

INNOVATORS IN EDUCATION

BUILDING CAPACITY IN YOUR TEAM – ONE BY ONE



OUTCOMES

- Understand the foundational principles of trust
- Understand how to identify and leverage employee strengths
- Understand why clear expectations and feedback improve performance
- Understand the leader, as coach, is a mediator of thinking.



AGENDA

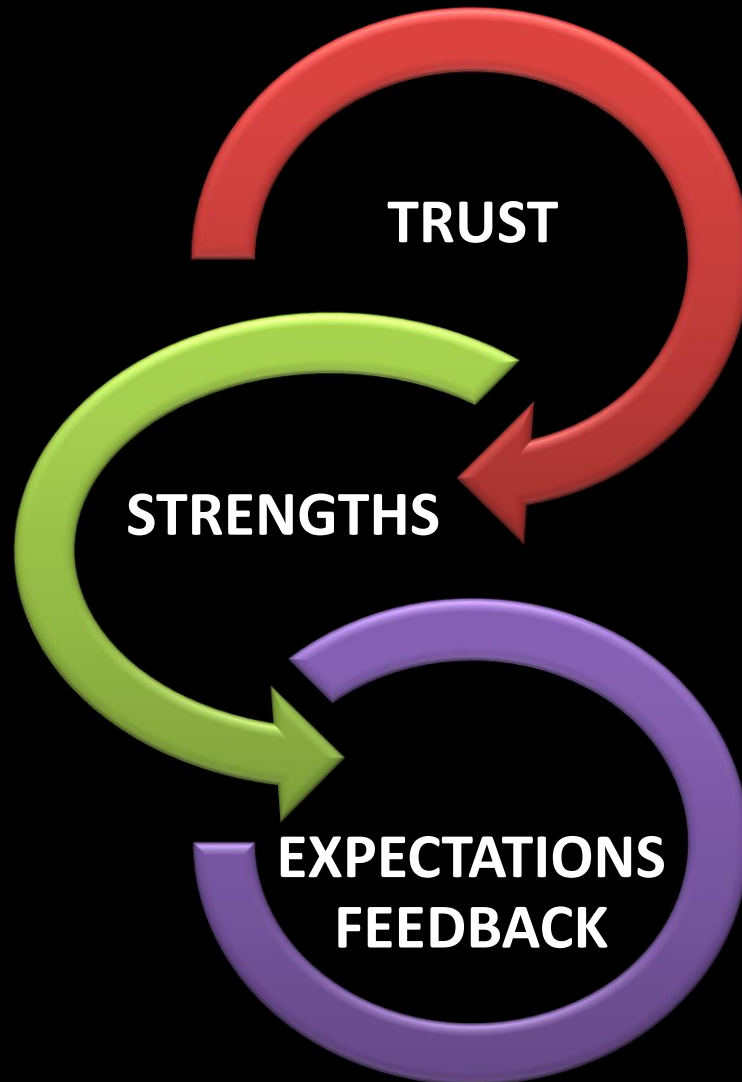
- Welcome
- Establishing Trust
- Discovering Individual Strengths
- Monitoring Performance
- Empowering Others



If you don't know where you are going,
any road will get you there. Carroll



EMPOWERING EMPLOYEES



ESTABLISHING TRUST



THREE TYPES OF TRUST

1. Organic
2. Contractual
3. Relational



THREE TYPES OF TRUST

1. Organic
2. Contractual
3. Relational



RELATIONAL TRUST



RELATIONAL TRUST

- Beliefs and Behaviors



RELATIONAL TRUST

- Beliefs and Behaviors

Is what I see *align* with
What you say?



RELATIONAL TRUST

- Beliefs and Behaviors
- Expectations Validated

Is what I see *consistent*
with what you say?



RELATIONAL TRUST

- Beliefs and Behaviors
- Expectations Validated
- Criteria for Judgments Expanded

What are your *motives*
and *intentions*?



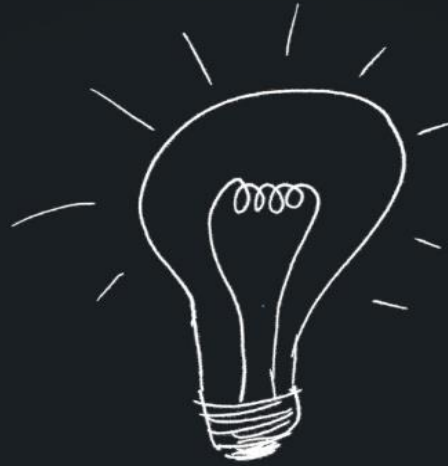
RELATIONAL TRUST

TRUST

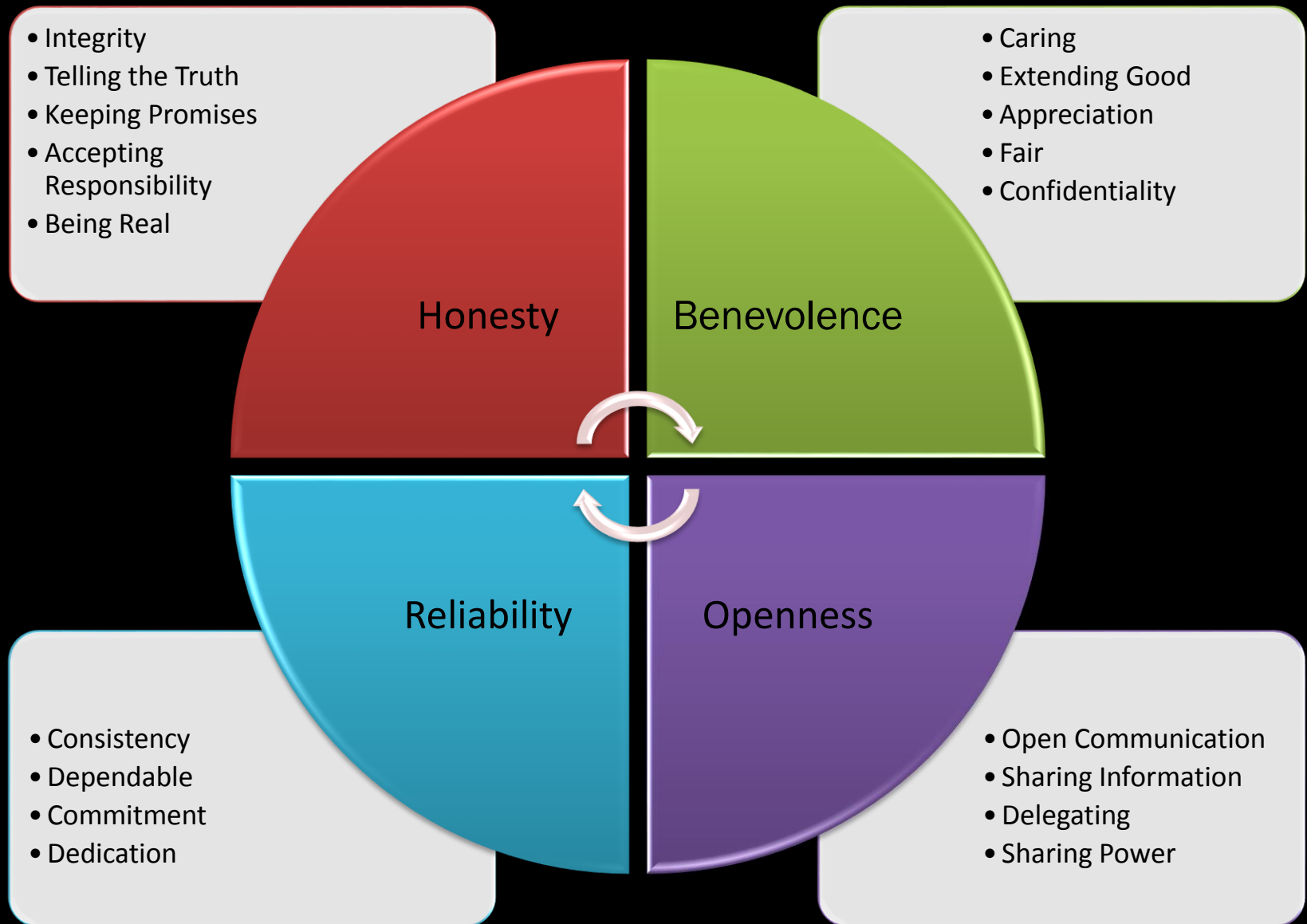
but verify

-Ronald Reagan

REFLECTION



FACETS OF TRUST





AGENDA

- Welcome
- Establishing Trust
- **Discovering Individual Strengths**
- Monitoring Performance
- Empowering Others



DISCOVERING STRENGTHS





BILL PROUD

"Actually, we were looking for someone
who could think outside the box."

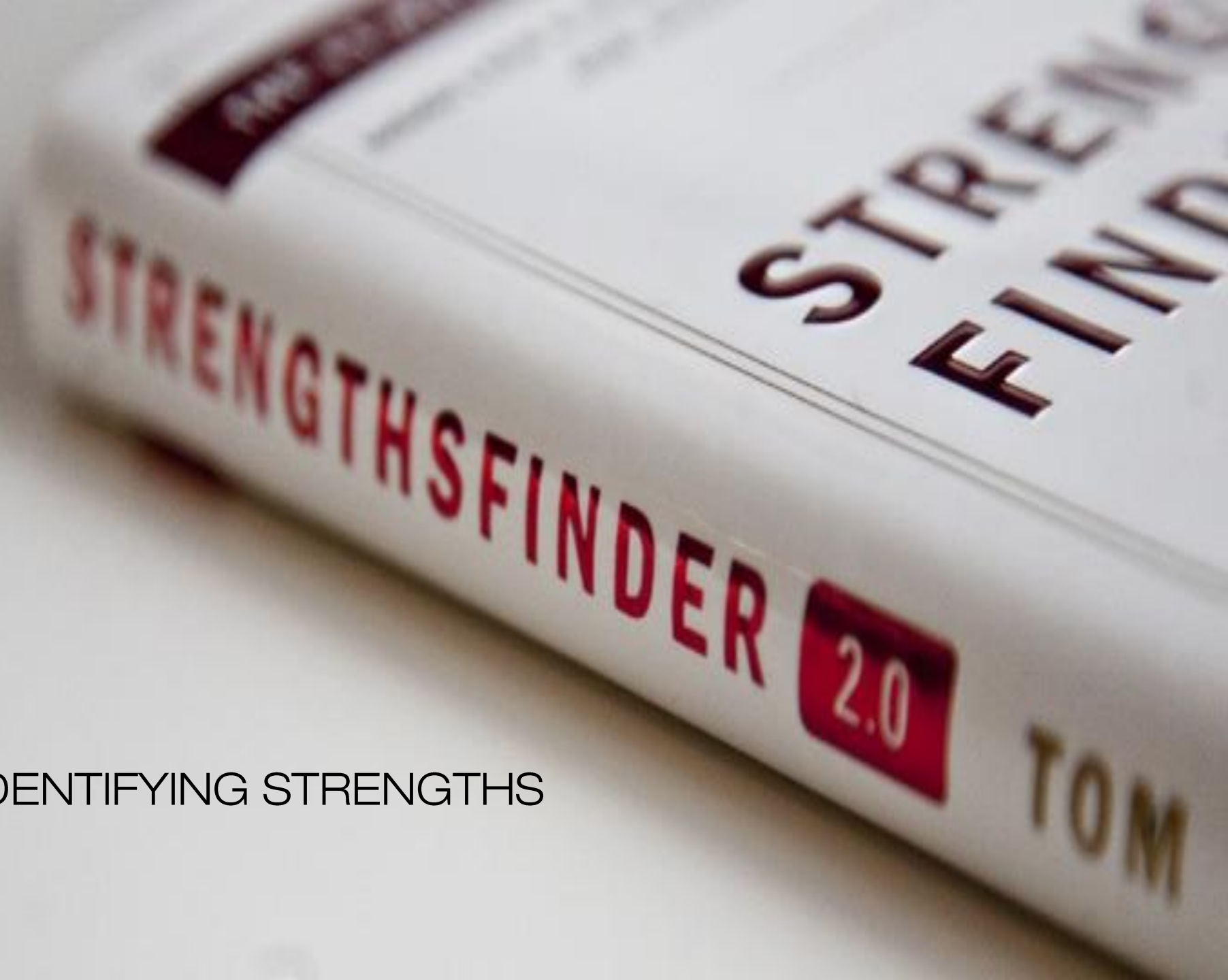
...IF THE SHOE FITS



“People have several times more potential for growth when they invest energy in developing their strengths instead of correcting their deficiencies.”



IDENTIFYING STRENGTHS



THIS IS TOO
MUCH



THE SECRET SAUCE



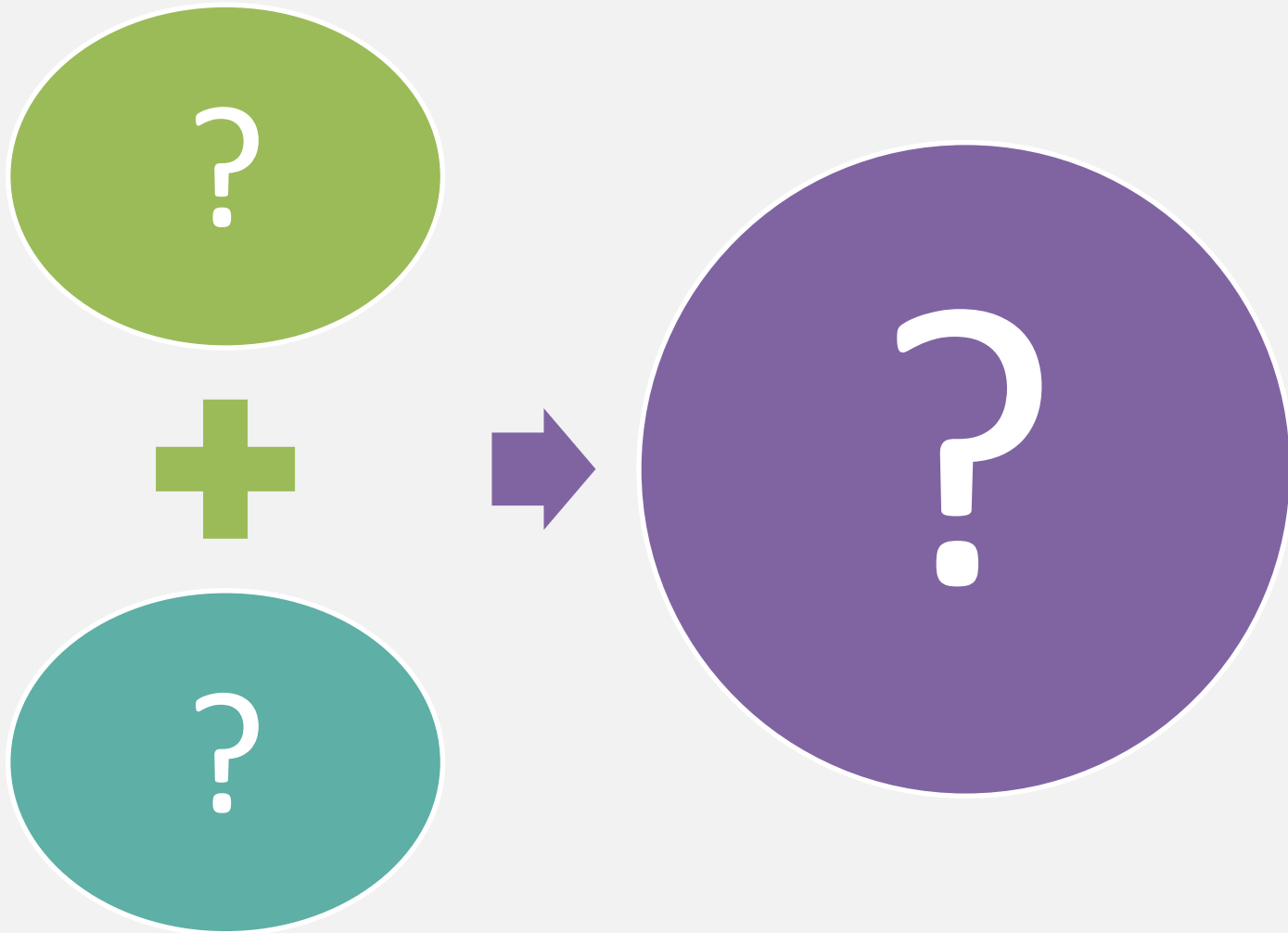
Talent x Investment = Growth

AGENDA

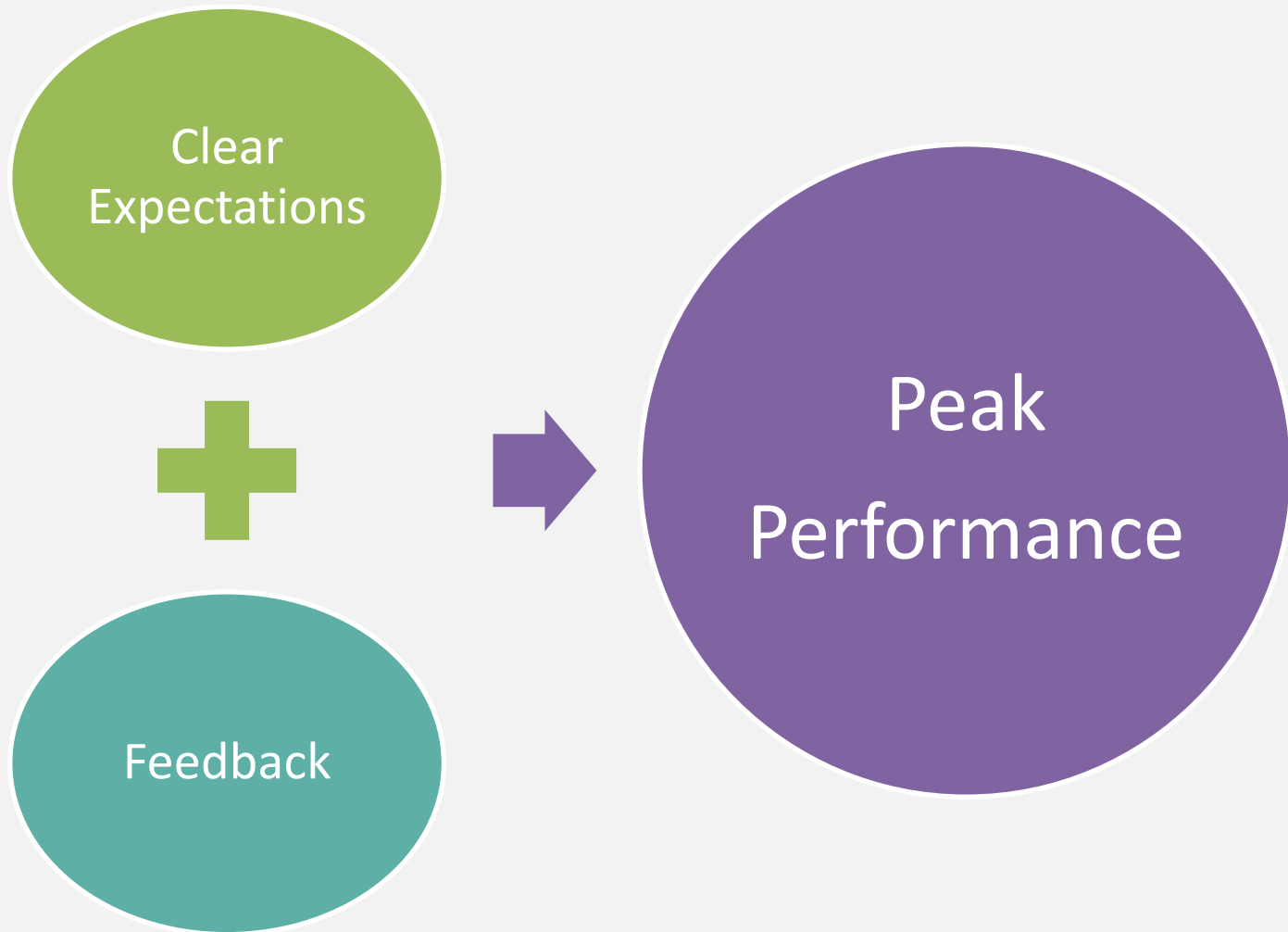
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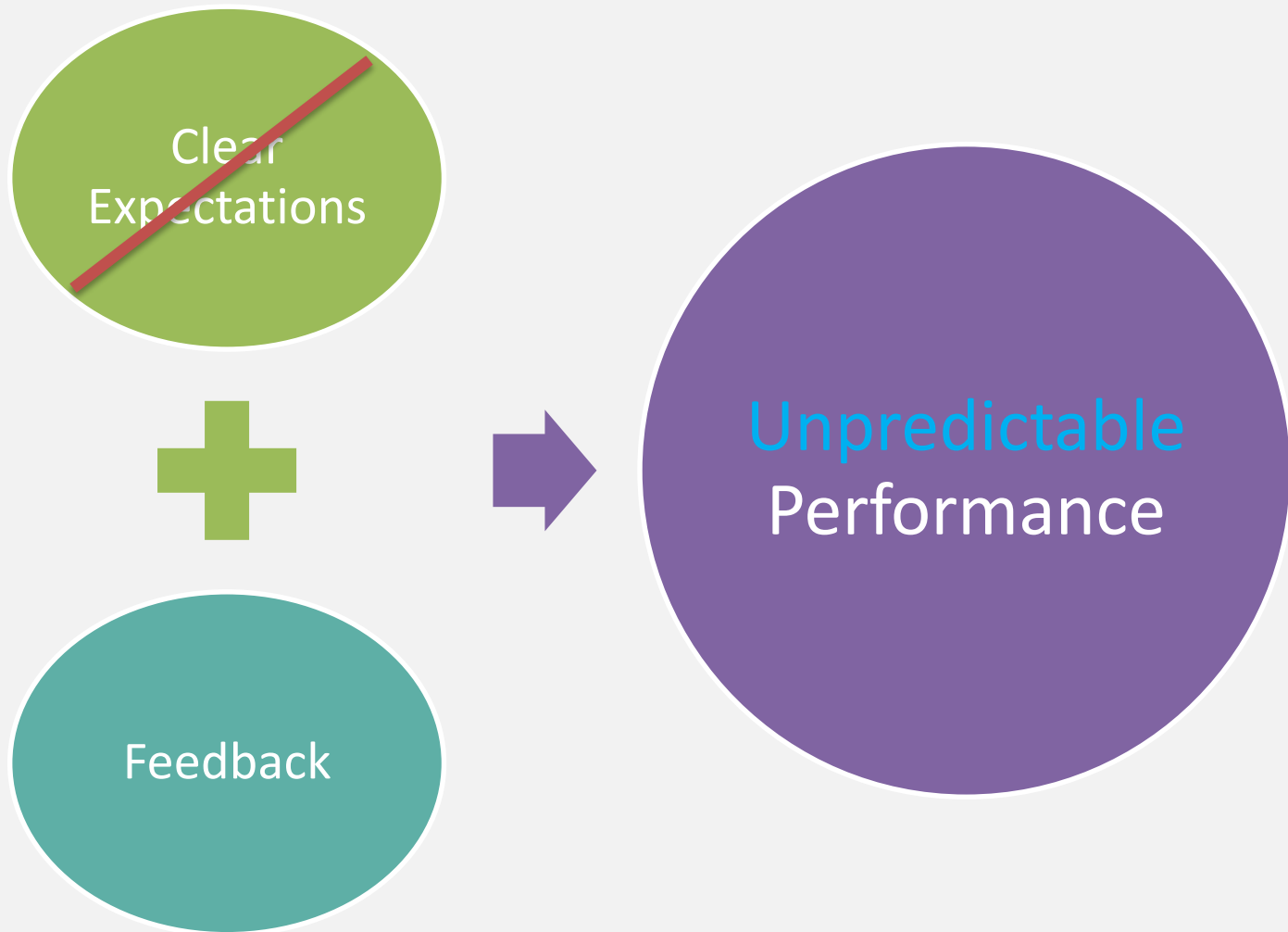
MONITORING PERFORMANCE



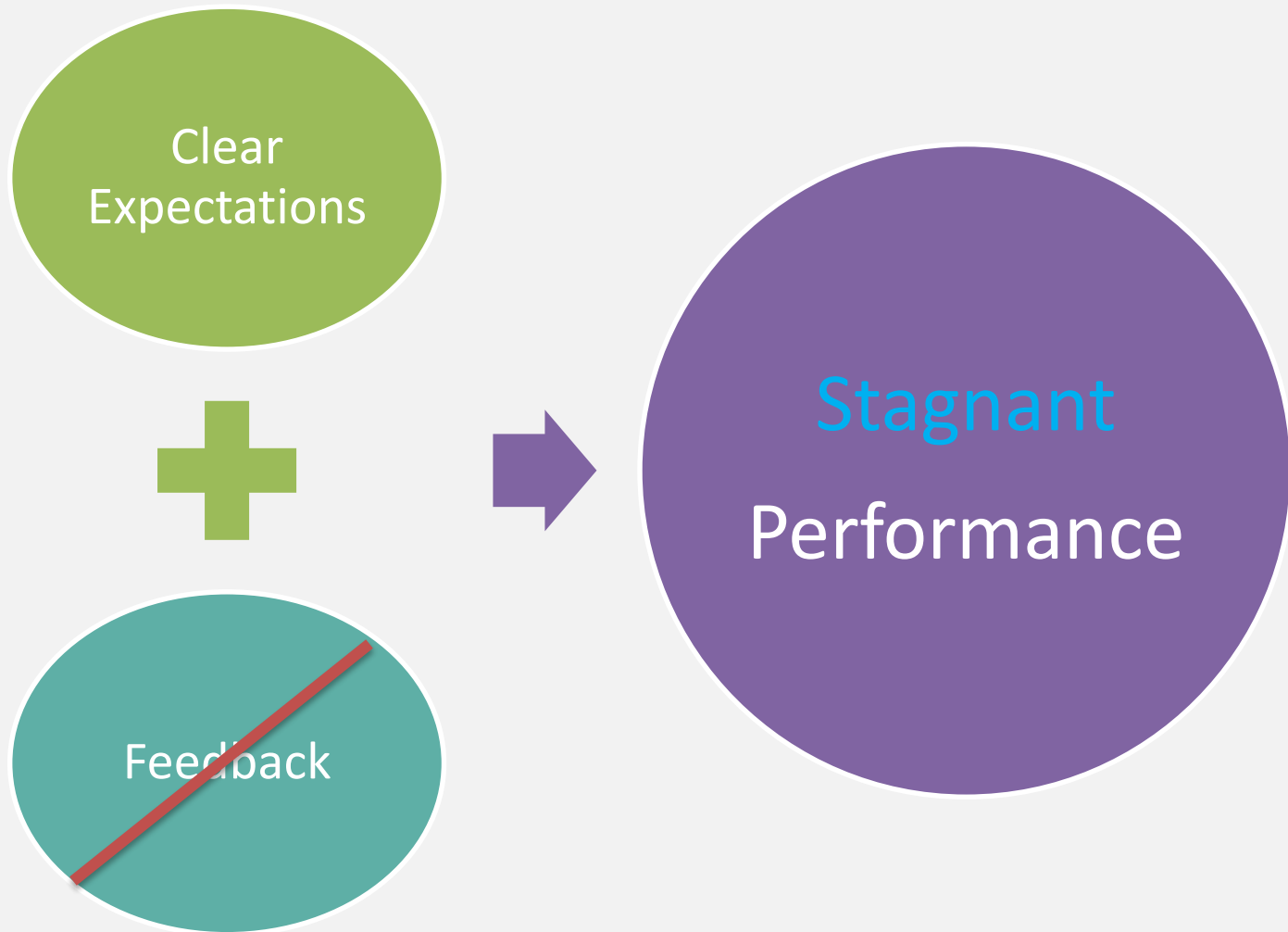
MONITORING PERFORMANCE



MONITORING PERFORMANCE



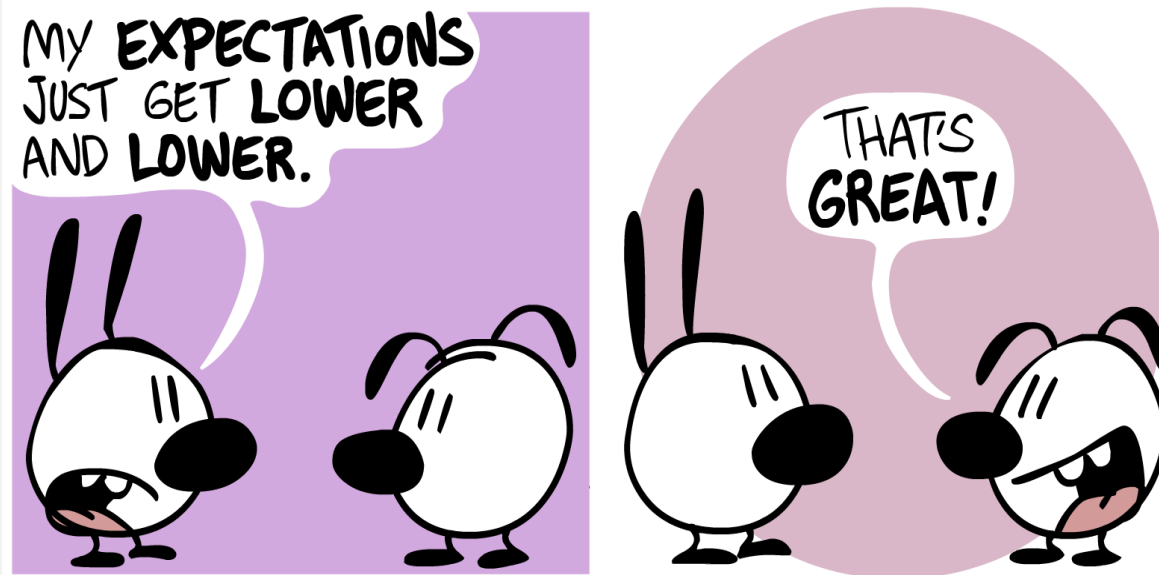
MONITORING PERFORMANCE



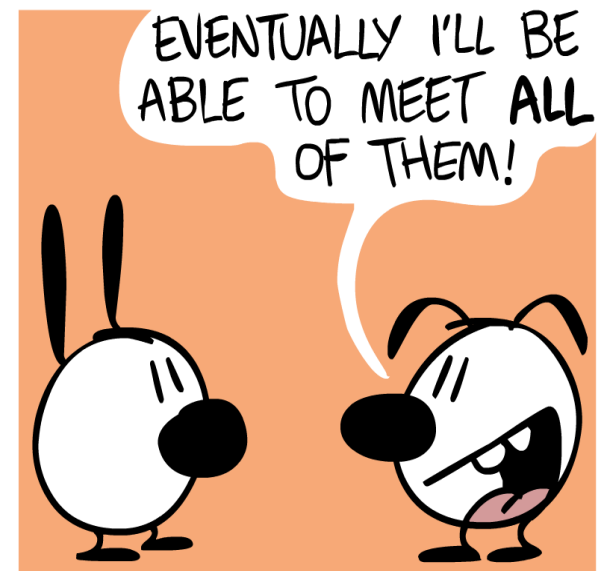
DEFINING EXPECTATIONS



DEFINING EXPECTATIONS



DEFINING EXPECTATIONS



DEFINING EXPECTATIONS

~~impossible~~
~~achievable~~

DEFINING EXPECTATIONS

~~impossible~~
~~achievable~~

STRENGTHS

PROVIDING FEEDBACK



PROVIDING FEEDBACK

1. Be aware of safety



PROVIDING FEEDBACK

1. Be aware of safety
2. Be positive

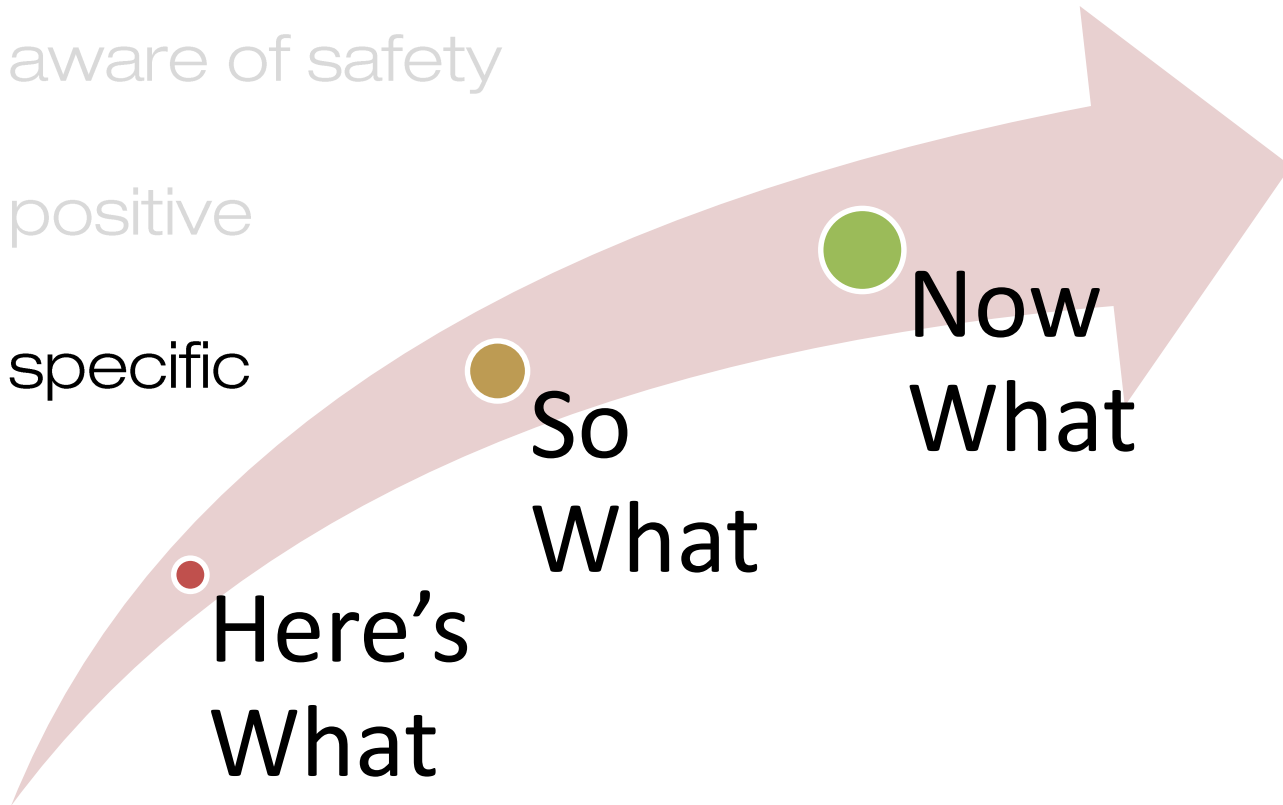


PROVIDING FEEDBACK

1. Be aware of safety

2. Be positive

3. Be specific



PROVIDING FEEDBACK

1. Be aware of safety
2. Be positive
3. Be specific
4. Be immediate



PROVIDING FEEDBACK

1. Be aware of safety
2. Be positive
3. Be specific
4. Be immediate
5. Be firm and fair



AGENDA

- Welcome
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EMPOWERING OTHERS





EMPOWERING OTHERS

-verb-

To give power or
authority to;

To enable or permit

THE POWER OF THE PARAPHRASE



PARAPHRASE

1. Attend fully



PARAPHRASE

1. *Attend fully*
2. Listen with the intention to understand



PARAPHRASE

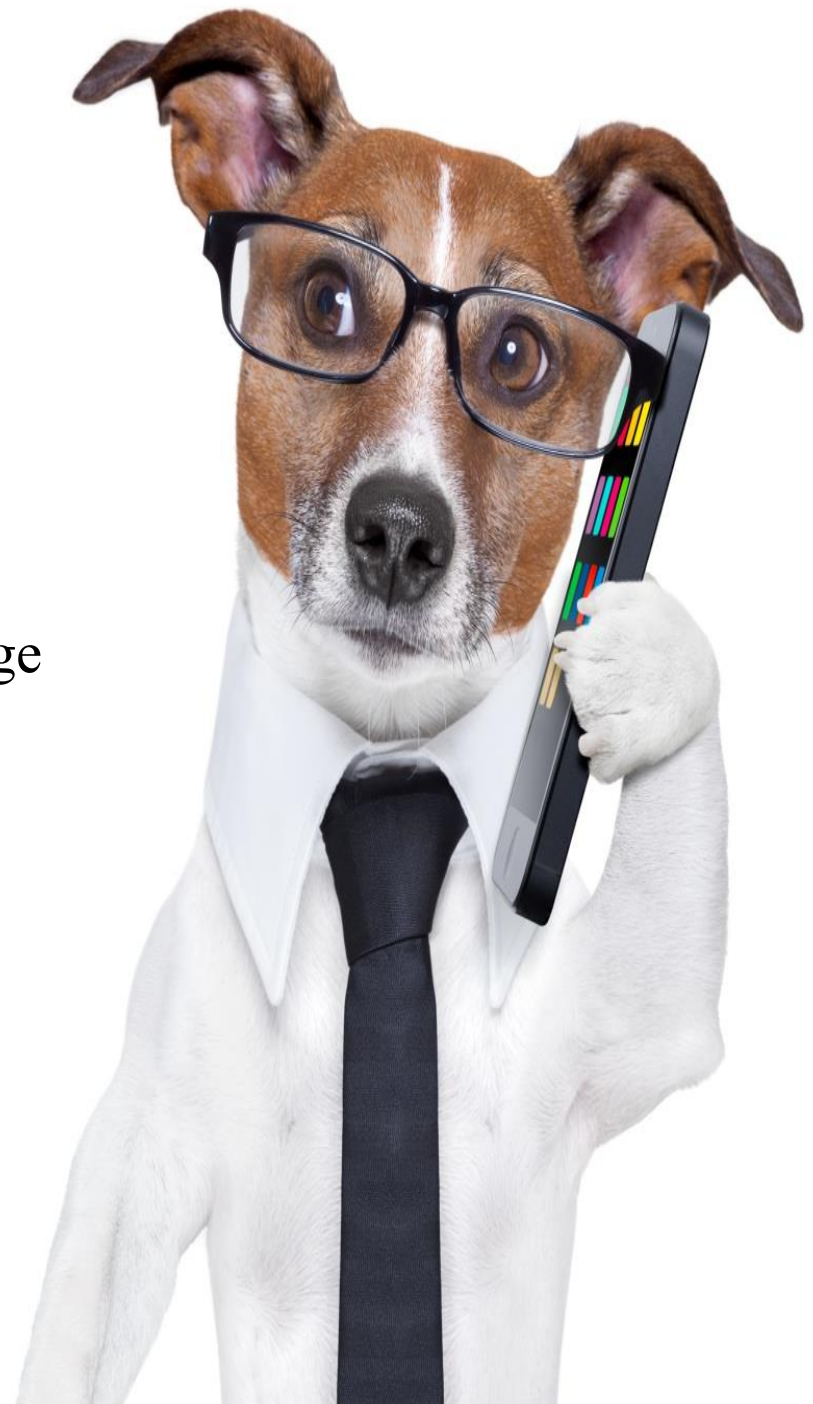
1. Attend fully
2. Listen with the intention to understand

“There is a difference between listening and waiting your turn to speak.” Simon Sinek



PARAPHRASE

1. Attend fully
2. Listen with the intention to understand
3. Capture the *essence* of the message



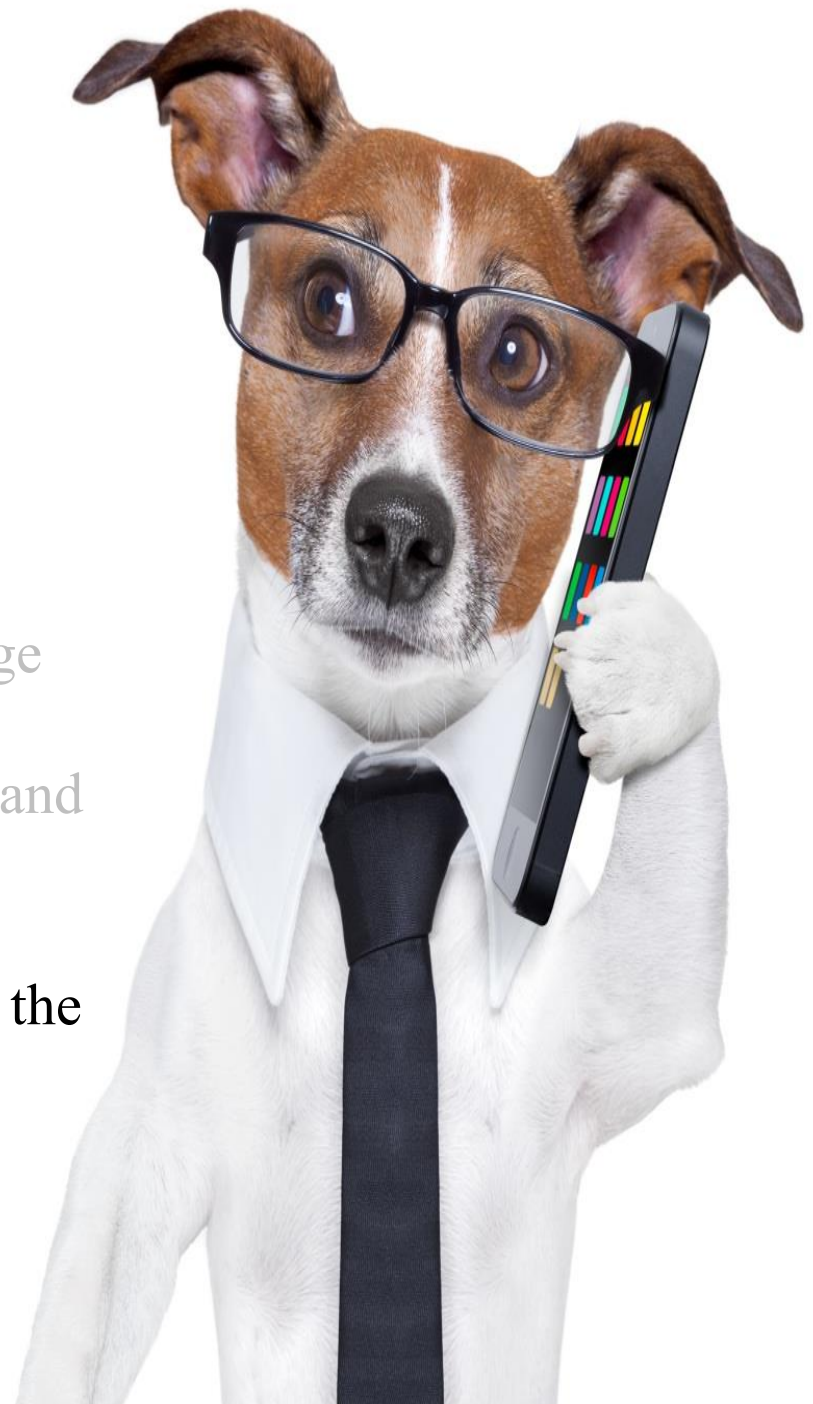
PARAPHRASE

1. Attend fully
2. Listen with the intention to understand
3. Capture the *essence* of the message
4. Reflect the *essence* of voice tone and gestures



PARAPHRASE

1. Attend fully
2. Listen with the intention to understand
3. Capture the *essence* of the message
4. Reflect the *essence* of voice tone and gestures
5. Make the paraphrase shorter than the original statement



PARAPHRASE

1. Attend fully
2. Listen with the intention to understand
3. Capture the *essence* of the message
4. Reflect the *essence* of voice tone and gestures
5. Make the paraphrase shorter than the original statement
6. Paraphrase before asking a question



PARAPHRASE

1. Attend fully
2. Listen with the intention to understand
3. Capture the *essence* of the message
4. Reflect the *essence* of voice tone and gestures
5. Make the paraphrase shorter than the original statement
6. Paraphrase before asking a question
7. Use the pronoun “you” instead of “I”



THE POWER OF THE QUESTION



THE POWER OF THE QUESTION



THE POWER OF THE QUESTION



What were you thinking
when you did that?

In what ways did your
decision support your long-
term goals?

THE POWER OF THE QUESTION



What might be some of the
unintended consequences
of your choices?

Is this really how you want
things to go?

THE POWER OF THE QUESTION



This



That

What do you think Mrs.
Jones might need from you
right now in order to be
successful?

What happens when you
lose your cool with Mrs.
Jones?

THE POWER OF THE QUESTION



- Invitational
- Exploratory and tentative
- Positive Presupposition
- Open ended

REFLECTION

