



People Strategies Forum

Innovative Leadership for our Times

Your Hosts



LISA JACKSON
Culture Strategist

Lisa Jackson is a culture and employee experience expert for CompTeam, as well as the founder of Corporate Culture Pros. She has advised organizations such as Merck, Schering Plough, Amgen, J&J, Neogenomics, LiveOnNY, and many others to restore performance and profitable growth during and following major change (merger, fast growth, turnaround). Lisa's speciality is showing you how culture is a performance engine and competitive advantage - to achieve true alignment and passionate commitment, from C-level to the front lines.



CHAR MILLER
Talent Management Consultant

In addition, Char founded HR with a Heart and helps individuals with career transformation. She helps organizations achieve company mission, vision, and goals with the best talent! In 2013, Char founded RMHA, a fast-growing consulting firm that provides strategic business consulting in talent management, organizational development, performance effectiveness, human capital management, executive leadership training and development. Char has strong HR experience as an influential, entrepreneurial and strategic thought leader designing organizational structure and framework for creating a culture of excellence, innovation, compassion, and ethics in large-scale highly matrixed healthcare, corporate, hospitality, non-profit and government organizations.



SAM REEVE
Performance Pay Strategist

Sam is the CEO and founder of CompTeam. His core focus is leading companies through transformational change by optimizing talent initiatives with reward programs to achieve long-term strategic objectives. Sam's diverse experience includes the design and optimization of performance-driven variable compensation plans for executive, sales and core employee populations of growing companies. Prior to founding CompTeam, Sam has worked in compensation functions of notable firms such as BlackRock, McKesson and Automatic Data Processing (ADP). Sam is a global certified compensation consultant (CCP, GRP) with over 15 years of experience in Total Reward Strategies.

Today's Guests

BRIAN O'NEILL, CPTD, SHRM-SCP, SPHR

Learning & Development Leader and Executive



Brian's career spans over 25 years in the innovative intersection of learning strategy, performance management, and process excellence. At companies including Marriott International, Vail Resorts, and Las Vegas Sands, he has successfully launched groundbreaking, award-winning learning and development programs and leadership initiatives.

Brian has a Master's degree in Information and Learning Technologies from the University of Colorado, and a Bachelor's degree in communications from Kansas State University.

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Gary Barnes

Business Coach, Author and International Speaker

- Gary Barnes is “The Breakthrough Business Mastery Coach”. A High-Performance Business and Sales Strategist, Popular National and International Speaker (over 1000 talks) & Award Winning #1 International Amazon Best-Selling Author (9 books). Gary's clients have spanned over 7 countries and have been published by many outlets including the Boston
- Globe, LA Daily News, Miami Herald, CBS Money Watch, Morningstar, and Worth Magazine. He has been featured on ABC, CBS, NBC, Fox, PBS & TEDX. He is the founder of Gary Barnes International and has created several companies personally selling over \$280 million dollars in products and services. He co-produces speaker mastery events and produces two business building boot camps a year. He also understands dealing with adversity. In 1988 Gary was diagnosed with multiple sclerosis and was told that he would be in a wheelchair or dead within 10 years. He also loves adventure and has completed a world-class 40-foot firewalk, flown a World War II P-51 fighter, flown on a trapeze, driven in a Destruction Derby (his car was the Purple Passion); completed a 75-foot bungee jump; and climbed 14,000-foot mountains. He's a drummer and a Police Academy Graduate.



My name is Gary Barnes, and it's my mission in life to help people find more creativity, passion, fulfillment, and, yes, wealth in their businesses.



People Strategies Forum

Manage, Evolve and Thrive during the Recovery



Brian O'Neill



Lisa Jackson

01 Mindset, Skillset, Toolset: Evolving from Manager to Coach



Gary Barnes



Char Miller

02 Teaming: Sparking Ideas and Innovation!



Sam Reeve

03 Open Discussion and Questions

Mindset, Skillset, Toolset



Evolving from Manager to Coach in the Year of Everything

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Managers as Poor Coaches: Nothing New

The majority of HR and talent leaders believe workplace coaching is critical to their businesses. The problem is that while 80% of HR/talent leaders believe coaching is a key leadership practice, only 15% believe managers in their organizations are good at it.

—Alan Fine, HR Daily Advisor, Coaching Meets Coronavirus, April 13, 2020





COVID-19 Is With Us For the Long Haul

Most health experts predict that the virus won't stop spreading until 60% to 70% of the world's population is immune, and they say the only way to reach that level of immunity without a monumental death toll is through vaccines.

—CNET, Coronavirus vaccine: How close are we to finding one?, June 30, 2020

The record is four years, how long it took to develop a vaccine for mumps in the Sixties when regulations weren't as stringent.

—Rolling Stone, The Race to Develop a COVID-19 Vaccine, Explained, May 19, 2020

Recent polls have found as few as 50% of people in the United States are committed to receiving a vaccine, with another quarter wavering.

—ScienceMag, Just 50% of Americans plan to get a COVID-19 vaccine. Here's how to win over the rest, June 30, 2020



MINDSET



SKILLSET

*Effective
Coach*



TOOLSET



Empathy





Empathy

Brene Brown on Empathy

<https://www.youtube.com/watch?v=1Evwgu369Jw>



Assumed Constraints

Beliefs that hold you back

Challenge your assumed constraints
or they will limit your success



Adapted from Ken Blanchard Companies



Potential Assumed Constraints Around Coaching

My leader doesn't do this; why should I?

I don't have time for this.

Coaching is just temporary during COVID.

Coaching is for correction.

Focusing on coaching is not going to make any difference. Why bother?



Reframe Assumed Constraints by Flipping

An Assumed Constraint

I won't be able to coach properly because I'm no longer face to face with my team.

Flip It!

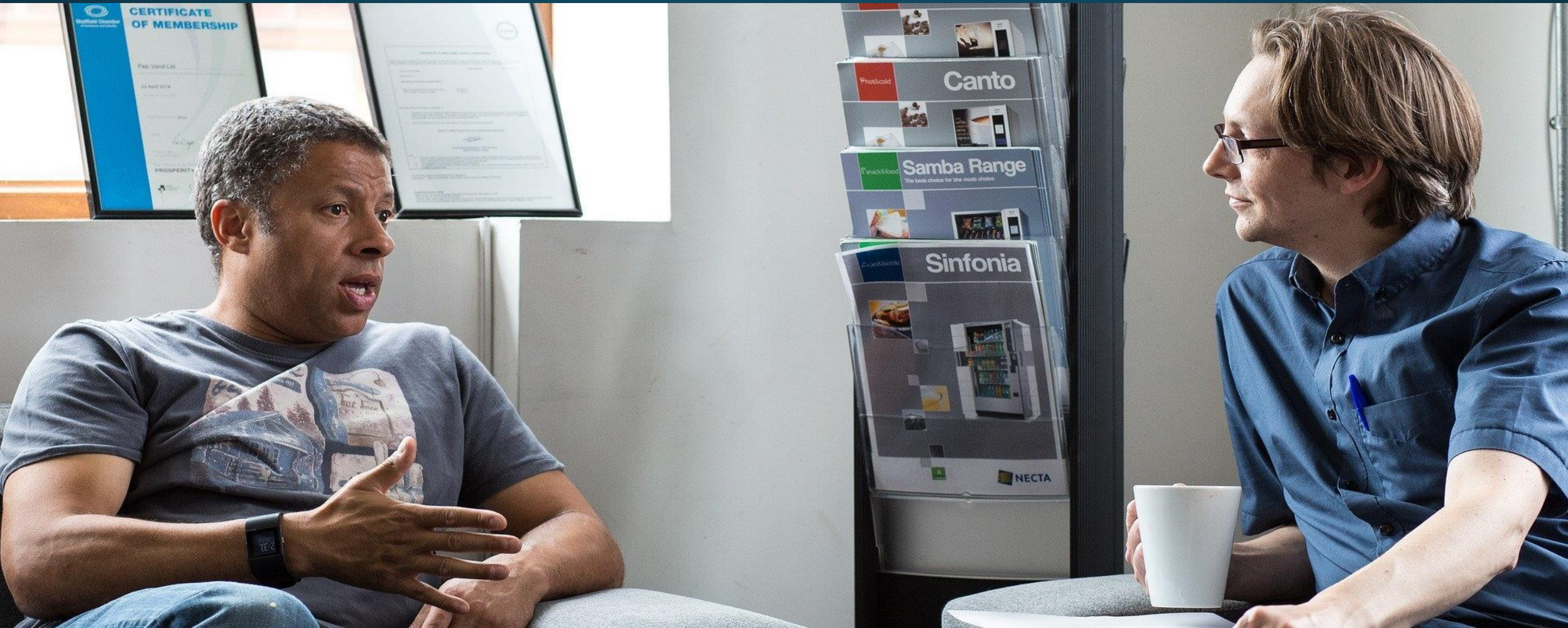
I will research and learn ways to coach via Zoom/virtually/phone because my team deserves it from me, and because it will help the team grow and thrive during uncertain times.

Take Action

I will seek out one article or webcast a week that helps remind me how to coach well when the team is scattered physically.



Skillset: Listening and Questioning





Skillset: Listening and Questioning

70%

30%

Open-ended
Closed-ended
Rhetorical/leading
Focused open-ended



Assessing your Coaching Skills

<https://www.mindtools.com/pages/article/coaching-skills-quiz.htm>

How Good Are Your Coaching Skills?

For each statement, click the button in the column that best describes you. Try to answer questions as you really see them rather than how you think you should, and don't worry if some questions seem to score in the "wrong direction." When you are finished, click the "Calculate My Total" button at the bottom of the test, and take a look at the advice and links that follow.

15 Statements to Answer	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1 My team members can trust me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I make sure that my coachee understands where he or she is in the coaching process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 It's important to get to know my coachee beyond the main subject of the coaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 During coaching, it's important to maintain the hierarchical structure that exists in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I start with open-ended questions before focusing on specifics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I outline goals clearly and regularly during coaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



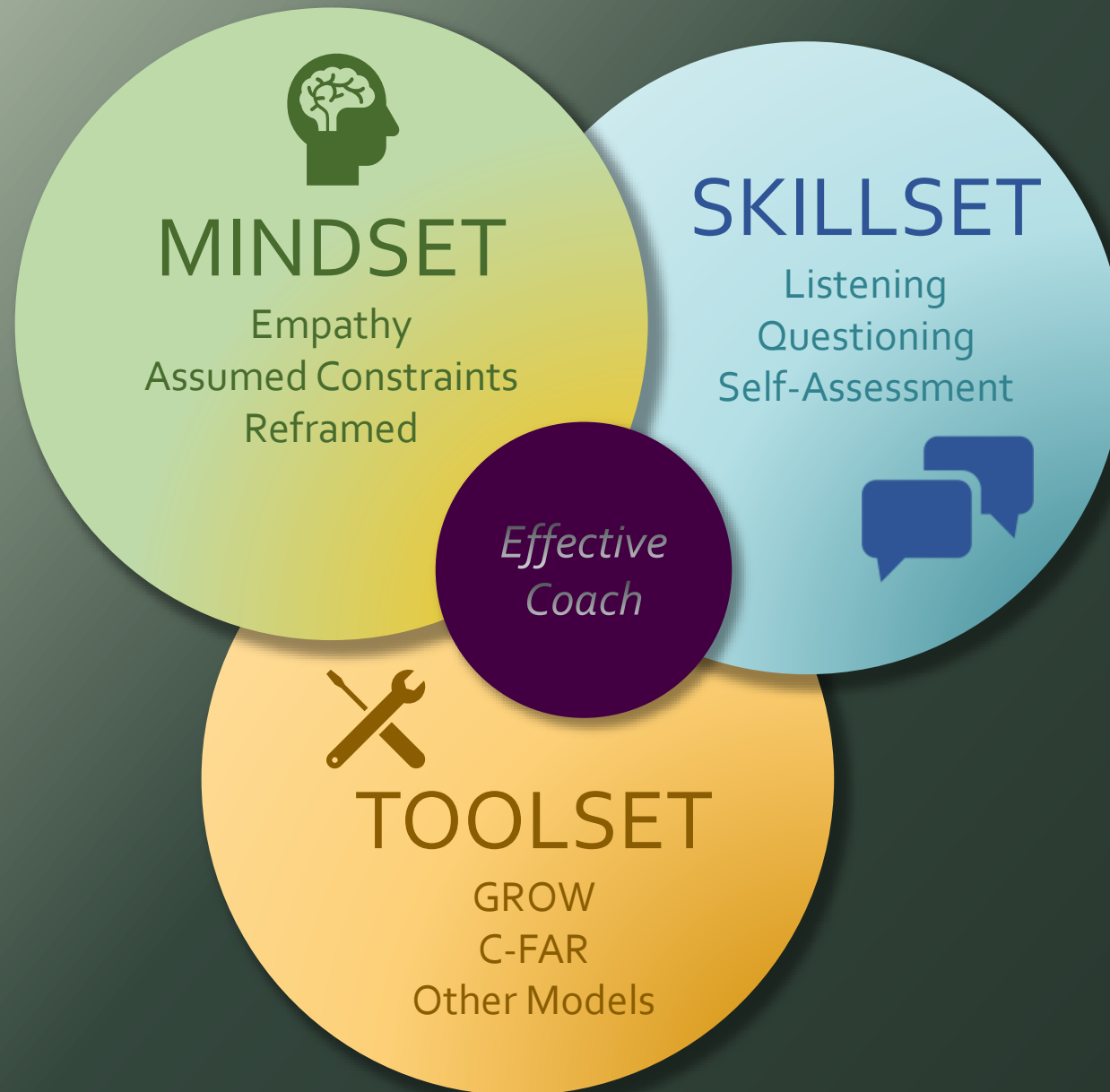
Toolset: GROW and C-FAR

GROW – how to structure coaching sessions



Adapted with permission from *The Tao of Coaching*, Max Landsberg, 1996







Resources/Links

Empathy

<https://www.youtube.com/watch?v=1Evwgu369Jw>

Assumed Constraints

<https://leaderchat.org/2017/05/04/self-leadership-challenging-assumed-constraints/>

Listening Skills

<https://www.proworkflow.com/blog/2017/08/your-pair-of-ears-could-be-the-greatest-weapon-in-business/>

Questioning Skills

<https://www.forbes.com/sites/forbescoachescouncil/2018/06/21/16-powerful-questions-coaches-ask-their-clients-to-help-achieve-their-goals/#220e8fe165e0>

GROW Model

<http://www.leadershipthatworks.com/article/3243/index.cfm>

C-FAR Model

<https://www.kenblanchard.com/Products-Services/Coaching-Essentials>

Gary Barnes

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COLLABORATION

How to Collaborate Effectively If Your Team Is Remote

by [Erica Dhawan](#) and [Tomas Chamorro-Premuzic](#)

February 27, 2018

Summary Save Share ⁰ Comment Print PDF **\$8.95** Buy Copies



Hulton Archive/Hayon Thapaliya/Getty Images

Don't conflate brief communications and clear communications

Don't bombard your team with messages

- *Use the right channel (Slack/Text/Email)*

Establish communication norms

- *Email / Video Conference / Loom*

See the hidden opportunities in written communications

- *Use chat in Video Conference Discussions*

Create intentional space for celebration

- *Brainstorming sessions*

<https://hbr.org/2018/02/how-to-collaborate-effectively-if-your-team-is-remote>

Creating Effective Teams

Select candidate

Anton Philips

Edith Piaf

Henry Muray

Ingrid Bergman

Isaac Newton

Louise de Vries

Marlene Dietrich

Sara Berger

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Audrey Hepburn

Indira Ghandi

John F. Kennedy

Marilyn Monroe

Select competencies

Learning Ability

Listening

Managing

Need to Achieve

Negotiating

Networking

Organization Sensitivity

Perseverance

Persuasiveness

Planning and Organizing

Presenting

Sensitivity

Sociability

Social Awareness

Stress Management

Vision

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Creativity


Business Orientation










Decisiveness

Innovative Power

Result-Orientedness

Dashboard groups

- Selection
- On the line
- Ranking talents
- Drive overview
- Talent distribution
- Team advice
- Competency ranking
- Competency distribution
- Competency overview
- Team Profile 

	Decisiveness	Creativity	Business Orientation	Innovative Power	Result-Orientedness
Marilyn Monroe					
Indira Ghandi					
Audrey Hepburn					
John F. Kennedy					
Total	50%	50%	50%	50%	25%

Selection	On the line	Ranking talents	Drive overview	Talent distribution	Team advice	Competency ranking	Competency distribution	Competency overview	Team P	→
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Respect

Equality

The majority of the team is based on equality. They have a feeling of hierarchy and it is easy for them to approach other people.

Treat people as equal partners first of all. From this equal position people may demand responsibility of each other easier. Encourage people in the organization from top to bottom to collaborate so they can use available knowledge. Make sure individuals do not put themselves above the group, because there is a chance that this person gets no support.

Stress management & pressure

Involved

Most people in this team are enthusiastic by nature. They quickly see the urgency of problems and complaints, and give priority to these.

These people are very much involved in work. The daily affairs usually affect them stronger and problems have a greater impact. Time and performance pressure usually also produce a counterproductive effect. It is therefore useful to regularly discuss with the group how they can regulate stress and pressure themselves by making procedures, positioning a person between the stressor and the group, installing additional rest or relaxation times, introducing better division of labor, organizing their work differently, etc.

Ambition & challenges

Satisfied

The majority of people would like to participate but do not have to win if necessary. They have the talent to see things in perspective and are faster satisfied with 'how it is'.

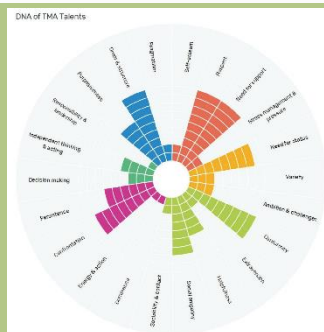
Charge these people with challenges and mutual competition, but offer accessible targets. Small steps forward are good and fast enough. Just make sure the group does not stop, by providing, for instance, regular coaching. Arrange relativistic discussions with the group about the seriousness and difficulty of the assignments given. This will make things for the group easier. Use their talents of satisfaction and putting things into perspective for better cooperation if the team gives signs of overstrain.

Extraversion

Stands out

This group includes many people who want to tell you what they think about things and what ideas they have.

Give the people in this group a place where they can express what they feel and think. Interest and attention are greatly appreciated! Use the optimism, confidence and flair of the group to deal with business problems. Please make sure that the team does not become too complacent or fight each other for attention.



First Come, First Serve Basis

*Sign up **HERE:***

Email sam@compteam.net

Contact Us

SAM REEVE, CCP, GRP

CEO & founder

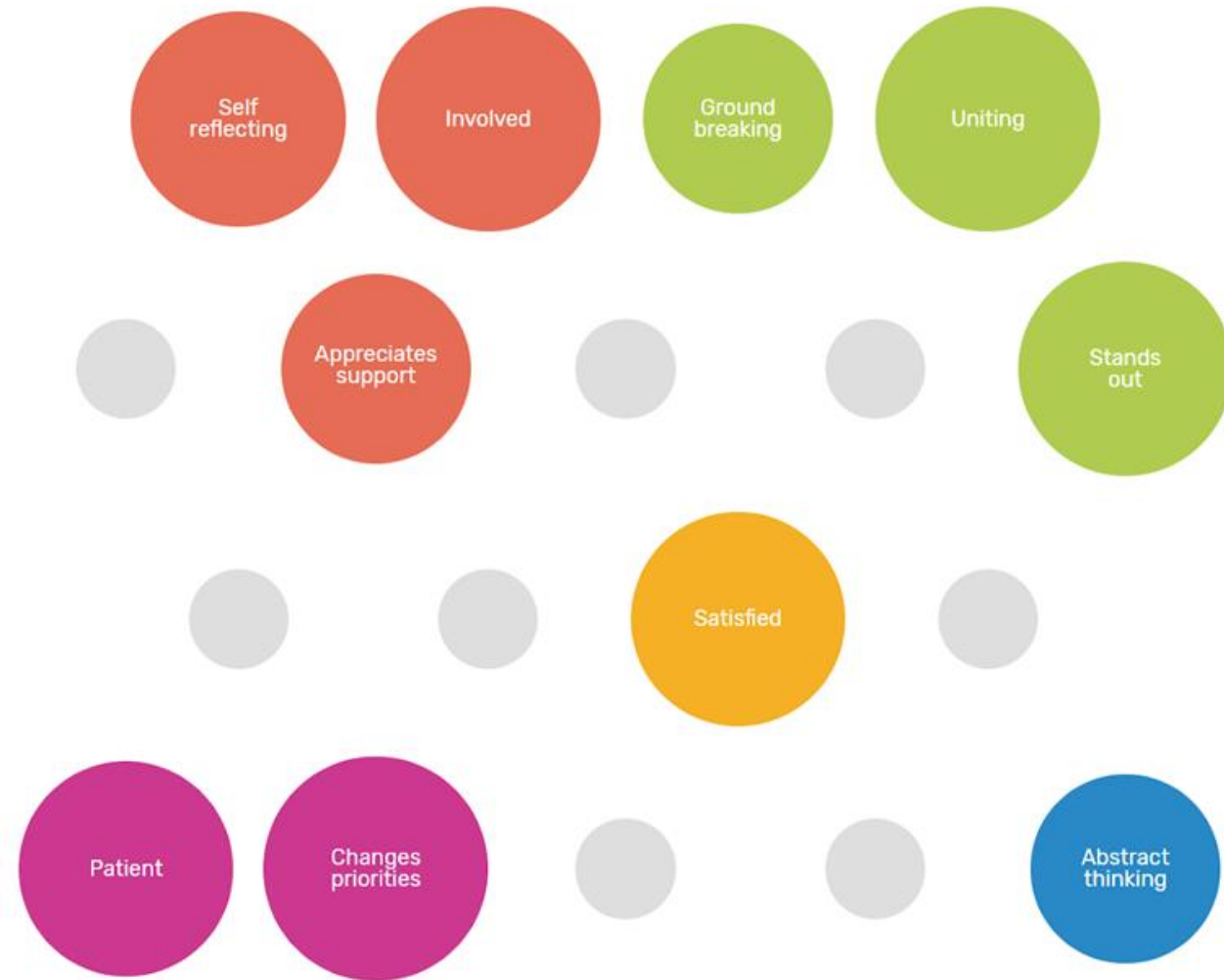
1 970 403 5775

sam@compteam.net

Take Action Now!



tma Assessment for John F. Kennedy



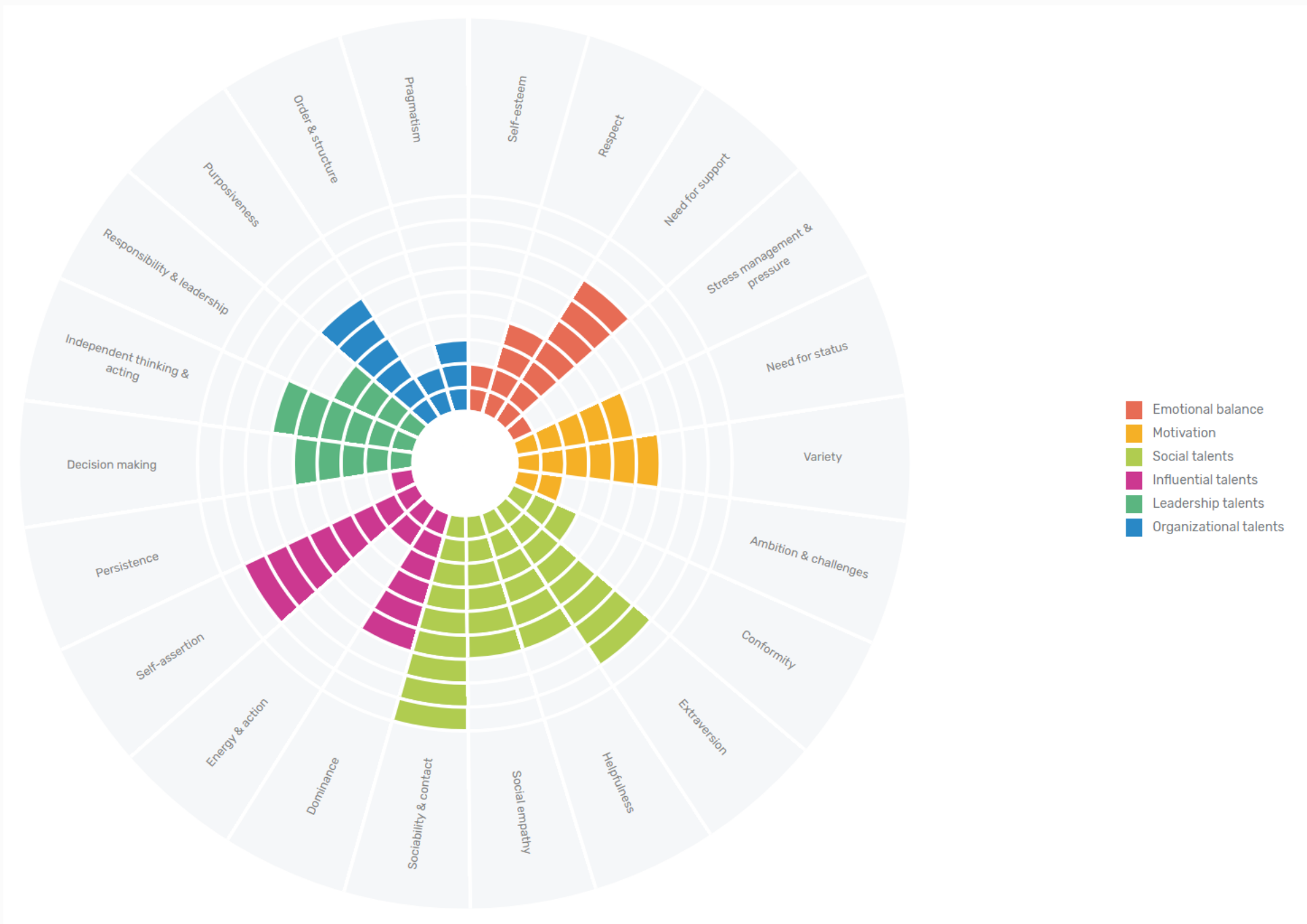
Description of personality

He has a very strong need for good contact with others and is very focused on human relations. He likes it a lot to step up and enjoys being the center of attention; he sets the atmosphere in any group to a large extent. At group and social events he never keeps a low profile and likes to be seen. He is able to give a quick and witty response and won't avoid getting into an argument. He is assertive and can stand up for himself and regularly looks for an opportunity to demonstrate it. In difficult situations, he will ask others for help and support quite readily. He is independent enough to form judgments and discusses things with others when necessary. He has social empathy and tact and can get an idea of how others really feel to a certain extent. He has a genuine interest in others and demonstrates it all the time, not only when he has to.

In relation to others, he generally has a powerful presence and is direct, which increases his persuasiveness. However, he can also find a more subtle approach. In general, he likes being helpful more than behaving in a cold businesslike manner as far as his attitude to others is concerned. He is serious about other people taking responsibility for themselves but is ready to give a hand. Variety in his tasks and job is pretty important to him. He puts a bit more emphasis on a goal than on the process but doesn't lose sight of the process at the same time. His need for recognition is average. He likes to receive compliments and approval from time to time, as that makes him more motivated. He will usually consider various points of view before making a decision but he can make a decision quickly when needed.

He doesn't look up to people much and usually acts the way he thinks is best but can also show respect. He doesn't have much difficulty talking to people in higher positions. He won't take a managing position unless he has to. He does not conform strongly to existing rules or culture. He is pretty focused on a general picture when performing tasks; that's why his vision is often more theoretical or abstract than practical. The results show that Mr Kennedy can put his work into perspective but is not always inspired by competition and any kind of pressure at work which is reflected in his level of ambition. There are obviously some other factors at work that can be of greater importance for him (e.g. working environment). He has hardly any need for order and structure.

He is very modest. He will probably have serious difficulty putting up with making mistakes and will do his best not to make any. He doesn't always have much energy to get things done. People around might regard him as a very calm person who likes to take a break. Has a strong preference for switching to other tasks and goals as soon as possible when difficulties arise. He quickly tends to attach importance and a sense of urgency to the requests and tasks he experiences some pressure with. Therefore, he has to try not to give too much importance to such things in order to stay calm.



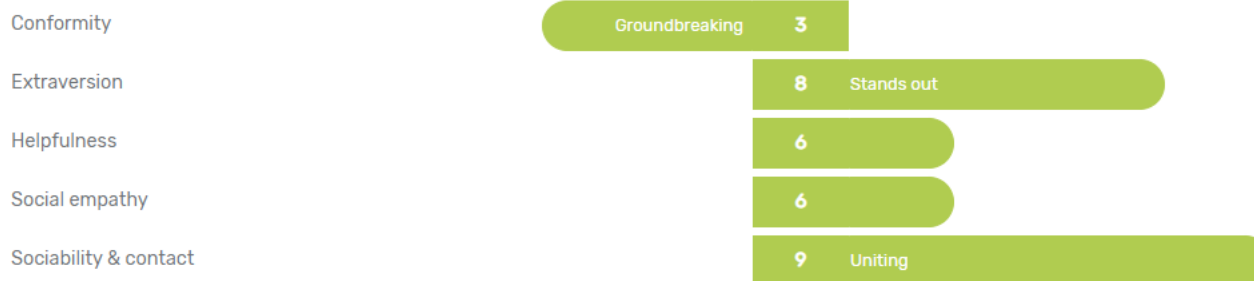
Emotional balance



Motivation



Social talents



Influential talents



Emotional balance

Balance of Mr Kennedy:

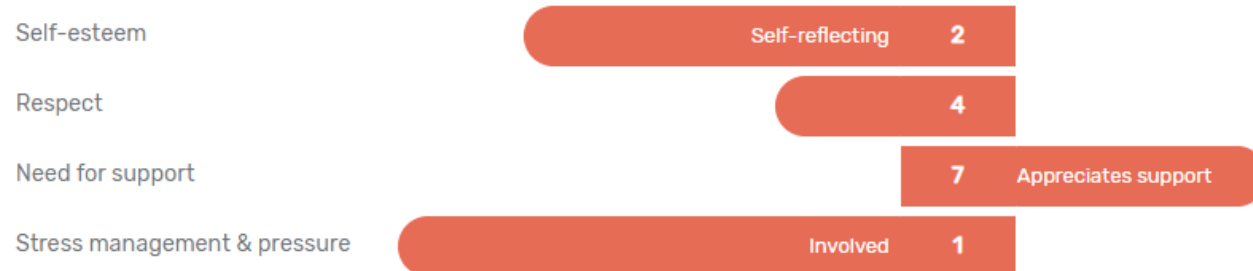
Mr Kennedy looks up less to other people, generally counts on himself but can also show respect. Has less difficulty addressing superiors. He has a big need for support from his colleagues. He appreciates when other people encourage him in difficult situations. His self-image is modest which means that he tends to underestimate himself. He doubts himself sometimes.

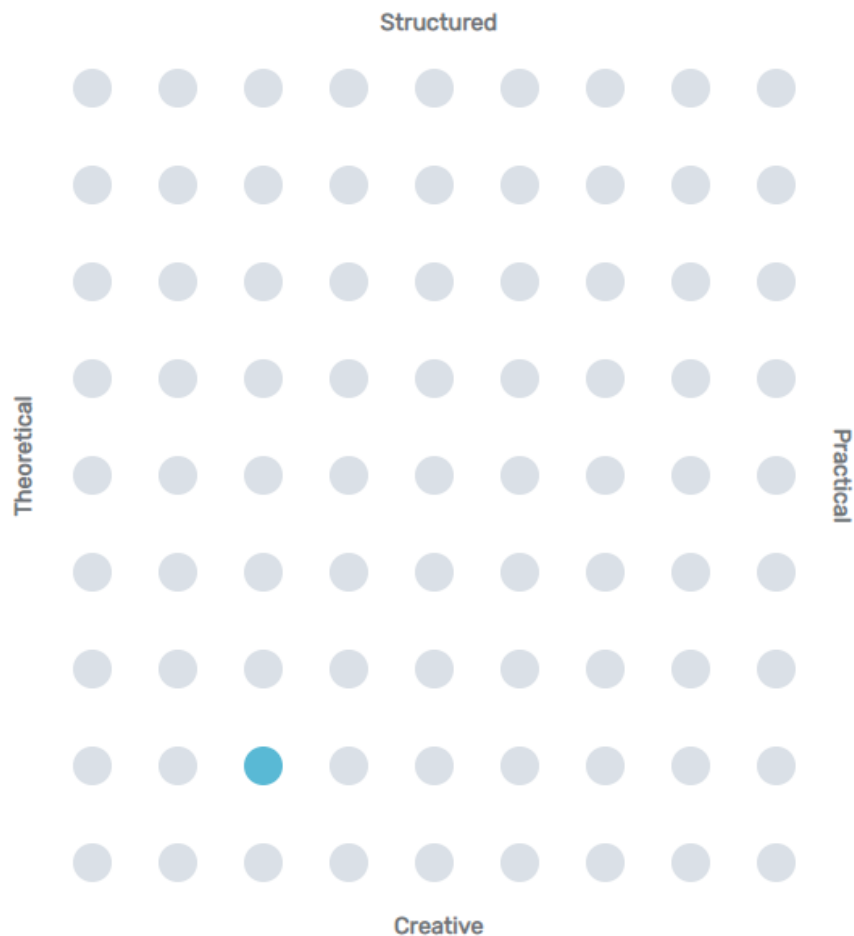
He strongly dislikes making mistakes and will try to avoid making them as much as possible. He is able to give a quick and witty response and won't avoid getting into an argument. He is very assertive and can stand up for himself and regularly looks for an opportunity to demonstrate it. He quickly tends to attach importance and a sense of urgency to the requests and tasks as soon as he experiences a certain amount of pressure. He has to be careful not to give too much importance to such things in order to stay calm.

Summary of emotional balance of Mr Kennedy:

- Shows respect when needed.
- Has a fairly strong need for support and acknowledgement.
- Is a modest person.
- Dislikes making mistakes and does everything to avoid it.
- He won't try to avoid a conflict and will regularly look for a reason to start an argument.
- He tends to attach importance and a sense of urgency to the requests and tasks very quickly when he experiences some pressure.

Emotional balance scores





Learning and development style

- He prefers to learn without too many procedures and rules. Therefore, note that he needs a sufficient amount of freedom to learn things his own way. It will be useful if he sometimes makes a review of his progress in order not to lose sight of the main goals and deadlines
- He is focused on a big picture and is flexible by nature. He prefers to determine himself what and how he should learn something and in what tempo. Therefore, agree with him on the main lines and avoid detailed plans. It will be useful if he occasionally makes a review of his learning process so that he does not lose sight of the agreed main goals.
- It is easier for him to learn from theoretical sources (for example: books, blogs, colleges, videos) and he really likes to grasp what he is learning. Therefore, make sure learning activities provide sufficient theoretical basis. Not to get stuck in theory, it is useful for him to consult with his colleagues about the aspect of practical application of what he has learned.
- His need for big challenges is not so strong and he is quickly satisfied with the current situation. So you should be careful when drawing up a too ambitious learning plan. Moving forward in small steps is good for him and it is quite enough.
- Pay attention to how he distributes his energy during the learning process. Make sure he does not overestimate himself and/or is not overloaded. Let him determine in advance what amount of time and energy he is ready to devote to learning activities and arrange everything accordingly.
- He is self-critical and has the ability to avoid making mistakes. These personal qualities may work against him during the learning process. It will be useful for him to talk about his experiences with a person he trusts and who can help him cope with his self-critical attitude.
- He has a talent to let go of a situation and prefers to work rather smart than hard. These talents can sometimes turn against him during the learning process. It will be therefore useful for him to make a review of his progress regarding his perseverance from time to time. Especially at times when he would rather let go than persist, it will be wise to pick up the threads from a motivational interview.
- He is naturally concerned about things and has the ability to see the urgency of a problem. These personal qualities may cause the situation when learning activities will have an excessive impact on his (work) life. It is therefore convenient if he makes arrangements in advance about the acceptable amount of learning activities and decides what he will do if these activities bring too much stress.
- He dares to stand out and has enough energy to try out everything he has learned from the contact with other people. Let him experiment with learning material in practice as much as he wants to. Thus he will get to a higher level faster and more easily.
- He likes studying in a group of people. Make sure that he has sufficient contact with others during his studies. It is also important for his motivation if he is able to apply the learning material in collaboration with others. In this case he will learn things faster and more effectively.
- He appreciates the interest of others in his learning situation and usually finds help from others nice. During the learning process, it will be wise if he regularly talks about his experiences with someone he trusts. When necessary, it is useful for him to just ask other people for support and help.

Select competencies

- ☒ Accountability
- ☒ Adaptability
- ☒ Ambition
- ☐ Assertiveness
- ☐ Attention To Detail
- ☐ Business Orientation
- ☐ Coaching
- ☐ Commercial Power
- ☐ Conduct
- ☐ Conflict Management
- ☐ Controlling Progress
- ☐ Cooperation
- ☐ Courage
- ☐ Creativity
- ☐ Customer Orientation
- ☐ Decisiveness
- ☐ Delegating
- ☐ Developing Employees
- ☐ Discipline

Accountability

- Talk with the candidate about responsibility. What does he understand this to be exactly? In what situation does he regard being responsible as appropriate? In which situations does he think that he acted responsibly? Find out what the limits are of what he considers is feasible and what just no longer is acceptable.
- Discuss with the candidate the effects of less responsible behavior in his environment and allows him to reflect on this.
- Practice a situation where his responsibility is put to the test. Do not make it easy for the candidate. Discuss afterwards what he thought, felt and why he acted the way he did.

Adaptability

- Adjust your style and role during the interviews (friendly, strict, role model) and ask how these changes affect the candidate.
- Engage your candidate in a communicative role play based on the example of the character type he finds difficult to deal with.
- Create certain difficulties for your candidate during a role play ("this cannot happen"; "you cannot do this"; "this does not work this way") and encourage your candidate to deal with these problems strategically.
- Determine what prevents the candidate from adjusting to others. Find out what standards he has set for his own achievements. Are there certain types of work for which he displays more ambition? What kind of work?
- What goes well and what could be improved? Discuss candidate's report with the candidate.

Ambition

- Figure out what your candidate's standards for his own accomplishments are. Is he more ambitious in certain kinds of work than in others? In what kinds of work? Ask him to find out how he could engage more in that kind of work.
- Ask your candidate to think about opportunities for himself and ask how these could be realized.
- Discuss your candidate's personal future goals. Confront him, when necessary, with a lack of ambition and ask where it comes from.
- Make sure your candidate is engaged in work in which he is successful; this might encourage the person to achieve more.
- Review what kind of work brings out ambition in the candidate most and least. Discuss these differences and try to figure where they come from.