Creating Powerful People
Cultivating Trust and Increasing Influence through Behavioral-Based Coaching

Michelle Johnston

Director of International Business Development – CPP, Inc.

About the Speaker: Michelle Johnston

Director of International Business Development for CPP

Industrial and organizational development consultant with experience in both internal and external consulting roles and expertise in:

- executive coaching
- individual and organizational assessment
- selection
- training and development
- workforce planning
- talent management

Agenda

- Define: What Is Coaching?

- Why Do We Care About *Creating Powerful People*?

- The Discussion of Trust: Verbal and Behavioral Alignment

- How to Create Powerful People with the FIRO-B® and Myers-Briggs® Assessments

- Tools and Resources

What Is Coaching?

Coaching is. . .

Executive coaching can be defined as a short-term interactive process between a coach and a leader to improve leadership effectiveness *by enhancing self-awareness, building new skills/behaviors, perspectives and knowledge.*

- Baker, M. N., Ferandes, P. B., Kombarakaran, F. A., and Yang, J. A. (2008). Executive coaching: It works! *Consulting Psychology Journal: Practice and Research,* 60(1), 78-90.

Coaching and Mentoring: What It Is and Is Not

Authoritarian

Empowering

Professor   Teacher   Consultant   Trainer   Facilitator   Mentor   Coach

Expert Centered

Recipient Centered

Instruction Focused

Solution Focused

Creating Powerful People

Why Should We Care About Creating Powerful People?

1. Increase Engagement

2. Increase Effectiveness

1 + 2 =

3. Increased Efficiency

Why Do People Operate Below Capability?

Lack of awareness: People can't know what they do not know.

Lack of understanding how behaviors may impact others and how personality, values, and experiences/situations (including ill-health, stress, etc.) can drive these behaviors.

Lack of skills.

Johari's Window

Known by Self ←→ **Unknown by Self**
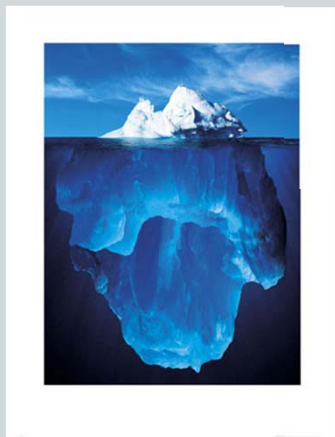
Known by Others

1

2

Unknown by Others

3

4

The Discussion of Trust:
Verbal and Behavioral Alignment

Trust: Starting at the Root

There can be multiple reasons why trust issues exist: poor communication, deliberate actions, lack of knowledge, lack of skills, etc.

The Incongruence Factor: There may be a misalignment between what is **said** vs. what is **done.**

In other words. . .

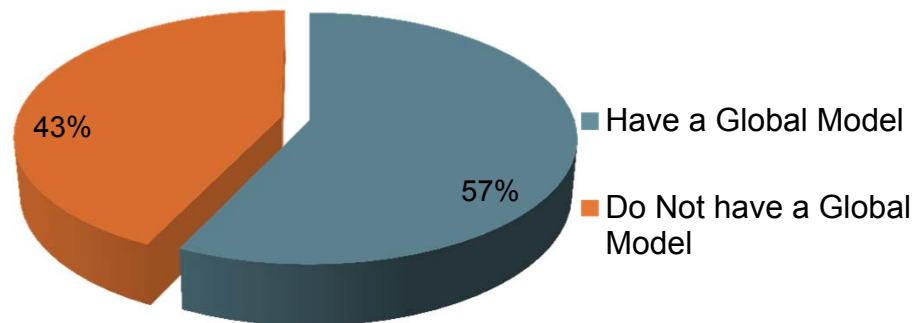> **"You can't just talk your way out of what you've behaved yourself into."**
>
> - Stephen R. Covey

Trust: Why It's Important to Build and Maintain

Globalization!

Global Competency Model

43%

57%

- Have a Global Model
- Do Not have a Global Model

The 2006 Conference Board Research

Three most important company-wide competencies:
- Strategic Thinking & Visioning
- TRUST, Integrity and Values
- Excellence & Delivering Results

Source: *Leadership Development in Asia-Pacific: Identifying and Developing Leaders for Growth.* The Conference Board, 2006

Create Powerful People with the FIRO-B® and MBTI® Assessments

How Can We Examine Behaviors in a Coaching Situation?

Using a variety of assessments when possible is important for cross validation.

> Interview with client
>
> 360s
>
> Predictive or Trait-based personality assessments (CPI)
>
> Preference-based assessments (MBTI)
>
> Behavioral-based assessments (FIRO-B)

Rule of 3:

> See it once – find it interesting
>
> See it twice – take notice
>
> See it three times – you know you've found something important

The MBTI® and FIRO-B® Assessments

Why use assessments to examine trust?
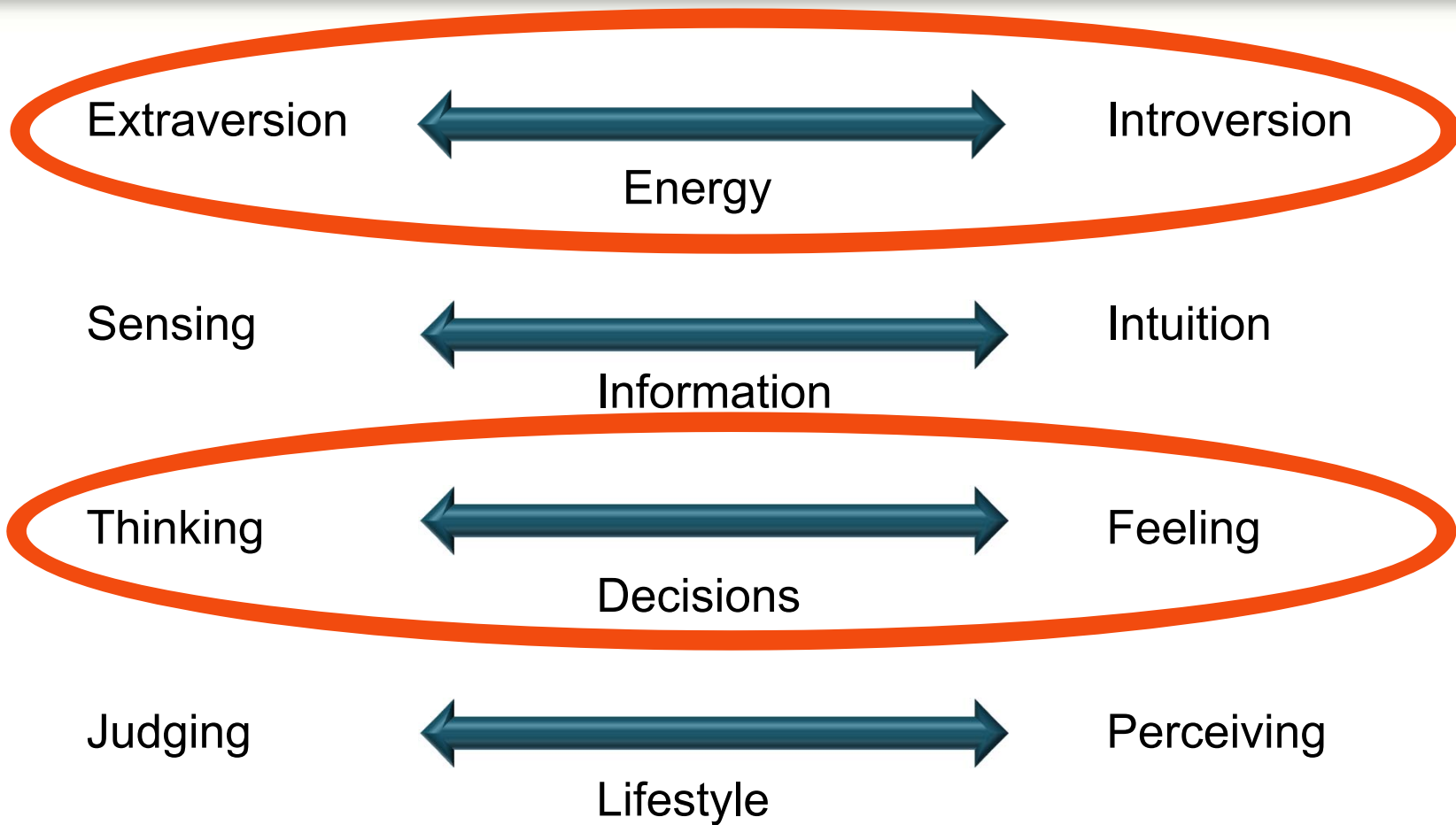
MBTI
Personality

FIRO-B
Behaviors/Perceptions

Insight and Intention

The Four MBTI Dichotomies

Extraversion ⟷ Introversion

Energy

Sensing ⟷ Intuition

Information

Thinking ⟷ Feeling

Decisions

Judging ⟷ Perceiving

Lifestyle

The Combinations of Orientation of Energy and Judgment

IT Quiet and Contemplative	**IF** Quiet and Caring
EF Sociable, Friendly, and Sympathetic	**ET** Active, Energetic, and Objective

Using the FIRO-B® Assessment

FIRO-B = *Fundamental Interpersonal Relations Orientation – Behavior*

Using the FIRO-B assessment in coaching:

It is an instrument that helps explain how interpersonal needs drive behavior and how they can impact relationships.

- Reveal individual needs and behavioral tendencies, allowing for the "flexing" of one's leadership style to increase trust and influence.

- Increase self-awareness and uncover the impact leaders have on others.

- Allow leaders to see how they can unlock greater performance in themselves, their people and organization.

FIRO-B Model

	Inclusion	Control	Affection
Expressed	The level of effort made to **include others in activities**, need for belonging or **participating in social groups**	The **level of** control and **influence** desired over tasks/people	The level of **effort/desire to get close to people** and comfort in **expressing personal feelings** and support of others
Wanted	The level of interest in **having others act inclusive and provide recognition**	The level of **clarity/direction desired over tasks/ situations/people**	The level of **interest in having others express personal feelings**, provide support and encouragement

Back to the Preference Pairs

IT	• Quiet and less interactive with others/groups/social settings • Reflective and may seek solitude • Analytical and may be prone to critiquing	Speaks to level of Inclusion, Control and Affection
IF	• Quiet and less interactive with others/groups/social settings • Expresses interest, care and concern for others and may enjoy connecting with others • May avoid conflict or dealing with conflict directly	Speaks to level of Inclusion, Control and Affection
EF	• Express and show sincere interest in others thoughts/feelings • Actively participate in social settings/groups/meetings • Collaborative and interested in getting others involved	Speaks to level of Inclusion, Control and Affection
ET	• Expressive and active in social setting/groups/meetings • Less interested in connecting with others and more focused on results and finding the critical path • Dominate and may tend to be more directive	Speaks to level of Inclusion, Control and Affection

FIRO-B Scoring

Low

0-2

Behaviors are
rarely displayed

Medium

3-6

Behaviors will be a
noticeable characteristic
of you, but only some of
the time

*Balanced, but may
appear inconsistent*

High

7-9

Behaviors are a
noticeable characteristic
of you most of the time

High and Low scores will appear to be consistent behaviors (consistently absent or consistently present).

Case Study Example – Meet Jack

38 year old hedge fund partner/owner; staff of 10; $2.5 billion in assets

In July 2007 the partner team called in my consulting firm to help their organization reduce conflict, increase effectiveness, reduce turnover and improve their executive leadership.

Amongst the various needs, executive coaching was requested for each partner.

Main issues that emerged with their leadership were: poor communication, lack of trust, demoralizing behaviors, impersonal and detached presentation.

Assessments Used: Client Interview, 360, CPI 260, MBTI, FIRO-B

FIRO-B Results

MBTI Preference: ENTJ

	Inclusion	Control	Affection	Total
Expressed	7 **High**	8 **High**	1 **Low**	16
Wanted	3 **Medium**	2 **Low**	6 **Medium**	11
Total	10	10	7	27

Interpretation - Inclusion

An ET combination preference with an Inclusion score of 7e/3w

	Inclusion	Extraverted Behaviors	
Expressed 7 High	• Enjoy including others in meetings and other social activities frequently • Actively seek others' input and include them in decisions	Yes	→ Cross validation
Wanted 3 Med/Low	• Less interested in being included in others' meetings/activities or groups • Prone to saying he will participate and then not show up	Not necessarily	Incongruence

Jack's perceptual gaps/trust issues → **Doesn't value people or think they're important; he's too good for them**

Interpretation - Control

An ET combination preference with Control score of 8e/2w

	Control	Thinking
Expressed 8 High	• Like to control tasks, situations, projects, groups & people • Enjoy directing others and may be prone to criticism when his standards are not met • May have difficulty delegating and allowing others to make decisions	Yes → Cross validation
Wanted 2 Low	• Little interest in having others provide him with clarification or direction • May become defensive when others try to influence him or irritated when others ask too many questions	No

Incongruence

Jack's perceptual gaps/trust issues → **Doesn't trust people or think they're competent; he's smarter than them**

Interpretation - Affection

An ET combination preference with Affection score of 1e/6w

	Affection	Extraversion/ Feeling /Thinking
Expressed 1 Low	• May be uncomfortable sharing personal information • May not trust that others' interest is sincere and may want others to open up first	Yes/No
Wanted 6 Medium	• Generally interested in others' thoughts/feelings and may feel being friendly is important • May praise others for a job well done	Yes

Cross validation

Incongruence

Jack's perceptual gaps/trust issues ➜ **Doesn't trust people or think they're good enough; he's cold, distant, difficult to understand**

Various Perceptions Created

How do we help Jack regain the trust of his staff, increase morale and his ability to influence his team?
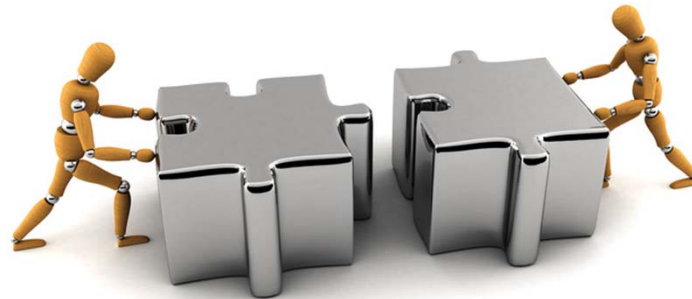
Behavioral Action Plan

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Using the FIRO-B® Assessment in Coaching

Reveals individual needs and new behavioral options, allowing for the "flexing" of one's leadership style

Increases self-awareness and uncovers the impact leaders have on others

Identifies leadership styles and allows leaders to see how they can unlock greater performance in their people and organization

Using the MBTI® Step II™ Assessment in Coaching

Allows the client to identify and develop skills

Presents areas of potential interpersonal conflict to work through and areas to improve communication

Enhances decision making and learning through greater self-awareness

Promotes understanding and adapting to differing environments

Helps the client identify areas of change to facilitate—their own and that of others

Coaching Approach

Target only 1 or 2 goals that will have the greatest impact – Adding too many goals can be overwhelming and could make the client feel defeated before they even get started.

Keep coaching relationship brief – (6 months or less) Although true behavior change can take longer, you do not want your coachee becoming too reliant on you for guidance and if the coaching relationship is working, change should start taking place within that time frame.

Make sure the goals identified are realistic and can be accomplished within the coaching time frame.

Use the 90/10 rule – Allow your client to do the talking 90% of the time and you only 10% of the time. This ensures your client is doing the necessary work, that you are staying focused on their issues (not yours), and helps them stay 'aware' and intentional.

The S.M.A.R.T Action Planning Process

S   Specific

M   Measurable

A   Attainable/Accountability

R   Realistic

T   Time

The S.M.A.R.T Action Planning Process

Specific: Be specific and clear. Identify a specific goal verses a general goal.

Measurable: Quantifying progress. In other words how are you going to measure the progress?

Attainable/Accountability: How are you going to ensure you can attain the goal? What resources, skills or abilities are necessary? Who will hold them accountable to achievement?

Realistic: Make sure the goal is realistic. If it is too difficult or too easy there may be issues with getting your client to engage. Only you and your client can figure out if the goals are appropriate and if they are willing to work on them.

Time: Ensure that there is a deadline established so they can stay on track with goal achievement. Multiple deadlines may be necessary (mini milestones) to help keep your client motivated. Set a firm deadline on the overall goal.

Recap of Various Perceptions of Jack

Jack doesn't think I'm important

Jack doesn't value my interest/thoughts/insights

Jack is only interested in himself, he's arrogant, self-centered

Jack doesn't like/respect me

Jack doesn't trust me

Jack must not think I'm competent

Jack is cold and distant

	Inclusion	Control	Affection	Total
Expressed	7	8	1	16
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Action Plan for Jack

| Goal/s (be specific)	To appear more approachable to direct reports
Measure (how are you going to quantify progress?)	Jack will leave his office door open when not on the phone or in a meeting every work day for 4 weeks. Jack will reveal/share one safe personal story during his weekly staff meetings.
Attainable? Accountability (who will hold you accountable to achieving your goals?)	Yes. Staff will report back to coach and Senior Partner
Resources (What resources are needed to help ensure goal achievement?)	Direct reports feedback, coach, senior partner. Any articles that the coach may feel appropriate or useful in facilitating change.
Timeline (what is the deadline for goal achievement?)	3 months.

Tools and Resources

Tools and Resources

Reports:

FIRO-B® Profile (#220160)

MBTI® Step II™ Interpretive Report (#267149)

MBTI® Interpretive Report for Organizations-Form M (#261146)

Leadership Report Using the MBTI® and FIRO-B® Instruments (#232000)

Resources:

FIRO Technical Guide (#2225)

Introduction to Type® and Coaching – New Edition! (#6158)

Q & A
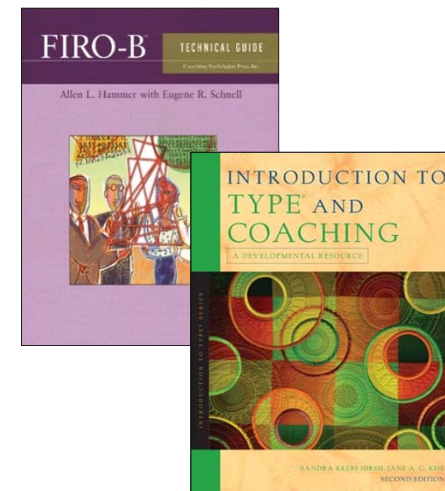
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For more information:

Based in U.S.
CPP Customer Relations
800-624-1765
custserv@cpp.com

Based Internationally
CPP International Sales Division
+1 650-969-8901
globalsales@cpp.com

www.cpp.com