

Guided Self Development

***A New Leadership Paradigm for Achieving and
Sustaining Peak Performance***

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INTRODUCTION

Y*ou can manage things, but you must lead people.*

This book is for leaders, for those who believe in the importance of the distinction made in the above saying.¹ In recent years, much has been made of the difference between management and leadership.² A key aspect of leading people is helping others to develop their skills and abilities so they can achieve higher levels of performance and increased success. Our goal in this book is to introduce you to a very effective leadership process we call “Guided Self Development.” This process can be used by anyone who has the responsibility or desire to develop others and make them more successful in what they do. Although the primary audience for this book likely will be executives and managers, the process we describe also can be used by peers, team members, or even members of one’s family. The simple fact is: someone is acting as a leader when he or she takes the initiative to offer guidance and assistance to another person in an effort to help that person become better or more effective.

Guided Self Development is not a complicated process, but our experience indicates it takes some “getting

used to” for many would-be practitioners. Usually this is because those who normally are in a position to be leaders in an organization, (i.e., people in positions of management) don’t always look at themselves in that way. All too often, managers see their primary job as involving the care of systems, processes, or technologies that make their organizations or work units run smoothly and efficiently. In that role, many managers get consumed in personally solving whatever problems arise, putting out any raging fires that may start, or dispensing any advice or direction they feel is required to ensure things stay on track. In so doing, these people are managing things, perhaps quite effectively, by drawing on their own experience and expertise to bring about the desired order and efficiency. Unfortunately, for many managers of things, the focus on empowering and enabling their employees to solve their own problems and create their own plans and directions easily can get lost in the shuffle, especially when such managers feel the heavy burden of needing to be a lynchpin in the “critical path” to success.

That’s where leadership must come into play. Managers acting as leaders recognize that, however many things may need their attention, they must work hard at taking themselves out of the “critical path” because it is

simply not feasible to be everything to everybody. Instead, leaders are willing to transfer the ownership of, and responsibility for, success to those who really produce it: their employees. What becomes most important to a manager acting as leader is enabling his or her employees to think for themselves and chart their own pathways to success, which they must do routinely because the leader cannot be present every step of the way giving directions and advice.

Guided Self Development is a process leaders can use to accomplish the transfer of ownership and responsibility for success to their “performers.” A performer is just someone with a job to do, a goal to accomplish, or a result to obtain; that is, someone with a “performance” to exhibit once or, more likely, again and again during the course of their job. As the name implies, Guided Self Development fundamentally is a means whereby a leader can empower and enable his or her own performers to monitor, shape, and improve their performances toward desired end-results or goals. This is the “self development” aspect of the process.

The “guided” aspect comes from the assistance provided by leaders in getting the self-development ball rolling with their performers and then keeping it moving.

Since the self-development skills performers must learn in this process are neither intuitive nor instinctive for most people, the start-up and maintenance help provided by the leader is absolutely critical.

So, in the end, Guided Self Development involves two sets of skills: one for performers and the other for leaders. Like any skills, these sets each represent collections of conceptual strategies along with specific behavioral tactics needed to implement these strategies. This book presents both the strategies and tactics of Guided Self Development as they apply to performers and leaders. Also, like any skills, these strategies and tactics must be practiced to be perfected.

We have attempted to provide enough “how-to” details in this book to be of practical use to leaders who want to employ the Guided Self Development process. However, at the same time, our goal has been to keep the presentation as simple as possible. We have focused many examples in this book intentionally on leaders in a position to supervise and develop salespeople. This focus merely reflects the fact that much of our research over the years has been directed at the sales management side of organizations. In no way does this mean, however, that Guided Self Development is limited in its use only to

salespeople and their leaders. In fact, the process described here has broad applicability to anyone interested in improving their performance in any domain of endeavor, as well as to those responsible for supervising and assisting with this improvement. This includes domains seemingly as diverse as parenting, athletic coaching, or managing in the workplace. The reality, as this book hopefully reveals, is that leading people to achieve their peak performance, and then sustain it, is a very similar process regardless of the domain.

The practical focus of this book should not be misconstrued. Considerable research and observation lies behind Guided Self Development which will not be fully apparent from this presentation. For over 25 years, we have accumulated evidence related to the effectiveness of this process. Observations and interviews with thousands of people, especially leaders, around the world have contributed to our understanding of the best practices in developing people. Guided Self Development is a tribute to what we have learned from each and every one of those we have observed or interviewed. Moreover, our efforts in developing this process have been guided in important ways by many colleagues who have devoted large portions

of their careers to understanding and documenting effective management and leadership practices within organizations.³

In our treatment here, we will acknowledge only a few of those before us who have presented their own ideas and research about leadership and performance development. Whether or not they are recognized, we are deeply indebted to all who have contributed to our understanding of how to help people become more successful. Of course, we remain fully responsible for any use (or misuse) of the knowledge or insights we have gained.

¹ As best I can determine this saying can be attributed to Rear Admiral Grace Murray Hopper, who was speaking in the context of battle strategy. However, many people since then have understood the relevance of these words to the important distinction in the world of business between management and leadership.

² See Jim Clemmer's *Pathways to Performance: A Guide to Transforming Yourself, Your Team and Your Organization*. Prima Publishing, 1995. Also Brian Ward's *Manage things...Lead People*. Available at www.affinitymc.com/lead_people_manage_things.html

³ In particular, I would like to acknowledge work of Dr. D. Chris Anderson, Mr. James E. Bunch, Mr. James W. Jones, and Mr. Delman Macpherson. These colleagues have been friends as well as careful researchers and observers of leaders in the workplace. I have learned much from them about the best leadership and development practices.

CHAPTER ONE

The Pyramid of Success

The most precious asset a company has is the behavior of its people. Management is the caretaker of this asset.

The Leader's Role as Guide

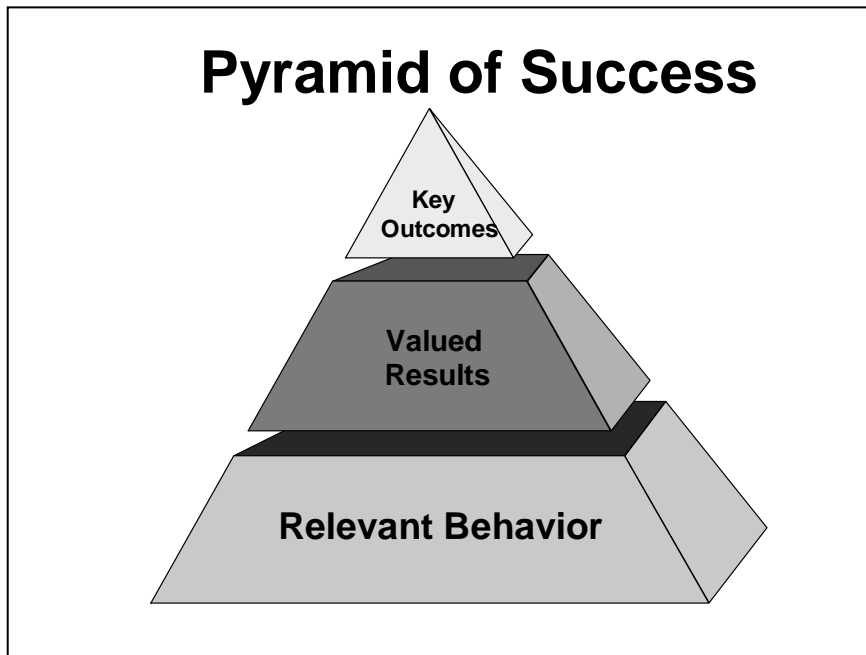
As noted earlier, the leader's¹ role in Guided Self Development as the Guide is critical. Leaders are one of the most important development resources in any company. Acting as a Guide, a leader is like the member of the mountain climbing team who is already standing at the top waiting to help other team members reach the peak.



The mountain here is a metaphor for the pinnacle of success, and Guides have the "rope" to help their Performers climb to the top. A Guide's goal is to ensure that Performers achieve their peak performance.

Creating Success in Companies

The Pyramid of Success shown below will help explain the Guide's role. The Pyramid shape is a reflection of three hierarchical factors that jointly determine organizational success.² By understanding each of the Pyramid's components, you will better appreciate the Guide's critical role in Performer development.



On top of the Pyramid of Success are Key Outcomes, those broad accomplishments an organization needs to be successful or even to survive. Key Outcomes are global measures of success. They reflect what a company needs to do to remain competitive and prosper. Examples include specific levels of market share, profitability, or revenues. Companies attain success by achieving Key Outcomes. But, what produces these outcomes?

To achieve Key Outcomes, organizations must attain certain Valued Results, which are represented as the middle level of the Pyramid. Results are what people, teams, or groups produce, achieve, or accomplish. Results are “valued” when they contribute to the attainment of Key Outcomes. Examples include products created, agreements negotiated, or sales achieved.

Many organizations stop their analysis of success at this point without emphasizing or perhaps even realizing that results are the by-product of something even more fundamental at the base of the Pyramid. Relevant Behavior provides a foundation for the Pyramid of Success. Behavior refers to the specific words and actions of people. Valued Results occur when employees engage in the right words and actions relevant to those results. Without behavior,

there would be no Valued Results and, in turn, no Key Outcomes for the company. Relevant Behavior is the raw material from which organizational success is fashioned. Thus, the collective Relevant Behavior of its employees should be just as important to an organization as any of its other material assets, maybe even more.

The Importance of Behavior

If they are to improve, or even maintain their current levels of success, companies must focus on the foundation of the Pyramid of Success—Relevant Behavior. They must ensure their Performers are saying and doing enough of the right things. Many people in companies today think employees are paid to get "results" in their jobs; they believe organizations should hire people who have the ability to get "results." Unfortunately, these ideas reflect a common misconception about an employee's role as a resource and participant in organizational success.

The misconception is not about the importance of results. Obviously, getting things done, accomplished, or produced is essential to organizational success. The real problem here is a failure to recognize that results are the by-product of human behavior; specifically, what people say or do. No result, product, or accomplishment of any value to an

organization has ever been produced by a Performer in the absence of saying or doing. Behavior is the true basis of results and therefore is the ultimate cause of organizational success.

Companies Rent Employee Behavior

Organizations should not merely hire people in the hopes of capturing the right abilities, skills, attitudes, and motivation to get Valued Results. Rather, companies should recognize that, in hiring, they contract with their Performers for behavior. Performers are paid in exchange for their words and actions.

An employment agreement is essentially a contract stipulating that Performers are to be compensated for giving the organization a certain number and kind of words and actions on a regular basis. In essence, as Fourniers said years ago, companies rent the behavior of their

Hiring is Renting Behavior Not Stockpiling Knowledge or Talent



Performers³.

Undeniably, people have talents, knowledge and experiences. These are personal and internal traits—not accessible to others. Performers can only give their companies words and actions, not their personal, internal states or traits. Given that Performer behavior is a rented asset, tremendously relevant to company success, it must then be cared for well and developed fully.

Company Responsibilities

To effectively protect and grow their behavioral assets, companies must accept the following important responsibilities with respect to their Performers. Companies should:

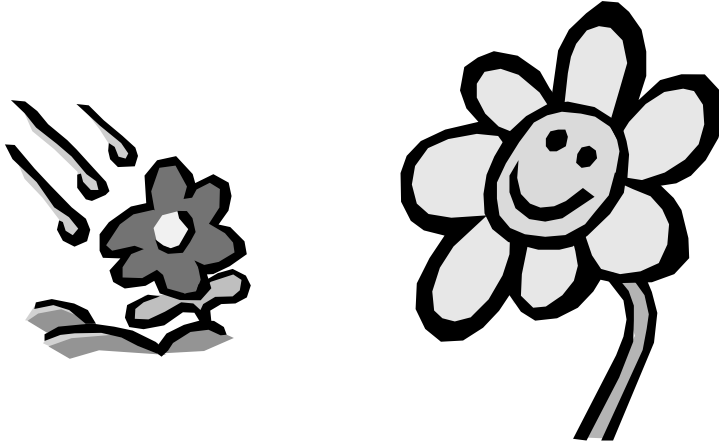
- ✓ Identify what behaviors they desire to rent from their Performers for each job, task or project.
- ✓ Communicate and explain these “Desired Behaviors” to each Performer.
- ✓ Support Performers in ways that allow them to fully develop and then maintain their Desired Behaviors on the job.

- ✓ Supply leaders who will oversee the company's behavioral assets and will work to enhance the self-development skills Performers themselves.

Tending the Behavioral Garden

One way to think about managers acting as leaders is that they are caretakers of the organization's "behavioral garden." The collective behavior of a company's Performers makes up this garden. Leaders recognize that developing people means enhancing and refining their behavioral capabilities and endowing them with tools to become self sufficient. Initially, acting as Guides, leaders observe and work closely with their Performers to ensure that Desired Behaviors are present. Through ongoing guidance, leaders refine and extend Performer capabilities, while also instilling in them self-monitoring and self-development skills. Leaders, then, act very much like the gardener who plants the seeds and works to ensure that properly nourished flowers, develop, grow, and are sustained. Through the guidance of leaders, the company's behavioral garden will produce a fruitful harvest in terms of Valued Results and Key Outcomes.

Leaders are Caretakers Of Employee Behavior



In the final analysis, a Performer's success within an organization depends on:

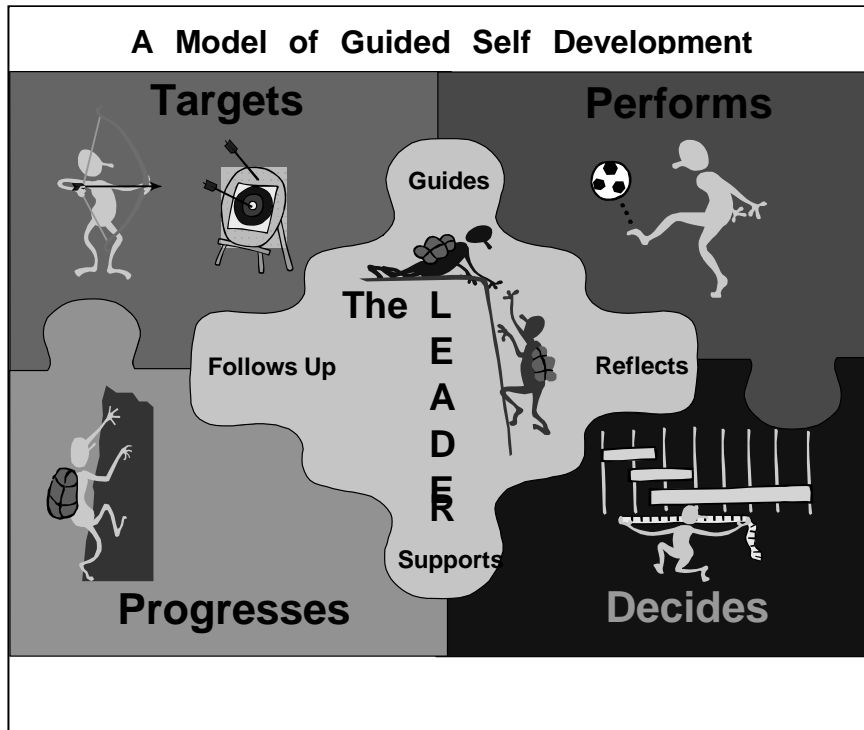
- ✓ The Performer's willingness to accept responsibility for developing themselves sufficiently to fulfill their rental agreement with the company.
- ✓ The Guide's assistance and support in this development process.

Guided Self Development

One of the ways leaders have to provide support to Performers is Guided Self Development⁴. By implementing this process, leaders have the means to use their "rope" (i.e., guidance) effectively in helping Performers achieve their peak performance.

Guided Self Development can be likened to a puzzle containing interlocking elements, such as the one shown here. The corner pieces in the puzzle represent self-development skills the Performer will acquire and utilize, at first with assistance of the Guide and then on his or her own.

The interlocking puzzle piece fitting in the center of the puzzle represents the guidance skills employed by the leader to assist the Performer in mastering self-development. You will learn about each of these elements in the remaining chapters of this book.



Chapter Summary

The Pyramid of Success presents a framework for understanding why organizations are successful and how greater levels of success can be achieved. This Pyramid highlights the collaborative efforts required by organizations and their employees to achieve company goals. Rather than assuming that success springs from the knowledge, talent, and attitudes of its employees, the Pyramid underscores the importance of employee behavior. When success is understood to be the by-product of behavior companies

“rent” from their employees—their Performers—it becomes imperative to establish an effective process for Performer development.

Such a process requires that an organization both identify and then cultivate within Performers’ those behaviors needed to achieve the Valued Results leading to the Key Outcomes they desire. To accomplish this goal, leaders must adopt a guiding role in which they enable Performers themselves to acquire key self-development skills.

¹ The term leader will be used throughout this book to refer to managers, executives, or anyone else who places a primary emphasis on developing other people.

² The idea of this three part hierarchy was first proposed by Campbell, Dunnette, Lawler & Weick (1970) and further elaborated upon in a behavioral context by Luthans & Krietner (1975) and Crowell & Anderson (1982).

³ Fournies (1978) coined the phrase “renting behavior” in the context of describing a management technique he called “coaching.” While there are some similarities between Guided Self Development and coaching, there are also some important differences as we will note.

⁴ The emphasis we place here on self development is one of several ways in which Guided Self Development differs from Fournies coaching process. Unlike Fournies, we believe it is imperative to place ultimate responsibility for development on the shoulders of the Performer. We will articulate our reasons for this position in later chapters. However, we also maintain that organizations must accept responsibility for facilitating the Performer’s own self-development abilities.

CHAPTER TWO

Behavior and Results

***P**eople cannot give companies their talent, attitudes, knowledge, or abilities. They can only lend their behavior.*

Guided Self Development

Requires a clear focus on

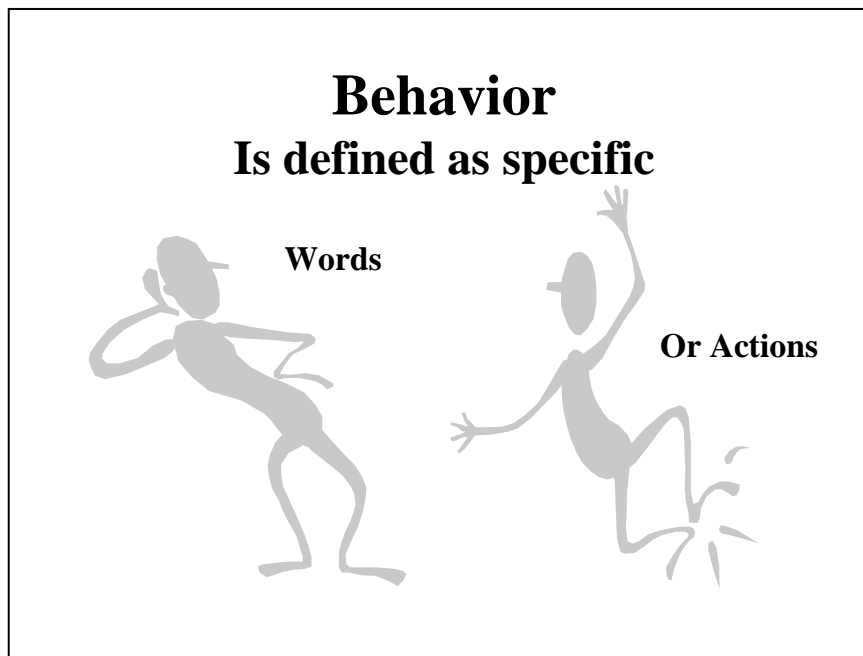
Behavior
and its
Results



Focusing on Behavior and Results

The process of Guided Self Development invites leaders to perfect and refine their own skills in helping Performers take

responsibility for their own development. To effectively use this process, leaders must understand and focus on behavior and results. By facilitating self development, leaders enable their Performers to better understand their own behavior and its impact—THE RESULTS OF BEHAVIOR.



What is Behavior?

Recall from Chapter 1, behavior is defined as the specific words or actions of an individual. For Performers, their behavior (words and actions) is the ultimate cause of

their success in sales or any other job function, as indicated in the Pyramid of Success concept. Behavior is what the company "rents" from Performers to achieve the Valued Results needed to yield the Key Outcomes defining company success.

There are at least two very important reasons to focus on Performers' behavior as the cornerstone of effective self development. By doing so:

1. Performers are held accountable for what they truly control, which helps to avoid unfair company expectations that can demoralize Performers and thwart their personal development.
2. Management can focus on what objectively can be verified (behavior), rather than what cannot (i.e., internal states like attitudes or motivation).

Let's take a closer look at these reasons.

Behavior Is controlled by the Performer



Behavior Can Be Controlled

This distinction between behavior and results is not merely semantic. Behavior is the specific words and actions a Performer exhibits during the course of the workday. Results are the outcomes of those behaviors in terms of things produced or accomplished. For example, a completed report is the outcome of various actions or activities, from the planning stage through preparation of the final document. The report is certainly a reflection of the underlying actions, but is by no means identical to them.

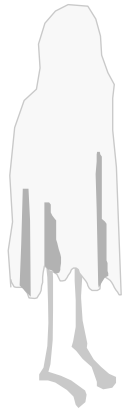
Sometimes, results automatically happen when the right behaviors occur. When making a widget, developing a plan, or completing a report, the final result is guaranteed if the necessary Performer actions happen. But, other kinds of accomplishments do not always have this guarantee. In these instances, the results a Performer desires (or is expected to produce) may be only partly determined by personal actions. These circumstances are common in sales situations where the customer's decision to buy (the desired result) may be influenced by many factors other than what the salesperson says and does. In these cases, a Performer's behavior may only partly control the intended result.

So, the first reason to focus on Performer behavior in leadership efforts is related to the issue of personal control. To what extent are a Performer's desired, or expected results controlled by that person's own actions? The greater the personal control, the more clearly a Performer's results will be a reflection of his or her own behavior. In the absence of a high degree of personal control, a Performer's results may not match desired or expected outcomes. In this case, an organization may be in the difficult position of expecting (or even demanding) results Performers cannot produce with any measure of confidence or regularity.

Unfair and unrealistic expectations of this sort do little to foster organizational success, and certainly don't help the cause of Performer development. The bottom line for effective leadership and Performer development is:

Ask Performers to give you only what they can fully control and, in return, hold them accountable for what they can fully control—their Behavior.

Internal States Are hidden from all but the Performer



Behavior is External, not Internal

A second important reason to focus on a Performer's behavior, in addition to the matter of personal control, is because it is accessible to others. Everyone can hear a person's words and see their actions. The same cannot be said for a Performer's attitudes, motivations, goals, talents, or knowledge. All of these are internal states, accessible only to the person who has them.

Leaders only have access to what Performers say and do, not to their internal states. Consequently, there is no really effective way for leaders to deal with internal

states. But, all too often, managers of things believe it is part of their job is to instill, or remove, certain attitudes in Performers or to give them inspiration (things).

How do you know if you have instilled an attitude or inspired someone? You can't see the internal state, so you must be content to observe the outward signs of that state in terms of behavior, words and actions. So, in reality, leaders must recognize they are forced to focus on behavior because it is the only aspect of their Performers work, other than results, to which they have direct access.

For this reason, to increase the chances of getting Valued Results, it is much more productive for leaders to focus on what Performers need to say and do, rather than to dwell on attitudes, motives or other internal states hidden from view. Therefore, another fundamental rule of leadership is:

You can't develop what you can't see.

If a company is renting behavior from Performers, then it must focus on what is being renting. This means organizations in general, and leaders in particular, must carefully specify what it is their workers are expected to do. All too often, companies are content merely to indicate what

Performers must accomplish, but not what they must do to produce the desired result. This is terribly ironic if organizations really pay for actions rather than outcomes. The simple fact of the matter is:

If Performers say or do enough of the right things on a regular basis, results will take care of themselves because accomplishment is the product of relevant action.

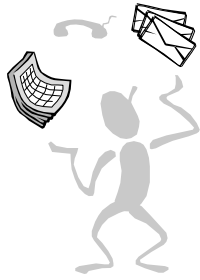
Leaders Must be Careful with Judgments

It is easy to focus on judgments rather than behavior in dealing with Performers. Judgments may be based on actions or other events, but are usually not just behavioral descriptions. Judgments often involve interpretations or conclusions about behavior or the other events upon which they are based, and frequently involve conclusions about the Performer.

In the illustration below, what are the kinds of behaviors one might see that could lead to these judgments about another person? Would two or more people always agree on these judgments?

Judgment Examples

She is talented



He is happy



He is mad



The primary problem with judgments is the criteria for making them often are very subjective. What one person considers talent, another person may not. So, judgments can lead to differences of opinion when people don't interpret something in the same way. Differences of opinion can lead to arguments when judgments are being made about matters of importance. When this happens between managers and their Performers, the "boss" usually prevails. This can produce negative effects for Performers, like a loss of self-esteem, lowered morale, and even eroded trust and cooperation between Performer and manager.

None of these consequences will enhance the development process or will enhance Performer success. They can be avoided by focusing on behavior instead of judgment. Focusing on behavior and minimizing judgment has many beneficial effects, especially in leading people. For example, discussions about Performer development stay closer to objective facts. This, in turn, reduces or eliminates disagreements and arguments.

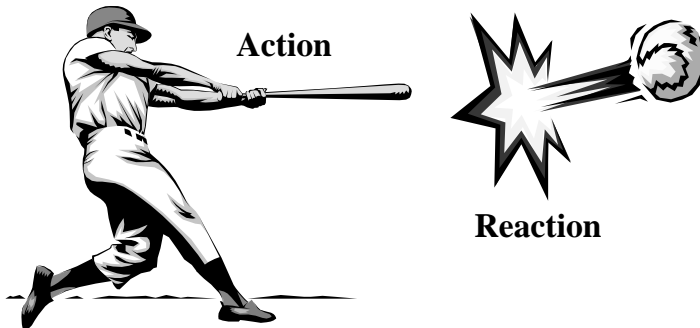
As a result, leaders and Performers can concentrate on the true cause of Performer success (behavior), which the company is renting. This focus often enhances, rather than erodes, trust and cooperation between leaders and Performers. It also greatly facilitates Performer development.

Most Behavior has Effects

Along with behavior, results are the other important focus area needed to achieve maximum effectiveness with Guided Self Development. As the illustration below shows, results refer to the effects of behavior. The tracks left behind by behavior are one form of effects. In general, a Performer's words and actions can produce various consequent reactions.

Results

The effects of Performer behavior



A Performer's behavior can produce reactions that affect the Performer or others. For example, a Performer's behavior can potentially affect:

- ✓ Customers
- ✓ Peers
- ✓ The Company
- ✓ The leader
- ✓ The Performer
- ✓ Others

When leaders work with Performers on results, they should not forget to explore those outcomes that affect "others" as well as those affecting the Performer. Also, it is well to remember that the results of a Performer's behavior don't always come just from the other people with whom they interact, like customers or peers. For example, some Performer behaviors may result in saving time, or wasting time, results that may be as important as positive or negative reactions from other people.

Results Can Influence Behavior

As shown below, there are two important types of results: positive and negative. Positive results involve those reactions or effects perceived by the Performer as pleasant, pleasurable, desirable or helpful. Negative results are those perceived as unpleasant, undesirable, painful or annoying. Results can be extremely powerful development tools for leaders and Performers.

Results

Two important types



Positive

Or



Negative

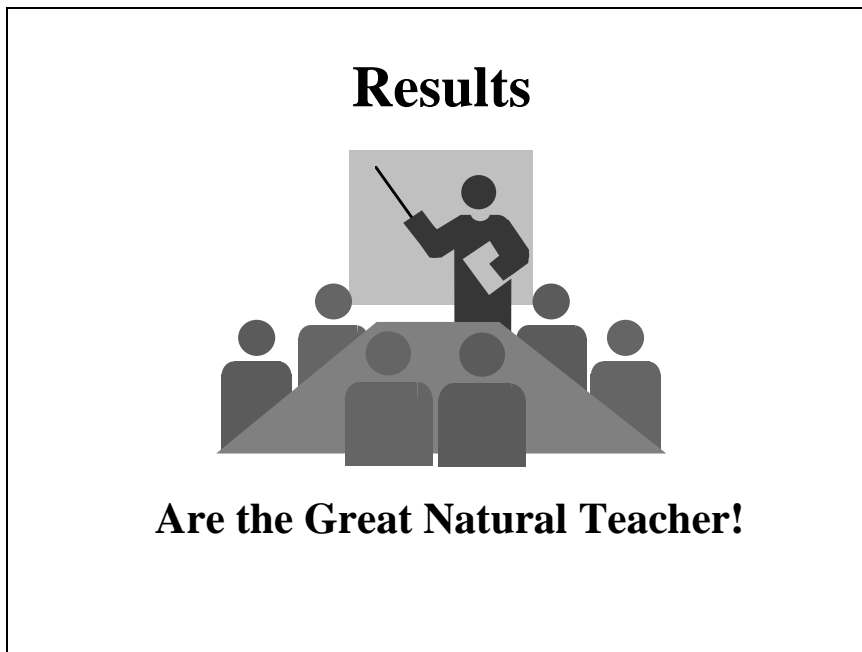
There are two important laws of behavior involving results.¹ Positive results strengthen the actions that produce them or immediately precede them. This law works like gravity, whether we like it or not. It cannot be disabled or turned off. Positive results can come from many sources including customers, peers, the company and management. Leaders must recognize the power of positive results and use it to the advantage of Performers—to help them develop and to reinforce their decisions and conclusions during Guided Self Development.

Negative results weaken the actions that produce or immediately precede them. This law also can't be turned on or off. However, negative results can provoke strong emotions in those people experiencing them—emotions like anger, frustration, and fear. Often these emotions are counter-productive and get in the way of effective performance, not to mention development. Such emotions also tend to be incompatible with the trust and loyalty companies need from their Performers. This is why negative results should be used sparingly as management and performance development tools. Positive results are much more effective for these purposes.²

Learning from Results

Performers who become aware of and experience positive or negative results can use these opportunities to examine their behavior and take corrective actions in the future. For positive results, the question a Performer should ask is "How do I sustain them?" In the case of negative results, the question is "What can I do to avoid them?"

In either instance, Performers can learn from their experiences by reflecting on the results of their actions and deciding whether or not their behavior should be changed to produce more favorable outcomes. If change is needed, they can plan specifically how to do things differently next time (i.e., to develop themselves). In this sense, results can be said to be a naturally occurring teacher.



Anyone who has ever played a sport knows how instructive results can be. Think about your golf, tennis or baseball bat swing, your slap shot, or your shots on goal in

soccer (behaviors)—how many times were the results of those actions positive or negative, in terms of where the ball or the puck actually went relative to your intentions? If you reflect on them, those results let you know whether or not you need to sustain or adjust your technique.³

In the work place, leaders can teach Performers how to analyze the results of their behavior and then make important self-adjustments in their performance. Since Performers can use this method of self-improvement even when their leader is not around, analyzing results becomes a very powerful self-development tool.⁴

Can You Distinguish Behavior from Results and Judgments?

Check the box beside each statement on the following page to indicate whether the statement reflects Behavior, Results or Judgment.

When you are finished, turn the page to check your answers.

- | | B | R | J |
|---|--------------------------|--------------------------|--------------------------|
| 1. That was a very good demonstration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The ball swished through the hoop. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I noticed you repeated the customer's name 3 times during the discussion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You arrived after the meeting started. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Your sales are now 96.3% to Quota. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The first statement you made was "Let's explore your difficulty with ..." | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I believe you can do this better. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The customer finally responded with the information I wanted, when I said "What is your primary concern? " | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. You held the brochure so both of you could see the information—exactly the way we practiced it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I don't know how you find anything in this unorganized file. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Compare your answers with these. For any you missed, see if you can find a guideline in this chapter to support the answer provided on this page.

	B	R	J
1. That was a very good demonstration.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The ball swished through the hoop.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. I noticed you repeated the customer's name 3 times during the discussion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7. I believe you can do this better.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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10. I don't know how you find anything in this unorganized file.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Chapter Summary

If companies "rent" behaviors from their Performers, leaders must direct their coaching efforts toward Performer behaviors and their results. By focusing on behavior, rather than making judgments, leaders help Performers recognize their own effectiveness.

Results of Performer behaviors are extremely powerful development tools for leaders and Performers. Positive results strengthen behaviors, while negative ones weaken behaviors. Leaders can teach Performers how to analyze results and the contributing behaviors to become more aware of how their actions affect both themselves and others, and to take corrective action when necessary.

¹ These laws were first described by Edward L. Thorndike as instances of what he called the "Law of Effect" (Thorndike, 1911). Since then they have been verified experimentally with both animals and humans.

² One of the first people to question the negative law was Skinner (1938). Since then it has become widely accepted that the use of unpleasant or punishing consequences for behavior should be avoided or at least minimized because of various unwanted side-effects.

³ The more enlightened golf instructors make very good use of this technique. Recognizing that they cannot be with their students most of the time, these instructors emphasize the importance of how to "read" a misplaced shot and infer back to what adjustments should make on the next try.

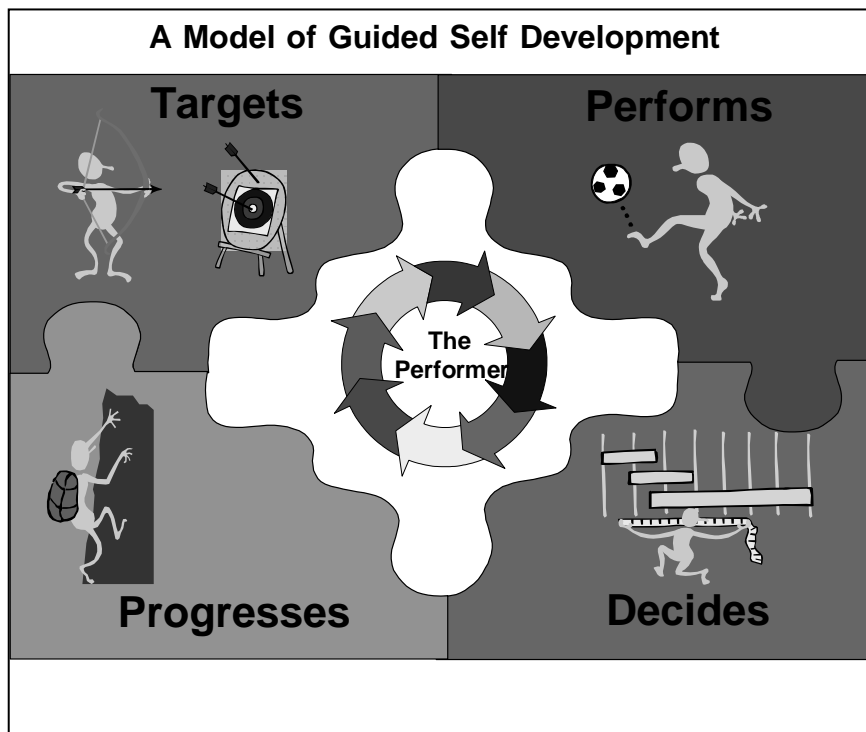
⁴ This "learning from results" aspect of Guided Self Development represents another major point of departure from the so-called

coaching process advocated by Fournies. While Fournies acknowledged that consequences can strengthen or weaken the preceding behavior, there was little or no emphasis placed on teaching Performers how to examine results as a means to sustain or change their own behavior.

CHAPTER THREE

An Overview of Guided Self Development

The ultimate goal of the leader is to enable Performers to become self-sufficient when it comes to their own development.



The Skills Performers Need

The process of Guided Self Development involves different complementary skills, represented by the interlocking

elements of the model. The four corner pieces in the model depict separate skills the Performer will develop and utilize with the guidance of the leader. The context for these skills is as follows.

The leader comes together with his or her Performers periodically for the purpose of working on Performer development. Using some type of rotational visitation schedule, the leader spends time individually with each Performer so that, over some period (such as a month or a quarter), the leader will have worked with all Performers at least once. Normally, the leader spends time with the Performer on the job. However, since the Performer's job requires that many different skills be executed with reasonable levels of proficiency (Desired Behaviors) in order for Valued Results to occur, in any one visit the leader and the Performer likely will focus only on a few of the many skills. The purpose of this focus is twofold: (1) verify and improve (if necessary) the Performer's proficiency with the job skills in question; and (2) guide the Performer toward self-sufficiency by helping to instill four key self-development skills. Here is a brief description of what each Performer self-development skill involves.

Targets: The Performer learns how to identify and select which specific job skills will be focused on for development

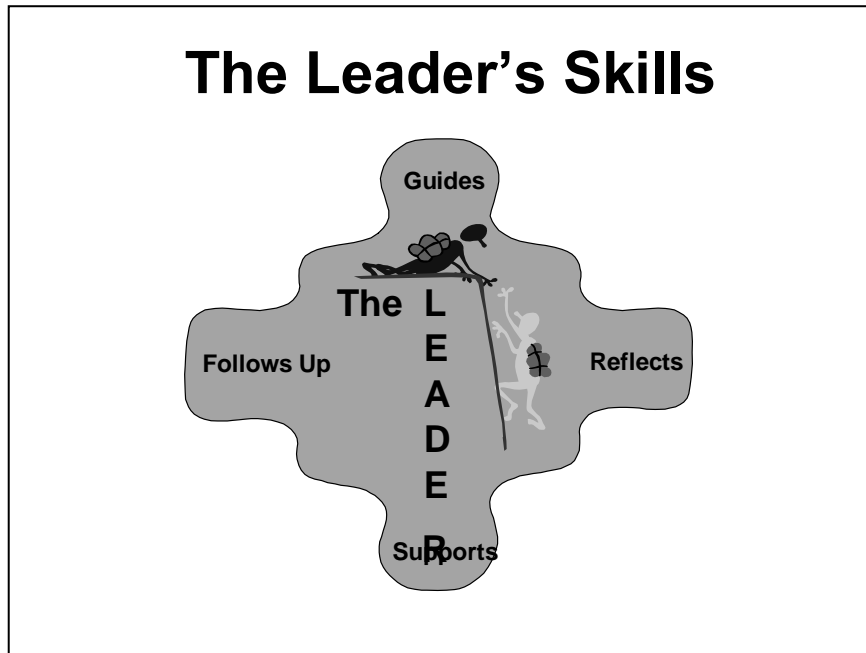
in any particular day. For each Targeted Skill, the Performer learns how to identify and describe what that skill requires in terms of the specific Desired Behaviors identified by company management, based on best practices of high-performers in the same job.

Performs: This skill involves learning how to observe and accurately recall exactly what happened each time the Performer demonstrated the Targeted Skills and Desired Behaviors on the job during the day. When the Leader is present, he or she usually will directly observe the Targeted Skills. In some cases, there will be indirect evidence of Performer behavior in the form of memos, reports, conversations with others who directly observed the performance, or self-reports from the Performer. The Leader's guidance during the visit will assist the Performer in becoming more accurate as a self-observer when the Leader is not present.

Decides: This skill is the cornerstone of Guided Self Development. When the Leader has directly observed the Performer, he or she will guide the Performer through a self-assessment of behavior and results. The Leader's guidance in this process teaches the Performer how to utilize this skill on their own. When this skill is properly applied, the result is a decision about whether or not the Performer needs to

change or maintain behavior for any Targeted Skill to improve results.

Progresses: This skill requires that the Performer learn how to plan what specific behavioral changes are needed (if any) to improve results and how to create a strategy for implementing this plan.



The Leader's Skills

The centerpiece of the Guided Self Development model represents the skills employed by the Leader to

assist the Performer. Here is a brief description of these skills.

Guides: The Leader guides rather than directs the development process. Using the specific guidance skills described in a later chapter, the Leader teaches the Performer how to use the self development skills noted above. This process enhances the Performer's ownership of the change process and enables continued Performer development in the absence of the Leader.

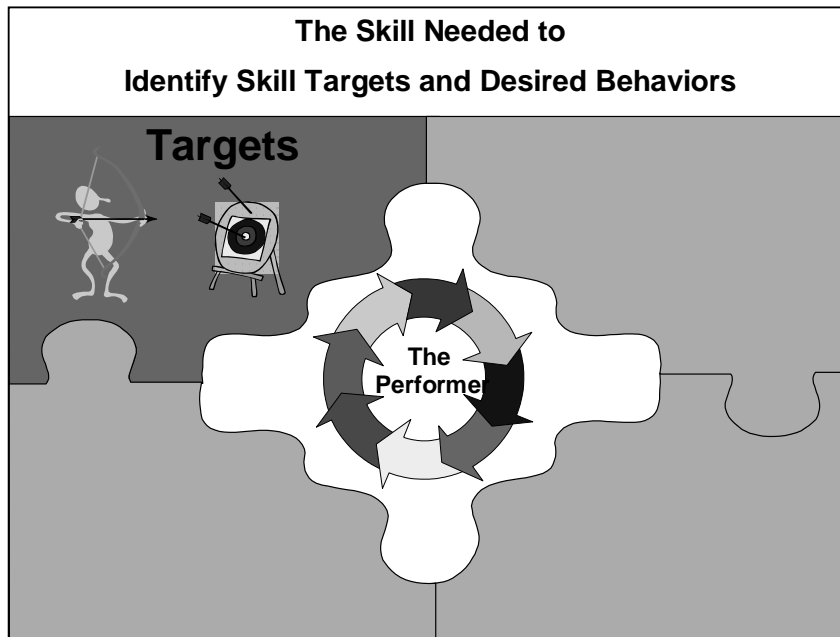
Reflects: In the process of guiding Performer Self Development, the Leader serves as a kind of "mirror" to reflect back a clear and accurate picture of the Performer's behavior and its effects on self or others. This increases Performer self-awareness and enhances the Performer's ability to self observe.

Supports: Using positive reinforcement and other forms of support, the Leader encourages continued development and maintains Performer trust.

Follows Up: The Leader works with the Performer to verify, document, and celebrate significant developmental progress.

In the remainder of this chapter, we will briefly examine each of the complementary Performer and Leader skills in the Guided Self Development Process. You will learn more

about each of these skills in subsequent chapters in this book.



The Targets Skill

Targets are specific skill areas, not desired results or business objectives. These skills are important because they produce Valued Results. Targeted Skills should not be too broad or complex, like communication skills, but rather should be more narrowly defined, like the skills of identifying needs or closing. An appropriately narrow Targeted Skill will

have no more than 5 or 6 Relevant Behaviors that make it up.



By focusing on only one or two narrow skill areas in each visit with Performers, the Leader's task becomes much more manageable. Moreover, the Performer's developmental progress can be greatly speeded up in this way. Also, whenever possible, allowing the Performer to select the Targeted Skills to work on enhances the Performer's commitment to development.

Another important part of Targeting involves focusing on "Desired Behaviors," which are relevant words and actions of the Performer, not the intended results or outcomes of behavior. Each Targeted Skill has its own set of Desired Behaviors. Management must identify Desired Behaviors. This is an important company responsibility, as noted in Chapter 1. The specific actions selected as Desired Behaviors for each Targeted Skill are picked because they have been proven effective in producing Valued Results. This proof comes from research, experience, or the success of high-performers within the company.

Desired Behaviors for any Targeted Skill apply to anyone using that skill. They are the company's prescription for how the skill should be enacted; they are the behaviors being rented from Performers in connection with that skill.

An Example

As an example of a Targeted Skill with specific Desired Behaviors, consider the skill of Questioning. This skill is used in communicating with others to discover information or uncover relevant needs or objectives.



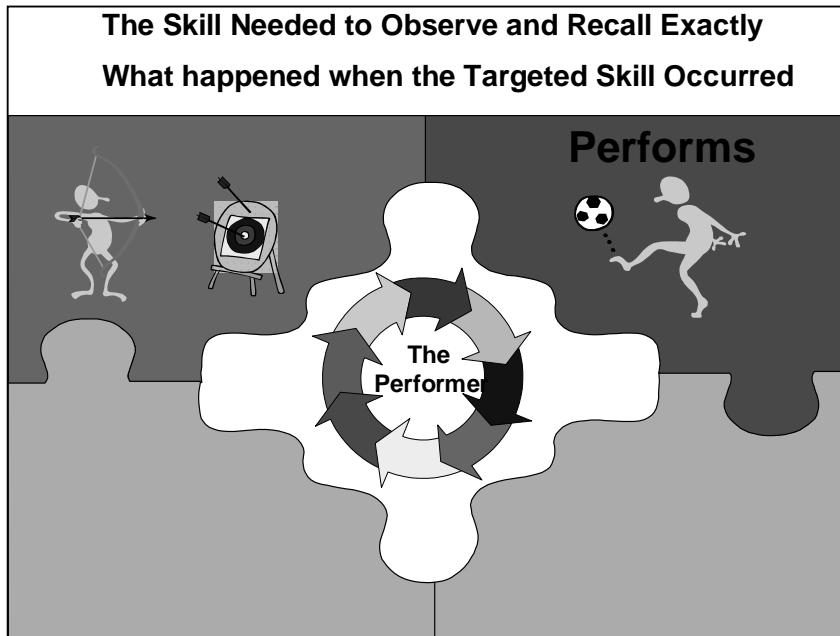
Questioning Skill

Example Desired Behaviors

- Give a reason for asking the question and say how the answer will be used
- Use an open question
- Check understanding if the answer is not obvious in its meaning by:
 - Paraphrasing the answer
 - Using a closed confirming question

The Desired Behaviors shown here are specific words or actions of the Performer. Of course, this is just an example. Different companies might have differing viewpoints about the ideal Desired Behaviors for any particular skill. That is why company management must go to the time and trouble of defining them. The optimal set of Desired Behaviors

associated with any particular skill may depend on many factors including the type industry and the values of the company.



The Performs Skill

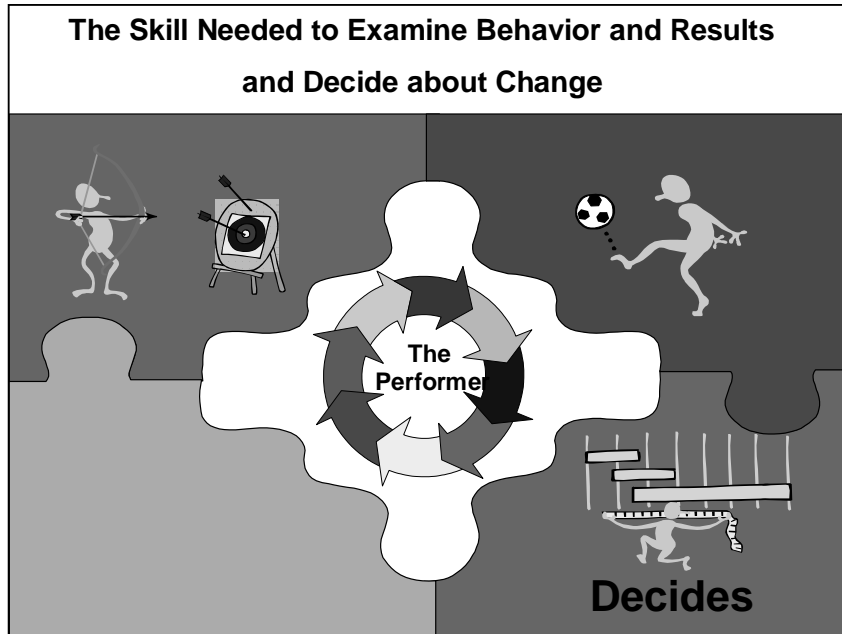
The next self development skill is Performs. This is where the Performer demonstrates the agreed-upon Targeted Skills when completing a work routine. During a visit to the job environment with the performer, the Leader can observe the Performer enact the Targeted Skills. The specific skills selected by the Performer at the beginning of the visit should guide this observation and should determine

what specific Performer skills the Leader pays especially close attention to during the performance.

Narrowing the focus of observation at this point makes the task of recalling exactly what happened much easier for both Leader and Performer. This way, neither person has to remember everything said or done during the entire performance, which often involves many other skills besides those Targeted.

For each agreed-upon Targeted Skill demonstrated by the Performer, the Leader observes and makes mental note of what specific Performer behaviors occurred and also looks for evidence of the Desired Behaviors. In addition, the Leader watches for the results of the Performer's behavior with respect to each agreed-upon Targeted Skill. Those results may come from the customer or may be involve other significant events occurring during the performance.

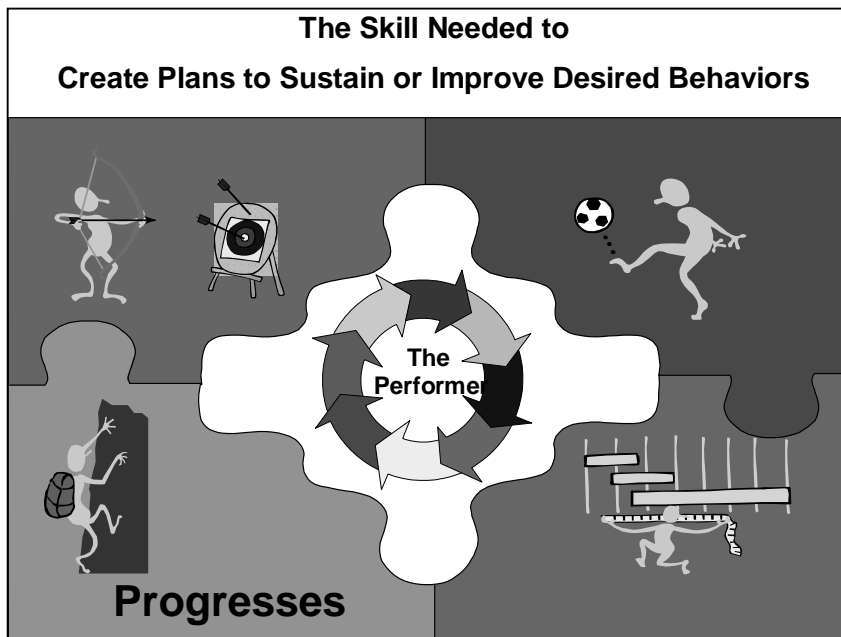
When Targeted Skills being examined do not occur in the presence of customers, as may be the case with Performer skills related to planning or preparation, results to watch for will not involve customer reactions. In this case, results of the Performer's behavior may involve outcomes like saving or wasting time, or being efficient or inefficient.



The Decides Skill

The next Performer Self Development skill is Decides. During the performance, the agreed-upon Targeted Skills happen in a specific order. After the performance is finished, the Decides skill can be applied. At this time, it is best to examine each of the Targeted Skills in the order they occurred during the performance. Staying in context helps both the Leader and Performer remember what happened. By concentrating on only those parts of the performance relating to the agreed-upon Targeted Skills, the Performer and Leader do not need to recall everything that occurred.

The Leader guides the Performer here by using certain “Magic Questions” to prompt the decision-making process. You will learn more about these questions in a later Chapter. Remember, the goal of Decides with respect to each Targeted Skill is for the Performer to come to a decision about whether or not a change is needed. If change is warranted, the Performer’s goal will be to conform more closely to the Desired Behaviors for a skill or to produce more positive results.



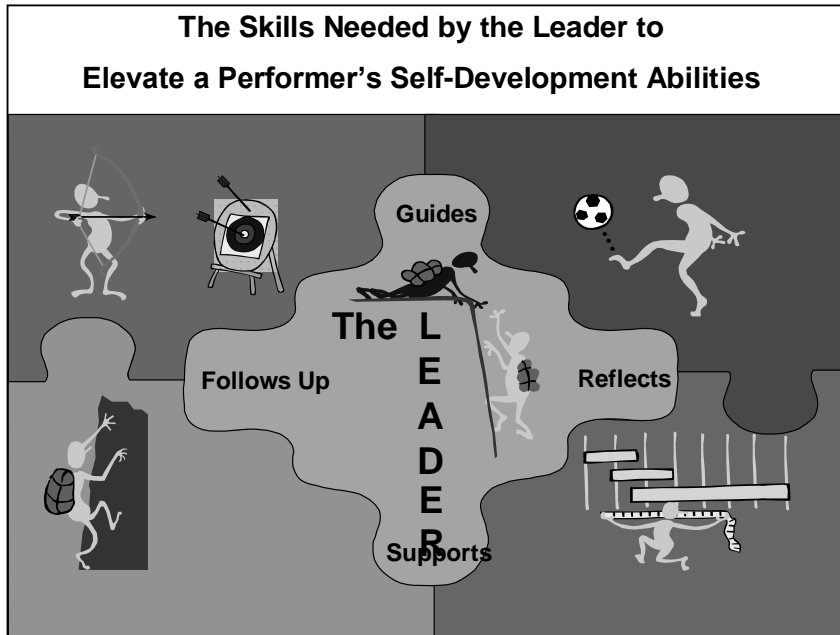
The Progresses Skill

The final Performer Self Development skill is Progresses. This skill also is prompted by one of the “Magic Questions” you will learn about later. If the Performer has decided to make a change on the next performance of a Targeted Skill, the Progresses skill allows the Performer to say specifically what and how the change will be made. The Performer’s plan should specify what actions will be taken in the next performance, or what actions will be taken between now and the next Leader’s visit. As much as possible, the final plan emerging here should be based on the Performer’s own suggestions about how to make actual behaviors better match Desired Behaviors or how to achieve more positive results, or both.

An important component of the Progresses skill is creating a Development Plan, when needed. A Development Plan usually is made at the end of the Leader’s visit with the Performer. The purpose of this plan is to indicate what additional steps, if any, are needed for a Targeted Skill to be further improved. Normally, these steps will be completed before the next visit with the Leader.

The Performer, rather than the Leader, should create the Development Plans, preferably in writing. Each plan should state what specific actions will be taken or which tasks will

be completed. A specific timetable should be included in the plan for each action or task. The timetable will provide the Performer and the Leader with checkpoints to verify progress toward plan completion.



The Leader's Skills

At the center of the Guided Self Development process are four key skill-sets used by the Leader to develop the Performer's own skills and abilities.

The Leader Guides rather than directs the development process. Using specific guidance skills, the Leader facilitates the Performers own ability to self develop. This

process enhances Performer ownership of performance change strategies and enables the Performer to continue development in the absence of the Leader.

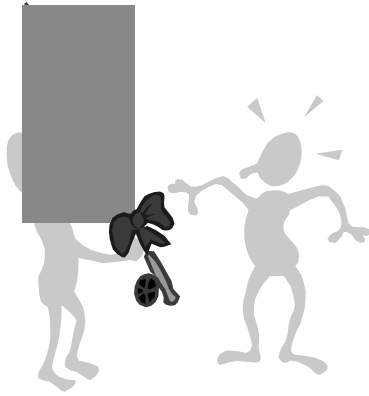
The Leader also serves as a kind of “mirror” as he or she Reflects back a clear picture of the Performer’s behavior and its effects on self and others. This increases Performer self-awareness, which in turn enhances the Performer’s self-development abilities.

Using positive reinforcement and other forms of encouragement, the Leader Supports continued development in various ways and maintains Performer trust.

The Leader also Follows Up with the Performer to verify and document significant developmental progress. Each of these skills will be examined in more detail in later chapters.

The Leader's Goal

Give the Performer the tools to self develop



The Leader's Ultimate Goal

The ultimate goal of the Leader is to enable Performers to become self-sufficient when it comes to their own development. The process described here enables Leaders to provide their Performers with the tools necessary to continue their development when the Leader is not around.¹

Chapter Summary

The Guided Self Development process is collaborative. The Leader guides the process but Performers take

responsibility for identifying their key developmental needs. They look to the Leader to observe their performance objectively and to help them analyze what they are doing well and where they need improvement.

The Leader's primary role is to watch, listen, and ask questions so as to guide the Performer's own analysis process. In so doing, the Leader is shaping self-development skills in the Performer.

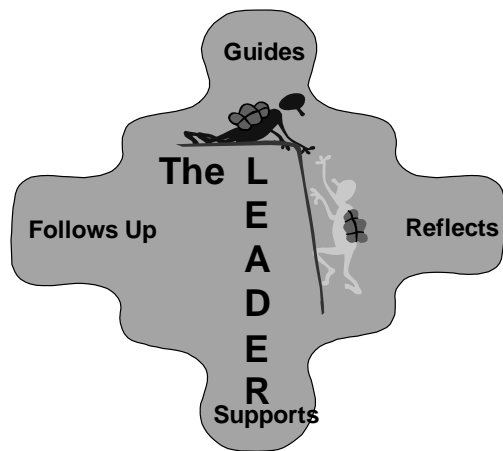
¹ As the graphic implies, the proverb about giving someone a fish or teaching them to fish comes to mind here. Effective Leaders will choose the teaching option so as to promote self-sufficiency. We will encounter this proverb again in Chapter 7.

CHAPTER FOUR

The Leader's Skill of Guidance

Tell a person what to do and they may do it when you are around; teach a person how to discover what to do on their own and they will do it again and again.

Key Skills for the Leader



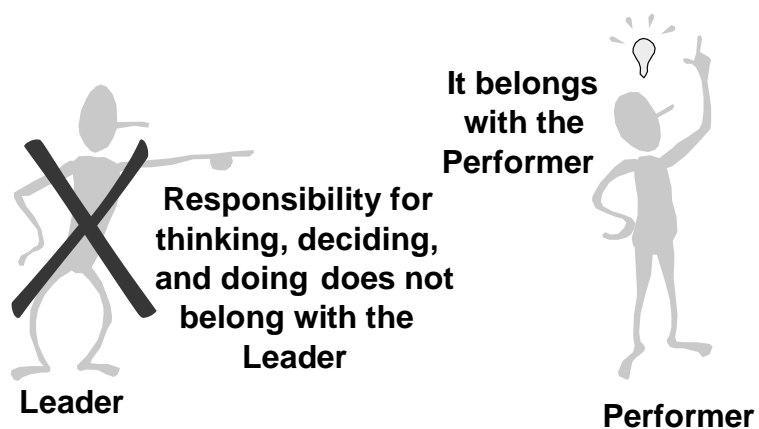
Because Leaders usually can't spend as much time as they would like with their Performers, it is important that their development activities result in Performers who think for themselves and take responsibility for their own

development. The four key skills in the centerpiece of the Guided Self Development model can be employed by Leaders to foster this desired Performer self sufficiency. As noted in the last chapter, the four Leader's skills are:

- ✓ Guides: Using guidance in place of a directive approach to development.
- ✓ Reflects: Observing Performers and enhancing their awareness of behavior and its impact on self and others.
- ✓ Supports: Using effective listening and positive reinforcement to support the Performers thinking and deciding processes.
- ✓ Follows Up: Checking back with Performers to verify and celebrate progress.

In this chapter, we will focus on the first of these four skills related to how Leaders can successfully overcome the common authoritarian tendency to give advice, orders and directions to their Performers. It is normal for managers to want to provide advice and direction. However, this natural desire can lead to an overly directive approach wherein telling Performers what to do largely replaces encouraging them to think for themselves.

An Important Adjustment Adopting a Guiding style



Guidance Requires an Adjustment

Guided Self Development allows Leaders to make an important adjustment in their style of interaction with Performers. This adjustment involves adopting a style of development which entails asking (guiding) much more than telling (directing). A Guiding style is necessary because Leaders usually can't spend as much time with individual Performers as they might want or need. Therefore, it is imperative that Performers be able to think on their own about how best to achieve continuous growth and development in their personal effectiveness. A Guiding style

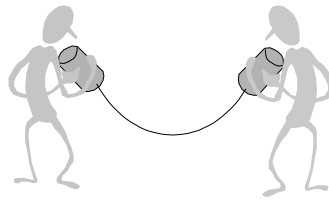
will foster self-sufficiency in Performers faster than any other style of interaction.

Perfecting Guidance Skills allows a Leader to withhold advice, evaluation, and judgment about work performance until after the Performer has had an opportunity to self-evaluate, develop ideas, provide suggestions and create plans. Guidance Skills are used throughout the Guided Self Development process to foster Performer self-sufficiency in the important task of analyzing one's own performance effectiveness, which is the starting point for self development. Guidance is really a skill set including the abilities to:

- ✓ Ask for the Performer's suggestions.
- ✓ Help the Performer examine the implications of his or her suggestions.
- ✓ List alternatives available to the Performer, if necessary.
- ✓ Tell the Performer what to do, only if absolutely necessary.

Let's look carefully at each one of these separate Guidance Skills.

Asking for Suggestions Involves



- **Using open and confirming questions**
- **Listening actively by**
 - ▮ *Paraphrasing*, rewording to clarify meaning
 - ▮ *Summarizing*, restating the main points

Asking for Suggestions

The first of the Guidance Skills is Asking. This skill involves getting the Performer to volunteer important thoughts or information about whatever topic is being discussed. To obtain suggestions from Performers, the Leader asks open questions to draw out information and ideas and then checks understanding of those ideas by paraphrasing, summarizing and using confirming questions.

Asking requires using open questions starting with the following words:

- ✓ Who...?
- ✓ What...?
- ✓ When...?
- ✓ When...?
- ✓ How...?
- ✓ And rarely, Why...?

Questions involving "Why" should be used carefully since they can make Performers defensive.

Some examples of open questions Leaders can use to obtain a Performer's suggestions are:

- How can I help you during our time together?
- When would be the best time for to follow up with your customer?
- Where do you plan to follow up with the customer?
- What are the Desired Behaviors for the Target Skill you want to work on?
- What did you say to open the discussion?
- How did the customer respond to your opening?
- Who did the customer say was available?
- What is your plan?

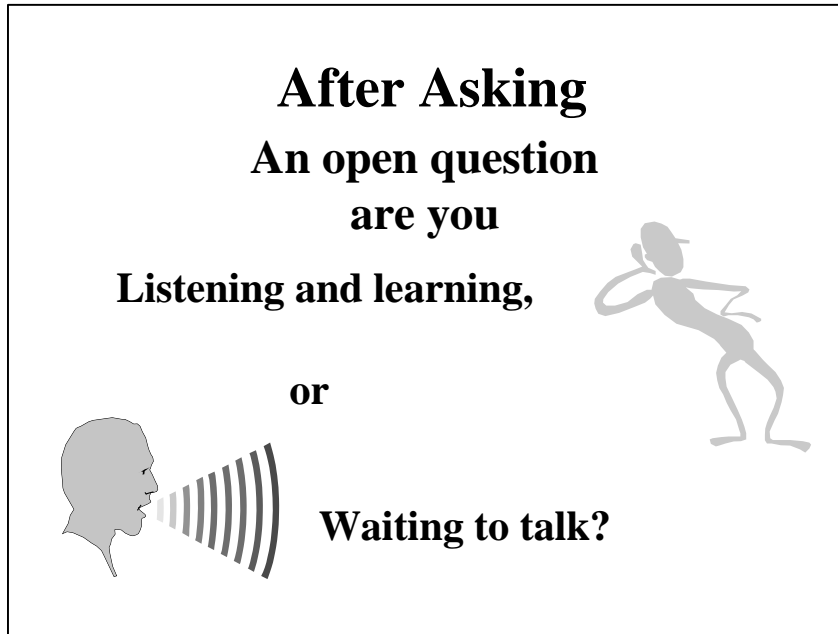
For the sake of clarity, Leaders should get in the habit of confirming their understanding of their Performers' responses to these types of questions.

There are many reasons why asking for suggestions is a very important leadership tool. Performers:

- ✓ Know their jobs.
- ✓ Know their areas of responsibility.
- ✓ Know their customers.
- ✓ Ultimately are responsible for their own development.
- ✓ Are more committed to their own ideas.
- ✓ Must be enabled to think on their own.

Of course, there will be occasions when the Performer's initial response to an open question is not clear or complete. Under these circumstances, Leaders must follow up with additional questions or comments as needed. This can be done using techniques like:

- Using encouraging non-verbals, such as nodding or saying, "Yes" or "I see."
- Inviting elaboration by saying something like "Tell me more."
- Asking follow up questions like "How so?"

***The Handkerchief Question***

It is very important for Leaders to listen carefully and confirm their understanding of what Performers say, rather than becoming preoccupied with their own next statement or question. A helpful strategy here is for the Leader to imagine putting a hankie in his or her mouth after asking an open question—as a reminder to listen rather than talk.

Examining

Implications of the Performer's Suggestions

When is it necessary?



**When Performers do not realize their ideas
could produce undesirable results**

Examining Performer's Suggestions

The second important Guidance Skill is Examining. This skill is needed when Performers offer suggestions Leaders immediately recognize as potentially problematic. Such suggestions should be examined so that Performers have the opportunity to spot a potential difficulty on their own, without simply being told about it. Sure, it would be much quicker just to tell the Performer that the suggestion was flawed. But, does that help the cause of self reflection? Not much! In fact, as noted below, it could actually work against the goal of enabling Performer self development.

One way to encourage Performers to examine their ideas is by asking them to reflect on what might actually happen if they were to proceed as they have suggested. Some examples of questions Leaders might ask at this point are:

- If you have tried this before, what were your results?
- Do you know anyone who has tried this? What were their results?
- What could possibly go wrong if you were to proceed in this way?

Most of the time, when asking questions such as these, Performers will come to the conclusion there may be a potential problem. Or, they will provide information to allay any concerns the Leader may have had about what might go wrong.

It is essential during the examination for Leaders to maintain their Guiding Style and to fight the strong tendency to just tell Performers when they hear ideas with potential problems. Comments like these should be avoided:

- Do you really think that will work?
- That's not such a good idea!
- Yes, but I think...

- If I were you, I would...
- What you really should do is...

If the Leader makes judgments, evaluations or other directive comments at this point, Performers will be robbed of the important opportunity to self discover. Performers must learn how to conduct a "potential problem analysis" on their own if they are to be effective self developers when the Leader is not around, which is most of the time.

An Example

Here is an example of a possible dialogue between a Performer and a Leader that involves Examining. The Performer has just finished a sales call in which the introductory comments used by the Performer were not effective in capturing the customer's interest. As a result, the call was cut short and was unproductive. Afterward, the Performer recognized the problem and expressed a need to try something different in the next call.

Leader: So what is your plan for getting the customer more interested at the beginning of the call?

Performer: I'm going to start out by telling him what product I want to discuss so he knows why I'm there.

Leader: (Recognizing a potential problem) Have you ever tried that before?

Performer: Yes.

Leader: What happened?

Performer: The customer said he didn't have any time to talk about that product.

Leader: Is that what you wanted?

Performer: No, but I really don't know what else to try.

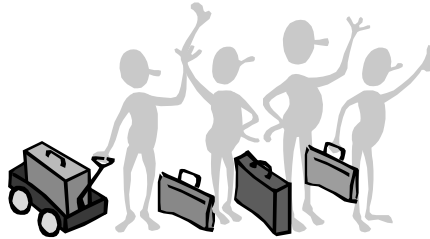
In the process of Guided Self Development, this type of dialogue might occur when the Performer is reflecting back on the call using the Decides skill. Recall that the goal of using this skill is to determine if a change in behavior is needed. You will learn more about Decides in a later chapter.

This example shows how the Leader guided the Performer to reach the conclusion that the initial idea might not be effective. However, as sometimes happens, the Performer did not know what else to try. This brings us to the next important Guidance Skill.

Listing

Alternatives available to the Performer

**Happens only if Performer does
not know what to do or say**



Listing Alternatives for the Performer

Whenever the Performer does not know what to do or say, it is appropriate to list alternatives. This step is important because it still gives the Performer a chance for ownership, which is critical for enhancing Performer commitment to an idea, suggestion or strategy. By providing choices, the Guide allows the Performer to decide the best alternative. Performer commitment would not be enhanced if, at this point, the Guide resorted directly to telling the Performer what should be done.

When Guidees list alternatives they should keep the following guidelines in mind. The Guide's alternatives should be:

- ✓ Something the Performer can readily do
- ✓ Stated without the Guide's preference
- ✓ Very likely to turn out positive
- ✓ Limited to 2 or 3 choices

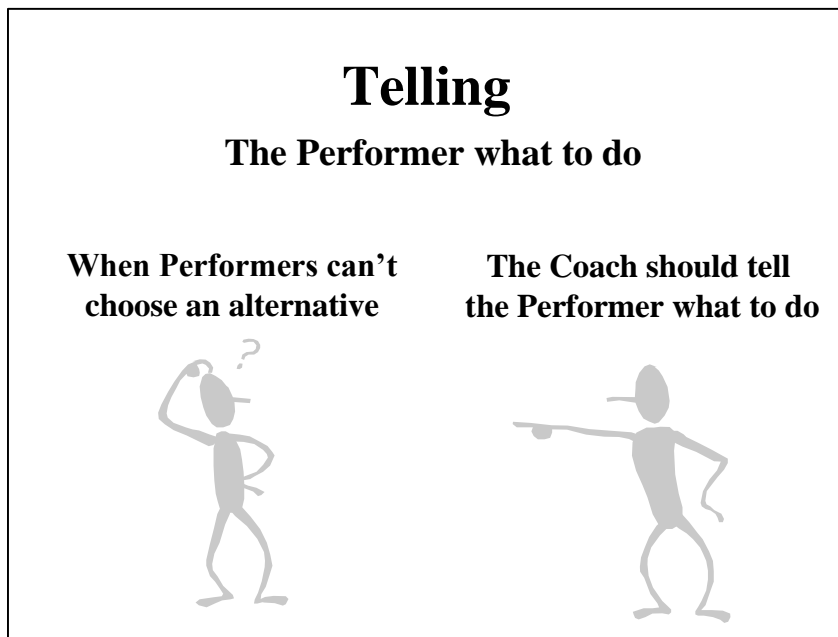
It is especially important for Guidees not to present biased alternatives in favor of ones they think are most appropriate. All alternatives should be realistic solutions.

Continuing our earlier scenario where the Performer did not interest a customer at the beginning of the call, and did not know what to do to improve, the Guide should list some alternatives. Here is what the Guide might say.

Guide: Well, instead of mentioning the product at the start, you could ask a question about a specific need, if you know one, or about what kind of problems the customer encounters, or what areas are of most concern. Which one do you think is best?

Performer: I'm not familiar with any specific needs of this customer, and we haven't discussed any problems or concerns.

In the above example, the Performer is unable to choose among the alternatives presented by the Guide. In this case the Guide can proceed to use the last of the Guidance Skills—Tells.



Telling the Performer What to Do

When the Performer can't choose among the alternatives, it is then, and only then, appropriate to tell the Performer what to do. By restricting directiveness to this circumstance, Guidees are encouraging Performers to offer and act upon their own suggestions, or those they have

embraced as their own after selecting from suggested alternatives. This greatly enhances Performers' commitments. In practice, this last Guidance Skill will be more commonly used for new or inexperienced Performers.

Although Guidees should not hesitate to tell Performers what to do when they cannot select from the alternatives offered, it may be the Guide's suggested alternatives were not a good "fit" for them. This could happen for various reasons including lack of Performer ability, knowledge or skill. Over estimating the Performers' abilities can be avoided by spending more time with them and getting to know their individual strengths and opportunities for development.

When Performers lack important knowledge, information or skills. Guidees should be prepared to help Performers rectify these deficits through role-plays, special training or study programs.

Continuing our example scenario, the Performer did not interest a customer at the beginning of the call, could not offer a suggestion, and could not select from the alternatives provided. Now the Guide needs to tell the Performer what to do. This is what the Guide might say.

Guide: The most effective way to capture the customer's interest is to focus right in on what will be important to him. So, the best thing to do since you don't have a feel for this customer's needs is to ask an open question to draw out this information.

Performer: Okay.

Guide: Can you give me an example of the type of question you would ask to get at his needs?

In the above illustration, notice how the Guide supplied the missing knowledge for the Performer about the "best practice" in openings. Also, the Guide's question verified whether or not the Performer could take the recommended course of action before proceeding. If not, the Guide would provide the correct information and an example so the Performer could practice the Opening skill.

Chapter Summary

In this chapter, we examined the four Guidance skills Guidees can use to promote the development of self-examination and self-coaching in their Performers.

Needs more here...

CHAPTER FIVE

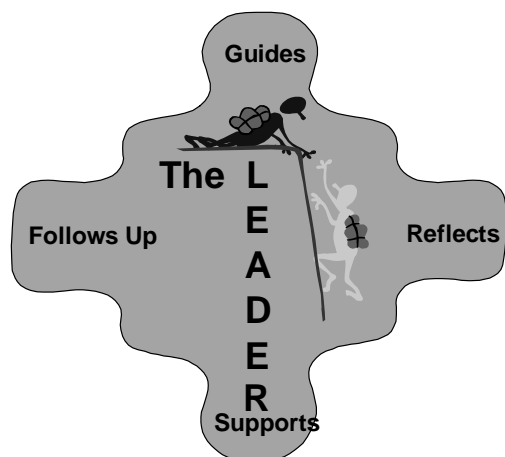
The Leader's Skills of Reflection, Support and Follow Up

Self-awareness paves the way for self-development and reinforcement cements self-improvements to make them long-lasting.

In Chapter 4, we considered the first of four key skills Leaders use throughout the Guided Self Development processes. The four skills are:

- ✓ Guidance: Using a guiding rather than a directive approach to management.
- ✓ Reflection: Observing Performers and enhancing their awareness of behavior and its impact on self and others.
- ✓ Support: Using effective listening and positive reinforcement to support the Performers thinking and deciding processes.
- ✓ Follow Up: Checking back with Performers to verify and celebrate progress.

Key Leadership Skills



Recall that these skills are depicted as the centerpiece of Guided Self Development because Leaders should utilize them as they work with Performers in each stage of the process. For example, throughout Guided Self Development it is necessary for the Leader to employ the Guidance Skills described in the previous chapter to ensure Performers take ownership of their own development. Similarly, Guidance Skills can be applied throughout the Rescuing process, as you will learn in a later chapter.

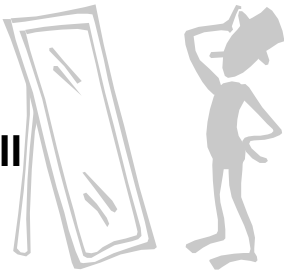
In this chapter, we will examine the remaining three skills Leaders employ in working with their Performers. Like Guidance skills, the skills of Reflection, Support, and Follow

Up are applicable throughout Guided Self Development.

Reflects

Leaders use this skill to

- λ **Help Performers become more aware of their behavior**
- λ **Enable Performers to recognize the results of their behavior**

A simple line drawing of a person standing next to a mirror on an easel. The person is looking at their reflection in the mirror.

The Leader's Skill of "Reflects"

Most people, at one time or another, are not fully aware of what they say or do. This lack of behavioral self-awareness occurs for a variety of reasons. One common reason is people get preoccupied with something else happening in a situation and don't consciously notice or recall what they have done or said. Psychologists say our "attention" gets diverted away from ourselves in this situation. In other cases, people may be accustomed to

doing or saying certain things in certain circumstances and, again, they stop attending to themselves in those situations. Or, in yet other circumstances, like on the golf driving range or in the batting cage, the behaviors involved in a swing may occur so rapidly people would need a videotape to actually see what they did or didn't do. For all these reasons, and others, people can be largely or even totally unaware of what they have said or done in particular situations.

We once did a study of bank tellers in which we observed their interactions with customers and recorded instances of certain behaviors like who spoke first, whether the teller called the customer by name, whether the teller thanked the customer, and other specific behaviors. Afterwards, we interviewed the tellers to see what they recalled. There was an amazing discrepancy between what we recorded and what the tellers recalled about their behavior. Tellers, who insisted they always spoke to the customer first and thanked the customer at the end of the transaction, actually exhibited those behaviors only 20-30% of the time.¹

The point here is this: Any of us can lose touch with our behavior from time to time, sometimes more than others. When this happens in a situation where we are trying to

produce a certain outcome or achieve a certain result, we are at a disadvantage. If the result we want doesn't occur, say our golf ball doesn't go where we intended or a customer loses interest in our conversation, to what do we attribute the undesired outcome?

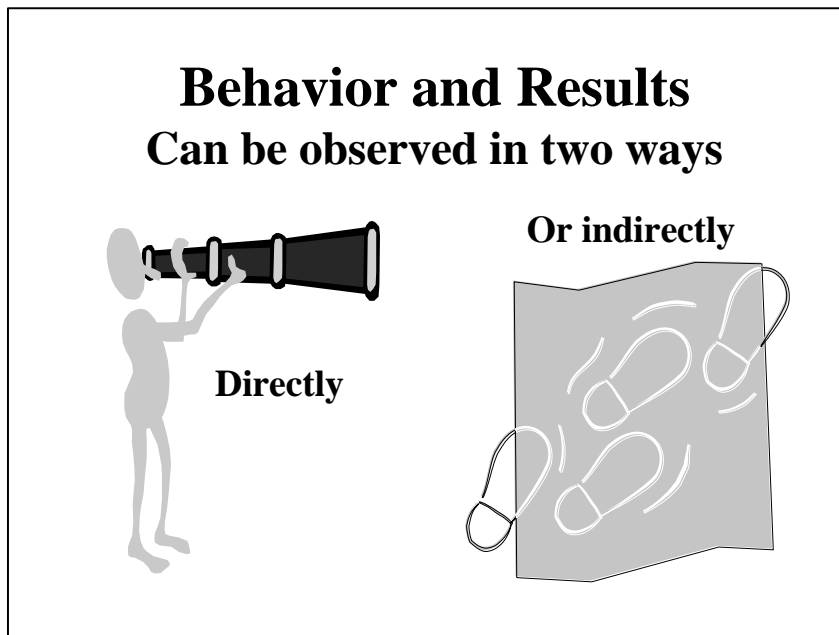
Was our ineffective behavior at fault or something else? If we don't know what our behavior was, then it is impossible to really answer this very important question. And, from the standpoint of what we should do differently next time, if anything, to produce a better outcome, we can't really say. This means our development is stymied. We are not really sure how to improve.

The same is true even if the result we desired actually did occur. Was our effective behavior instrumental in producing the desired outcome or did it occur despite what we did? If we don't know what our behavior was, we can't say. Therefore, we don't know if we should do exactly the same thing the next time or not.

So what does all this mean? It means the first step to self-improvement—getting better or more valued results tomorrow than we did today—is becoming fully aware of what we did today so we can make an informed decision about changing what we do tomorrow. This is where the "Reflects" skill comes in for Leaders. Just as a mirror

reflects our physical image back to us so we can decide if a change in our appearance is needed, a Leader can serve as a reflector of a Performer's work behavior. In this capacity, the Leader ensures the Performer recognizes what was actually said or done in a particular work situation, if the Performer cannot accurately recall what happened on his or her own. This enhances Performer self-awareness and paves the way for self-improvement.

Leaders also can reflect back Performer results along with behavior when Performers can't recall what happened as a consequence of what they did. In this way, the Performer can take full advantage of the learning value associated with results, as described in Chapter 2.



Observing Performer Behavior and Results

To be a reflector for a Performer, a Leader must first observe the Performer's behavior and results. A Performer's behavior and results can be observed in one of two ways, either directly or indirectly.

Direct observation requires a Leader to go to the place where a Performer's behavior is exhibited. Personal visits are best accomplished, as noted in Chapter 3, in connection with a prior agreement between Leader and Performer about which specific skills will be Targeted for observation. During the visit, the Leader then watches and listens to the Performer's words and actions related to these Targeted Skills. Given the prior agreement, the Leader concentrates mainly on the Targeted skills, and takes mental note of customer reactions or other significant results.

After the observation, the Leader can verify the Performer's own awareness of what happened using questions like these:

- ✓ What did you say just after the customer asked, "What have you got for me today?"
- ✓ What was the customer's response to your opening question?
- ✓ What did you do when you discovered the customer was not available for the call?

Notice the Leader is using the first Guidance skill of "Asks" here, rather than simply telling the Performer what happened. By asking instead of telling, the Leader is helping to prime the process of self-reflection, something the Performer must do when the Leader is not around.

If the Performer cannot recall what happened or remembers incorrectly, then and only then does the Leader employ the Guidance Skill of "Tells." In this situation, the Leader should jump directly to "Tells," rather than attempting to employ the skills of "Examines," or "Lists." This is the shortest route to the desired result here, which is for Performers to have a full awareness of what occurred so they can make informed decisions about whether or not self-improvement is needed. When Performers make their own decisions to change, they will be more committed than when orders to improve are mandated.

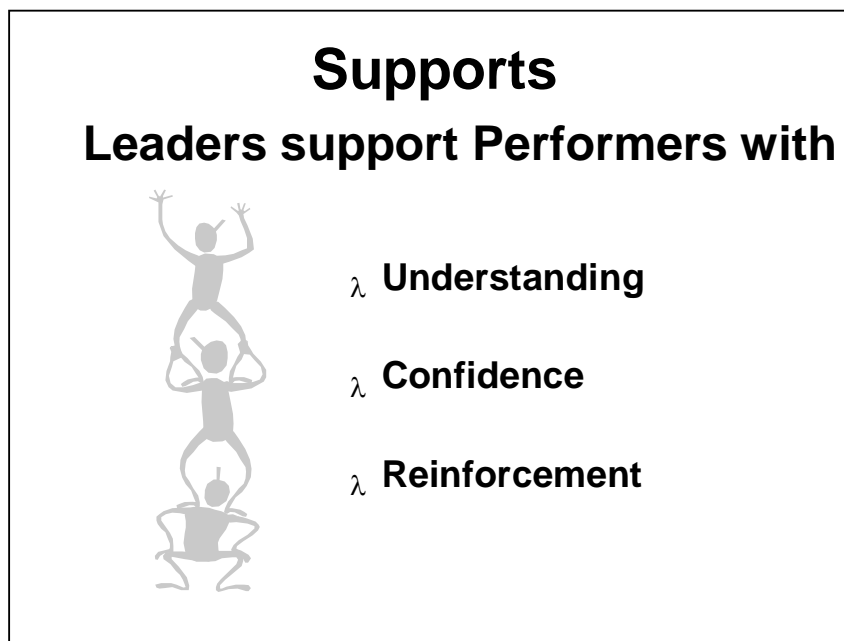
When direct observation is not possible, indirect observation involves examining the tracks behavior leaves behind. These tracks often come in the form of products produced by behavior, such as written self-reports or other kinds of documents reflecting the Performer's work. Tracks of the Performer's behavior also occur when others who have witnessed it, like customers or peers, describe it in some way.

Direct observation is time-consuming. Yet it is usually the most effective method. It involves watching and listening to behavior in real time, which provides a very accurate picture of behavior for those who are accustomed to this form of observation.

Indirect observation is more convenient since it can be done after-the-fact, but the tracks examined may not reveal the whole story about the behavior producing them, especially when they depend on potentially faulty recollections of past behavior.

Given a choice, direct observation is preferable. However, indirect observation may be the only option available in some cases. When observing behavior indirectly, the Leader must ask questions like the following to verify Performer self-awareness:

- ✓ "I noticed from the report you.... What more can you tell me so I'll better understand?"
- ✓ "Were you aware ...?"
- ✓ "What did the customer say about your support materials in your follow-up call?"



The Leader's Skill of "Supports"

Leaders can support their Performers in three distinct ways using the techniques of Understanding, Confidence-Building, and Reinforcement.

Showing Understanding

The first important support skill Leaders need is Showing Understanding. Sometimes, Performers feel others do not really listen to their point of view. This can create tension and defensiveness in discussions not conducive to clear communication. Leaders can minimize this possible problem

by using effective listening techniques when conversing with their Performers. We encountered this idea in Chapter 4.

One way Leaders listen effectively is by paraphrasing what Performers say back to them and then asking for confirmation. This technique will allay any concerns Performers may have about being misunderstood and will make development discussions more productive.

Another way Leaders listen effectively is by showing empathy for what Performers say. Leaders show empathy when they acknowledge the legitimacy of a Performer's point of view by using phrases like "I can see how..." or "I can understand how...." This technique enhances communication not only because it further demonstrates the Leader understands, but also because it minimizes the perception of judgment on the Leader's part.

Building Confidence

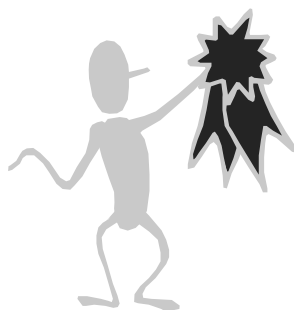
The second important support skill involves enhancing Performer self-confidence. Self-perceptions can influence a Performer's willingness to change and develop. People confident in their abilities or who are encouraged to think they can achieve a goal or an objective often are more likely to reach it, compared to those who doubt themselves or feel incompetent. Unfortunately, many managers project a lack of confidence in their Performers, even when they don't

intend to, through their non-verbal postures, body language, and what they don't say.

Leaders take advantage of the "power of positive thinking" by reinforcing feelings of competency in their Performers. This helps Performers create positive expectations about their own performance. Leaders build Performer confidence with simple statements like:

- ✓ "Because I've seen you do this before, I know you can do it well."
- ✓ "I am looking forward to another positive result."
- ✓ "There is no question in my mind you will be able to...."

Reinforcement



Involves the use of Positive Consequences to strengthen Performer behavior

Reinforcement

The third important support skill makes use of Reinforcement. This skill requires Leaders to use positive consequences systematically to strengthen desired Performer behavior. Although there are many types of positive consequences, one in particular has been shown in many research studies to be incredibly powerful, yet far too underutilized in the work environment. This consequence comes from the "Personal Positivity" each of us possesses in abundant supply.

Personal Positivity is a free, natural resource Leaders use to achieve and maintain high levels of Performer behavior. Personal Positivity refers to specific statements of praise or recognition used by a Leader to strengthen the behavior preceding them. These statements do not need to be complicated. They can be as simple as:

- ✓ "You did a marvelous job with...."
- ✓ "Thanks for your efforts on the..., I really appreciate them."
- ✓ "Your analysis was right on the money."

Research also has shown there are a few simple guidelines to make the use of positive reinforcement far more effective. According to these guidelines, reinforcement should be:

-
- ✓ Regular. Many managers report they "reinforce" Performers, but closer inspection usually reveals the reinforcement only occurs a few times a year.
 - ✓ Delivered ASAP. Reinforcement should occur as soon as possible following the behavior to be strengthened. Waiting months, weeks, or even days to praise a Performer largely nullifies the reinforcement.
 - ✓ Specific. Behavior should be praised, not people. This helps Performers understand exactly the noteworthiness of what they did. Also, it increases the chance for the same behavior to be repeated in the future, and it helps avoid possible misunderstandings about why the praise was given.
 - ✓ Individualized. Performers should be recognized in ways they consider positive. Not all Performers value the same kinds of reinforcing statements or events. A well-intentioned manager once said to a Performer, "you did such a good job on that report, I'm going to let you do all of them from now on." What might be wrong here? Leaders get to know what their Performers value on a personal level. "Cookie cutter" praise is not usually very effective.

-
- ✓ Sincere. Personal Positivity and praise can be very powerful, but it must be delivered in a sincere manner. Nothing is worse for a Performer than to receive recognition that is not genuine or heartfelt. It would be better to say nothing than to praise as an afterthought or because it seems politically correct.

Along with the above guidelines for effective reinforcement, two additional rules should be followed when the goal is to foster the Performer self development. Since reinforcement is a form of evaluation, it is important the Leader's evaluation not preempt the Performer's own self-evaluation. Otherwise, the Performer will not learn how to self-develop properly. To foster Performer self-sufficiency and promote self-development, Leader's make sure their reinforcement conforms to these additional guidelines.

- ✓ *Reinforcement should not be given before the Performer's specific behavior and results have been identified.*

All too often, out of sheer enthusiasm, well-earned praise is delivered to their Performers right off the bat, so to speak. After witnessing a good performance an observer might say, "You did a great job." This quick praise produces

two undesired outcomes. First, it violates the "specific" guideline provided above. What was so "great" about the job? The performer does not really know. Therefore, the strengthening effects of reinforcement on specific behavior are lost. Usually, the person giving the praise is really referring to some specific actions or behaviors in the performance rather than the entire performance.

Second, quick praise tends to stop the Performer's own thinking process. Performers may say to themselves, "Well if my boss thinks it was good, it must be good." This robs the Performer of the opportunity to decide if the performance really was good. Since the goal of effective leadership is to enhance self-development abilities, Leaders don't want to take away opportunities for self-examination, hence the next guideline.

✓ *Reinforcement should always follow the Performer's own self-evaluation.*

Here is an example of a reinforcement dialogue conforming to these two additional guidelines.

Leader: Do you remember what you said in response to the customer's objection about price?

Performer: Yes, I mentioned the product is actually less costly than others because it is three times as effective.

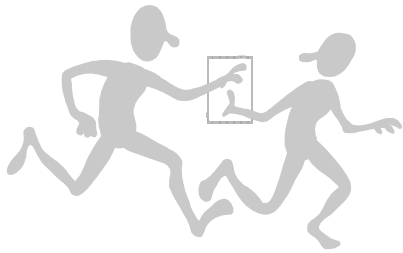
Leader: What was the customer's response?

Performer: He said if I could prove that statement, he would switch over completely to our product.

Leader: How do you feel about the customer's response?

Performer: I'm excited. It is exactly what I wanted.

Leader: You should be excited. You followed our guidelines for handling objections perfectly! It looks to me like you will get a lot of business from this account once you assemble and provide the proof sources he wants.



Follows Up

**The Leader's way to verify progress
and celebrate improvement**

The Leader's Skill of "Follows Up"

The final Leader's skill represented in the centerpiece of the APP Model is "Follows Up." All Development Plans created by Performers require Follow Up. The nature of the Follow Up will vary depending on the plan. In reality, both the Performer and the Leader have Follow Up responsibilities. Just as with the Development Plan, desired Follow Up actions and tasks should be specified mainly by Performers. Dates and times should be included to facilitate Follow Up. These serve as checkpoints for Leaders and Performers to verify and reinforce progress.

Here are three guidelines Leaders use to facilitate the Follow Up process.

- ✓ Follow Up should be the responsibility of Performers. If they are in charge of their own development, they are also in charge of demonstrating their progress toward their development goals.
- ✓ Leaders offer whatever assistance is appropriate in the Follow Up process.
- ✓ If Performers do not initiate contact on the agreed-upon dates and times, then Leaders will contact the Performers.

Follow Up is an important opportunity for Leaders to recognize and reinforce Performer progress. Positive progress should always be acknowledged, even if it is not in the desired quantities—little steps of improvement are very important and far better than no steps at all.

Chapter Reflections

Why is Performer self-awareness important in development?

Our answer: Performers need to know what their behavior and its consequences were in any particular situation to

know whether or not they need to change. Self-awareness paves the way for self-development.

What does the leadership skill of Reflection involve?

Our answer: Reflection involves observing the Performer's behavior, directly or indirectly; then verifying that the Performer understands what he or she said or did, and what happened as a result. The Leader reflects this information back to the Performer by telling only if he or she cannot recall what happened accurately.

What is the difference between Direct and Indirect observation?

Our answer: Direct observation involves watching and listening to the Performer's behavior as it occurs. Indirect observation involves examining the products left behind by behavior, like written reports, documents, or descriptions given by the Performer or other witnesses.

How do Leaders support their Performers?

Our answer: Leaders support their Performers in at least three specific ways: by showing understanding, by building confidence, and by using positive reinforcement when appropriate.

What two Reinforcement rules should be followed when the goal is to promote self development?

Our answer: Reinforcement should not be given before: (1) specific behavior and results have been identified; and (2) the Performer has provided his or her own self-evaluation of what happened.

What are the main purposes of Follow Up?

Our answer: Follow Up allows Leaders to verify a Performer's progress, provide any help that may be necessary, and to celebrate Performer improvement.

¹ This study was published in the *Journal of Applied Behavior Analysis*, 1988, v. 21, pages 65-71.

CHAPTER SIX

The Performer Skill of Targets

“**P**eople who do not know what is expected of them are very unlikely to live up to those expectations.”

In Chapter 3 you were provided with an overview of the Guided Self Development process. As part of that overview you were introduced to the four corner pieces of the puzzle-like process model, depicting stages and skills used by Performers to examine their behavior and formulate self-development plans. As we noted in Chapter 3, the Performer starts by Targeting specific skills and Desired Behaviors for examination either when working alone or when accompanied by a Leader. In this Chapter, we will examine the Targeting process in greater detail. We will also consider what a company must do effectively to facilitate the Targeting process for Performers and Leaders.

Targeting Skills and Desired Behaviors is a key Performer skill and a driving force within the Guided Self Development process. Targeting determines what gets examined at each stage of the process, either when the

Performer is working alone or with a Leader. Thus, it is critical for Leaders and Performers to have a clear understanding of what Targeting involves and what is necessary to make it work effectively.



Targeting

Skills and Desired Behaviors

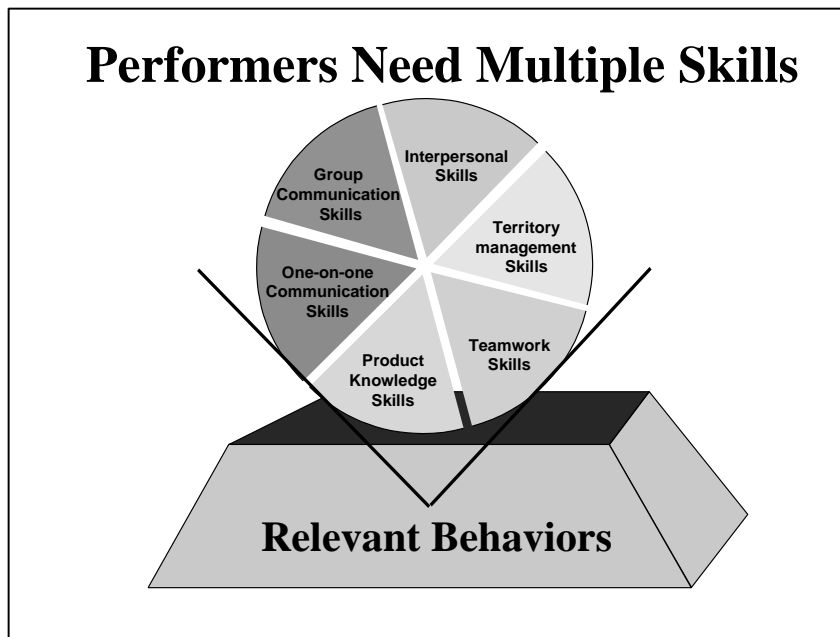
This process depends on

- o **Knowing how to identify and select Target Skills and Desired Behaviors**
- **Following the guidelines related to how Targeting should be used in the development process**

What are Targeted Skills?

Targeting can sometimes be mistakenly thought of as a process for identifying what Valued Results are expected from Performers to achieve the Key Outcomes desired by a company. However, this is not the case. If you recall the Pyramid of Success we discussed in Chapter 1, both Targeted Skills and the Desired Behaviors making them up

are found within the base of the Pyramid. Targeted Skills and their component Desired Behaviors represent the chief deliverables in the rental contract between a Performer and a company. Recall that companies rent behavior, not results. But, companies must choose the behaviors to rent precisely because they will produce desired results if they are properly executed.



Within the base of the Pyramid of Success are found many important Performer behaviors. The slices within the pie in this figure are broad skill categories comprised of many different relevant behaviors that may be needed from

Performers, especially if they work in sales. The pie depicts some of the requisite skills but is not an exhaustive list. Different companies may have different lists. What is important to recognize about all slices of the pie is they are made up of behaviors, not results. Each element represents a collection of specific words and actions Performers can control; the Performers' company wants to rent these collections because they lead to Valued Results.

As we noted in Chapter 1, many companies have not given sufficient attention to the base of the Pyramid. It is a corporate responsibility to identify the skills needed for Performer effectiveness. To accomplish this goal in a comprehensive way, a systematic process is required.



What Skills and Knowledge

Do I need to get that Valued Result?

Performance Planning

The best and most comprehensive approach to identifying which skills and component behaviors should be Targeted is called "Performance Planning." The beginning point for this planning process can be found within the Valued Results level in the middle of the Pyramid of Success. For each different major area of desired results needed from a Performer, the question becomes what broad skills or categories of knowledge are required to achieve those results.

For example, the pie shown earlier represents some of the major types of skills needed for a Performer to produce Valued Results in the area of sales. Each slice of this pie represents a broad category of skills and knowledge. The different slices themselves are not yet Targeted Skills because they are far too broad, each consisting of many more specific elements. The Performance Planning process is used to subdivide these broad categories into elements much narrower and easier for Leaders and Performers to manage in the development process.

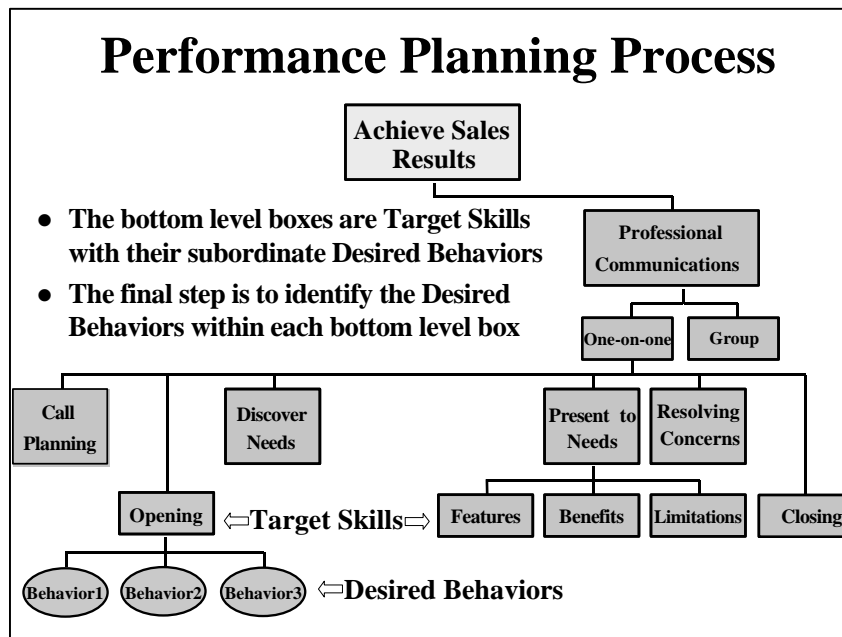
A major stumbling block to effective development will occur when Performers attempt to Target skill categories that are too broad and involve too many behaviors. For example, suppose a sales Performer decided to Target

"Communication Skills" for examination during a particular development period. This decision would mean that the Performer would need to consider virtually every aspect of what happened during interactions with customers. The multifaceted nature of "Communication Skills" would require the Performer to self-monitor, recall and analyze almost everything that happened in each interaction between the Performer and a customer.

Under such circumstances, development becomes unmanageable for both Performers and Leaders. Neither person can possibly do justice, at one time, to all the Performer behaviors and customer reactions that occur in a typical customer interaction. Remember, the goal of self development inherent in the Leadership process is for Performers to learn how to decide if specific changes in their behavior are needed or not. Such decisions are really impossible when a Performer is trying to consider an area as broad as "Communication Skills."

Therefore, for the sake of effective self development, it is critical for a broad category like "Communication Skills" to be subdivided into much narrower Target areas that are far easier for Performers to consider and manage. This subdivision process works best when it is done at a company-wide level. A corporate-wide Performance

Planning effort ensures all important input regarding "best practices" is considered and also creates final Target Skill categories applying uniformly to all who perform the same job.



Performance Planning fundamentally is a hierarchical process. A partial hierarchy that might result from this process is shown here. The broad area of "Professional Communication Skills" was further divided in this example into smaller and smaller elements. The end result will be a

set of bottom-level boxes representing fairly narrow Target Skill categories with only a few essential behaviors in each.

The bottom-level boxes shown here for the skills of "opening" and "closing" are examples of relatively narrow skill categories. In contrast, the upper-level areas like "call planning" and "discovering needs" are likely still too broad and may need to be further subdivided. Each bottom-level box will represent a key Targeted skill, relatively narrow and more easily managed by Leaders and Performers in the development process. Once a bottom-level box is identified, the last step is to identify which specific behaviors (ovals) make up the bottom-level box.

In our example, the Targeted Skill of "opening" is comprised of three Desired Behaviors, as represented by the three ovals shown. Of course, as we have noted, it is the responsibility of each company to decide, based on its own research, experience, and best practices, how many specific Desired Behaviors are associated with a bottom-level skill category.

It is important to recognize the Performance Planning hierarchy shown here is just an example, but one that is illustrative of the approach. Management would employ this hierarchical process to define their own higher- and lower-level skill boxes for each Valued Result wanted from a

Performer in a particular job. The Planning process would not be complete for a particular job until all bottom-level Targeted Skills and their Desired Behaviors were defined for each Valued Result.

There are five important considerations related to how the Performance Planning process should be used by a company to identify Targeted Skills and Desired Behaviors.

1. Because the bottom-level boxes in the hierarchy become the Targeted Skills, the subdividing process should be continued downward until the lowest-level boxes contain no more than 5-6 behaviors in the ovals beneath them. We have found this number of Desired Behaviors to be manageable for Leaders and Performers to work with for a particular Targeted Skill. A larger number of behaviors can make the self development process awkward and difficult.
2. The Desired Behaviors selected to comprise each Targeted Skill should contribute to achieving positive results for Performers. These behaviors should be identified based on the company's collective research, experience, and observation of their top-performers in that job.
3. Also, it is very important to publish the final list of Targeted Skills and their Desired Behaviors for a

particular job in a paper or electronic Guide, distributed to all Leaders and Performers associated with that job. Such a published Guide greatly facilitates the development process since all Leaders and Performers will have the necessary Performance Planning information readily available to them at all times. In essence, this Guide specifies what behaviors the company wants to rent from the Performer in connection with a particular job.

4. Performers should use the published Guide, along with knowledge of their past performance history and previous development work, to identify which Targeted Skills they want to work on in any given development period, either with their Leader present or on their own.
5. It is very important not to select too many Targeted skills for examination at one time—certainly no more than three at a time and preferably only one or two. Otherwise the development process becomes difficult to manage for the same reasons we discussed earlier. It is hard for Performers to monitor, analyze, and change their behavior in more than two or three skill areas at once. And, it is hard for Leaders who work with Performers to observe and remember specific behaviors and results for more than a few skills.

When they are together for the purpose of development work, Leaders and Performers should adhere to the following guidelines with respect to Targeted Skills.

- ✓ The Performer's development goals should be kept separate from other important objectives such as those related to results. Development always pertains to enhanced skills or improved knowledge. Results will increase when skills become more effective.
- ✓ Performers should have primary say in selecting which Targeted Skills are to be examined in any particular development period.
- ✓ If necessary, a Leader can add Targeted Skills to the Performer's own list of skills to be examined during a development period, but the Performer's own choices should be accommodated whenever possible.
- ✓ If the Performer's objectives can't be accommodated, for any reason, the Leader should provide an explanation and make a note to come back to them in a later period. However, doing this too often defeats the goal of self development.
- ✓ Leaders should make sure to consider all key Targeted Skills with a Performer over some period of time rather than focusing on the same ones again and again. This

ensures that Performers will have well-rounded competencies and helps Leaders and Performers gain a total perspective on the performance of all skills required by the job.

Here is an example of how the dialogue between a Leader and Performer might go at the beginning of, or before, a joint work session to establish which Target Skills will be worked on during their time together.

Leader: What skills should we focus our attention on today? (*using Guidance skill, Asks*)

Performer: I'd like to work on my Openings.

Leader: Good. I am always interested in hearing new ideas on how to create customer interest. Anything else?

Performer: No, just openings.

Leader: OK, but while I am here, let's take advantage of this opportunity also to examine your use of literature for our new product. My Director is very interested in making sure our region is following the Marketing guidelines disseminated last month. Is that OK?

Performer: Sure.

Notice the Leader's use of Guidance skills here: Asking for the Performer's suggestions first. This helps to ensure

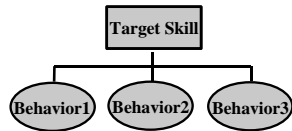
the Performer will feel ownership of the development process. The Leader offers a suggestion for a new target only after the Performer's ideas have been accommodated.

The Importance of Desired Behaviors

As noted earlier, one of the most important aspects of the Performance Planning process is it should result in precise specification of what Desired Behaviors the company wants to rent from each Performer. Without this specificity, Performers are not likely to know what is expected of them. Moreover, without some systematic attention to this matter, a company will not really know what it expects from Performers either. When this happens, companies usually falls back on results. This can lead, as noted in Chapter 1, to a situation where Performers are being held accountable for events (results) not fully under their personal control.

But, what is even worse about a situation like this is the lack of support it provides Leaders and Performers for self-development. If company management has not specified the behaviors expected from a Performer, then how does anyone know what to do to improve? Performers may recognize their results are not up to par, but they will not know the "right way" to go about getting better outcomes. It

would be like the golfer who can see the ball does not end up in the right place, but is totally ignorant of the proper mechanics to follow for a correct swing. Without a clear specification of Desired Behaviors, a Performer's ability to learn from results is reduced substantially.



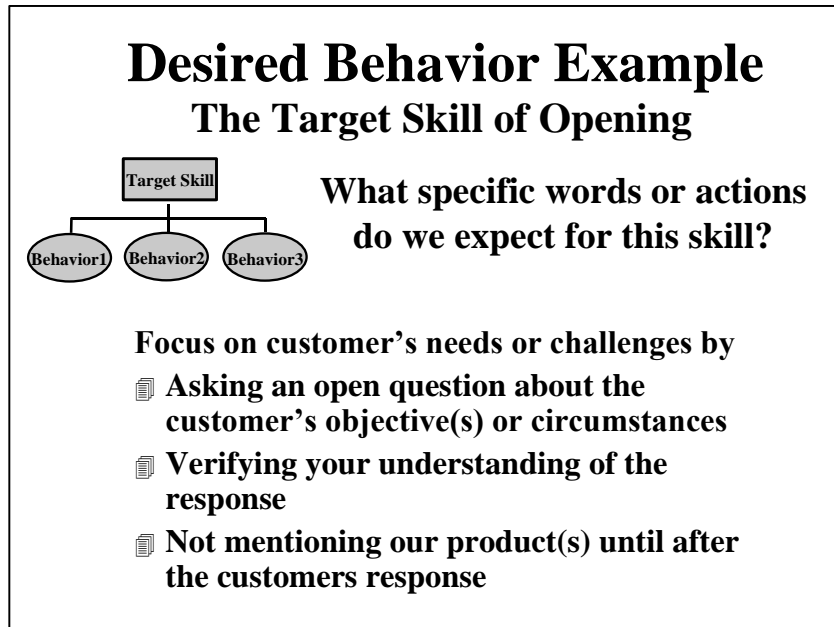
Desired Behaviors

*“Expectations, communicated well,
increase the probability the person will
perform correctly and sooner—
perhaps even on the first try.”*

-Tom Gilbert

As indicated here, the well-known “Performance Engineer,” Tom Gilbert, has reminded us that just telling people what is expected of them can produce immediate improvements.¹ We encountered a similar situation in the Teller study mentioned in Chapter 5. After identifying 10 key behaviors Tellers should employ in their interactions with

customers, just informing them of those behaviors produced an immediate 14% improvement in performance. This is one reason why Desired Behaviors should be published in a company Guide.



An Example of Desired Behaviors

After the Performance Planning process is complete and the Guide is published, Performers will know what each Targeted Skill involves. The above graphic shows an example of what specific Desired Behaviors might be in a published Guide for the skill of "Opening." This skill is employed by Sales Performers at the beginning of their

interactions with customers to stimulate customer interest in the ensuing conversation. Again, this is merely an example. Different companies may have different expectations for this skill. Making behavioral expectations this specific leaves no doubt in anyone's mind about what is required for success.

Just as there were for Targeted skills, there are some important considerations related to identifying Desired Behaviors.

1. These behaviors should be applicable to all Performers in the same job. The exception might be unique situations for which Desired Behaviors have not yet been established by the Company. In this case, Leaders can establish expectations on their own but should take care to ensure they are behavioral and specific.
2. Desired Behaviors should be selected mostly based on systematic observation of what the best performers in the job actually do, combined with the research and experience of the company. This helps to ensure these behaviors, when executed properly, will produce Valued Results for the company and positive consequences for customers and Performers.²
3. Companies should regard Desired Behaviors as "our way" to do the job. Performers should be encouraged to view these behaviors as the company-endorsed

technique for executing the Targeted Skill in question. Performers also should be given the support, encouragement, and training needed to ensure that they can enact the Desired Behaviors for all Targeted Skills in their job.

Here are some guidelines for Leaders with respect to Desired Behaviors. Leaders should:

- ✓ Make sure Performers understand the Desired Behaviors for all Target Skills before they work with them on those skills.
- ✓ Verify Performer understanding of Desired Behaviors at the beginning of a joint work session and before observing the first performance involving the Targeted Skills in question.
- ✓ Always make sure Desired Behaviors are behaviors—words and actions—not results.
- ✓ Give Performers a chance to practice the desired behaviors, if appropriate, before making the first use of the skill in a real situation. It is one thing to "know" what desired Behaviors are and another thing to be able to "execute" them.
- ✓ Use the Guide as a reference for all company-established Desired Behaviors.

Verifying a Performer's understanding of Desired Behaviors does not need to be a complicated process. Here is how to do it. A Leader should follow these steps:

1. Ask the Performer to state the Desired Behaviors for each Targeted Skill to be examined while they are working together.
2. Determine if any Desired Behaviors were omitted from the statements.
3. Reinforce the Performer for those identified correctly.
4. Fill in for the Performer any behaviors that were omitted or incorrect and, if appropriate, refer Performers to the published Guide.
5. Ask for an example to verify ability, if necessary.

Here is an example of how this verification discussion between Leader and Performer might go at the beginning of a joint work session. Let's assume the Performer wants to work on the "Opening" skill described above.

Leader: What is your understanding of the Desired Behaviors involved with the skill of Opening?

Performer: Well, let's see. The goal of Opening is to create interest in the customer. The steps are to ask an open question related to the customer's needs

or circumstances. Then, verify my understanding of the customers' response.

Leader: Anything else?

Performer: No not that I recall.

Leader: Well, you are absolutely right about those two steps. In addition there is a step related to mentioning our products by name.

Performer: Oh, that's right. Don't mention any specific products by name until after the customer has responded to my question and I have verified my understanding of that response.

Leader: Exactly! Can you give me an example of what type of open question you might ask to involve a customer?

Again, the Leader is using Guidance skills to solicit the Performer's ideas, rather than resorting directly to telling. The Leader only needs to tell when the Performer can't recall a step or when a specific behavior was left out. In this case, telling wasn't needed since the Performer remembered the missing step after being prompted.

So, the Performer's ability to Target one or more key skills to work on in a particular development period and then

to identify the Desired Behaviors related to each is a critical starting point for the Guided Self Development process. Targeting provides the focus needed to make the process of self development easier and more manageable. As a result of Targeting, a limited number of specific skills are identified for examination at any one time. Each skill has clearly delineated Desired Behaviors which define the “company’s way” to execute the skill.

Chapter Reflections

1. Targeting applies to which part of the Pyramid of Success? Why?

Our Answer: Targeting applies to the base of the Pyramid of Success because it applies only to Relevant Behavior and not to Valued Results or Key Outcomes. Targeting is the process Performers use to select a few specific skills to focus on in any particular development period. Along with selecting these skills, Targeting also involves specifying which Desired Behaviors are associated with each chosen skill.

2. What is the problem with Targeting “Communication Skills” as the focus for Performer Development?

Our Answer: The problem is “Communication Skills” itself is too broad to allow for effective development. Since there are many components within this broad area, Performers and Leaders would find it impossible to observe, recall, and examine all of these components at one time. Effective development requires specificity. Realistically, only a few skills can be examined and worked on in any given development period.

3. What is the goal of Performance Planning?

Our Answer: Performance Planning is a process for analyzing a Performer’s job to identify which Targeted Skills and Desired Behaviors contribute to the occurrence of a particular type of Valued Result. The ultimate goal of this process for each type of Valued Result is to identify a comprehensive list of elementary skills relevant to that result, each of which has no more than five or six behavioral components.

4. Who should do the Targeting of Skills and Desired Behaviors? Why?

Our Answer: To promote ownership and maximize commitment, the Performer should have primary responsibility for the Targeting process. During times when they work alone on self development or when they are with Leaders, Performers should select two or three Targeted

Skills to be the focus of their development efforts. Prior to starting their work on each Targeted Skill, Performers should specify which Desired Behaviors are associated with those skills.

5. How does a company identify which behaviors should be desired for any specific skill?

Our Answer: The Desired Behaviors for any Targeted Skill should be identified by a company based on their experience, their research on what other companies do, their company values, and especially their observations of best practices of their top performers.

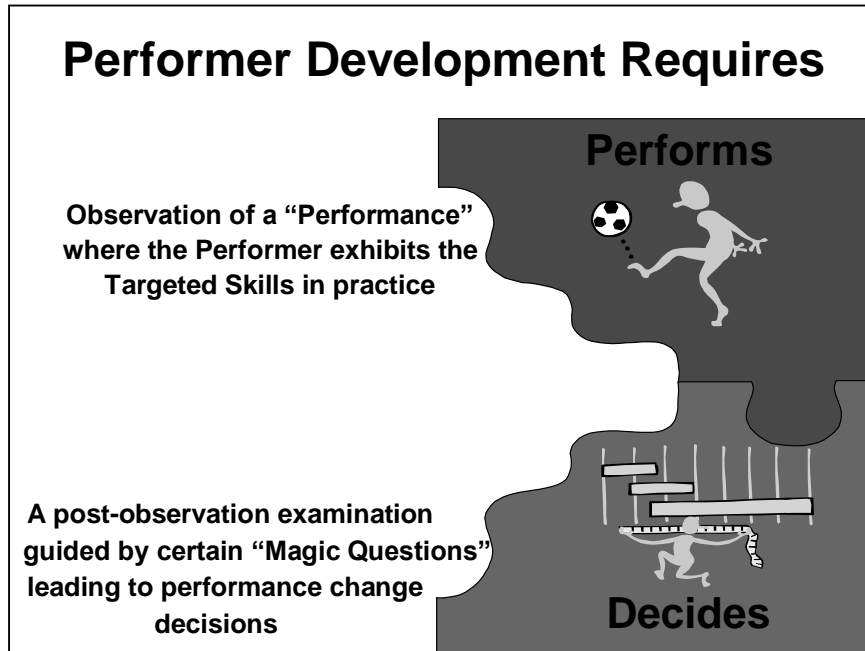
¹ Gilbert, T. F. (1982). A question of performance: Part 1. The PROBE model, *Training and Development Journal*, 36(10), 21-30

² Companies should take this responsibility of identifying Desired Behaviors very seriously. In essence these behaviors collectively represent a company's prescription for how they want a job to be done. In formulating this prescription, a company should conduct research both within their own organization as well as outside of it. Clues as to what behaviors are likely to pay off can be obtained from their own top Performers, as well as from what other successful companies have done. It is also important for a company to consider its core values. Certain behaviors may be included or excluded as "desired" simply because it is the right thing to do, regardless of anything else. Behaviors related to fair and ethical treatment of employees and customers would fall into this category.

CHAPTER SEVEN

The Performer Skill of Decides

The consequences of our behavior can teach us a lot about what we should and shouldn't do, if only we are willing to learn.



Decides is the pivotal Performer skill in the Guided Self Development process. As noted in previous chapters, the ultimate goal of this process is to enable Performers to

conduct a decision process on their own when no Leader is present.



Observing the Performance

Leaders will observe directly or indirectly and serve as a reflector for the Performer's behavior and results.



The Decides skill has two components: (1) Observation of Performer behavior related to one or more Targeted Skills; and (2) Post-observation examination guided by certain "Magic Questions." Initially, these questions provide a template for the Leader to prompt the Performer through the "Decides" stage. After a while, prompting by the Leader is no longer necessary because Performers internalize the Magic Questions and utilize them on their own.

Observing Performance

When Leaders are working with Performers, direct observation is used to watch the actual behavior and results related to the Targeted Skills. Then in the post-observation discussion, the Leader can serve as a "reflector," if necessary, to increase the Performer's awareness of what actually happened.

Leaders should adhere to the following important guidelines in directly observing a Performer's behavior.

- ✓ *Concentrate on the Targeted Skills agreed upon at the beginning of the visit.* This makes the job of observation much more manageable for the Leader and the Performer. Otherwise, there is too much to try to remember.
- ✓ *Look for evidence of the Desired Behaviors for each Targeted skill.* Make mental notes of what the Performer actually does and says at places in the performance where the Targeted Skills occur or should occur.
- ✓ *Watch for the results of the Performer's behavior in connection with the Targeted Skills.* These could be reactions from the customer or other significant effects of

the behavior. Remember them as accurately as possible.

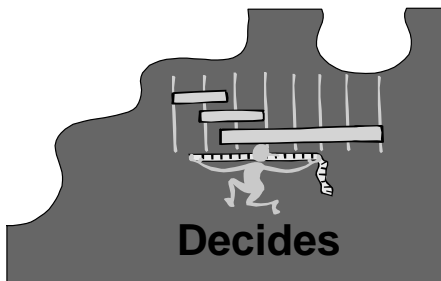
- ✓ Note any other significant events that are too good or bad to ignore in the post-observation discussion. These become what we will refer to as “Dynamic Target points.” These points should not arise frequently and usually will require examination only in the post-observation discussion immediately after they are observed. An example of a Dynamic Target might be a Leader’s unexpected observation of a Performer who makes an error in stating a product fact. This important matter becomes a temporary Dynamic Target to be considered in the post-observation examination along with the other agreed-upon skills.

There are three specific ways Leaders can facilitate the observation process when they work with Performers.

1. The Performer should introduce the Leader as an observer to any customers who will be visited, being there because of the company’s commitment to continuous improvement of professional service. If the Performer is uncomfortable making the introduction, the Leader should make it the first few times.

2. The Leader should not initiate talk after the opening of an interaction with a customer. If asked a direct question by the customer, the Leader should answer and then redirect the conversation back to the Performer.
3. When in the presence of customers, Leaders should position themselves out of the direct line of sight, off to one side or another.

The Post-Observation Examination Involves



- λ **Actual Behavior**
 - ® Performer words and actions
- λ **Results**
 - ® Reactions and effects of Performer's behavior
- λ **Desired Behavior**
 - ® What should be done for a Targeted Skill

The Post-Observation Examination

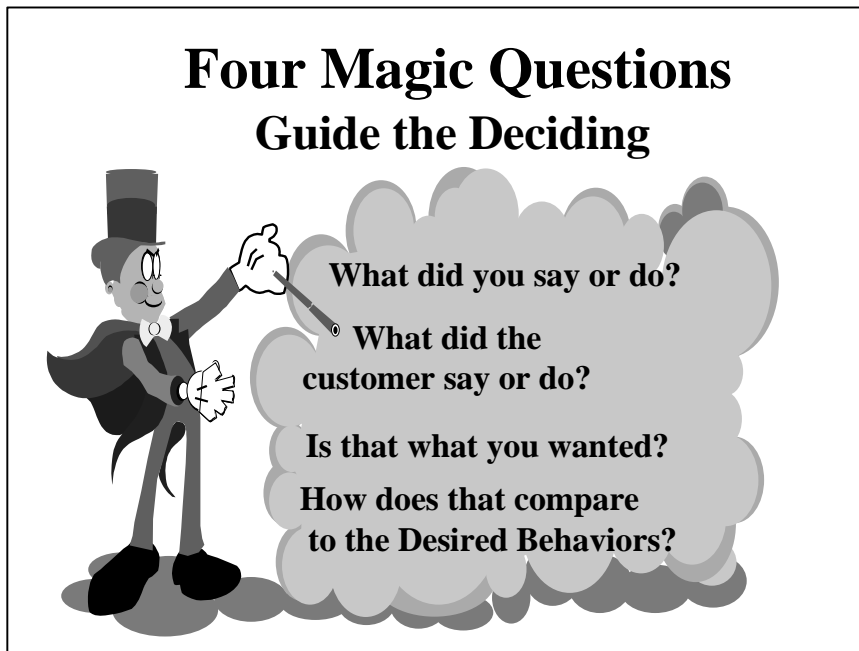
The second component of the Decides Skill is the post-observation examination involving consideration of the actual behaviors and results, along with the Desired Behaviors for each agreed-upon Targeted Skill. Here are some important guidelines for Leaders to follow in prompting the post-observation examination.

- ✓ Targeted Skills and Dynamic Target points should be reviewed in chronological sequence, that is the sequence in which they occurred during the performance.
- ✓ All Targeted Skills and Dynamic Target points should be examined, one at a time, before any other aspects of the interaction are discussed.
- ✓ The Leader should use Guidance Skills throughout this examination.

There are some specific actions Leaders can take to facilitate this post-observation examination. Leaders can:

1. Use the Magic Questions to be described next as a way to prompt the Performer's own examination. After a while a Performer will internalize these questions and will conduct the examination without prompting.

2. Allow Performers to respond after a question is asked.
Get the hankie out—listen and learn.
3. Wait to reinforce Performers or make other evaluative comments until Performers have provided their own evaluations.
4. Be prepared to serve as a reflector by telling Performers what behavior and consequences actually occurred if they can't remember.



The "Magic" Questions

As noted above, the "Magic Questions" provide a template for Leaders to prompt Performers through their

post-observation examinations and decisions. These questions are so named because they "work like magic" to prompt the Performer's examination of behavior and results. The first two Magic Questions are concerned with what actually happened during the performance: behavior and results. These questions are used for each Targeted Skill to be examined. If Performers cannot remember what happened, the Leader should reflect the behavior by describing exactly what was observed. Eventually, with practice, the Performer's own ability to recall events will improve and they will take the initiative to provide answers to the first two questions without even being asked.

The second two Magic Questions concern how the Performer evaluates what happened. These questions elicit conclusions from the Performer. One conclusion relates to results. Did the Performer want the particular effects that occurred or different ones? A second conclusion concerns Desired Behaviors. How did the Performer's actual behavior compare to that which was desired for this Targeted Skill?

These two conclusions are very important to the Decides Skill, as we will see in a moment. The success of a Performer's decisions related to each Targeted Skill depends on clearly establishing two points: (1) What actually happened in terms of the Performer's behavior and

results (*the facts*); and (2) how the Performer evaluates what happened (*the conclusions*). Without both the facts and the conclusions, the Decides Skill cannot be executed effectively.

The sequence of questions during this stage is very important. What actually happened (the Performer's behavior and results) must be established first. Only then is the Performer in a position to evaluate what happened. This means the question of fact must be settled before the question of conclusion. Generally it is easier to establish answers to the first two Magic Questions before dealing with either of the second two.

Establishing what happened can be done in one of two ways: (1) behavior first, then results; or (2) results first, then behavior. Whichever way is selected determines the order of the first two Magic Questions. A Leader should ask these Magic Questions as a prompt, unless the Performer spontaneously provides the facts.

It is important to realize that results of a Performer's behavior are not limited to reactions from customers. Customer reactions will be important consequences for Targeted Skills that should be used during interactive communication. But, other relevant skills, such as planning customer visits or prioritizing customer potential, may

produce effects like saving (or wasting) time and meeting (or failing to meet) deadlines or quotas.

Leaders need to keep the following points in mind when prompting Performers to make conclusions about behavior and results.

- ✓ Performers should evaluate their actual behavior against Desired Behaviors only after actual behavior has been correctly identified.
- ✓ Performers should evaluate the desirability of the consequences of their behavior only after those consequences have been correctly identified.
- ✓ All conclusions should come from Performers not from Leaders. This makes the decision process belong to the Performer.
- ✓ Leaders should reinforce the Performer's conclusions only after the Performer arrives at them.
- ✓ Leaders should use Guidance Skills to prompt Performers to re-evaluate their conclusions if they are not correct.

Here is an example of a partial post-observation dialogue between a Leader and a Performer in which the Magic Questions are used to guide the Performer's examinations and decisions. In this example situation, the Leader and Performer have agreed to Target the skills of

“Opening” and “Use of Literature” for a new product that has been introduced by the company. The Desired Behaviors for these skills have been published in a written form and the Performer’s understanding of them was verified at the start of the visit.¹ We will pick up the conversation just after a customer interaction is finished when the Leader and Performer have reached a quiet place to talk.

Leader: OK, let’s review your Opening. Do you remember what you said? (*Magic Question 1*)

Performer: Yes, I said, "What kinds of problems have you encountered when using a product in the same category as our Product X?"

Leader: That’s exactly right. (*Reinforcement*) What was the customer’s reaction at that point? (*Magic Question 2*)

Performer: She said she was very busy today.

Leader: Did she say anything else? (*Guidance Skill of Asks*)

Performer: No, not that I recall.

Leader: She also said she didn’t really want to hear about why our Product X was so much better than the competition. (*Reflects*)

Performer: Oh yeah, I remember.

Leader: Is that the response you wanted? (*Magic Question 3*)

Performer: No, not really. I felt the call was pretty much over at that point.

Leader: Yes, I can see how you would feel that way. (*Shows Understanding*) How did your Opening compare to our company standards for Openings? (*Magic Question 4*)

Performer: Well, I tried to focus on the customer's needs by asking an open question about her experiences.

Leader: Yes you did. That is a key step in our standards. (*Reinforcement*). So, do you think the opening was consistent with our standards? (*Follow up question to clarify response to Magic Question 4*)

Performer: Yes, pretty much.

Leader: When did you mention our product by name? (*Guidance skill of Examining*).

Performer: In my question at the beginning.

Leader: Is that consistent with our standards? (*revisit Magic Question 4*)

Performer: No, not exactly I guess. The standards say to wait until after I have verified my understanding of the customer's response to mention a product

by name. Maybe she thought from the way I asked the question that I was going to be critical of the competition.

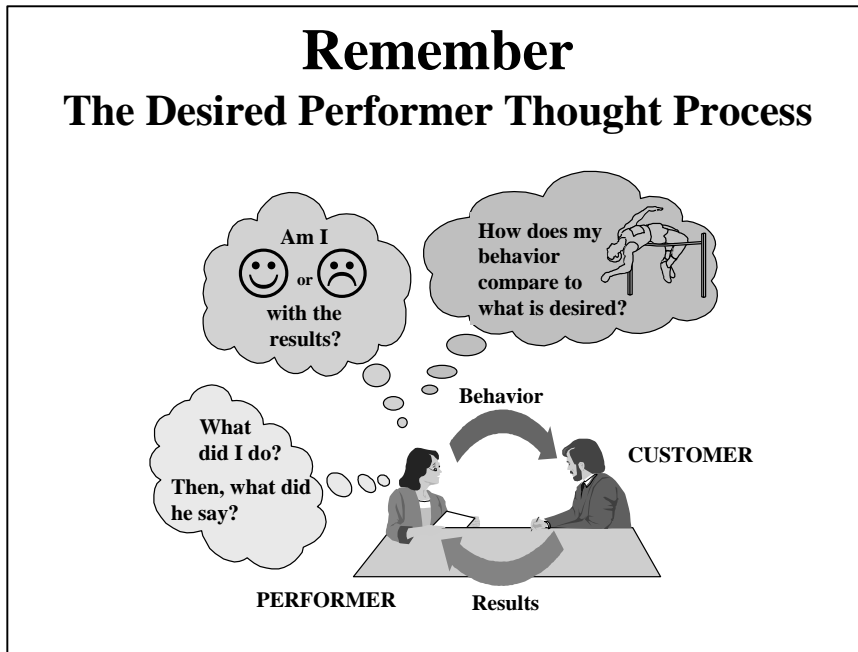
Leader: I think you are exactly right. (*Reinforcement*)
What can you do to avoid that? (*Magic Question 5 prompts the Performer to start the Progresses Skill*)

Remember, the goal of the Decides Skill is for the Performer to make a decision: Do I need to make a change in how I execute this particular skill to get more positive results or more closely conform to the Desired Behaviors the company has prescribed for this skill? The above dialogue illustrates how the Leader used the Magic Questions, along with Guidance, Reflection, and Support skills, to lead the Performer to make a self-development decision. The Performer's conclusion was: Execution of the Opening skill needed to be improved. Note that the fifth Magic Question is used to prompt the Performer to specify a plan based on the decision. You will learn more about the Performer's planning process in the next chapter.

Recall that the Leader and Performer had Targeted two skills to be examined in their work together on this day: Opening and Use of Literature. The previous dialogue illustrated a hypothetical examination based the skill of Opening. This skill was considered first because it happened first in chronological sequence during the customer interaction. After a plan was established for the Opening skill, the same process involving the Magic Questions would be repeated for the second Targeted Skill involving Use of Literature. A separate plan would emerge after examination of this skill.

At this point, some of you may be thinking, well this seems like a lot of work. Why doesn't the Leader just "cut to the chase" and tell the Performer what went wrong and what to do differently? This is the natural tendency most managers would have in this situation. If you would be similarly inclined, then ask yourself the following two questions: (1) Would such a directive approach facilitate the Performer's commitment to improve and enhance the Performer's ownership of the decision to change? (2) Would such a directive approach help the Performer learn how to self-examine performance and make other decisions to change on the many days when the Leader is not around? If the answer to both of these questions is "no," as we

believe it is, then you have to ask yourself a third question:
What would you want for your Performers?



The Desired Thought Process

The only way we have found to foster self-sufficiency in Performers, so they are truly enabled to self examine (and thereby to self develop), is by instilling in them the thinking process shown above. To paraphrase an old saying:

You can tell Performers what to do and they will do it for that day, or you can teach Performers how to discover what to do and they will do it forever.



What Happens When

Positive results occur without Desired Behavior or Desired Behavior occurs without positive results?

Mismatches between Behavior and Results

Sometimes mismatches between results and Desired Behaviors will occur. These mismatches happen when the Performer exhibits the Desired Behaviors for a Targeted Skill but positive results do not follow, or positive results occur in the absence of Desired Behavior. When these situations occur, Leaders should:

- ✓ Document the circumstances in their notes for the Targeted skill(s) in question.

- ✓ Continue to work with Performers to establish behavior consistent with the current Desired Behaviors for the Targeted Skill(s).
- ✓ Watch other situations and other Performers to see if this pattern repeats itself again with this particular Targeted Skill.
- ✓ If repetition is observed, report these occurrences to sales management. It may be the wrong Desired Behaviors have been identified for this Targeted Skill, or previously effective Desired Behaviors are no longer valid for other reasons.

Over time, through this kind of careful observation and recording, new or more effective Desired Behaviors may be discovered for one or more Targeted Skills in any particular job. When this happens, company management should update the published guide and disseminate this new information to all who need it.²

Chapter Reflections

1. Why do Leaders make a point of working with their Performers periodically to observe Targeted Skills?

Our Answer: There are at least three important reasons. First, Leaders may need to use their Reflection Skills in

case their Performers can't recall exactly what happened during the performances. Second, Leaders want to prompt Performers through the examination process using the Magic Questions so that there is an opportunity to practice and internalize the desired thought process. Third, Leaders want to use Guidance and Support Skills to verify and reinforce their Performers' own self observations, conclusions, decisions, and plans for change.

2. What is a "Dynamic Target" and why is it important?

Our Answer: A Dynamic Target is an unexpected matter that may arise related to some aspect of a Performer's skills. These Targets represent occurrences that are either too good, or too problematic to ignore. In either case, the Leader wants to ensure the Performer recognizes the relevant behavior or results. And, in the case of a problem, the Leader wants to guide the Performer toward a solution.

3. Which Magic Questions establish facts and which elicit the Performer's conclusions?

Our Answer: The facts that need to be established relate to the Performer's behavior and its consequences. What did the Performer actually do in connection with a Targeted Skill and what happened as a result (either a customer's reaction

or some other significant event). Once these facts are established, the Performer can then evaluate them. The Performer can compare actual behavior to the Desired Behaviors to conclude there was a match or not. Also, the Performer can evaluate consequences of the behavior in question to conclude either they were positive or not. The two reasons to change are: (1) to create a better match between actual behavior and Desired Behaviors; or (2) to obtain a more positive result from the behavior.

4. What is the desired thought process Performers will use routinely when they master the Decides Skill?

Our Answer: Performers will be able to self monitor their use of any particular Targeted Skill to identify: (1) what they actually did/said; (2) what happened as a result; (3) whether or not their actual behavior matched Desired Behavior; and (4) whether or not the consequences of their behavior were positive.

5. What is the Performer's ultimate goal in using the Decides Skill?

Our Answer: The ultimate goal of the Decides Skill is for the Performer to make critical development decisions regarding whether or not a change in behavior is needed to achieve

more complete and fully effective Targeted Skills or more positive results in terms of customer reactions to their behavior or other important events.

¹ The Desired Behaviors for the Opening skill in this example are the ones described in the previous chapter. Opening should involve focusing on customer's needs or challenges by:

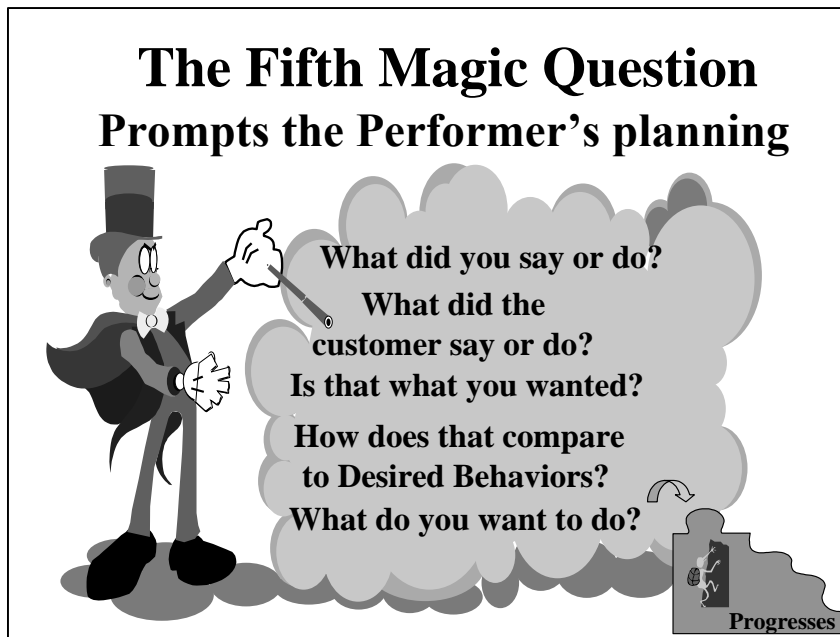
- Asking an open question about the customer's objective(s) or circumstances;
- Verifying an understanding of the customer's response; and
- Not mentioning the company's product(s) until after the customers response.

² Things change. The market changes and so do customers. As a result of these changes, what was an effective technique for getting positive results yesterday, may not remain so tomorrow. That is why organizations should have a process in place to "keep their ears to the ground," so to speak. A company's rental agreement with employees should be dynamic, not static. If a better way is found to get a certain Valued Result, it should be incorporated into the company standards, replacing older out-molded ways. This is behavioral innovation.

CHAPTER EIGHT

The Performer Skill of Progresses

Without a plan, the best intentions remain little more than wishful thinking.



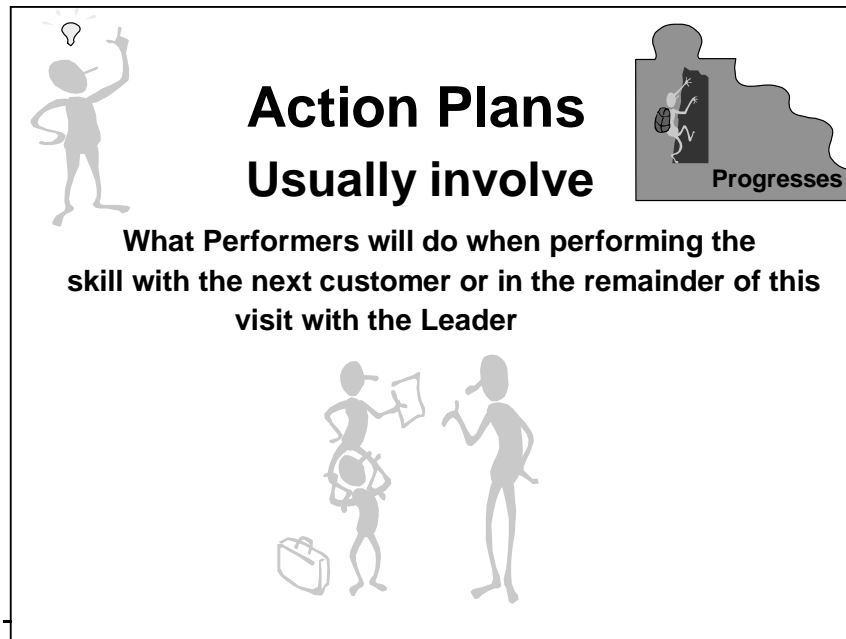
Progresses is the Performer Skill used as a complement to the Decides Skill. A Performer makes developmental progress only when there is a decision to change, which leads to the fifth Magic Question—What do you want to do?

This question prompts the Performer to plan what changes, if any, he or she should make to enable a particular Targeted Skill to better meet company expectations or produce more positive results.

The Performer should make a plan based directly on the decision(s) about performance just completed for each Targeted Skill. This plan should contain the Performer's own ideas about how to enact the skill to better match Desired Behaviors or produce more positive results. Plans should be specific about what Performer words and actions will occur and what reactions are desired as a result of those behaviors.

Types of Plans

Performers can make two kinds of plans—Action and Development. An Action plan usually specifies what will be done when the Targeted Skills are next repeated, for example, in the next interaction with customer. In contrast, Development plans normally specify what will be done over time to further refine and improve the skill. The timeframe for Development plans can be a week, a month or even a longer period. Commonly, though not always, Development plans span the time between now and the Leader's next visit.



Action Plans

Action plans are generally short term and occur right after the Decides Skill is used to examine the performance of a Targeted Skill. Here is an example of such a planning situation. It is based on the Performer's decision described at the end of Chapter 7 with respect to the skill of "Opening." In what follows, we repeat that last few lines of our earlier dialogue and then continue on to the Action plan.

Leader: When did you mention our product by name?
(*Guidance skill of Examining*)

Performer: In my question at the beginning.

Leader: Is that consistent with our standards? (revisit *Magic Question 4*)

Performer: No, not exactly I guess. The standards say to wait until after I have verified my understanding of the customer's response to mention a product. Maybe she thought from the way I asked the question I was going to unload on the competition.

Leader: You are exactly right. (*Reinforcement*) What can you do to avoid that? (*Magic Question 5 prompts the Performer to start the Progresses Skill and the planning process*)

Performer: On the next call, I won't use the Product name with my open question. In fact, I won't mention the product at all until I see where the customer's response goes.

Leader: That's good. (*Reinforcement*) Can you give me an example how you would ask an open question without mentioning a product? (*Verify ability*)

At this point, the Performer has proposed an Action plan for how to perform the Opening Skill differently the next time. The goal of this plan is to better align performance of

this skill with the company standards and, thereby, to get a more positive response from the customer.¹

After establishing the Performer's ability to ask the open question without mentioning a product, the post-observation examination would move on to the next Targeted Skill where the Decides process would be repeated and a new Action Plan would be developed for that skill. As mentioned earlier, after a performance, the Performer applies the Decides and Progresses Skills to each separate Targeted Skill in chronological sequence. The Action plans resulting from this process will be implemented in the next performance. The self development process continues in this way throughout the day so that, after each new performance, all Targeted Skills are re-examined and their respective Action plans are renewed or revised as appropriate. When the Leader is present, he or she will guide this process as needed by means of the Magic Questions.²

A logical question at this point is: What happens if the Performer executes a Targeted Skill perfectly each time, does he or she need to continue to examine it in the remainder of the designated development period? The answer is **No**. During the day (or whatever the development

period is) new Targeted Skill can be added to the focus list in place of others so long as:

1. The Performer repeatedly demonstrates the skill in conformity with the company-specified Desired Behaviors and those behaviors produce positive reactions from customers or other Valued Results for the Performer. By repeatedly here we mean at least three times in a row. When this happens, the Performer (along with the Leader if present) can decide on a new Targeted Skill to be substituted for the successful one.
2. The Leader or Performer notices something during the performance needing immediate recognition or attention. This becomes a temporary Dynamic Target to be discussed only once during the visit. Noted earlier, Dynamic Targets can be an aspect of a Performer's behavior needing immediate change because it has produced (or might produce) negative results. Or, it can be a positive behavior that the Leader wants to ensure the Performer recognizes. Dynamic Targets should be examined just like other Targeted Skills through the use of the Magic Questions.

As discussed in Chapter 7, there will be times when the Performer enacts a Targeted Skill perfectly with all Desired

Behaviors, but immediate positive results do not occur as judged by, for example, customer reactions. Performers need to be encouraged to remember the most important matter, from the standpoint of development, is that Targeted Skills come to be executed each time according to company standards (i.e., with all appropriate Desired Behaviors). The guiding rule here is that technique takes precedence over outcomes. It is a simple fact that those who execute skills with the proper techniques will get more positive results than those who don't. When proper technique fails to win out on a consistent basis, it is possible that the wrong techniques are being promoted (i.e., some or all of the Desired Behaviors are ineffective). In this case, Performers and Leaders can follow the guidelines given in Chapter 7.



Development Plans

Development plans relate to actions Performers will take to further improve or solidify a Targeted Skill before the next contact with the Leader. These plans may involve training, additional practice, or other tasks that may be needed for skill enhancement. Such tasks are not likely to be completed within the current visit and may require several days or even weeks to finish.

A Development plan would be necessary if, for example, the Performer was not able to satisfy the "three in a row" rule for a particular Targeted Skill by the end of the Leader's

visit. In this case, the Development plan would be created at the end of a day when it was apparent further improvement in the Targeted Skill(s) was still needed.

Here is an example of this type of planning situation.

Leader: How will you continue to work on this skill?
(*Guidance skill of Asking*)

Performer: Tonight I will review the training material on this skill and then practice it for a few days.

Leader: Great. (*Reinforcement*) Is there a way I can help? (*Follow Up*)

Performer: Yes. Would you be willing to meet on Wednesday so I can role-play with you?

Here the Leader is using both Guidance and Follow Up skills to facilitate the Performer's own Development plan.

Continued use of Guidance Skills by the Leader is important in the planning process. The Performer's own ideas should be obtained whenever possible. These suggestions may require some examination if the Leader

foresees potential problems, based on his or her previous experience.

Future Performer actions, especially those involved in Development plans, should be documented in writing some way. This helps to ensure a mutual understanding of the plan by the Performer and Leader and will also enable Performers to specify desired dates for completion of all required actions and tasks.

Leaders often can be of assistance in carrying out plans and should offer their help as appropriate. Such involvement also helps to verify and recognize Performer's progress.

There are some specific characteristics Leaders need to ensure apply to a Performer's plans. Plans should:

- ✓ Be written on paper by the Performer, or be in electronic form, if at all possible.
- ✓ Include specific actions and desired accomplishments for both the Performer and Leader.
- ✓ Specify time frames for actions and tasks to be completed.
- ✓ Provide checkpoints for Leaders and Performers to verify progress.

Chapter Reflections

What is the fifth Magic Question and what purpose does it serve?

Our Answer: The fifth Magic Question—"What do you want to do?" or words to that effect—prompts Performers to specify changes, if any, they need to make in their execution of a particular targeted Skill. When their decision is to make changes, Performers will devise a short-term Action Plan for what they will do in their next performance, or a Development Plan for what will be needed over a longer period of time.

What is an Action plan and what does it contain?

Our Answer: Action Planning usually is specific to the next time a Targeted Skill will be used. This type of planning follows directly from the Performer's decisions regarding change. An Action plan will specify how the Performer will enact the Targeted Skill differently next time to conform more closely to standards or to gain a more positive result.

What is a Development Plan and when is it useful?

Our Answer: Development Planning details how, over some period of time (a week, a month or longer), a Performer will refine or maintain a specific Targeted Skill. Development

plans are usually created, if necessary, at the end of a Leader's visit with a Performer and may include training or other tasks needed to address identified needs for improvement.

When should a Performer change which Targeted Skills he or she examines during a development period?

Our Answer: Performers will select one or more skills to self examine during a designated period based on previously established development priorities, along with input from their Leader. The same Targeted Skills will continue to be the focus of self examination until the Performer is able to execute them according to standard on a consistent basis. Once a Performer is satisfied with his or her performance of Targeted Skill, a new one may be substituted in its place for continued self-examination. In this way, over time, Performers will have the opportunity to examine and develop all of the key skills related to their jobs. Also, from time to time, it may be necessary to examine an unexpected skill based on something good or bad that happened in the last performance.

What should Performers do when they execute a Targeted Skill perfectly, but no immediate positive results occur?

Our Answer: Positive reactions from customers or other types of positive results don't always occur when Targeted Skills are executed according to standard. The Desired Behaviors making up the standard for a Targeted Skill are selected because the best information and experience available to a company at the time indicates that these behaviors will lead to positive results more often than not. When positive results don't occur despite Desired Behaviors, it may just be one of those inevitable times. Performers should continue to execute skills according to standard until repeated experience proves that the standard should be revised.

¹ Change is not the only type decision that can result from a Performer's use of the Decides Skill. In some cases, the Performer will decide, based on the facts and conclusions, that performance should be maintained as is. In this instance, a Performer is saying that he or she should keep doing the skill in the same way because it matches standard and is getting positive results. Implicit in this decision is an Action Plan to sustain the Targeted Skill.

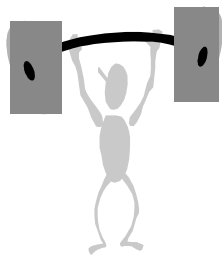
² It is important here to realize that every performance of a Targeted Skill is an opportunity for Performer development. Decisions about change and Action Plans can be made each time a Performer examines a performance just completed. Performers should be encouraged to dedicate at least a portion of their normal workdays on a regular basis to use of the Targets, Performs, Decides and Progresses Skills for self development.

CHAPTER NINE

Rescuing Performers

Guided Self Development is as much about celebrating Performer progress as it is about creating it; in contrast, Rescuing is all about solving problems.

Two Types of Performers



Those who CAN BE Guided

Those who CAN'T



Guiding vs. Rescuing

Some Performers can be guided and some can't. Performers can't be guided if they are unaware of their negative behavior, don't care about its consequences, or

are unwilling to change. Performers who can be guided care about their behavior and its impact on self and others. These Performers also want to develop their skills to conform to company expectations, (i.e., Desired Behaviors) and to achieve Valued Results as well as contribute to Key Outcomes for the Company.

Corresponding to these two types of Performers are two types of development processes Leaders should employ: Guided Self Development and Rescuing. These processes have similarities and differences. Guided Self Development, the main subject of our discussion in this book thus far, serves as a way to recognize and celebrate self development as well as a way to promote it. As we have said previously, this process enables Performers to achieve and feel recognized about exhibiting skills consistent with the company standards as defined by Desired Behaviors. It also aims to help Performers recognize opportunities for improvement based on how their actual behavior compares with Desired Behavior, and based on the types of results produced by their behavior. The overall goal of Guided Self Development is to enable Performers to take control of their own developmental progress. The Leader's guidance in developing the four Performer Skills we have discussed will be fully effective only when Performers: (1) accept

responsibility for their actions along with the consequences of those actions; and (2) are willing to continue their learning and development on an ongoing basis.

The purpose of Rescuing is somewhat different than that of Guided Self Development. Rescuing is not about celebration or recognition, but instead is problem-oriented. Leaders need to Rescue Performers who have recurring problem behaviors that have created (or have the potential to create) significant negative consequences for themselves or others. Persistent problem behaviors are a symptom of Performers who are not receptive to guidance and not interested in self development. The ultimate goal of Rescuing is to correct this course by getting Performers back on the right path or, if they continue to resist guidance, enabling them to make a decision to leave the company.

Performers who can't be guided are recognizable based on the following tendencies. They:

- ✓ Have not responded to previous guidance.
- ✓ Repeatedly fail to keep promises or commitments.
- ✓ Persist in negative behavior, even when they become aware of it.
- ✓ Deny their problems.

- ✓ Fail to recognize negative consequences of their behavior.
- ✓ Shift blame for their problems to someone else.
- ✓ Say they don't want or need to change.
- ✓ Make negative comments about their Leader or the company.

One or more of these characteristics is usually a good indicator of someone who is can't be guided. To reverse their course toward self destruction, these Performers need to become more aware of their behavior and it's the resulting consequences and must become willing to do something about it. Leader guidance will not work as long as Performers fail to recognize and accept the need to change.

Sometimes it is difficult to tell whether Guiding or Rescuing is the right strategy to employ with a particular Performer. It can be tempting to jump into the Rescuing mode too quickly, when further Guidance actually would be more appropriate. On the other hand, there are times when Guidance is used even though the situation really calls for Rescuing.

To avoid the potential misuse of Guiding or Rescuing when the alternative process would be better, three key

factors need to be considered. Let's define each one before looking at their combinations.

1. Awareness is the extent to which Performers recognize their problem behavior or its impact on self and others. Performers are "unaware" when they really don't recognize what they have done, or what impact it will have, or both.
2. Willingness is the degree to which Performers accept responsibility for changing problem behavior to eliminate its actual or potential consequences. Performers are "unwilling" when, being aware or not, they don't want to take steps to correct a problem.
3. Seriousness pertains to the nature of the actual or potential effects of problem behavior on the Performer or others. Some negative effects, like wasting time, are less "serious" than others. One example of a serious situation would be jeopardizing the customer's ability to make the right buying decision by giving them erroneous information.

Guiding vs. Rescuing

		Situation Not Serious		Situation Serious	
		Performer Willing	Performer Unwilling	Performer Willing	Performer Unwilling
Performe Aware		Guiding ¹	Rescuing ³	Guiding ⁵	Rescuing ⁷
Performe Unaware		Guiding ²	Rescuing ⁴	Rescuing ⁶	Rescuing ⁸

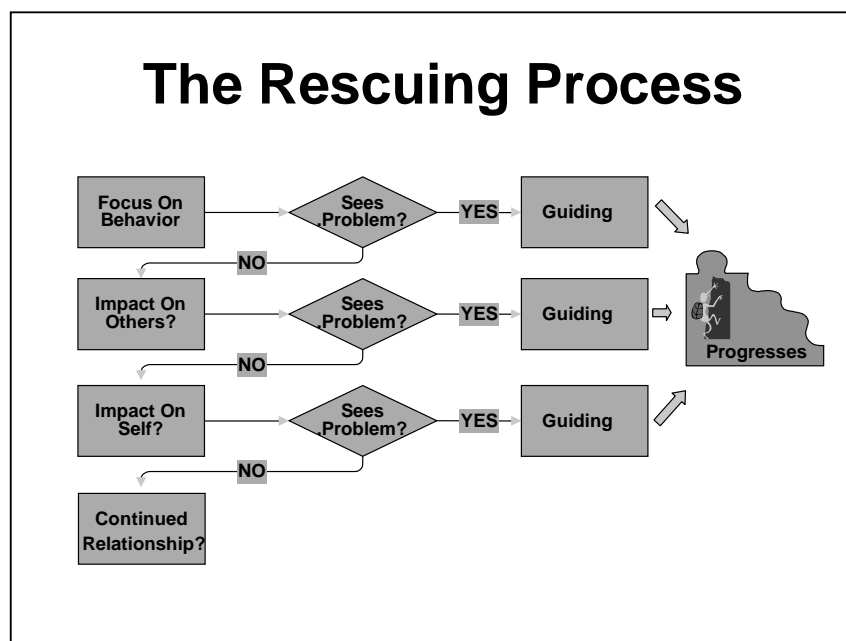
A Decision Table

A helpful way to think about these factors is in terms of their dichotomies:

- ✓ Aware/Unaware
- ✓ Willing/Unwilling
- ✓ Serious/Not Serious.

By representing these dichotomies in a matrix, eight combinations can be produced. The "Decision Table" shown above illustrates those eight combinations in relation to the method most appropriate for dealing with Performers in

each one of the eight boxes. The main “surprises” in this table are likely to be Boxes 3, 4, and 5. Boxes 3 and 4 are Rescuing because Performers are unwilling to change, regardless of awareness. What may not be a serious consequence today could become one if the behavior is repeated. Box 5 is Guiding because Performers are aware and willing despite a serious actual or potential result.



The Rescuing Process

Rescuing involves a systematic examination in three important areas:

- ✓ The Performer's problem behavior.

- ✓ The impact of a Performer's behavior on others and on self.
- ✓ The Performer's interest in continuing a relationship with the company.

The impact of behavior is divided into consequences for others, considered first, then self consequences.

Counseling Homework

Before starting the Rescuing process, Leaders should attend to the following important matters.

1. Make sure the problem is behavioral and is a matter under the Performer's control. The failure of a Performer to get Valued Results, despite Desired Behavior is not something that calls for Rescuing. In the same way, Rescuing does not apply when a Performer's failure to respond can be traced to a lack of appropriate support, training, or cooperation from other parties.
2. Make sure the problem behavior is really serious in terms of its impact on all those affected by it.
3. Be sure to identify all the potential consequences of the problem behavior for others and for the Performer.
4. If appropriate, investigate with peers or others to see if the problem behavior might be a symptom of a personal, medical, substance abuse, or psychological problem.

Rescuing, as it is described here, is not medical or psychological therapy. Therefore, if the Leader suspects serious problems of a medical or psychological nature exist, a different kind help should be obtained for the Performer.

5. It is important to recognize Performers sometimes have hidden goals underlying problem behavior. These goals can include pre-determined plans to leave the department or company. It is helpful if such goals can be discovered in advance through consultations with peers, other colleagues, or the Human Resources department.
6. Leaders should consult with their managers. This accomplishes two important objectives. First, it informs the Leader's boss that a problem exists, if they don't already know. Second, it allows the Leader's boss to share any knowledge or perspective he or she might have on the problem. Higher-level managers often have access to information or ideas very helpful to those involved in Rescuing sessions.

After the homework is done, if a Rescuing session is still appropriate, it should be scheduled with the Performer in a private location at a mutually convenient time.

The Problem Behavior

The first step in a Rescuing session is to focus on the problem behavior. Using the Guidance and Reflection skills described earlier, the Leader should ask the Performer about awareness of the problem behavior. If the Performer isn't aware or doesn't recall the behavior, the Leader should reflect it back to the Performer with a dispassionate description. It is very important at this point to focus on specific behavior rather than attitudes, judgments, or emotions. As a result of this step, if the Performer recognizes his or her behavior as a problem in need of correction, then Rescuing gives way to Guidance related to the Performer skill of Progresses. Otherwise, the Leader proceeds to the second step.

The Impact on Others

The second Rescuing step is to examine the impact of the problem behavior on others. This includes customers, the company, other departments, peers and even the Leader. Here, too, the Leader should guide by first asking before telling, resorting to the latter only when the Performer is not aware or cannot describe the relevant impact. During this second step, the consequences of problem behavior for the Performer should not yet be examined. The full impact of the behavior upon others should be considered first. As a

result of this step, if awareness of the consequences of his or her behavior on others makes the Performer willing to change, Guidance related to the Progresses skill should occur. If not, then the Leader proceeds to the third step.

The Impact on Self

In the third Rescuing step, the Leader uses Guidance skills to examine all consequences of the problem behavior for the Performer. Again, the Performer is first asked before being told. As usual, the Leader resorts to telling only when the other person is not aware or cannot describe the relevant impact. Leaders should be careful here not to describe any effects on the Performer that can't or won't be enforced. If awareness of the impact on self makes the Performer willing to change, then Guidance toward the Progresses skill should occur. If not, then the Leader proceeds to the fourth and final Rescuing step.

Continuing Relationship?

The last Rescuing step is to examine the prospects of the Performer's continued relationship with the company. Most of the time, Rescuing efforts need not go this far. Usually, people have become receptive to Guidance and willing to change by the time they become aware of the behavior and its impact on others and self. However, if they

are still resistant and unwilling to develop, then they must choose to leave the job. It is important to recognize this is the Performer's decision, not the company's or the Leader's. Rescuing is not a process for terminating Performers. Rather, it is a process that can, as a last resort, lead to the ultimate choice to change or leave. The phrase, "I need someone in this job who will... and I really want that person to be you. Do you want it to be you?" (or some variation on these words) is an effective way to elicit the Performer's choice in this matter.

Leaders must be careful to listen carefully throughout the Rescuing session. Here are some guidelines for Leaders to follow in this regard.

- ✓ Don't do all the talking. Use questions to solicit the Performer's input.
- ✓ Use Guidance and Support skills as much as possible throughout the session.
- ✓ Give the Performer time to respond.
- ✓ Don't interrupt.
- ✓ Clarify understanding of the Performer's statements.
- ✓ Focus on behavior and consequences, not the person.
- ✓ Remain Calm.
- ✓ Avoid judgmental comments.
- ✓ Listen, learn, and use the hankie when necessary.

Here is an example dialogue illustrating the way in which a Leader might use all four steps of the Rescuing Process. The situation involves an employee who is expected to submit a weekly report each Friday containing information critical to sales and marketing planning/forecasting. It is now Monday and last week's report has not been submitted. The report for the preceding week was submitted on Wednesday, but only after some prompting. This is a Rescuing situation because, although he is aware of the behavior, the Performer seems unwilling to change and the situation is serious. Most likely this person is in Box 7 of the Decision Table. After some homework, the Leader has determined that a Rescuing session is appropriate and has scheduled one in his office. This is how the conversation might go.

Leader: John, do you recall our discussion the week before last related to your weekly forecasting reports? (*Focus on behavior*)

Performer: Yes.

Leader: What did you agree to do? (*Focus on behavior*)

Performer: I said I would get the reports in on time.

Leader: That's exactly what you said. (*Reinforcement*)
Did you get it in on time last week? (*Focus on behavior*)

Performer: More or less, besides I've been a little busy with those other things you asked me to do. (*Denial; Shift of responsibility*)

Leader: I think it is less because we still don't have your report for last week. (*Reflect behavior back to Performer*)

Performer: I'm working on it.

Leader: Do you recall what I said about the importance of having those reports in on time? (*Impact on others*)

Performer: Yes, but I don't know what the big deal is. I will get you the information. Does it really matter if it is a few days late? (*Doesn't see the problem*)

Leader: Are you aware of what happens in the company when we don't have your information on time? (*Impact on others*)

Performer: I suppose the bean counters get restless.

Leader: Yes they do and for good reason. The information in your report allows the company to create a forecast for personnel and marketing expenditures in each of our regions. These

forecasts determine what resources are allocated each week to our sales and marketing activities. When your information is late, the bean counters have to work overtime, which is inconvenient for them and costs the company money. (*Tell about impact on others*)

Also, when the forecasts are late, the regions don't get their allocations on time. This means we don't have optimal deployment of resources in the field, which can cost the company big time revenues. (*Tell about impact on others*)

The bean counters estimated the cost of your late information last week was about \$16,000.00, including the increased overtime in the accounting department as well as lost revenues. (*Tell about impact on others*)

And what do you suppose my Director is saying to me in this situation? (*Impact on Leader*)

Performer: Look, let's not get carried away here. I'll work on it today and get it to you as soon as I can. You really need to give me a break. Between this and the other duties assigned to me, you are asking a lot. (*Still doesn't see the problem*)

Leader: I think you are missing the point here. There is zero tolerance on this matter. It is not negotiable. This is not a good situation for you. Are you aware of that? (*Impact on Performer*)

Performer: I can see you are not happy about it.

Leader: No, I am not. Your performance evaluation and bonus are seriously at risk. (*Tell about impact on Performer*)

But, more importantly, I need someone in this job who will get the reports in on time and get the other work done too. I would prefer that person be you, but it's your decision. (*Continued relationship*)

You have a lot to offer this company. Considering your other accomplishments, I'm confident with some effort you can get this situation under control. (*Build confidence*) But maybe you would be better off working somewhere else. (*Continued relationship*)

Performer: Whoa! Hold on. I am happy here and I really don't want to leave. Maybe I just need some help with my organizational skills so I can get everything done on time. (*Appreciates the*

problem) Do you have any suggestions? (*Is receptive to Guidance*)

Leader: Yes, I do.

By the end of this session, the Performer had transitioned from being resistant to Guidance to becoming willing to change. At that point, the Performer is Rescued (at least tentatively) and the Leader must guide the Performer to a plan involving specific actions to be taken by both parties. Timetables and checkpoints would be included in the plan. The Leader would use Follow Up skills to verify progress.

It is not uncommon for Performers to move back and forth between being Rescued and needing additional Rescuing. This can happen under the following circumstances.

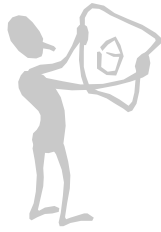
- ✓ Leaders abruptly switch from Guiding to Rescuing when it becomes apparent Performers are unwilling to change or are unaware of serious present or potential effects of their behavior.
- ✓ Rescuing gives way to Guiding when Performers accept responsibility to change problem behavior.

- ✓ Once Rescued Performers revert back to their problem behavior when they fail to execute agreed-upon plans. Rescuing must be started again.

When does it stop?

You may wonder, "How does one know when Guiding or Rescuing is no longer necessary?" The simplest answer is shown in the following graphic.

When does it stop?



- 4 **Guidance continues forever as long as Performers remain employed**
- 4 **Rescuing stops when Performers rectify their problem behavior or move to another job**

Chapter Reflections

What differentiates Performers who can be Guided from those who can't?

Our Answer: Performers who can be guided care about their behavior and its impact on self and others. These Performers also want to develop their skills to conform to company expectations, (i.e., Desired Behaviors) and to achieve Valued Results as well as contribute to Key Outcomes for the Company. Performers who can't be guided are either unaware of their negative behavior, or

they don't care about its consequences and are unwilling to change.

What is the difference in the purposes the Guiding and the Rescuing processes?

Our Answer: Guiding aims to help Performers recognize opportunities for improvement based on how their actual behavior compares with Desired Behavior, and based on the types of results produced by their behavior. The overall goal of Guided Self Development is to enable Performers to take control of their own developmental progress when the Leader is not around. Rescuing applies to Performers who have recurring problem behaviors that have created (or have the potential to create) significant negative consequences for themselves or others. Persistent problem behaviors are a symptom of Performers who are not receptive to Guidance and not interested in self development. The ultimate goal of Rescuing is to get Performers back on the path to self development or allow them to make a decision to leave the company.

What are the four steps involved in the Rescuing process and how do they work?

Our Answer: In the Rescuing process, the Leader follows these steps:

1. Focus on the problem behavior. This ensures that Performers knows what the problem behavior is and how often it occurs.
2. Examine the consequences of the problem behavior for others. Performers need to understand who is affected by the problem and how.
3. Examine the implications of the problem behavior for the Performer. Performers also need to understand what will happen to them if the problem continues, but only after they understand the impact on others.
4. Examine the prospects of a Performer's continued relationship with the company. When Performers continue to be unwilling to change, they choose (in effect) to leave the job or the company.

As a result of any of these steps, Performers may accept responsibility for the problem and decide to change. This moves the Performer into the Guiding process where the Progresses Skill comes into play.

When does Guiding or Rescuing stop?

Our Answer: Guiding lasts for as long as the company rents the Performer's behavior. Rescuing lasts until the Performer

addresses the problem behavior successfully, or the Performer moves on to another job or another company.

CHAPTER TEN

Documenting the Progress of Performers

Developmental progress without documentation is like an opera without an audience.

Why Track Performer Development?

To facilitate and document continuous improvement and professional development in the Performer



Keeping track of Performer progress is a critical aspect of Guided Self Development. Tracking progress facilitates

as well as documents Performer improvement and development. The facilitation occurs, in part, as a result of the recognition and reinforcement Performer's get from Leaders when progress is documented explicitly. As we have emphasized throughout this book, Leaders are instrumental to the success of their Performers. Leaders have the "rope" to Guide their Performers' self development to peak levels of performance. Documentation is one collateral aspect of Leader Guidance.

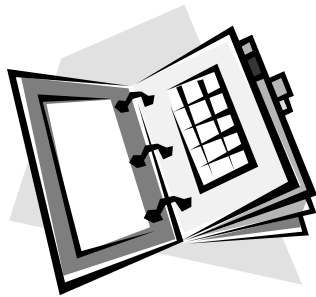
Some aspects of Performer progress that need to be documented on a regular basis are:

- Which Targeted Skills have been examined for a given Performer over time.
- How a Performer actual behavior compares to Desired Behaviors for the Targeted Skills that have been examined over time.
- How customer react to a Performer's behavior or other significant results that may occur.
- Any Dynamic Targets that emerged for consideration when Leaders were present.
- What Performer Development plans have been created and what progress has been made in completing those plans.

- The growth of Performer Self Development capabilities over time.

Three important tracking tools

There are at least three tracking tools Leaders can use with their Performers to document developmental progress: Performer Contact Reports, Targeted Skills Inventories, and Self-Development Skills Progress Forms. Let's look at the essential characteristics of each of these tools and consider some guidelines for their use.



Tools To Help Accomplish these tasks

- ✓ **Performer Contact Report**
- ✓ **Targeted Skills Inventory**
- ✓ **Self-Development Progress Form**

Performer Contact Reports

A Performer Contact Report is the primary way to document what happens during times when Leaders are working with their Performers and observing their behavior.

Recommended Report Sections

To be of maximum value to both Leader and Performer, this type of report should contain information pertaining to several key areas of the Performer's work.

1. **Identification information.** The first key area of the Contact Report relates to information needed to identify the developmental contact such as the Performer's name, date of contact, location, etc.
2. **Targeted Skills.** A second area of the Contact Report should record the Targeted Skills selected by the Performer for examination during the Leader's visit, along with any skills added or substituted by the Leader. An example of what might appear in this section of the report is shown here:

"The Performer wanted to focus on his Closing skills. In addition, we agreed to examine Discussion Openings."

3. **Desired Behaviors.** As noted earlier, each of the Targeted skills selected as focus points should have specific Desired Behavior identified by the company. Hopefully, the

Desired Behaviors for all Targeted Skills have been published in some type of reference guide for use by Leaders and Performers. In the Contact Report, it is important to document the extent to which the Performer can recall the Desired Behaviors for the various skills selected for examination. This documentation establishes that the Performer already knew, or was told, specifically which behaviors were desired for each Targeted skill. For example:

“The Performer correctly recalled the Desired Behaviors for Closing, but not for Discussion Openings. The Performer left out the third step, but was reminded of it.”

4. Observed Behavior. Another important Contact Report area is used to record the Performer’s actual behavior for each Targeted Skill, as observed by the Leader, along with any consequences or results of importance. It is not necessary here to document everything. Typical examples of Performer behavior and results usually are sufficient as shown in the following example of Leader comments about the Openings skill:

“Eight calls were observed. In six calls, the Performer opened the discussion by mentioning the product. As an example, he said: ‘I have some new information for you

about Product X.' The Customers' usual reactions were to say: 'I'm pretty busy right now, but what information do you have?' They listened quietly and asked no questions."

"In the other two calls, the Performer began by asking the customers about needs that had been discussed in a previous visit. The customers became very involved in the conversation with the Performer by asking many questions."

The goal of this report section is to characterize the overall trends of the Performer's behavior (and results) by using one or two specific examples, if possible. As the preceding example shows, it is important to stick as close to the observed facts about the Performer's behavior and results as possible. Observations should be recorded in this section of the report for each of the agreed-upon Targeted Skills that were examined.

5. Plans and Progress. Another important area of the Contact Report documents what plan and progress emerged during the visit. As the following example shows, it is appropriate to record specific Development Plans and Follow Up here.

"The Performer improved in the Openings area during the day. The last two calls were fully consistent with Desired Behaviors for this skill. The Performer recognized that each

customer's interest was much greater when the product name was not mentioned in the very beginning. As a Development Plan, the Performer agreed to write out three openings for each of his products based on our Desired Behaviors. He will email them to me by Friday for review. In my next visit, we will continue to examine this area."

6. Dynamic Targets. It is also appropriate to capture specific observations related to any significant Dynamic Target points that may have emerged during the visit. Again, it is necessary to be as specific as possible in reporting this information. For example:

"The Performer was confused on the dosage information for Product X. We reviewed the product's information brochure and I verified his understanding."

7. Sign Off. It is very important that both Leader and Performer agree on the facts contained in the Contact Report. This report should be a collaborative effort of both parties and should be signed-off by each person.

Here is a summary of the main areas recommended for the Performer Contact Report. Others sections may be needed based on company policy and needs.

Summary of Recommended Performer Contact Report Areas

Visit Identification: Name, Date and Location, etc.
Performer's Targeted Skills; Any skills added by Coach
Desired Behaviors for Targeted Skills
Observed Performer behavior for each Targeted Skill Observed reactions to Performer's behavior
Action Plans, Development Plans, and Follow Up
Dynamic Focus issues or other comments
Performer and Leader signatures

Contact Report Guidelines

Leaders can enhance the value of Performer Contact Reports by:

- Being concise.
- Not trying to write down everything that happened.
- Recording behavior not opinions.
- Collaborating with Performers in making the report.
- Giving Performers a copy of each report.

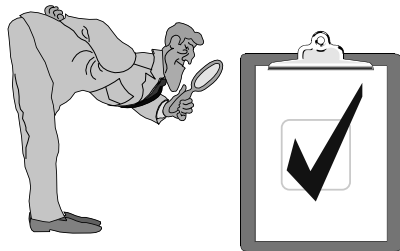
- Using successive reports to get a picture of a Performer's progress over time.

Targeted Skills Inventory

A second important progress-tracking tool is called a Targeted Skills Inventory. This tool serves as a means to document which Targeted Skills have been examined over time with each Performer.

The Targeted Skills Inventory

Provides a way to ensure full coverage of key job-related skills during performance review cycles



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This type of tracking is important to ensure all key Performer skills are examined or re-examined periodically, especially within a performance review cycle. This tool also serves as an important planning aid to the Performer and Leader in deciding which skills to examine at what times.

Here is an example of what a Targeted Skills Inventory might look like. This example contains only a few possible Targeted Skills for purposes of illustration. The rows in this inventory form correspond to the various dates Leader worked with a Performer. The columns represent the possible skills that can be Targeted for examination. In practice, the columns in this form would continue to the right on past those shown here to include all designated Target skills.

Targeted Skills Inventory

One per Performer covering all key skills

Dates	Possible Target Skills							
	Opening	Observing	Questioning	Listening	Facts	Evidence	Benefits	Targeting
15 Oct	X		X					
13 Nov					X	X		
16 Dec						X	X	

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As you can see, on October 15th, the Leader and Performer worked on Opening and Questioning skills. The X indicates the skill was examined on that date. The circle around the X indicates the Performer demonstrated proficiency in that skill relative to the published Desired Behaviors.

On November 13th, Presenting Facts and Using Evidence were the Targeted Skills. Evidence was a continued focus in the December visit, along with Customer Targeting. Notice that this tool allows the Leader and

Performer to see at a glance which skills have been examined over time in past visits.

Inventory Guidelines

To get the most out of this tool and to ensuring full coverage of key Performer skills over time, Leaders should:

- Establish a Targeting priority with each Performer for which skills should be examined and in what order. As noted earlier, the Performer's choices should be respected here as much as possible.
- Suggest natural Targeting priorities as a starting point. One useful priority in the absence of other considerations is to work on skills in the order they are used in actual practice.
- Change Targeting priorities based on a Performer's success or company considerations. Initial priorities may need to be changed based on considerations relevant to the individual Performer or company mandates.
- Try to cover all important skills in each performance review cycle. It is important to examine multiple skills over time so that a complete picture can be obtained of a Performer's strengths and opportunities for further development. This picture contributes both to

development planning as well as to performance reviews.

When scheduling work with a Leader, there is a common tendency for Performers to want to focus on skills already mastered or ones with which they are most comfortable. Of course, this works against the objective of obtaining a complete picture of the Performer's skills. The Targeted Skills Inventory helps Leader manage this tendency, should it be encountered. Also, since this type of inventory provides a clear record of what has been examined in the past, it will help Leaders know when Targets suggested by the Performer need to be amended or changed to fulfill performance review or other company requirements.

Here is an example of such a situation:

- Leader:** What should we focus on in our next visit?
- Performer:** I'd like to focus on my discussion openings.
- Leader:** Didn't we focus on that on the visit before last?
- Performer:** Yes, we did, but I would like you to observe it again.
- Leader:** Well openings are very important. Do you recall how you did on this skill the last time?

Performer: Yes, I was able to perform the Desired Behaviors, and the customers seemed interested.

Leader: That's right, you did a great job! Do you recall the memo we received about customer targeting skills?

Performer: Yes.

Leader: Good. Since it's almost the end of the cycle, we need to focus on that skill next time. Is that OK?

Progress in Self Development

A third important tracking tool relates to the growth of a Performer's self-development capabilities. As we have noted, the ultimate goal of Guided Self Development is to enable Performers to examine and modify their own behavior when the Leader is not around.

The Self Development Progress Form can assist with the tracking of this important aspect of the Performer's progress.

Self-Development Progress Form

Tracks Occurrences of Leader's Guiding

Performer Self-Development Skills	Leader Examines		Leader Tells	
	Leader Asks	Leader Lists Alternatives		
Targeting Skills	4	4		
Stating Desired Behaviors	4			
Deciding-Identify Behavior	4			4
Deciding-Identify Results	4			4
Deciding-Results Conclusion	4			
Deciding-Behavior Conclusion	4			
Planning	4	4	4	
Follow Up	4			

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The purpose of this Progress Form is to track the type of Guidance used by the Leader during a particular visit with the Performer. In this form, the various Performer Skills (or sub-skills) are listed in the first column. The Performer Skill of Targets is divided into "Targeting Skills" and "Stating Desired Behaviors." These are the two components of this skill we discussed in Chapter 6. The Decides Skill is subdivided into the two fact (Identify Behavior and Results) and two conclusion (about behavior and results) components described in Chapter 7. The Progresses Skill

is divided into “Planning” and “Follow Up” components. Also on this form are columns for the four type of Leader Guidance Skills discussed in Chapter 4 (Asks, Examines, Lists, Tells).

Leaders would use this Progress Form after each contact with a Performer to record which Guidance skills they needed to use during their visit. Leaders would simply check off the specific Guidance Skills they needed to use consistently (more than 50% of the time) in connection with the various components of the Performer Skills of Targets, Decides, and Progresses.

As Performers take full control of their self-development process, there will be fewer and fewer checks per contact because they will initiate the skills without prompting. Ultimately, Leaders may not even have to solicit the Performers’ ideas since they may spontaneously offer their suggestions, observations, conclusions, and plans. At this level of self development, the role of the Leader is mainly to observe and reinforce the Performers’ own development actions.

Progress Form Guidelines

Fostering the self-development skills of Performers can be facilitated by:

- Making sure Performers understand the various self-development skills discussed in Chapters 6, 7 and 8. Often this can be facilitated through a formal presentation Leaders make to their Performers for the purpose of providing an overview of these skills.
- Recognizing and reinforcing Performers immediately when they initiate any of the self-development on their own without prompting.
- Inviting and encouraging Performers to practice the self-development skills both when the Leader is present as well as when he or she is not around.
- Sharing Self-Development Progress Forms with each Performer to provide feedback and demonstrate growth.

This chapter has provided some suggestions and tools whereby Leaders and Performers can document and track progress with respect to the execution of Desired Behaviors, the achievement of Valued Results and the growth of self-

development capabilities. This tracking facilitates and documents continuous Performer improvement and professional development.

Chapter Reflections

Why is it important to document Performer development progress?

Our Answer: It is important to document progress for several reasons. First, documented progress can be an important source of feedback for Performers to know how they are doing. Second, Leaders can recognize and reinforce Performers in a more timely way when progress is clearly documented. Third, Leaders and Performers will know what they have already covered so as to make more effective use of future time. Finally, Leaders can assemble successive Performer documents to gain a clearer picture of changes over time as well as current strengths and opportunities.

What are the key ingredients of a Performer Contact Report?

Our Answer: A Performer Contact Report should contain ID information, along with a record of which skills were

Targeted during the visit, whether the Performer knew or was told the Desired Behaviors for these skills, what actual behaviors and results were observed in connection with each skill, what plans and follow up requirements were created, any Dynamic Targets that may have emerged. Also, Performers and Leaders should both agree in writing to the content of this report.

What are the benefits of using a Targeted Skills Inventory?
Our Answer: The main benefit of this type of inventory is to ensure that all key Performer skills are examined and receive developmental focus over time. This inventory also facilitates planning skill targets for future visits with the Leader. It may also help Leaders justify any amendments or changes that need to be made to the Performer's own choices for Targeted Skills.

What does the Self-Development Progress Form do?
Our Answer: This form enables Leaders and Performers to see how self-development skills grow over time. This growth is revealed by a gradual reduction in the need for Leaders to prompt and guide the Performer Skills of Targets, Decides, and Progresses.