facilitate the regulation of emotions. In their studies, participants were exposed to aversive stimuli (e.g., pictures of disgusting material or spiders). Next, participants formed implementation intentions to either ignore the stimulus or experience pleasant emotions. These
implementation intentions resulted in significant improvement in facilitating the emotional responses of individuals.

Two types of implementation intentions were formed in this study (Gallo, et al., 2009). First, some participants were told to disregard the negative stimulus. An example might be "if I see a spider, I will ignore it". This strategy, called attention deployment, is categorized as antecedent focused (Gross, 1998a, 1998b). This strategy is designed to prevent intense emotions.

Second, other participants were instructed to counteract the negative stimulus. An example might be "if I see a spider, I will remain calm and relaxed". This strategy is categorized as response focused (Gross, 1998a, 1998b). This strategy is designed to modify the responses of individuals when they experience negative emotions.

Both forms of implementation intentions significantly decreased emotional reactions—at least compared to goal intentions. The capacity to maintain calm emotions in response to spiders was even observed in individuals who reported a phobia of spiders. Other studies have also shown that implementation intentions can increase the capacity of individuals to regulate unwanted emotions and thoughts (Achtziger, Gollwitzer, & Sheeran, 2008).

The Mechanics of Habit Triggers

A Habit Trigger is simply a plan in which you link a situation or context with a response that will bring you closer to fulfilling your goal. To do this, all you have to do is reframe your goals as “if-then” or “when-then” statements. The “if” or “when” part is the situational cue; the “then” part is your planned response or behavior to that cue.

Habit Triggers help to facilitate the successful development of new habits. Some habit triggers will be situation based (e.g., “When I feel anxious, I will practice mindfulness meditation to calm me down” or “When I notice the other person speaking, then I will seek to understand what they are saying before I share my own ideas”) and others are time based (e.g., “When it is Monday, Wednesday and Friday morning at 7am for the next month then I will attend my 50 minute yoga class” or “At each weekly staff meeting, I will solicit the ideas of my staff and summarize them before sharing my own thoughts and suggestions”). Both types might be relevant to use depending on the specific goal being targeted.

Habit Triggers help facilitate ongoing practice of new behaviors until they become somewhat automatic (at least with 90 days of practice) and help to sustain these behaviors over time. Habit Triggers help to facilitate the successful development of new habits. They work because research suggests that new habits are formed by actually practicing specific behaviors under situations and conditions that require a new response.
Development of new skills is best supported by on-the-job experiences and feedback/coaching from others (Note: The 70-20-10 learning model was first proposed in the 1980s by Center for Creative Leadership authors and researchers Morgan McCall, Robert Eichinger and Michael Lombardo but there is little research to support this particular ratio. The model states that learning occurs primarily from on-the-job experiences --70 percent, followed by learning from others--20 percent and, finally, from more passive courses /workshops--10 percent).

To support the realization of goal intentions, most people also have a number of action items defined as single activities or tasks that support their learning and growth. In the example above (“Stay calm in stressful interpersonal situations”), a number of specific actions might be linked to this goal intention to support handling such stressors more effectively. Some examples might include watching a video on mindfulness meditation, reading an article or book on the topic or attending a class to learn the technique.

What is common about all of these action items is that they are not necessarily ongoing and can easily be “checked off” when completed. However, the successful completion of these action items does not necessarily equate to the successful learning of a new habit or ability to realize the goal intention. In combination with
Habit Triggers these Action Items help an individual learn, apply and sustain new habits over time.

Indicators of Goal Progress

The most common trigger for a “best day” is any progress in the work by the individual or team. A total of 26 project teams comprised of 238 individuals were asked to report daily on moods, motivations, perceptions of the work environment, what work was accomplished and what events stood out in their mind (nearly 12,000 diary entries). Steps forward (progress) occurred on 76% of people’s best mood days and setbacks on only 13% of those days. Therefore, progress—even a small step forward—is highly correlated with now many days talent report being in a good mood ((Amabile, T. & Kramer, S. (2011). The power of small wins. Harvard Business Review, 89, 70-80)).

Motivation is Minimized in the Middle

When people work toward goals, they monitor their progress in two ways --what they have achieved so far and how much they have left to do. It appears that individuals switch between the methods depending on how close they were to reaching their goal. Research with University students asked to pursue a specific goal (e.g., correcting errors in an essay) were less motivated halfway through the tasks, which likely reflects the point where they switch their focus from how much they got done to how much they had left to do.

Additional research suggested that a shift in attention from the starting point to the end point occurred halfway through the task so this might be one of the most important times for coaches to follow up with their clients ((Bonezzi, A., Brendl, C., & De Angelis, M. (2011). Stuck in the Middle: The Psychophysics of Goal Pursuit, Psychological Science, 7, 2011, doi: 10.1177/0956797611404899)).

Motivation to “do things right” follows a u-shaped pattern, such that it is higher at the beginning and end of goal pursuit (sometimes called the Zeigarnik Effect) han in the middle ((Toure-Tillery, M. & Fishback, A. (2011). The course of motivation. Journal of Consumer Psychology,doi:10.1016/j.jcps.2011.04.004)).

Since beginning and end (vs. middle) positions are often arbitrarily determined, one thing everyone can do is to reduce the length the "middle" by dividing long goal pursuits into sub-goals requiring smaller actions. This should increase the likelihood that all of us will continue to successfully maintain our efforts towards goal completion.
How Long Does it Take for New Habits to Form?

Research by Phillipa Lally and colleagues from the UK suggest that new behaviors can become automatic, on average, between 18 to 254 days but it depends on the complexity of what new behavior you are trying to put into place and your personality (Lally, et al., 2009).

They studied volunteers who chose to change an eating, drinking or exercise behavior and tracked them for success. They completed a self-report diary which they entered on a website log and were asked to try the new behavior each day for 84 days. For the habits, 27 chose an eating behavior, 31 a drinking behavior (e.g., drinking water), 34 an exercise behavior and 4 did something else (e.g., meditation).

Analysis of all of these behaviors indicated that it took 66 days, on average, for this new behavior to become automatic and a new “habit” that seemed pretty natural. The range was anywhere from 18 to 254 days. The mean number of days varied by the complexity of the habit:

- Drinking / 59 days
- Eating / 65 days
- Exercise / 91 days

Although there are a lot of limitations in this study, it does suggest that it can take a large number of repetitions for a person for their new behaviors to become a habit. Therefore, creating new habits requires tremendous self-control to be maintained for a significant period of time before they become more “automatic” and performed without any real self-control.

For most people, it takes about 3 months of constant practice before a more complicated new behavior gets “set” in our neural pathways as something we are comfortable with and seemingly automatic. So, adopting a new physical workout routine or learning to become a more participative as a leader might take quite a while with or without coaching to truly become more natural.

The Power of Deliberate and Challenging Practice over Time

Practice makes perfect according to an old saying. Or at least if you do it enough you will become an expert. Or does it? There is, in fact, a big difference between “experts” and those “who are expert” in what they do.

In a 2006 book co-edited by Anders Ericsson called “The Cambridge Handbook of Expertise and Expert Performance”, the authors conclude that great performance comes mostly from two things:
• Regularly obtaining concrete and constructive feedback
• Deliberate Practice (Over Time) Makes You Better

Two authors in the Cambridge Handbook (Janice Deaking and Stephen Cobley) analyzed diaries of 24 elite figure skaters to determine what might explain some of their performance success (Ericsson, 1996). They found that the best skaters spent 68% of their practice doing really hard jumps and routines compared to those who were less successful (they spent about 48% of their time doing the same difficult things).

Having raw talent is wonderful but it’s what you do with it that really seems to matter. “Only dead fish go with the flow” is an old saying—if you don’t work to get better it just doesn’t happen naturally. Ericsson and others use the words “deliberate practice” to mean focused, structured, serious and detailed attempts to get better. That means it has to be challenging and difficult (i.e., practicing the most difficult tasks).

As it turns out, expert performance requires about ten years, or ten to twenty thousand hours of deliberate practice. Little evidence exists for expert performance before ten years of deliberate practice in any field.

What Kind of Practice is Best if You Want to Improve?

A practical test of this “10,000″ rule is being done by Dan McLaughlin who quit is job at the age of 30 and has been practicing his golf game six days a week, living off savings and some wise stock picks and by renting his house. He has about 6,000 more hours of practice to go in order to see if he will get good enough to play in the Masters Golf Tournament. His results to date—4,000 hours have lowered his handicap to 7 which means he is better than 85% of the male U.S. golfing public. Dan keeps an interesting Blog (TheDanPlan.com) which highlights his journey.

Dan is using the latest research on improving skill, motor performance and memory in how he practices. He uses a training approach called interleaving which is “mixing up” the things you do instead of deliberately doing the same thing over and over (e.g., hitting 100 drives, shooting 50 free throws, giving 100 motivational speeches). Instead he mixes up his clubs, targets and difficulty of his challenges.

Like the research suggests, interleaving causes performance in the short term to decrease but enhances overall success over time. Therefore, practicing tasks in an interleaved (random) order generally results in inferior practice performance but induces superior retention compared with practicing in a repetitive order. So, if you want your kid to become a better hitter in baseball, having them see a variety of pitches in an hour (e.g., slider, fastball, change up, curve) is better than just practicing trying to get the hang of dealing with one pitch for a prolonged period of time (now I find this out).
New research from a group of UCLA researchers, using brain imaging called functional MRI that sensomotor connectivity of specific regions of the brain were strengthened using interleaved practice versus a repetitive condition. These results strongly hint that if you want to develop better skills, memory and psychomotor performance it is really better to spice up your deliberate practice with variety and not just spend a chunk of time doing the same thing over and over (e.g., practice a variety of dives in an hour versus just focusing on one type of dive). Expect your practice sessions to be bad but over time your performance will actually significantly improve.

**If You Slip—Don’t Worry, Be Happy**

According to new research, quitting may actually be better for your health. Psychologist’s Gregory Miller and Carsten Wrosch (2007) have found that people who are able to feel comfortable quitting when faced with unattainable goals may actually have better mental and physical health than those who persevere and push themselves to succeed.

This study was based on their previous research which found that those persistent individuals experienced higher levels of an inflammatory protein called C-reactive protein (CRP; an indicator of stress) as well as increased cortisol. They also reported lower psychological well-being. On the surface, this might not seem like a big deal but inflammation appears to be an independent risk factor for cardiovascular disease and other stress related conditions.

Contrary to what we might have been taught, it appears that it might be in our best interests to “cut our losses” in the face of unattainable goals and life challenges and actually disengage from the goal to ensure optimum well-being and potentially long-term health. This appears to be true whether we are in unsatisfying long-term relationships, working for leaders who are toxic or targeting a goal that is beyond our skill and ability “set points.”

**Setting New Goals after Failure Might be Empowering**

So, are there any good things for those who persist?

In another study, Carsten Wrosch and colleagues found that in the face of life challenge and disengaging from unattainable goals, those who redefined and set new goals were more likely to be able to buffer the negative emotions associated with the initial failure (Wrosch, Miller, Scheier, & Brun de Pontet, 2007). Maybe “rebound” relationships and new entrepreneurial goals might actually serve to help us find closure to the past and re-engage us for future journeys.
Exercise: Creating Habit Triggers

Directions

Choose one goal identified in the previous exercise and create both Goal Intentions and Habit Triggers using the following outline:

<table>
<thead>
<tr>
<th>Goal Intention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context/Situation</strong></td>
<td>When I achieve this goal, I will know I am successful because:</td>
</tr>
<tr>
<td><strong>“If” or “When”</strong></td>
<td>Other people will notice the following difference(s):</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
<td>What actions will I take? What will I do differently?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>“Then”</strong></th>
<th></th>
</tr>
</thead>
</table>
Module 5

**Implement: Using Talent Accelerator**

**INTRODUCTION**

To fully benefit from your self-assessment or 360-degree feedback, you must implement, monitor and evaluate the Development Plan you have created using **Talent Accelerator**. Implementation is perhaps the most challenging part of any self-assessment or 360-feedback process.

It requires that you stay focused and motivated over time to ensure you make progress on your development plan. You will be able to use the features of **Talent Accelerator** to update and monitor the completion of your development plan.

**Learning Objectives**

After completing this module, you will be able to:

- Finalize and create your professional development plan in **Talent Accelerator**.
- Build additional forces to support your plan.
- Minimize resistance to your plan.
- Track/monitor your progress and celebrate your success.
Development Plan Implementation Steps

There are three components to implementing your development plan.

1. Gain Support

Through your self-assessment or 360-degree feedback you have been given information about enhancing your strengths and working on potential development areas. If you seek the commitment and support of your manager and others, you will find it easier to implement your plan.

Set a time to meet with your manager:

- Initiate a conversation with your manager about your Development Plan
- Thank your manager for supporting you so far in your leadership development
- Explain that you have developed a plan for improved performance
- Ask your manager for feedback on your Development Plan
- Ask your manager to support you as you develop and grow
- Discuss financial resources, if necessary
- Explain how you will be taking the initiative for your professional development

If you used a 360-degree feedback process, follow-up with your raters:

- Thank each one individually when possible and acknowledge their input
- Assure them of the anonymity of their feedback
- Share some insight gained from the feedback
- Share some of your development plan, especially those areas where you need their help and assistance
- Explain how you will be taking the initiative for your professional development
- Ask for their ongoing support
2. Monitoring Your Plan Using Talent Accelerator

Once you have the support you need, you will have to fit your action steps into your everyday activities to make your development plan a reality. This is where time management is critical to your success. You will easily find time to attend to the aspects of your job and your development plan that are “urgent.” But, “important” goals may easily get overlooked if you do not commit yourself to the implementation of your plan using Talent Accelerator:

- Make sure to access Talent Accelerator and update the progress on your development plan
- Keep in mind that your motivation may fluctuate over time
- Understand that events out of your control may affect your plan
- Be realistic with yourself and your circumstances
- Act in your best interests — which means, stick with your plan over time
- Don’t give up
- Celebrate success

3. Collect Feedback and Track Progress in Talent Accelerator

As you implement your plan over time, you will want to collect additional feedback from your co-workers so that you can track your progress. Using the tools you identified in your SMART development plan for measuring success, monitor your efforts to make sure you are achieving your results using Talent Accelerator:

- Annual performance reviews
- On-going conversations with your direct reports and peers
- On-going feedback from your manager
- Upon completion of your development goal, use the Envisia Learning, Inc. mini-360 evaluation to measure your effectiveness
Issues around Implementation

The supporting and preventing forces identified earlier in the Force Field Analysis will affect your implementation success. You can increase the effectiveness of your development plan within Talent Accelerator implementation by establishing ways to build the supporting forces and minimize the preventing forces in your work environment:

How to Build Supporting Forces

- Follow-through with your raters (research suggests the follow-up with others is associated with significantly improvement)
- Identify a mentor (formal or informal)
- Find ways to maintain your motivation
- Re-read the strengths identified in your feedback report

How to Minimize Preventing Forces

- Remember GRASP model and the typical emotional reactions to behavioral change
- Analyze any lapses you might have to prevent them from developing into a full blown relapse
- Manage your time and resources effectively
- Be prepared to re-define your SMART plans if necessary in Talent Accelerator

The Value of Celebration

Lasting behavioral change takes commitment and motivation over time and it is reasonable to expect that some changes will come more easily than other changes. To succeed, you will need to invest time and energy practicing new behaviors you have identified in your action plan. Your ability to recognize and acknowledge your progress will have a very positive impact on your motivation to keep going to reach your goals.
You are entitled to celebrate a job well done!

As you recognize your successes, provide yourself with positive rewards:

- Acknowledge your success to your manager
- Follow up with one or more of your initially invited raters
- Remind yourself that you are working hard on your goals

Every positive step towards successful behavior change, no matter how small, should be acknowledged and celebrated!

Hold Period Development Discussions with Your Manager

Meeting with your manager to discuss your development plan progress is important. Schedule at least one separate meeting each quarter to review your development plan progress and evaluate what your manager can do to assist you. Discuss potential obstacles and challenges you are having and ways to deal with them.

Ask your manager to observe your day-to-day performance and provide you with ongoing feedback.

Explore opportunities to practice new behaviors and skills on the job and discuss how your manager can provide ongoing support and assistance.
Using Talent Accelerator to Create and Track Your Development Plan

Talent Accelerator is an online planning and reminder tool that will allow you to create as many development goals you want to focus on (either strengths or potential development areas).

You will be sent an email from support@envisialearning.com with a unique Username (your email address) and Password (you can modify the password once you enter the system). Here is the login screen you will see once you click on the link to access Talent Accelerator:


**Beginning Development Planning within Talent Accelerator**

*Talent Accelerator* will help you to understand your 360-degree feedback assessment report in more detail by first asking a series of reflective questions and asking to identify the importance of the skills/competencies in the assessment you have taken for success in your current role or position (Option 1 below).

Or, based on your 360-degree feedback results, you can *immediately* begin to identify and select specific development areas you want to focus on (Option 2 below).

---

**Welcome to Talent Accelerator**

Welcome Ken Nowack,

You're on your way to turning what you learned from your 360 degree feedback into real, actionable goals.

We make it easy to set goals and get help, so let's get started by creating your first goal now. We offer you two ways to do this...

---

**OPTION 1**

**I already know what I want to work on**

Are you already working one-on-one with a coach, or did you attend a workshop? Someone has probably already helped you decide which competencies to focus on and create goals for. We make it easy and fast to capture those goals. Let's get started!

[ I already know what I want to work on ]

---

**OPTION 2**

**Help me choose what to work on**

Are you working through your 360 degree feedback report on your own? Time to take all the data you've received from your raters and make some decisions around which competency you want to focus on and create goals for. We offer a 10 minute exercise based on best practices that will help you do just that!

[ Help me choose what to work on ]

---
Selecting Your Development Areas

1. Complete the assessment process
2. Reflect on your feedback report
3. Decide which competencies are important to you
4. Select development areas

EXAMINING YOUR FEEDBACK REPORT

Your initial reaction to your summary feedback report is important. It provides insight that is useful in interpreting your results and in deciding what competencies you will target for your developmental planning efforts. Start with your feelings about your summary feedback report.

1. If you had to select a single word or phrase to describe your emotional reactions to your summary feedback report it would be:

2. What trends do you see regarding your strengths as seen by others?

3. What trends do you see regarding potential development opportunities as seen by others?

4. What new insights, if any, do you get from your report?
Creating Specific Development Goals

**Talent Accelerator** will help you to identify and set development goals targeted to specific development areas (competencies or skills) based on the self-assessment or 360-degree feedback assessment you have taken.

**STEP 1: Add Goal Areas**

You will be provided with some suggested goals taken from our competency based resource library or asked to generate your own (either independently or with assistance from your manager, internal/external coach and/or mentor).
For instance, you may want to work on the development area, “Oral Presentation”, you will be guided to select from a series of development GOALS (e.g. “Be Able to Speak with Conviction and Enthusiasm”) that is most relevant for you to improve on your specific development area.

This can help you identify the goals that are most relevant for you to improve your Oral Presentation skills. So, if you need to become a better oral presenter, but are effective at creating Oral Presentation slides, but need to improve on your conviction when speaking, then that is the relevant goal you would choose.
Develop a Plan to Enhance Talent’s Critical Skills and Knowledge

Develop Career Goals and Aspirations With Direct Reports

Eliminate Performance Obstacles

Best Practice Tip: We recommend starting with a small number of development areas (e.g. 1-2 at a time). Often times, challenging oneself to accomplish too many development areas can interfere in successfully attaining each goal. Also, research suggests that individuals can accomplish more than one goal at a time, assuming that the goals do not conflict with each other in some way (Locke & Lathan, 1990).

Or define your own goal:

You can write your own specific goal that you want to accomplish in the competency area you have selected. Some examples might be:

“I want to manage my work and life stress better so I get more done during the day without feeling an extremely high level of pressure every day.”

“I want others to rate and evaluate me as excellent public speaker and presenter.”

“I want to feel less stressed and burned out by the end of the work week.”
STEP 2: Analyze How to Make Your Goal Successful

The next step (optional) is to strategize how to make your goal successful given research about how challenging it is for people to sustain new goals over time.

A series of important questions are asked to help participants think about what barriers or challenges might get in the way of realizing successful completion of their goal. Additional questions encourage the identification of a relapse prevention plan.
STEP 3: Add Habit Triggers

Add Habit Triggers

Research tells us that simply defining a goal is not enough to guarantee success. Defining Habit Triggers have been shown to push achievement success rates into the 75th Percentile.

WHAT ARE HABIT TRIGGERS?

Habit Triggers have two parts. The first is the situation, or the trigger, where you’d like to behave differently when it occurs. The second part is the what you commit to do more, less, or differently when you experience the trigger. An example of a good habit trigger for a goal having to do with “Listening” might be:

When  A staff member disagrees with me during a meeting
When  I will summarize what I hear before trying to assert my point of view

Habit triggers can be difficult to write, but taking the time to think about the situations where you’d like to form new habits that support your goals will pay off in spades. After you define your triggers, we’ll remind you of them regularly to help ensure your success.

Fill in the When and Then fields in the form below, then click Save. You can add as many as you like.

Your Goal:
Utilize a 360 Feedback Tool for My Own Team Members to Identify Strengths and Development Areas

Your Habit Triggers:

* WHEN
Describe a situation related to your goal where you’d like to make a change

* THEN
Describe what you should do whenever you encounter the situation above

When  When I conduct my performance evaluations each year with my direct reports
Then  I will ask them to create a development plan based on feedback they receive from me and their colleagues

STEP 4: Add Action Items

Once you have created your development goals, you will be asked to create as many Action Items as you want to facilitate successful achievement of your goal.
An action item is referred to as some kind of an action you might take that could remind you to do more, less, or differently of something that brings you closer to your goal. For instance, if you have a goal of “Be Able to Speak with Conviction and Enthusiasm”, some action items might include, raising the tone of your voice during presentations, or smiling.

You will be then be shown some suggested resources to consider using (e.g., readings, developmental suggestions, books) that are based on user ratings and our own internal experts. Of course, you are free to create your own action items, tasks and activities either in a self-directed fashion or together with your manager, internal/external coach or mentor.
Suggested Action Items from the Resource Library:

Better by Mistake: The Unexpected Benefits of Being Wrong

Book | By: Alina Tugend | From: www.amazon.com

We're taught when we're young that we learn from mistakes, but the reality is that most of us hate and dread them. A friend of mine loves to tell the anecdote of driving her son home from kindergarten and asking what he learned. "Nothing," he said. "Nothing?" she asked. "You didn't learn a single thing?" "No," he replied. "My teacher said you learn by making mistakes, and I didn't make any today." Imagine if that attitude survived throughout our lives. If, when we thought about how our day went, we didn't regret our mistakes, but proudly thought about those we had made and what we had drawn from them.

CrazyBusy: Overstretched, Overbooked, and About to Snap! Strategies for Handling Your Fast-Paced Life

Book | By: Edward Hallowell M.D. | From: www.amazon.com

Look at what's happened to the usual how-are-you exchange. It used to go like this: "How are you?" "Fine." Now it often goes like this: "How are you?" "Busy." Or "Too busy." Or simply "Crazy."

Without intending for it to happen or knowing how, when, or why it got started, many people now find that they live in a rush they never wanted. If you feel busier than you've ever been and wonder how this happened and how you can keep up the pace much longer, you are hardly alone.

Crazy? Maybe not. Dysfunctional? Yes, indeed. We all have more to do than ever before — and less time to do it. In this highly lamentable audiobook, the foremost expert on ADD, Ned Hallowell, explores the society-wide phenomenon of culturally induced ADD.

Being busy may very well keep you from doing what matters most, or it may lead you to do things you deem unwise (like getting angry, for example). Being busy is a problem for almost all of us. This audiobook is about both the opportunity and the problem — where this peculiar life comes from and how to turn it to your advantage.

Offering solutions to this difficult, complex problem that might work for you, most importantly, Crazybusy may prompt you to create solutions of your own.

Fat, Forty, Fired: One Man's Frank, Funny, and Inspiring Account of Losing His Job and Finding His Life

Book | By: Nigel Marsh | From: www.amazon.com

When a business misadventure offers Marsh the opportunity to take a hiatus from work, he expects to spend some time relaxing with his wife and four young children, rediscovering his family after years as a CEO in Australia. He didn't count on rediscovering himself. This is the touching and laugh-out-loud funny story of a man who embarked on a life-changing odyssey without the slightest idea about what to expect. The book has plenty of the usual comic episodes (see Dad try to get his kids to school on time! Watch as his daughter embarrasses him in front of the foxy gym instructor!), but it also tackles some serious issues. In order to avoid having his dream of 'dropping out' become a nightmare, Marsh and his family not only had to adjust to a reduced standard of living but also had to learn how to balance the sudden abundance of "free time" with a seemingly endless list of new things to learn. A very funny but also enlightening and inspiring memoir.

Happiness at Work: Be Resilient, Motivated, and Successful - No Matter What

Book | By: Srilakumar Rao | From: www.amazon.com

Learn to create resilience and happiness no matter what's going on in your life. In these tough times, there are few people who are completely happy with the current conditions. From business executives to the everyday Joe or Jane, everyone seems to be going through a rough economic and personal crunch. But acclaimed business school professor Srilakumar Rao says that we can learn to create joy no matter what else we may be going on around us. Rao shows you that it isn't the negative thing that happens to you that causes your unhappiness, it's how you see it.

Happiness at Work is a thought-provoking new take that strips the mind away from negativity and forces you to...
When you are done, you will have defined a specific **Goal**, a set of **Action Items** to complete that goal. **Habit Triggers** that are repeated frequently under specific situations (i.e., deliberate practice) to develop new behaviors, and specific **Resources** you might use along your development journey.

Your final step will be to select **Goal Mentors** to support your development journey. You can invite an unlimited number of colleagues, peers, internal/external coaches or others to see your goals and track and monitor your progress. Selecting **Goal Mentors** will be discussed in the next chapter.
Tracking and Monitoring Goals

You will be sent weekly reminder emails about your goal progress. You can respond to the email from Envisia Learning, Inc, and your response automatically communicates progress to your designated “coach” (manager, internal/external coach or mentor) and update Talent Accelerator.

You are encouraged to log back into Talent Accelerator once you have completed one or more of your development goals to update your progress and your coach will automatically be notified.

At any point, you can go back and create a new goal and focus on a completely different development area.

Note: Being able to see progress is a key to sustaining motivation to continue with the goals, tasks, and activities that have been initiated. Research has shown that the number one drive for motivation of behavioral change was making progress or headway on goals (Amabile & Kramer, 2010).
Talent Accelerator Resource Library

Talent Accelerator has a comprehensive resource library that is updated weekly by our Envisia Learning, Inc., professional staff. For some clients and projects, we have industry specific resources that are recommended during the goal setting process (e.g., healthcare, sales). Resources categories in our library include: books, articles, websites/blogs, audio/podcasts, videos and workshops/seminars.
Emotional Intelligence View360 > Leadership/Influence

Utilizes appropriate interpersonal styles and approaches in facilitating a group towards task achievement.

SEARCH RESOURCES  Go  FILTER BY RESOURCE TYPE: Articles

Articles. Below is a current list of articles associated with Leadership/Influence for Emotional Intelligence View360.

Level 5 Leadership: The Triumph of Humility and Fierce Resolve (HBR Classic)
By: Jim Collins, Ph.D. | from hbr.org | Suggest This

Boards of directors typically believe that transforming a company from good to great requires an extreme personality, an egocentric chief to lead the corporate charge. Think “Chainsaw” Al Dunlap or Lee Iacocca. But that’s not the case, says author and leadership expert Jim Collins. The essential ingredient for taking a company to greatness is having a “Level 5” leader, an executive in whom extreme personal humility blends paradoxically with intense professional will. In this January 2001 arti...

The Executive as Coach (HBR OnPoint Enhanced Collection)
By: James Waldoop and Timothy Butler | from hbr.org | Suggest This

How do you deal with the talented manager whose perfectionism paralyzes his direct reports? Or the high–performing expert who disdains teamwork under any circumstances? What about the sensitive manager who avoids confrontation of any kind? Do you ignore the behavors? Get rid of the managers? James Waldoop and Timothy Butler suggest that you coach them. They have found that coaching—helping change the behaviors that threaten to derail a valued manager—is often the best way to help that man...

Managing Your Boss
By: John Gabarro & John Kotter | from hbr.org | Suggest This

In this classic HBR article, first published in 1980, John J. Gabarro and John P. Kotter advise readers to devote time and energy to managing their relationships with their bosses. The authors aren’t talking about showering supervisors with flattery; rather, they ask readers to understand that the manager–boss relationship is one of mutual dependence. Bosses need cooperation, reliability, and honesty from their direct reports. Managers, for their part, rely on bosses for making connections wi...

What Makes a Leader? (HBR Classic)
By: Daniel Goleman, Ph.D. | from hbr.org | Suggest This

When asked to define the ideal leader, many would emphasize traits such as intelligence, toughness, determination, and vision—the qualities traditionally associated with leadership. Often left off the list are softer, more personal qualities—but they are also essential. Although a certain degree of analytical and technical skill is a minimum requirement for success, studies indicate that emotional intelligence may be the key attribute that distinguishes outstanding performers from those who...

Primal Leadership: The Hidden Driver of Great Performance (HBR Article)
By: Daniel Goleman, Richard Boyatzis & Annie McKee | from hbr.org/2001/12/primal-leadership/ar/1 | Suggest This

You’ve heard about the importance of emotional intelligence in the workplace—that there’s an incontrollable link between executives’ emotional maturity, exemplified by such capabilities as self-awareness and empathy, and their financial performance. Now, new research extends that base. Drawing on two years of research, the authors contend that the leader’s mood and his or her attendant behaviors have enormous effects on bottom–line performance. Accordingly, top executives’ primal task is e...
Selecting Goal Mentors

**Talent Accelerator** is designed to be a self-directed developmental system but works best when a participant works closely with his/her manager, internal or external coach or mentor.

You can invite an unlimited number of **Goal Mentors** who will receive an email from our system to access a website to track/monitor your development plan progress.

**Add Goal Mentors**

Research shows that if you invite your colleagues to support your developmental progress, you are significantly more likely to achieve your goals.

**WHAT ARE GOAL MENTORS?**

Goal mentors are people you think could help encourage you to achieve your goals. They could be a subject matter expert, your manager, your peers, etc.

Goal mentors receive an email every time any of the following activities occur:

- You update your goal
- Add or update Habit Triggers
- Add or update Action Items
- Comments are added to a goal or an update

**Your Goal:**

**Utilize a 360 Feedback Tool for My Own Team Members to Identify Strengths and Development Areas**

**Invite Your Goal Mentors**

**ADD NEW MENTORS:**

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Email</th>
<th>Add</th>
</tr>
</thead>
</table>

When you click the invite button below, the colleagues you chose to invite to be goal mentors will receive an email that summarizes your goal, habit triggers and action items. As you update your goal, they will also be notified of those updates.
Goal Mentor Tracking and Support

Talent Accelerator is designed to allow Goal Mentors to track and monitor goal progress as well as provide ongoing communication and support.
Indy Nowack: Goal Details

Solicit input and involve staff more in problem solving, decision making and planning processes (i.e., to be seen as more involvement oriented leader)

Due: June 17, 2013

Habit Triggers

When
When I am in a staff meeting and a decision has to be made

Then
then I will solicit input from each direct report and summarize what I have heard to increase participation

Action Items

During each of my individual staff meetings, I will ask for feedback on how well I am listening and involving others in our decision making process

Read the article 'Listening to People (HBR Article)'

Goal Activity & Coach Comments

Created the Action Item "Read the article 'Listening to People (HBR Article)"
by You - Tue. 5 Feb at 5:07

This is one of my favorite HBR articles that will provide some good examples of how listening to others comes across as being more participative and involvement oriented. Let’s discuss at our next coaching meeting.
by You - 8 days ago

Write a comment here...

Created the Action Item "During each of my individual staff meetings, I will ask for feedback on how well I am listening and involving others in our decision making process"
by You - Tue. 5 Feb at 4:55

Created the Activity Trigger "When When I am in a staff meeting and a decision has to be made Then I will solicit input from each direct report and summarize what I have heard to increase participation"
by You - Tue. 5 Feb at 4:54
Talent Accelerator Settings and Preferences

You will find a link in Talent Accelerator to change your email progress reminders, password and even to upload a profile image.

Talent Accelerator Help and Support

You will find a link in Talent Accelerator that provides commonly asked questions and information about help and support if you need it.
Module 6

Evaluate: Measuring the Success of Your Development Goals

INTRODUCTION

To fully benefit from your self-assessment or 360-degree feedback, you must implement, monitor and evaluate the Development Plan you have created using Talent Accelerator. Implementation is perhaps the most challenging part of any self-assessment or 360-feedback process.

It requires that you stay focused and motivated over time to ensure you make progress on your development plan. You will be able to use the features of Talent Accelerator to update and monitor the completion of your development plan.

Learning Objectives

After completing this module, you will be able to:

- Understand the importance of evaluating goal progress.
- Evaluate your development goals in Talent Accelerator.
- Accessing and reviewing your goal evaluation report using the View Suite Mini-360 evaluation.
The Importance of Evaluating Goal Progress

The Talent Accelerator goal evaluation is a web-based, brief survey that measures the effectiveness in implementing a specific competency goal.

The goal evaluation increases expectations that leaders will translate awareness from their 360 degree feedback and translate their insight into meaningful behaviors that can be observed and evaluated by others through our online developmental planning system Talent Accelerator.¹

The ViewSuite Mini-360 Evaluation is a competency based survey of behavioral change that:

- Is not a reassessment of the initial 360 feedback assessment
- Provides a metric of actual behavior change
- Provides coaches and organizations with a tool to demonstrate the value of their 360 degree and coaching interventions.

Research with 8,208 Fortune 100 leaders who had received 360-degree feedback showed strong relationships between follow-up on feedback and success in developing leadership skills.² The study results were also replicated with six major corporations with leaders from 20 different countries. After receiving feedback leaders were asked to respond to direct reports by spending 5-15 minutes in a focused dialogue on development goals and ongoing their progress. Eighteen months later:

1. Leaders who did not follow up were either unchanged or rated as less effective 18 months later (21% were rated as getting worse).

2. 66% of the leaders who did “a little follow-up” showed improvement.

3. 95% of the leaders who did “a lot of follow-up” were rated as dramatically improved.


Goal Evaluation Process

Step 1: Pick a Goal to Get Feedback On

You begin the process by selecting the competencies you want to receive feedback on (these will correspond to your development goals).

Step 2: Invite Raters

You will send the following email to all of your raters. You are able to edit the invite text:

Dear [rater’s name],

Over the past few weeks I’ve been working on a professional development goal. I would really appreciate your candid feedback on how I am progressing. It should take no more than 5 minutes of your time. Please click on the link at the bottom of this email to get started.

Thanks for your help!

-Ken Sample

URL: [http://mydevelopmenthq.com/mycode-inserted-here](http://mydevelopmenthq.com/mycode-inserted-here)

Step 2: Invite Raters
You can ask the same raters who provided you with your initial 360-degree feedback, add new ones or delete others by completing a very simple online form. Once the form is completed, each rater will receive an email with a link to complete a brief evaluation based on your specific goals.

**Step 3: Raters Provide Feedback**

Each invited rater will have the opportunity to provide you with their perceptions on whether they have observed progress on the specific goals you have asked about (improved, no change, worse, or unable to answer) as well as the opportunity to provide you with some comments.
Step 4: Review your Goal Evaluation Results

If you are working with a coach, manager or mentor, you may want to share and discuss your goal evaluation results with them. If you are using Talent Accelerator in a self-directed manner, you will be able to view feedback from invited raters about the perceived improvement you have made on one or more specific goals you have been working on.

The Goal Evaluation provides you with information about your overall progress and gives you specific comments to help you to either continue working on the original goal you set or to possibly consider setting a new goal.

On the next page you will see an example of the results and how they are displayed. Sometimes it makes sense to initiate the Goal Evaluation again depending on the complexity of the goal you set and initial feedback your received.
You may wonder when it is an ideal time to solicit input and feedback about your goal progress. Again, this might depend on the complexity of your goal and the opportunity for invited raters to be able to notice and evaluate your progress.

In general, it takes about 90 days for new habits to form (this may be shorter or longer depending on how difficult it is for acquiring and sustaining new behaviors). So, it is not as common to solicit goal feedback unless you are working on very concrete and specific goals (e.g., learning to create more persuasive PowerPoint presentations or public speaking) that you have invested a great deal of time to practice.

You have the ability to launch the **Goal Evaluation** system at any time and you will see results as they are gathered from the raters you invited.
Appendix

Using the GROW Coaching Model

1. Establish the specific behavioral **goal**.

2. Examine current restraining forces that are inhibiting the successful behavior change initiation and/or maintenance.

3. Explore the future **opportunities** for behavior change and facilitate the elicitation of “change talk” in the coachee.

4. **Wrap Up** by clarifying the agreed upon behavioral goal and express confidence in the coachee and maintain esteem.
Introduction to the *GROW* Coach Model

To help facilitate the career and professional development of your employee, you will be acting in a coaching role. As “coach” you will typically help your talent to solve problems, make better decisions, and develop new skills or otherwise progress in their role or career. Some managers are fortunate enough to get formal training as coaches, many are not. To assist those with formal coaching training and those new to the role, we introduce a very useful model of developmental coaching that includes four steps and is called the *GROW* model.

**WHAT IS THE *GROW* COACHING MODEL?**

The *GROW* model (Goal, Restraining forces, Opportunities, Wrap-up) is an adapted version initially developed by Sir John Whitmore in the UK. It enables the lifestyle coach to structure a developmental conversation with their coachees and facilitate developmental planning around one or more wellness areas. The model is a simple yet powerful framework for structuring a coaching session based on the key principles of [motivational interviewing](https://www.envisialearning.com/resources/motivational-interviewing).

**USING THE FOUR STEP *GROW* COACHING MODEL**

Use the following steps to structure a lifestyle/wellness coaching session:

1. **Establish the development Goal**

   First, you must mutually define and agree upon the development goal or outcome to be achieved. Useful coaching questions to define development goals include:

   "What are you hoping, as a result of coaching, to be able to do more, less or differently?"
   “How will you be able to measure success on your wellness goal?"
2. Examine Current **Restraining Forces**.

Next, ask the coachee to describe their Current **Restraining Forces**. Too often, people try to define a future oriented goal or solve a problem without fully considering their starting point (current issues, challenges and perceived barriers), and often they are missing some key information they need to successful complete their developmental goal. This step is important to “roll with resistance” and clarify all the potential reasons for not being successful in initiating and completing wellness goals.

As your coachee tells you about his or her Current **Restraining Forces**, the solution may start to emerge.

Useful coaching questions to examine current **Restraining Forces** include:

“Can you describe the current situation?”
“What realistic barriers exist to successfully complete your goal?”
“What previous experiences do you have in trying to change this behavior?”
“What are the current “restraining forces” for successfully making a behavior change?”

3. Explore the future **Opportunities**.

Once you and your coachee have explored the Current **Restraining Forces**, it’s time to explore what is possible (i.e., all the positive outcomes and opportunities that exist in successfully completing the wellness goal). This step is important for eliciting “**change talk**” which is a powerful tool in motivational interviewing.

In this step, it is important to allow your coachee to do more of the talking and try to elicit “change talk” talk to increase motivation, confidence and commitment to the specific behavioral change.

Useful coaching questions to explore **Opportunities** include:

“What are positive outcomes that you see for maintaining the behavior change?”
“What are the current “driving forces” for changing behavior?”
“What advantages will there be for successfully accomplishing your wellness goal?”
4. **Wrap Up**

By examining current **Restraining Forces** and exploring the **Opportunities**, your coachee will now have a good idea of how he or she can achieve their **Goal**. Your final step as lifestyle/wellness coach is to get commitment to specific actions and explore strategies to avoid relapse.

Useful coaching questions to facilitate the contracting and **Wrapping Up** step include:

- “How ready are you to begin immediately?”
- “So what specifically will you start doing more, less or differently?”
- “What could stop you from continuing the behavioral commitment?”
- “How will you overcome it?”
- “What can you do to build in some reward for accomplishing your wellness goal?”
- “What can you do to build support at work and home to ensure success?”

**Four Principles of Motivational Interviewing**

*Motivational interviewing is a person-centered, directive method of communication for enhancing intrinsic motivation to change by exploring and resolving ambivalence.*

**Express Empathy**
- Lower your “expert” shields and be more inquisitive
- Practice reflective listening
- Accept where the coachee is at in a non-judgmental way

**Develop Discrepancy**
- Encourage the coachee to present arguments for change
- Work to elicit change talk to clarify perceived discrepancy between present behavior and important personal goals or values

**Roll with Resistance**
- Avoid arguing for change
- Avoid directly opposing the resistance
- Resistance on the part of the coachee is a signal to respond differently

**Support Self-Efficacy**
- Encourage a specific development plan
- Outline support system to encourage initiation and maintenance of the plan
- Devise a plan for preventing relapse
TIPS IN USING THE GROW COACHING MODEL

Tip 1: Clarify Your Role

The GROW model assumes that the manager is not an expert in the "talent's" situation, and therefore must act as a supportive facilitator, helping the talent to select the best options on their own and trying to minimize offering too much advice or direction.

However, as a manager you will usually have some expert knowledge to offer either from your own personal or professional experience. Managers also should help to realistically provide feedback on talent’s strengths and development areas and future career opportunities within the organization.

Tip 2: Practice the GROW Model by Coaching Yourself

A great way to practice using the GROW model is to address your own professional development. By practicing on your own challenges and issues, you will learn how to ask the most helpful coaching questions.

Tip 3: Ask Open Ended Questions and Practice Active Listening

The two most important skills for a “coach” are the ability to ask open-ended questions and practicing active listening.

Avoid the use of closed-ended questions such as “Do you feel confident you can succeed with your goal?” Do ask open-ended questions such as “What barriers do you see that might get in the way of maintaining your goal over time?” Be prepared with a list of questions to for each stage of the GROW process.

Actively listen using summarizing, paraphrasing and re-stating what you have heard (e.g., "If I understand correctly, what you mean is…..") and allow you talent to do most of the talking. Remember to feel comfortable with silence—you don’t always have to jump in to say something when there is a period of quiet. Just allow your talent to gather his/her thoughts and express them first.

As Stephen Covey, suggests, “Seek to understand before being understood.” Great coaches and managers tend to also be excellent at active listening. Active listening takes practice to focus on trying to become a better listener each day to enhance your coaching effectiveness.
Exercise: Practicing the GROW Coach Model

Directions

1. Break into pairs.

2. One individual will play the manager and the other his/her direct report. You have invited your team member or direct report into your office to initiate a discussion about their short-term career goals within the company. Using the GROW coach model attempt to help your direct report define his/her career goal and practice using the steps within this coaching model.

3. Debrief and provide feedback about what can be done, if anything, to improve your use of the GROW coaching model.
REFERENCES


