

- When finally I became responsible for the company as a whole, and was faced with the enormous complexity and uncertainty of steering a path to long-term success, I discovered that a company is more than a business: it is an ecosystem with an enormous impact on individuals, businesses, government, and society as a whole.
- Leadership within extraordinary companies is based on principles. There is a tangible difference between a system governed by principles and one controlled by rules.
- Outstanding companies focus on making a long-term and lasting contribution to all their stakeholders, as well as producing superior financial outcomes.
- How people feel about working in the organization and how passionate and engaged they are in its agenda are what make the difference between good, great, and outstanding companies.
- Sir John Whitmore, the father of performance coaching, identified business as a potential force for good and driver of human evolution. He saw an opportunity to unite individual and organizational purpose to benefit people, profit, and planet – the hallowed “triple bottom line” – and this continues to be the driving force behind the work of Performance Consultants International which Sir John co-founded.
- By applying our philosophy, framework, and tools, Performance Consultants can demonstrate an average 800 percent return on investment through the impact of behavior change on the bottom line.
- Three billion of the world’s 7.5 billion people are employed. In our global workshops, we ask people how much of their potential they bring to their workplace. The average answer, 40 percent, demonstrates a huge global productivity gap and an untapped reservoir of talent.
- Companies can achieve so much more by investing in what they already have – their people.
- At the same time, it will help to move investments in human capital from being perceived as a cost-center to a profit-center activity generating real value to business.
- Individuals can evolve and transform their work and lives if they decide to embark on a personal developmental journey. Organizations can evolve and transform the work and lives of their people if they decide to embark on an organization-wide development journey. In practice the coaching process fosters evolution at every stage, for evolution emerges from within and can never be taught in prescriptive ways. Coaching is not teaching at all, it is about creating the conditions for learning and growing.
- To illustrate this, Gallwey created a simple Inner Game Equation which, with the benefit of hindsight, we can see very effectively summarizes the objective of modern coaching:  

$$\text{Performance} = \text{potential} - \text{interference} \quad P = p - i$$
- Coaching is unlocking people’s potential to maximize their own performance.
- We all have a built-in, natural learning capability that is actually disrupted by instruction.

- However, mentoring is very different to coaching, because coaching is not dependent on a more experienced person passing down their knowledge
- The primary need associated with self-actualizers is the need for meaning and purpose in their lives. They want their work, their activities, and their existence to have some value, to be a contribution to others. They are interdependent. I will discuss this vital performance leap from independence to interdependence in the next chapter.
- However, society today is collectively seeking need satisfaction higher up the hierarchy to include meaning and purpose. Companies are beginning to reflect changes at that level.
- These are the issues that leaders and employees on the workshops we run are raising more and more frequently. Companies are seeking a change of leadership style, and employees are demanding it. If these young and, in Maslow's terms, more mature employees are not to become disaffected, the changes need to get underway immediately. So important is this issue, and so enormous will be the benefits to performance and ultimately to the triple bottom line of people, profit, and planet, that in this edition I have reorganized the book to address it more fully.
- Shortage of time and excess fear drive us into command and control, while the quality of work and the need for development demand coaching.
- However, the wake-up call has been sounded in the changing expectations of younger employees. At job interviews they want to know what training and development opportunities and what style of leadership they can expect. They do not seek – and nor do they want – a job for life, and they will leave a job if their needs are not met. And those needs are for things that will help their self-belief, such as a coaching leadership style.
- Evolution is key if we are to rise to the challenges of the twenty-first century. Coaching is the mechanism of transformation.
- Coaching is adult learning in practice and is both what leaders need and the direction in which leadership style needs to travel.
- central premise that coaching and high performance come out of awareness and responsibility.
- The Conference Board CEO Challenge® 2016 survey shows that attracting and retaining top talent and developing the next generation of leaders are the top most pressing concerns of global CEOs.
- We need the capacity to take a whole-system approach that is a product of personal development, of moving from the old paradigm of fear to one of trust and of recognizing that humankind is evolving both socially and spiritually.
- While culture change will be, and needs to be, performance driven, the definition of performance is much broader today. Competition and growth are both losing their currency; stability, sustainability, and collaboration are gaining traction. Those companies and individuals who don't change their ways from what has been acceptable in the past to what

will be acceptable in the future won't survive in our oversubscribed, fractured, and unstable markets.

- Attributes of a high-performance culture

- A leadership style which fails to do this increases stress: "lack of coaching" and "low self-esteem" were among the main sources of job stress identified by the Canadian Union of Public Employees, for instance.

- Peter Drucker is credited with saying that "culture eats strategy for breakfast." I could not agree more: culture is key, and yet very few organizations take a proactive approach to creating and measuring their culture.

- The Conference Board CEO Challenge also confirms that "across the spectrum, the cultural DNA of an organization is critical to success, from operational efficiency to better customer service, to greater talent attraction and retention, to higher levels of business performance and breakthroughs in innovation."

- The Performance Curve: Four stages of organizational development

- Gallwey's equation states that performance can be enhanced by decreasing interference – inner obstacles such as fear, doubt, self-criticism, and limiting beliefs or assumptions.

- cultural maturity is correlated with high organizational performance.

- MOVING FROM HIERARCHY TO COACHING FOSTERS LEARNING AND RESPONSIBILITY

- Gottman's research into marital relationships revealed the reason for this: if blame and criticism are a prevalent communication style and this doesn't change, relationship failure can be predicted with over 90 percent accuracy.

- Hopkins says: "It is an interesting feature of human psychology that, once we have found someone to blame, the quest for explanation seems to come to an end."

- What leaders can do instead is use the coaching skill of curiosity – the antidote to blame. When behaviors like blame cease, interferences like fear and self-doubt decrease.

- Michelin. They ran a successful initiative to replace hierarchy with trust at production plants in six countries. Andrew Hill of The Financial Times says team members in Le Puy-en-Velay, France, now describe their leaders as coaches. Product line team leader, Olivier Duplain admits that not issuing orders feels like losing power, "But we get 10 times as much back from the team." Not surprisingly, CEO Jean-Dominique Senard has announced a plan for the whole group – more than 105,000 employees, at plants in 17 countries – to become more agile and more responsive to customers based on empowerment and responsibility.

- Emotional intelligence (EQ) is twice as important as cognitive ability (IQ) in predicting outstanding performance Daniel Goleman

- Transformational coaching is the practice of emotional intelligence.

- Goleman's research indicated that high emotional intelligence (what he termed EQ or EI) confers a significant performance advantage on leaders. It found that emotional intelligence is twice as important, 66 percent to 34 percent, as academic or technical knowledge for success at work – for everyone, not just leaders, and in terms of both relationships and productivity.
- The reason for this is that awareness is curative: humans are natural learning systems. Once we become aware of something, we have the choice to change it.
- Leadership style determines performance and a coaching style delivers the highest performance
- Helping others to build their awareness, their responsibility, and consequently their self-belief lays the foundation stones of their own future leadership capability
- Leaders must be experienced as a support by their team, not as a threat
- A group of people were divided randomly into three subgroups, each of which was taught something quite simple, the same thing, using three different approaches. The results speak for themselves and again reflect the adult learning theory that people learn best through experience. One issue they demonstrate that particularly concerns us here, however, is how dramatically recall declines when people are only told something. FIGURE 5: Recall scores after training
- A leader's task is simple: to get the job done and to develop employees.
- the activity of developing people represents enlightened self-interest rather than idealism that offers no added value.
- In this brief interaction Mo showed no blame or irritation, and helped Sue to solve the issue herself, believe in herself, and learn from the experience.
- There are some obvious situations in the workplace where a coaching approach will enhance your conversation: Goal setting Strategic planning Creating engagement Motivating and inspiring Delegating Teamworking Problem solving Planning and reviewing Team and people development Career development Performance management Performance reviews Feedback and appraisals
- Coaching is a conversation between equals. The ICF defines it as “partnering in a thought-provoking and creative process to maximize personal and professional potential.”
- it comes as a huge relief to leaders to learn how to engage the full potential and wisdom of their employees through partnership and collaboration, instead of constantly feeling pressurized to provide all the answers and steer the ship oneself.
- Coaching is a way of being that stems from a coaching ethos – a belief in the capability, resourcefulness, and potential of yourself and others which allows you to focus on strengths, solutions, and future success, not weakness, problems, or past performance.

- Developing your emotional intelligence and the ability to trust is about how you see yourself and others in terms of potential, and how you deal with the internal and external obstacles that hinder the full expression of this potential.

- Albert Mehrabian's research is the best known in this field. His work provided the basis for the often oversimplified statistics about the relative effectiveness of spoken communication versus the unconscious messages people are giving through their body, tone of voice, facial expressions, and movement. He found that when it pertains to feelings and attitudes: 7% of a message is in the words that are spoken. 38% of a message is in the way that the words are said, e.g., tone and rhythm. 55% of a message is in the facial expression.

- I invite you to choose to adopt the mindset that someone is capable, resourceful, and full of potential, the essence of a coaching mindset.

- The underlying and ever-present aim of coaching is building the self-belief of others, regardless of the content of the task or issue.

- You could define intentions as your dreams for what could happen if nothing got in the way.

- For completeness, the questions are also in the Coaching Question Toolkit at the back of the book (Question Bag 2).

- **ACTIVITY: Consciously Design Your Working Agreements** Explore the following questions: What would the dream/success look like for us working together? What would the nightmare/worst-case scenario look like? What's the best way for us to work together to achieve the dream/success? What do we need to be mindful of to avoid the nightmare/worst case? What permissions does each of us want from the other? What will we do when things get hard? It's a flexible contract, so it's crucial to check in as time goes on, to revisit agreements and redesign them as needed by checking on these aspects: What is working and what is not? What do we need to change in order to make the relationship more effective, productive, or positive?

- When you are talking to someone you like and trust, you tend to use permission naturally, both verbally and in your body language, for instance by asking "What if we do this?" When speaking to people you are in conflict with or threatened by, permission tends to be absent, and you might say "What I think we should do is this."

- "Can I add something to that?" can reduce a meeting room to expectant silence for two reasons: You are handing the other person control of the situation by asking permission. You are validating what the other person has said by offering to add to it.

- The antidote to criticism is curiosity.

- A coach is not a problem solver, a counselor, a teacher, an adviser, an instructor, or even an expert; a coach is a sounding board, a facilitator, an awareness raiser, a supporter.

- I am able to control only that of which I am aware. That of which I am unaware controls me. Awareness empowers me.

- While learning and employment of the standard or “right” way to do something will show initial performance benefits, the personal preferences and attributes of performers are suppressed. The performers’ dependence on the expert is also maintained, which boosts the leaders’ egos and their illusion of power, but won’t free up their time.
- Consider the poverty of the image you receive if I say “The flowers out there are red,” compared to the input you get when I ask you “What color are the flowers out there?” and you are compelled to see for yourself.
- So self-generated input is infinitely richer, more immediate, more real.
- Let’s look at how raising awareness gives you different choices (and therefore responsibility) in practice. Silence your phone, get comfortable, relax, and follow the questions in the self-coaching exercise in the Coaching Question Toolkit (Question Bag 1).
- To defuse this unproductive situation, I asked them how much choice they had had about attending the course. “None,” they chorused. “Well, you have a choice now,” I said. “You have met your obligation to the company – you’re here. Congratulations! Now, here is your choice. How do you want to spend these two days? You can learn as much as possible, you can resist, you can be as inattentive as you like, you can fool around. Write a sentence describing what you choose to do. You can keep it to yourself, if you prefer, or share it with your neighbor. I don’t need to know and I won’t tell your boss what you do. The choice is yours.”
- Self-belief, self-motivation, choice, clarity, commitment, awareness, responsibility, and action are the products of coaching.
- Problems can only be resolved at the level beneath that at which they manifest themselves.
- If they are a good coach, they should have no difficulty creating a high-performance culture, whether they have less technical depth or not. As soon as they do this, any credibility gap that may exist in the minds of some of their employees will disappear. As skills become more specialized and technically complex, which is a global trend, coaching is an absolute prerequisite for leaders.
- Telling or asking closed questions saves people from having to think Asking open questions causes them to think for themselves
- You must understand the effect you are trying to create – awareness and responsibility – and what you have to say/do to create that effect. Just demanding what you want is useless; you must ask powerful questions.
- coaching questions compel attention for an answer, focus attention for precision, and create a feedback loop
- These examples are probably sufficient to convince you that awareness and responsibility are better raised by asking than by telling.
- If you are a coach, however, the information in the answers is generally not for your benefit, and may not have to be complete. You only need to know that the coachee has the necessary information.

- seek to quantify or gather facts, words like “what,” “when,” “who,” “how much,” and “how many.”
- Analysis (thinking) and awareness (observation) are dissimilar mental modes that are virtually impossible to employ simultaneously to full effect.
- If you do need to ask such questions, “why” questions are better expressed as “What were the reasons ...?” and “how” questions as “What are the steps ...?” These evoke more specific, factual answers.
- The focus of open questions can be increased by adding single words, for example: What else do you want? What do you really want? Exactly what is happening now? What more could you do? Precisely what will you do?
- And one of the most powerful coaching questions is simply “What else?”
- the coach should follow the coachee’s agenda. If the coach leads the direction of the questions, this will undermine the responsibility of the coachee.
- The curative properties of awareness are legion!
- It has been said that since you were given two ears and one mouth, you should listen twice as much as you speak.
- However clear the coach may feel, it is worth reflecting back to the coachee from time to time and summarizing the points being made.
- And monitoring sensations in your own body, like tense shoulders or jitters in your stomach, can give you an insight into emotions that you’ve intuitively picked up from the coachee.
- Listening for potential Focusing on capabilities and strengths, not past performance or seeing someone as a problem. What could the person unleash if there were no limits?
- Listening with heart Listening to non-verbal messages such as voice tone, phrasing, facial expression, and body language.
- Whose agenda did you follow? Did you give advice?
- When someone next asks to discuss something with you, try actively listening to them and then assess yourself. Did you stay on their agenda? Did you use your intuition? Did you clarify and/or reflect what they say? Did you hold back your opinion or your advice? Did you suspend judgment? Did you help your colleague explore their own thoughts?
- The GROW Model Goals, Reality, Options, and Will
- For the everyday function of briefing and debriefing employees, nothing is better than coaching, but it should not be identified as such; it would just be effective leadership.
- goals based on current reality alone are liable to be negative, a response to a problem,
- I must stress that GROW has little value without the context of awareness and responsibility and the intention and skill to generate them through active listening and powerful questions.

- If you get anything at all out of this book, let it be awareness and responsibility, which are more important than GROW.
- Importantly, it is far easier to commit yourself to, and take responsibility for, a performance goal, which is within your control, than an end goal, which is not.
- An end goal should wherever possible be supported by a performance goal. The end goal fosters longer-term thinking and may provide the inspiration, while the performance goal defines the specifications, the key results that can be measured.
- Sometimes you need to remind yourself, or be reminded by a good question, of what inspired you to start or continue to do what you want. You could call that a dream goal.
- “How much are you willing to invest in the process?” is a question I often ask in the goal-setting stage of coaching for any activity. I call these process goals or even work goals.
- Even if a certain goal is an absolute imperative, it is still possible to coach for ownership.

Make it seem their own decision

- “How would it be possible to have trainees own the absolute, inflexible rules of firearms safety?” they asked. I suggested that instead of presenting them with these rules at the outset, they should have a discussion, using coaching, out of which the trainees would create their own agreed set of safety rules. The chances are that it would closely parallel the institutional ones. Where they were at variance, the reasons for the variation could be coached out of the trainees, with minimal input from the coach. This way the trainees would have a far greater degree of appreciation, understanding, and ownership of the institutional firearms safety rules.
- Insisting on the leader’s goal may well have the effect of lowering the performance of the team, even though the leader’s target was higher than theirs. They may or may not consider the leader’s figure discouragingly unrealistic, but they will certainly be demotivated by their lack of choice. Of course, the leader has one more option if they are sure of their ground, and that is to start with the team’s figure and coach them upward by exploring and helping them to dismantle their barriers to achieving more.
- It is essential to spend plenty of time at the outset in the “G” stage of GROW, to ensure coachees identify goals that inspire and energize them or which they are passionate or excited about. An inspirational goal which is positively framed will keep the energy levels and motivation high from the start. A goal that is personally framed within the company’s goal will make the difference.
- You tend to get what you focus on. If you fear failure, you are focused on failure and that is what you get.
- They have run their businesses by motivating their people. In her book *Dream Big*, Cristiane Correa explains that they wanted to attract and retain great people who are motivated by more than money. Lemann explains their formula: Create a big dream. Keep it simple, easily understood, and measured. Attract the right people who work well together. Measure results



consistently. You can create, run, or improve anything with this formula. (Harvard Business School, 2009)

- In *The 3G Way*, Francisco Homem de Mello summarizes their leadership style as “Dream + People + Culture.”

- From the dream and end goals, the company breaks down company-wide yearly goals (performance goals), then process goals in the form of CEO goals, VP goals, director goals, all the way down to goals for the factory employees, who are all aligned by targets derived from the dream goal.

- “What were the factors that determined your decision?” will evoke a more accurate response than “Why did you do that?” – which tends to produce what the coachee believes the coach wishes to hear, or a defensive justification.

- The coach should use, and as far as possible encourage the coachee to use, descriptive terminology rather than evaluative terminology.

- You have a measure of choice and control over what you are aware of, but what you are unaware of controls you.

- Alison needs to focus on the goal and ensure that she does not have judgment around what she sees as the problem. This, of course, takes great self-management – you can see why emotional intelligence is the key leadership quality valued above technical knowledge.

- The coach might assist the coachee with another, lesser difficulty, thereby establishing credentials as a support rather than a threat. This approach is far more likely to lead in due course to the cause of the problem, instead of the symptom that is what is seen at first. Problems must be addressed at the level beneath that at which they show themselves, if they are to be permanently eliminated.

- Give them the opportunity to say what they feel – keep asking open questions and listening, and let silence do the heavy lifting.

- It is in the reality phase of coaching that questions should most often be initiated by the interrogatives “what,” “when,” “where,” “who,” and “how much.” As already discussed, “how” and “why” should be used only sparingly or when no other phrase will suffice.

- One reality question that seldom fails to contribute value is “What action have you taken on this so far?” followed by “What were the effects of that action?” This serves to emphasize the value of action, and the difference between action and thinking about problems. Often people have thought about problems for ages, but only when asked what they have done about them do they realize that they have actually taken no action at all.

- When exploring reality, Petra’s coach raises her awareness of all the relevant aspects within the outer reality that relate to her goal.

- Petra’s coach would also raise her awareness of all of the relevant aspects of her inner reality that relate to her goal, such as her motivation, her beliefs about her ability to influence key

stakeholders, her confidence in dealing with people who resist, and what success will mean to her.

- Notice also that it is only after Sam has shared his thoughts and opinions that Michelle offers her thoughts.

- Good coaches would invite their coachees to ask themselves: What if there were no obstacles, what would you do then? If particular interferences came up, they would continue to use “What if ...?” For example: What if you had a large enough budget? What if you had more employees?

- What if you knew the answer? What would it be?

- Breaking out of these self-limiting assumptions frees you to solve old problems in new ways. The key is to identify the false assumption; the resolution is then much easier to find.

- Meaning is the significance we ascribe to an event or an action in hindsight, while purpose is our intent to embark on a course of action. Meaning is mainly psychological, whereas purpose is a spiritual concept.

- To be more precise, we should specify either meaning, or purpose, or both. Let’s look at this in relation to two areas: Finding your meaning and purpose in life. Finding meaning and purpose in situations that arise on a daily basis.

- What’s your dream? What do you yearn for? What difference would you love to make in the world? What’s important about that to you? Deep down, what do you really want from your life? Imagine you are 80 years old and you are looking back at your life. What are the highlights? Write or draw what comes to mind.

- ACTIVITY: Explore Your Meaning and Purpose

- Coaching for Team Performance

- Coaching teams for high performance

- Project performance A coaching approach is always applicable when working with a team, as it helps to tap into the collective intelligence. A place where a lot of team leaders find it easy to start using this approach is at the beginning of a new project, as well as during the review of a finished task. Having coaching conversations at those stages of a project cycle creates an environment where the team can think together, learn together, and tap into their resourcefulness.

- Measuring the Benefits and ROI of Coaching

- Unconscious incompetence = low performance, no differentiation or understanding. •

- Conscious incompetence = low performance, recognition of flaws, and weak areas. •

- Conscious competence = improved performance, conscious, somewhat contrived effort. •

- Unconscious competence = natural, integrated, automatic higher performance. FIGURE 18: The learning ladder

- APPENDIX 2: Coaching Question Toolkit

- What would you like to have after answering this set of questions (e.g., a first step/strategy/solution)?
- When are you going to achieve it?
- What are the benefits for you in achieving this goal?
- Question Bag 4: The Top 10 powerful questions
- What would you like to achieve in this conversation?
- What would be the most helpful thing for you to take away at the end of our conversation?
- Imagine three months from now, all obstacles are removed, and you have achieved your goal: – What do you see/hear/feel? – What does it look like? – What are people saying to you? – How does it feel? – What new elements are in place? – What is different?
- How much control do you have personally over the outcome?
- What has stopped you from doing more?
- What internal resistance do you have to taking action?