

# TAL

## THE ACCOUNTABLE LEADER



## LEADER AS COACH

1 2 3 4 5

Leader as Coach is a powerful training program that will show you how to get the best performance from your team.

BRIAN MORAN AND COMPANY

*Congratulations!*

You've taken the first step in reaching your leadership goals.

This workbook is part of *The Accountable Leader* Program. It is meant to be used in conjunction with the online video series.

Go to [www.TheAccountableLeader.com](http://www.TheAccountableLeader.com) to learn more.

Thank you,

*Brian*

Brian Moran and Company





# **MODULE 1**

## **HOLD THEM CAPABLE**

“Leadership  
is all  
about  
influence.”

## LEADERSHIP & ACCOUNTABILITY

As a leader, your results are not driven directly by your efforts, they come through your \_\_\_\_\_, through your \_\_\_\_\_.

Leadership is all about creating results by \_\_\_\_\_ others to act. That’s why this concept of accountability and holding people capable is so critical and so powerful.

Managers are taught that when someone’s not doing what they’re supposed to do, they need to hold them \_\_\_\_\_.

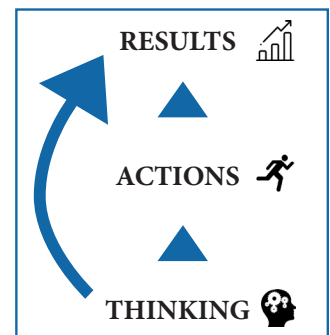
The actions of holding someone accountable are to apply \_\_\_\_\_ \_\_\_\_\_ to try and get them to do what we want them to do.

Can you force someone to do something? \_\_\_\_\_

**Forced accountability is not accountability, it’s manipulation.**

The typical response of being “held accountable”...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## CONSEQUENCES

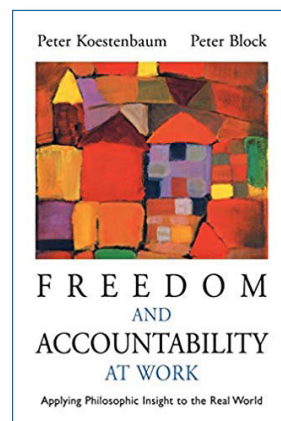
You will never get discretionary \_\_\_\_\_ with negative consequences. It gets you just enough to stop the consequences ... and comes with collateral damage.

### The Consequence Of Managing Through Consequences

- The "volume" on consequences has to \_\_\_\_\_ up over time.
- People tend to hide to \_\_\_\_\_ negative consequences.
- \_\_\_\_\_ and entitlement can grow over time.
- Team attrition – the \_\_\_\_\_ leave & the \_\_\_\_\_ stay.
- Limits the \_\_\_\_\_ of people you can manage (PIC/NIC)
- Consequences cannot get you as far as your team is capable.

To really create a high performance culture, you need to understand what accountability is and what it isn't. As we've talked about before, accountability isn't consequences, it's \_\_\_\_\_.

***"We have a small way of thinking about accountability. We think that people want to escape from being accountable. We believe that accountability is something that must be imposed."***



### Answer Key

Team  
People  
Influencing  
Accountable  
Negative  
Consequences  
No  
Pushback  
Resistance  
Excuses  
  
Effort  
Amp  
Avoid  
Resentment  
Accountable  
Victims  
Number  
Ownership

“Motivation  
will almost  
always  
beat mere  
talent.”

– Norman Ralph  
Augustine

## HOLDING YOUR TEAM CAPABLE

If you can't hold them accountable, though, what do you do?

You hold them \_\_\_\_\_.

Holding your team capable means that you \_\_\_\_\_ with  
\_\_\_\_\_ and the consequences of their choices.

### Confronting With Choice

- Shifts \_\_\_\_\_ of the consequence dealer away from you.
- Team less concerned that you have an \_\_\_\_\_.
- Shifts long term \_\_\_\_\_ of their success to them.
- \_\_\_\_\_ seek \_\_\_\_\_ out for help when they need it.
- They see consequences as the outcome of their \_\_\_\_\_.
- Better vacations for you!

Discretionary effort comes with \_\_\_\_\_.

## Ownership happens when I realize that I have choice.

Structures Needed To Hold People Capable

- What do they want? What's their \_\_\_\_\_?
- What matters most. That's \_\_\_\_\_.
- Are they doing it? That's where \_\_\_\_\_ comes in.
- Is it producing? The two critical measures are the tracking of outcomes, but most importantly the scoring of \_\_\_\_\_.
- Are they aligning their time with their plan actions?

At the heart of accountability is ownership, and what undergirds that is \_\_\_\_\_-\_\_\_\_\_ choice.

Start holding your people capable and watch what happens to the results, to the relationships, to the culture.

Notes:

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### Answer Key

Capable  
Confront  
Choices  
Burden  
Agenda  
Ownership  
They  
You  
Choices  
Ownership

Vision  
Planning  
Process Control  
Execution  
Free-Will

"A man  
(person)  
who wants  
to lead the  
orchestra  
must turn  
his back  
on the  
crowd."

– Max Lucado

## IT'S ALL ABOUT THE EXECUTION

Knowledge without action produces very little. For you to benefit from **The Accountable Leader** you will need to be clear about your insights and learnings, and take action.

Capture that here.

### KEY TAKE-AWAYS

What are your key insights, your key take-aways?

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### ACTION COMMITMENTS

What will you do different? How will you apply this concept?  
How will you engage your team?

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## APPLICATION

What might get in the way of you successfully acting on your commitments?

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How can you increase the odds that you take action anyway?

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What are some of your current auto-pilot responses to performance breakdowns that might send mixed messages in your effort to grow as a leader by holding others capable?

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In what circumstances do you find that those old “Hold Them Accountable” tendencies occur most often? And what are some potential “Hold Them Capable” responses that you can use? How might you confront with Choice instead of Consequences?

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Think through your “typical” week. What opportunities do you have in the normal course of business, that would build individual and team capabilities if you were “confronted” with ownership?

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On the next page is an Ownership Conversation Planner that you can use to prepare for those highly leveraged moments where you can build the ownership mindset of your team members.

## HOLD THEM CAPABLE PLANNING SHEET

Name of Individual: \_\_\_\_\_

Performance Breakdown/Improvement Opportunity: \_\_\_\_\_

What consequences have you applied in the past to improve this breakdown?

What have been the short-term and long-term outcomes of those actions?

What is the desired outcome you want?

How can you communicate the "standard," and get agreement that their current performance is sub-standard?

What three or four questions can you ask the performer to help them see how to take greater personal ownership of their choices and the consequences of those choices?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

How might they respond to these questions, and how can you respond if they resist ownership?

When specifically, do you intend to conduct the ownership conversation?



LEADERSHIP IS ALL ABOUT INFLUENCE.

**TAL** | THE  
ACCOUNTAE  
LEADER



## **MODULE 2**

# **COURAGEOUS CONVERSATIONS**

“Even if you’re on the right track, you’ll get run over if you just stand there.”

– Will Rogers

CONFRONTING THE TRUTH

Courageous conversations are intentional conversations that confront the \_\_\_\_\_.

How effectively a team executes relies to a great extent on the \_\_\_\_\_ of the conversations.

ISSUES:

What are some of the fears that may deter you from confronting these issues, and confronting in general:

What are the results of not confronting problems and issues:

Answer Key

Truth  
Quality

The very outcomes we fear if we \_\_\_\_\_ someone, are virtually guaranteed if we \_\_\_\_\_.

\_\_\_\_\_ is the foundation of leadership.

To get the truth, we have to be \_\_\_\_\_ to be \_\_\_\_\_.

## CHARACTERISTICS OF COURAGEOUS CONVERSATIONS

\_\_\_\_\_: Stay focused on the message and the \_\_\_\_\_, and don't be side-tracked by triggers or another's unwillingness to face the issue.

\_\_\_\_\_: These conversations are learning experiences where both parties understand more about each other's \_\_\_\_\_ and the underlying truth of the situation.

\_\_\_\_\_: Recognize your accountability in the current situation. This reduces the others defensiveness and role models humility and openness.

\_\_\_\_\_: Use questions to help discover individual perspectives and \_\_\_\_\_ growth and learning.

\_\_\_\_\_: By working through difficult issues, relationships are reconciled and strengthened .

\_\_\_\_\_: Ultimately Courageous Conversations are not about making others wrong or highlighting failures, but are concerned with resolution and moving forward.

### Answer Key

Confront  
Don't  
Courage  
Willing  
Uncomfortable  
Intentional  
Core Issue  
Seek Truth  
Perspectives  
Acknowledge  
Personal  
Contribution  
Question Based  
Facilitate  
Build Relationship  
Resolution Focused

"Courage  
is being  
scared to  
death but  
saddling  
up  
anyway."

– John Wayne

## COURAGEOUS CONVERSATION MODEL

1. NAME THE ISSUE WITH AN EXAMPLE
2. IDENTIFY YOUR CONTRIBUTION
3. WHAT'S AT STAKE
4. DESCRIBE YOUR EMOTIONS
5. VOICE DESIRE TO RESOLVE ISSUE
6. INQUIRE INTO PARTNER'S VIEWS
7. IDENTIFY RESOLUTION
8. AGREE ON ACTIONS

## COURAGEOUS CONVERSATIONS OPENING STATEMENT:

NAME THE ISSUE WITH AN EXAMPLE:

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IDENTIFY YOUR CONTRIBUTION TO THE ISSUE:

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WHAT'S AT STAKE:

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DESCRIBE YOUR EMOTIONS:

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"Truth  
is the  
only safe  
ground to  
stand on."

– Elizabeth  
Cady  
Stanton

Confronting is simply a \_\_\_\_\_

Don't be afraid to \_\_\_\_\_, the sooner the better.

Courageous Conversations \_\_\_\_\_ relationships.

Answer Key

Conversation  
Press In  
Build



"One  
man  
with  
courage  
makes  
a  
majority."

– Andrew Jackson

## IT'S ALL ABOUT THE EXECUTION

Knowledge without action produces very little. For you to benefit from **The Accountable Leader** you will need to be clear about your insights and learnings, and take action.

Capture that here.

## KEY TAKE-AWAYS

What are your key insights, your key take-aways?

This image shows a full page of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

## ACTION COMMITMENTS

What will you do different? How will you apply this concept?  
How will you engage your team?

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# **MODULE 3**

## **PERFORMANCE COACHING**

### **PART 1**

“The greatest danger for most of us is not that our aim is too high and we miss it, but that our aim is too low and we reach it.”

– Michelangelo

Answer Key

Influence  
platform  
satisfaction  
coaching  
17% - 23%  
Coaching

## THE IMPACT OF COACHING

*Performance coaching is a fundamental element of effective leadership.*

Think of a coach you’ve had, it could be a parent, teacher, sports coach, or supervisor - answer the following questions:

1. What was the nature of the relationship?

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2. How did the coach help you perform better?

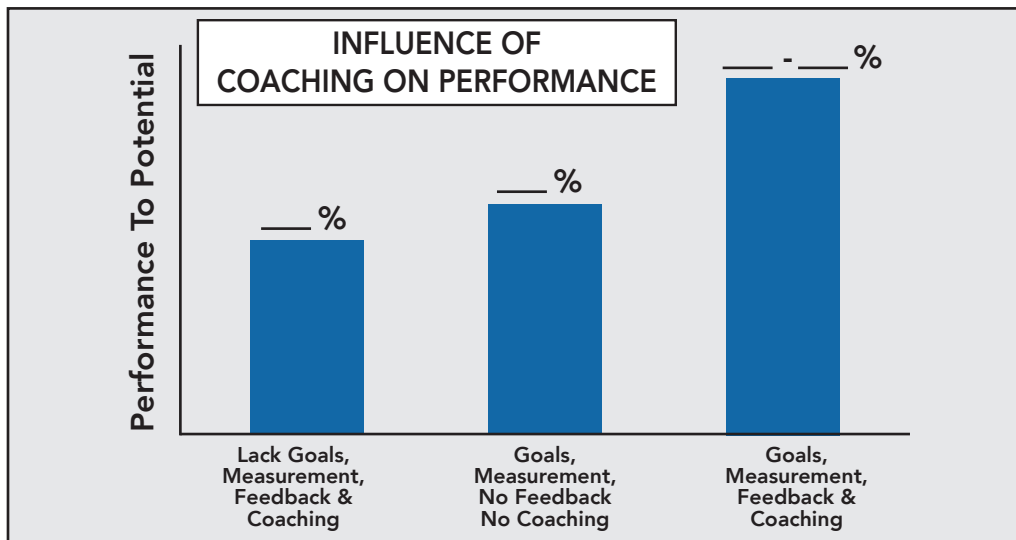
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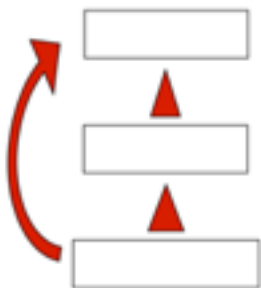
Leadership is \_\_\_\_\_, and Coaching is the \_\_\_\_\_ to influence.

A study conducted by David Maister from Harvard Business School found a direct correlation between coaching and financial performance.

- Financial performance driven by client relationship and employee \_\_\_\_\_, which is impacted by \_\_\_\_\_.
- A 1 point increase in coaching on a 6 point scale increases financial performance by \_\_\_\_\_.
- \_\_\_\_\_, more than any other factor drives financial performance.



Coaching is at the \_\_\_\_\_ of leadership.



Coaching is interacting with people in a way that helps them \_\_\_\_\_ their performance. It's what you do to produce \_\_\_\_\_ results.

Ultimately, how you think about \_\_\_\_\_ impacts your \_\_\_\_\_ as a leader

### **COACHING PHILOSOPHY**

- People are not broken & therefore don't need \_\_\_\_\_.
- The Coach is not the \_\_\_\_\_ person.
- The process is one of \_\_\_\_\_ discovery.
- People act in \_\_\_\_\_ ways.
- People have \_\_\_\_\_-\_\_\_\_\_ \_\_\_\_\_.
- Coaching is \_\_\_\_\_ to my role.
- Goal: Empower people to perform at their best.

### **Answer Key**

65%  
70%  
85%-95%  
heart  
maximize  
extraordinary  
coaching  
effectiveness  
fixing  
answer  
joint  
rational  
free-will  
choice  
central

THINKING

Gets In The Way

Enables Coaching

“If at first  
you don’t  
succeed...

Try doing  
what your  
Coach told  
you to do  
the first  
time.”

Coaching is simply a Conversation.

4 Levels of Conversation

1. S \_\_\_\_\_

2. O \_\_\_\_\_

3. F \_\_\_\_\_

4. P \_\_\_\_\_

Answer Key

Surface  
Opinion  
Fact-Based  
Purposeful

## COACHING PROCESS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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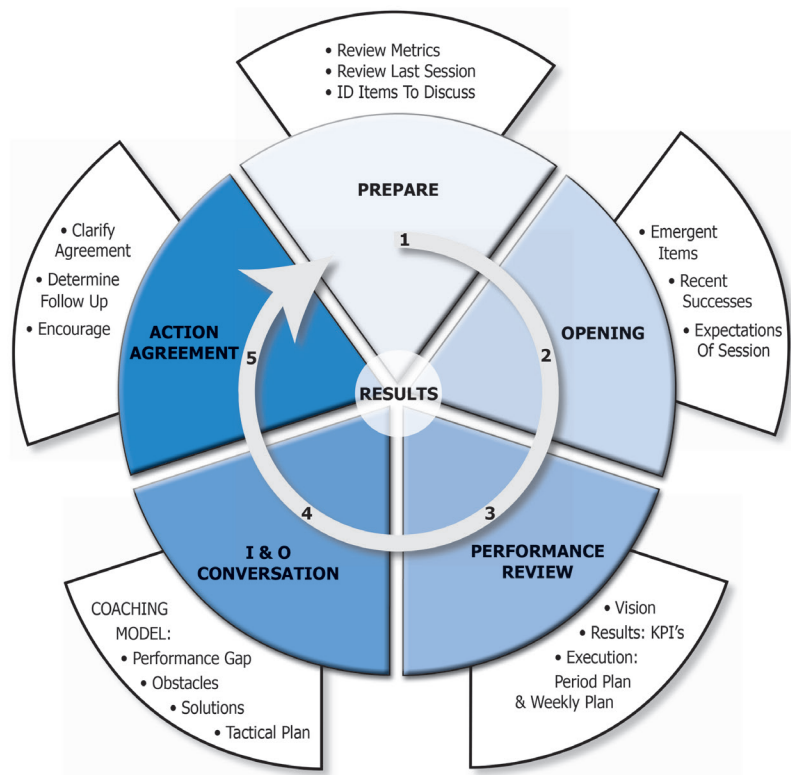
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"A good coach can change a game, a great coach can change a life."

- John Wooden



Answer Key

Prepare  
Opening  
Performance Review  
Issues &  
Opportunities  
Action Agreement

“Coaching  
is the  
platform  
to  
influence  
others.”

- Brian Moran

## IT'S ALL ABOUT THE EXECUTION

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### ACTION COMMITMENTS

What will you do different? How will you apply this concept?  
How will you engage your team?

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## APPLICATION

This month be especially conscious of the way that you approach the performance-based conversations that you are currently having with your team members:

Notice your thinking, do you think like a coach or is your thinking getting in the way?

- Do you think people need to be fixed, and that you need to fix them?
- Do you think that behavior is sometimes irrational?
- Do you see coaching as central to your role, or as a “nice to have” when you have enough time?
- Do you think that people don’t want to be coached?

Begin to work with the Coaching Model, applying the 5 elements of a good coaching session:

- Preparing for each of your coaching sessions effectively?
- Determine your coachee’s mindset at the opening of a session, and adjust your approach accordingly?
- Set the stage for an effective session by reviewing recent performance metrics together?
- Jointly explore the issues and opportunities that exist, and get agreement on the biggest area(s) for improvement?
- Get to agreement and ownership of the necessary actions and follow-up before the session ends?

Do your conversations “Move the needle?”

- Are your conversations surface level and opinion based, or are they fact based and purposeful?
- Do you discuss the truth in a given situation so that both parties learn and grow?

Next month we will dig into the coaching model and process in more detail and discuss each of these concepts, but by thinking about them as you lead your team, you will set yourself up to get even more value from next months’ leadership module.





# **MODULE 4**

## **PERFORMANCE COACHING**

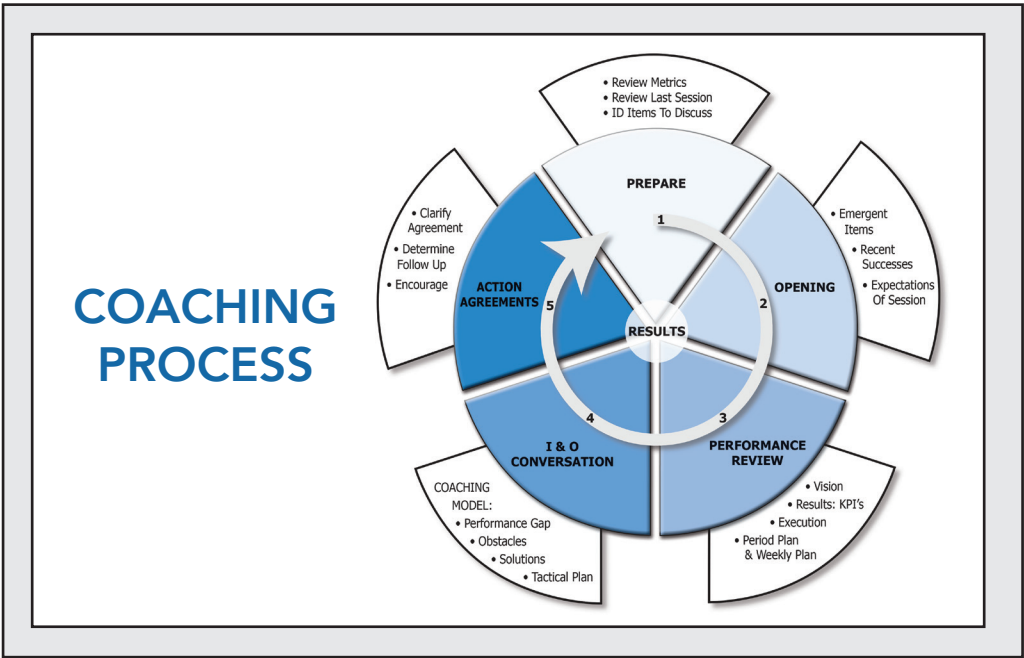
### **PART 2**

“Destiny is a name often given in retrospect to choices that had dramatic consequences.”

– J.K. Rowling

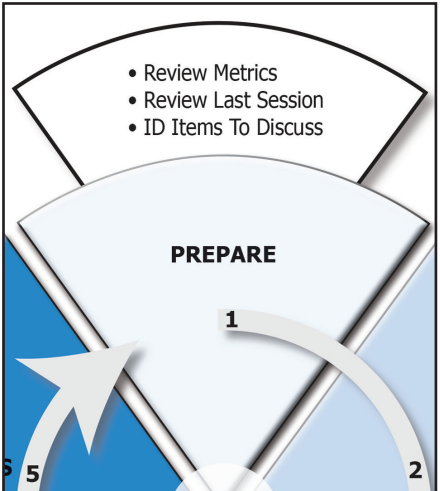
## THE COACHING PROCESS

Performance coaching is a fundamental element of effective leadership.



### Step 1: Prepare

- Review \_\_\_\_\_
- Review last session
- Identify items to discuss



Answer Key

Metrics

## **Step 2: Opening**

- Emergent items
- Recent \_\_\_\_\_
- Expectations

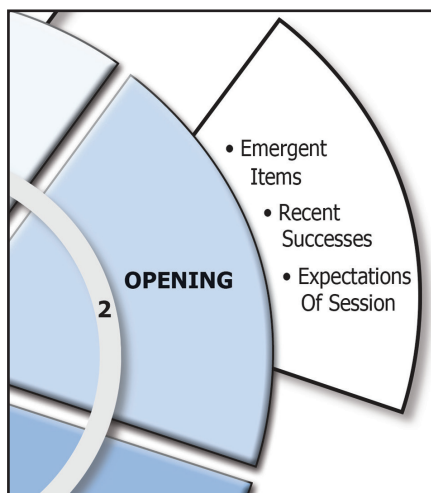
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"Be the coach and mentor you wish you had."

## **Step 3: Performance Review**

- Vision
- \_\_\_\_\_
- Execution

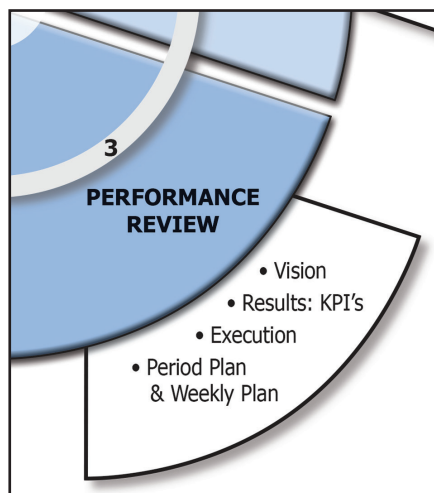
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## **Step 4: Issues & Opportunities**

Coaching Model

- Identify \_\_\_\_\_ Gap
- Identify Obstacles (see page 4 for Coaching Tools)
- Brainstorm \_\_\_\_\_
- Build Out Tactical Plan

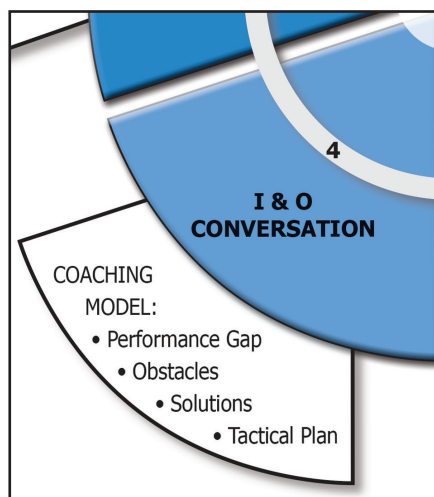
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Answer Key

Successes  
Results  
Performance  
Solutions

“The more  
you help  
others  
succeed,  
the more  
you will  
succeed.”

– Brian Moran

## COACHING TOOLS

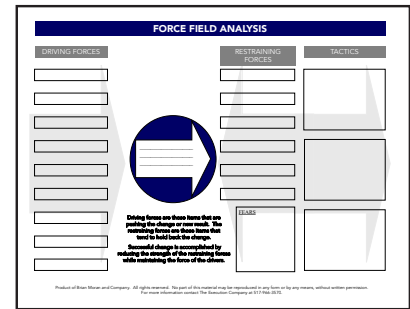
### FORCE FIELD ANALYSIS

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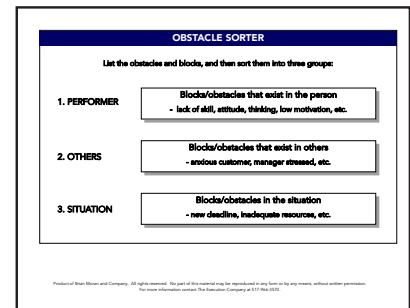
### OBSTACLE SORTER

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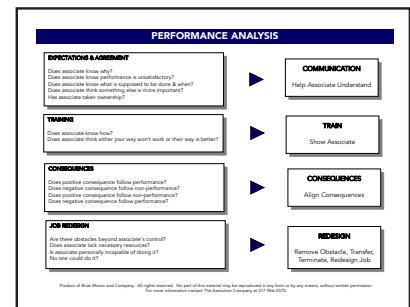
### PERFORMANCE ANALYSIS

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### Step 5: Action Agreement

- Clarify \_\_\_\_\_
- Determine Follow Up
- Encourage

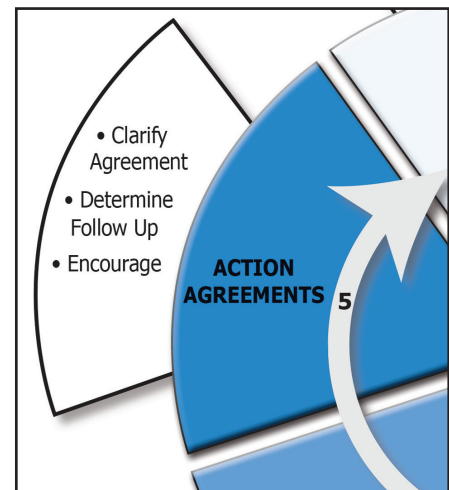
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Answer Key

Agreement

## EFFECTIVE QUESTIONING

### FACTUAL

To get at additional facts  
To open discussion

### EXPLANATORY

To get reasons & explanations  
To broaden discussion  
To develop additional info

### JUSTIFYING

To challenge old ideas  
To develop new ideas  
To get reasoning & proof

### LEADING

To introduce a new idea  
To advance a suggestion of your own

### HYPOTHETICAL

To develop new ideas  
To suggest another opinion  
To change the course of the discussion

### ALTERNATIVE

Compare alternatives  
To get agreement

### AGREEMENT

To develop consensus  
To get agreement  
To take action

### ACCOUNTABILITY

To confront freedoms  
To highlight choice  
To create ownership

### ACTION/COMMITMENT

To determine level of commitment  
To enlist commitment to action

Examples:

- ✓ What, where, why, when, who & how?

Examples:

- ✓ In what way would this help solve the problem?
- ✓ What other aspects of this should be considered?
- ✓ Just how would this be done?

Examples:

- ✓ Why do you think so?
- ✓ How do you know?
- ✓ What evidence do you have?

Examples:

- ✓ Have you considered. . . ?
- ✓ How can you leverage your strengths with this issue?

Examples:

- ✓ What would happen if . . . ?
- ✓ Let's assume that . . . ?
- ✓ Imagine that . . . ?

Examples:

- ✓ Which do you think is best, A or B?
- ✓ Are we in agreement then to do X?

Examples:

- ✓ Is there general agreement on this plan?
- ✓ Based on your understanding, tell me what you believe we are agreeing to?

Examples:

- ✓ What choices do you see available to you?
- ✓ What is keeping you from owning this?
- ✓ Are you willing to own this?

Examples:

- ✓ Can you commit to this action?
- ✓ What are you willing to commit to?

"A good coach will make his players see what they can become, rather than what they are."

– Ara Parseghian

## IT'S ALL ABOUT THE EXECUTION

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Capture that below.

### KEY TAKE-AWAYS

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### ACTION COMMITMENTS

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## APPLICATION

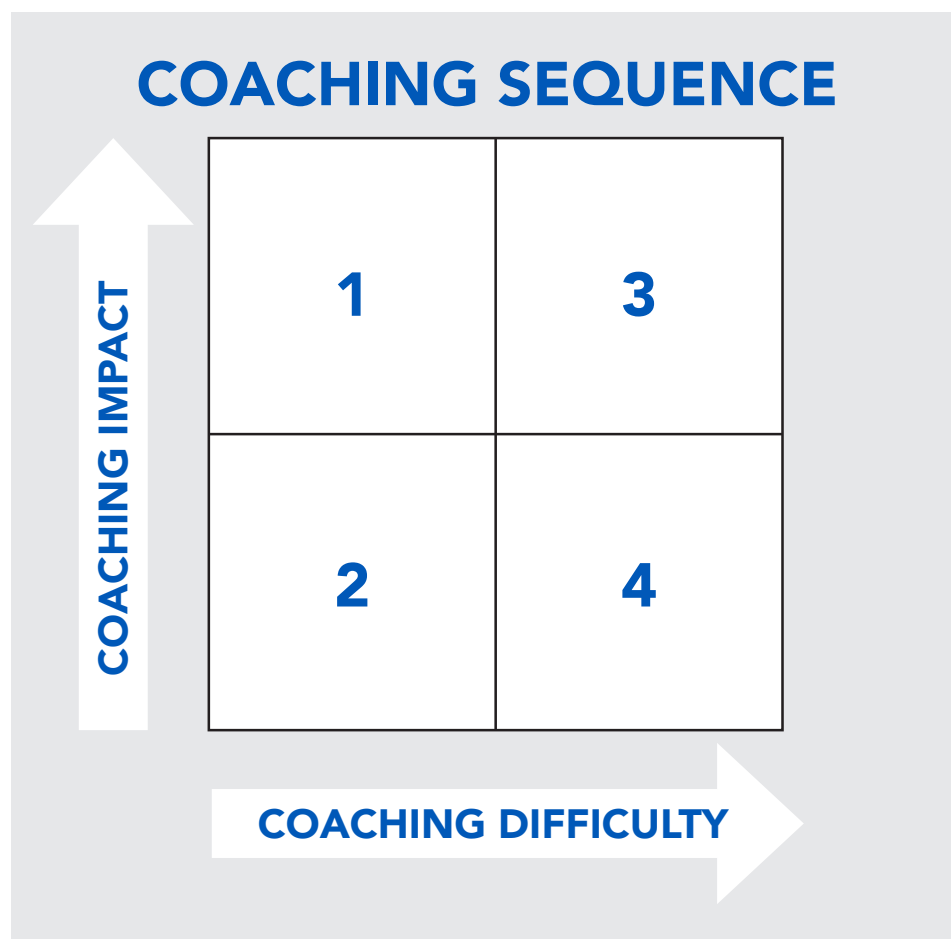
### Suggested Coaching Approach

As you begin, we recommend that you identify your least challenging coaching opportunity and start there. Then engage your next easiest opportunity, and then the next easiest, and so on until you are coaching your entire team. In this way, you will hone your skills by becoming comfortable with the model and the process, before tackling your more challenging coaching opportunities.

### Preparing to coach:

Map your team members individually on the grid below by placing their initials in the appropriate quadrants based upon the expected impact and difficulty of the issues that you will address in coaching.

Once you have completed the grid, pick someone in quadrant 1 to start with.



### **Coaching Session 1:**

Before the session, review your notes to become familiar with the coaching model and re-watch the Leader As Coach videos if necessary. Create a list of talking points for session 1 and take it with you to the first session with each of your coaching candidates.

Schedule a coaching conversation with one candidate from quadrant 1, and explain that you will be meeting with everyone on your team over the upcoming weeks to help the team, and each individual on the team, to become even more effective than they are.

When you conduct your first session, introduce the coaching model and explain why you are engaging in the coaching process with the team.

Give them a printed copy of the coaching model and review each step so that they can be prepared for each session before hand. As you review each step, explain how you will prepare for future sessions and what they can do to be prepared as well.

Ask them if they have any questions or concerns and address them as best you can. If there are any questions that you cannot answer, tell them that you will get back to them with the answer when you have time to work through it. NOTE: Be sure to get back with them as promised!

At the end of each session, be sure to confirm the date and time of the next session.

After the session take a few minutes to identify ways to improve and incorporate those changes into your approach for the next candidate that you will coach.

Ongoing Coaching Sessions:

### **Before The Session:**

Before each coaching session, decide what outcome you would like from the session, and what you can do to create that outcome. It is a good practice to prepare a few questions that you could ask for each stage of the model. You may not ask all of the questions, and you may ask additional questions, but thinking through some good questions before hand can help keep you from getting stuck.



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If there are notes and action commitments from previous coaching sessions, review them and be sure to follow up with them in the upcoming session.

If you track performance metrics for the person you will coach, gather them and review them before the session as well.

Decide how much time you will dedicate to each step of the model and create a simple outline with timings of the coaching conversation that you will adhere to as closely as possible in the session.

The people that you coach (and you as the coach), especially in the first few sessions, will likely be somewhat uncomfortable with the process. That means that you may linger on the more comfortable elements of the model so that there is less time available for the uncomfortable ones. Be aware of this human tendency, and decide beforehand how you will overcome the joint desire for avoidance, and how you will gently and quickly get back on track with the coaching agenda.

### **During The Session:**

As you begin the session, keep a printed copy of the model and as you progress through it be sure to elicit participation for the person that you are coaching at each stage. If they are not prepared, either remind them to do so next time, or ask them to go and gather the information needed and wait for them to return before continuing.

Progress through each stage of the model using your prepared notes and questions to guide the discussion. Be sure to maintain a process of joint discovery, and to avoid the “telling” mode. Ask questions to ensure understanding and participation throughout.

As you work through each stage, ask them to take notes of the agreements and insights that arise from the conversation. You should do the same as well. At the end of the session don’t forget to communicate your confidence in them, and also offer your support if they get stuck between sessions.

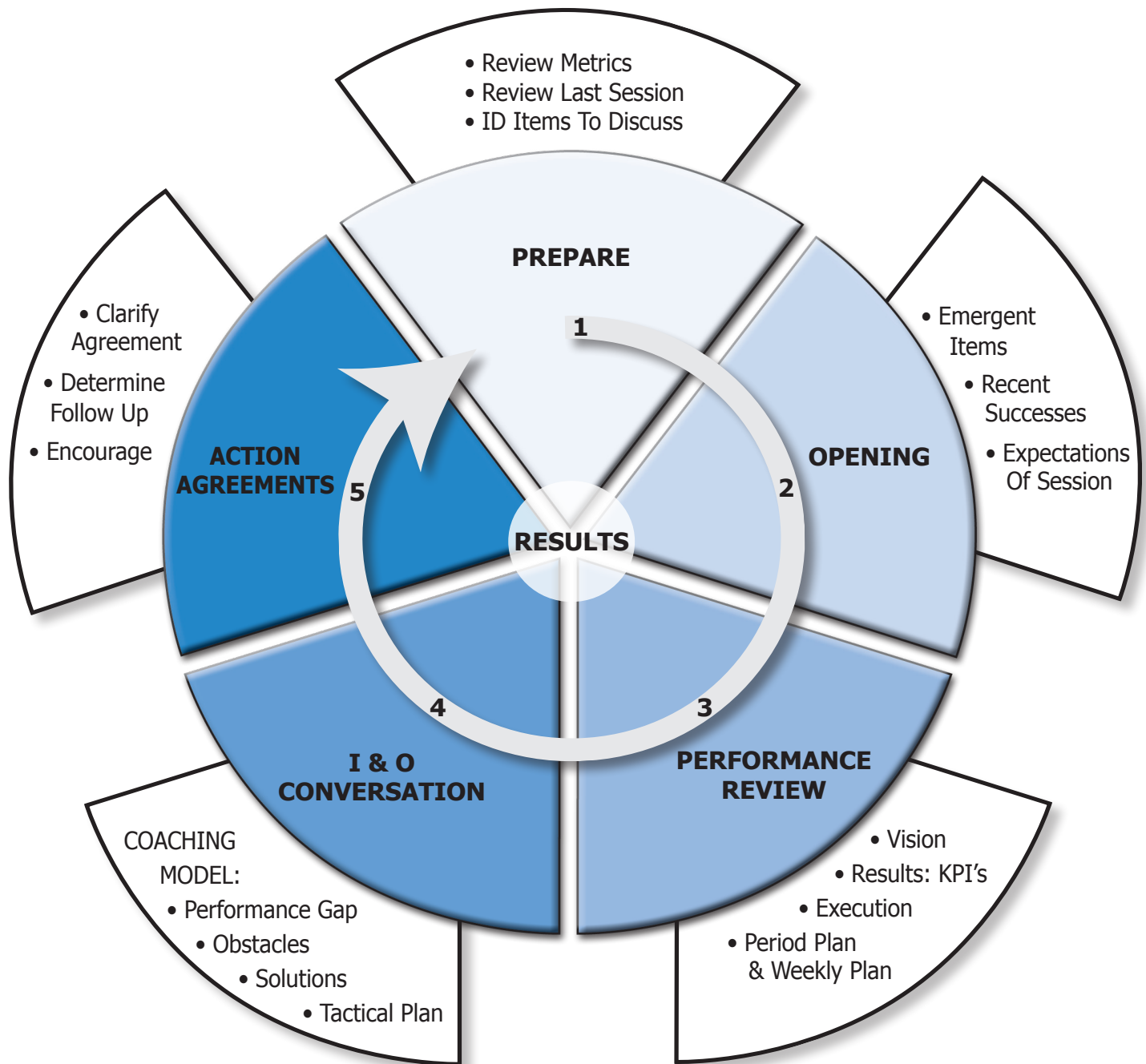
### **After The Session:**

Put your notes in a file for preparing for the next session. Put any action items for you to follow-up with them before the next session in your calendar.

Also, do an after-action review and note any improvements and modifications needed in your coaching approach and put those in your agenda for the next session that you conduct.

# ONE-ON-ONE COACHING

## 'LEADER AS COACH'



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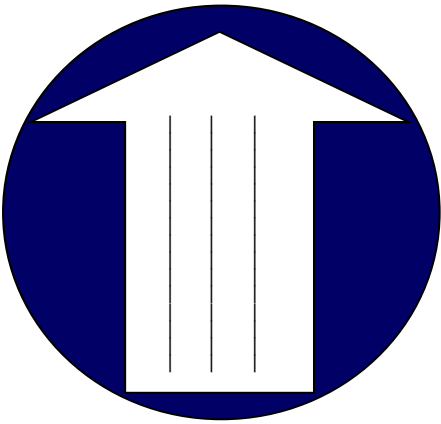
# FORCE FIELD ANALYSIS

DRIVING FORCES

RESTRAINING FORCES

TACTICS

FEARS



Driving forces are those items that are pushing the change or new result. The restraining forces are those items that tend to hold back the change.

Successful change is accomplished by reducing the strength of the restraining forces while maintaining the force of the drivers.

## OBSTACLE SORTER

List the obstacles and blocks, and then sort them into three groups:

### 1. PERFORMER

Blocks/obstacles that exist in the person

- lack of skill, attitude, thinking, low motivation, etc.

### 2. OTHERS

Blocks/obstacles that exist in others

- anxious customer, manager stressed, etc.

### 3. SITUATION

Blocks/obstacles in the situation

- new deadline, inadequate resources, etc.

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# PERFORMANCE ANALYSIS

## EXPECTATIONS & AGREEMENT

Does associate know why?  
Does associate know performance is unsatisfactory?  
Does associate know what is supposed to be done & when?  
Does associate think something else is more important?  
Has associate taken ownership?



## COMMUNICATION

Help Associate Understand

## TRAINING

Does associate know how?  
Does associate think either your way won't work or their way is better?



## TRAIN

Show Associate

## CONSEQUENCES

Does positive consequence follow performance?  
Does negative consequence follow non-performance?  
Does positive consequence follow non-performance?  
Does negative consequence follow performance?



## CONSEQUENCES

Align Consequences

## JOB REDESIGN

Are there obstacles beyond associate's control?  
Does associate lack necessary resources?  
Is associate personally incapable of doing it?  
No one could do it?



## REDESIGN

Remove Obstacle, Transfer,  
Terminate, Redesign Job

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## **MODULE 5**

# **DEVELOPING TALENT**

“Every business is a people business.”

Answer Key

- Asset
- Right
- Growth
- People
- Attract
- Retain
- 19%
- 3%
- 8%
- 3%
- HR
- Managers
- CEO
- Pay
- Appeal
- Purchasing
- Marketing
- Training
- Coaching
- Everyone
- Differently

DEVELOPING TALENT

The Importance Of Talent

People are not your most important \_\_\_\_\_, the \_\_\_\_\_ people are.

The ultimate throttle on \_\_\_\_\_ is not markets, or technology, or competition, or products. It is the ability to get and keep enough of the right \_\_\_\_\_.

Survey On Talent

- 72% of those surveyed agreed that it is critical for their companies to \_\_\_\_\_ and \_\_\_\_\_ talent.
- \_\_\_\_\_ agreed they Hire Highly Talented People
- \_\_\_\_\_ said they Develop People Effectively
- \_\_\_\_\_ said they Retain High Performers
- \_\_\_\_\_ Remove Low Performers

<u>THE OLD WAY</u>	<u>THE NEW WAY</u>
_____ is responsible for people management	All _____, starting with the _____, are accountable for strengthening their talent pool
We provide good _____ and benefits	We shape our company, our jobs, even our strategy to _____ to talented people
Recruiting is like _____	Recruiting is like _____
We think development happens in _____ programs	We fuel development primarily through stretch jobs, _____, and mentoring
We treat _____ the same, and like to think that everyone is equally capable	We affirm all our people, but invest _____ in our A, B, and C players

For each of your direct reports, objectively place them on the grid at the intersection of what you know their current performance is and their potential for future advancement in your company.

# Segmentation Grid

High				
Medium				
Low				

Potential

Poor Fair Good Excellent

Performance



“The growth and development of people is the highest calling of leadership.”

- Harvey S. Firestone

Answer Key

Standard  
20%  
Pay  
60%  
70%  
Capabilities  
Appropriate  
Overall  
Acceptable  
10%  
20%  
B  
Costing

“We treat everyone fairly, but not the same.”

### A Players

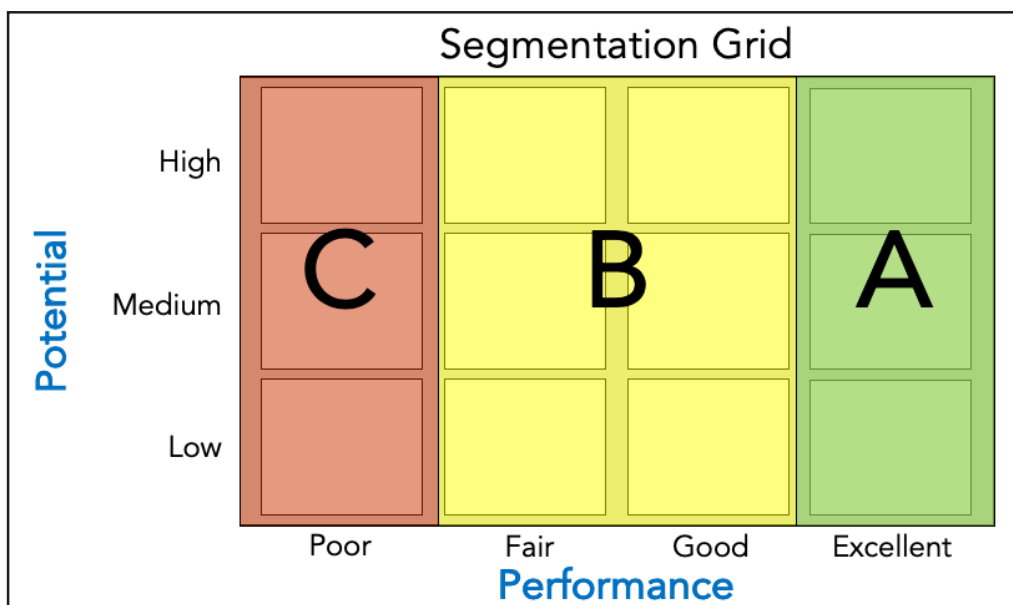
- Excellent performance, low to high potential
- Embody the \_\_\_\_\_ of excellent performance
- Consistently deliver Results
- Inspiring others
- Represent 10% - \_\_\_\_\_
- Invest in your A Players, \_\_\_\_\_ them highly, keep satisfied

### B Players

- Solid performers
- Represent \_\_\_\_\_ - \_\_\_\_\_ of talent pool
- Increase \_\_\_\_\_
- \_\_\_\_\_ investment
- Greatest potential to impact \_\_\_\_\_ performance

### C Players

- Rarely deliver \_\_\_\_\_ results
- Represent \_\_\_\_\_ - \_\_\_\_\_
- Can be frustrating
- Develop into \_\_\_\_\_ players
- Reassign or outplace
- \_\_\_\_\_ the company



# Coaching Intervention

HP . . .	HF . . .	HG . . .	HE . . .
MP . .	MF . . .	MG .	ME . . .
LP .	LF . .	LG .	LE . .

High

Medium

Low

Poor

Fair

Good

Excellent

Potential

Performance



To build a successful firm you must develop your people. Rarely does talent arrive fully developed. And yet the average person possesses an enormous amount of potential that when nurtured and challenged can be brought to splendor.

It is incumbent on leadership to cultivate and develop people, bringing out the best that is within them.

Let's begin by focusing on your Direct Reports.

DIRECT REPORT	POSITION	SEGMENT A, B, C	FOCUS: 4 Wks. • 8 Wks. • 12 Wks.	COACHING INTERVENTION
			<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
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## ASSESSING BENCH STRENGTH

In addition to strengthening Direct Reports, a leader has to make certain that talent is being nurtured and developed throughout the organization. A "talent mindset" requires that all managers take responsibility for strengthening their talent pool.

As the depth of talent increases, the organization becomes stronger and more capable with an increased ability to improve and sustain success. Bench strength is critical to the long-term success of your organization. Let's assess your bench strength.

POSITION:	BENCH STRENGTH:
CURRENT TALENT:	
POSITION:	BENCH STRENGTH:
CURRENT TALENT:	
POSITION:	BENCH STRENGTH:
CURRENT TALENT:	
POSITION:	BENCH STRENGTH:
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POSITION:	BENCH STRENGTH:
CURRENT TALENT:	
POSITION:	BENCH STRENGTH:
CURRENT TALENT:	

“You grow  
the  
organization  
by growing  
and  
developing  
the people.”

- Michael  
Lennington

## IT'S ALL ABOUT THE EXECUTION

Knowledge without action produces very little. For you to benefit from **The Accountable Leader** you will need to be clear about your insights and learnings, and take action.

Capture that below.

### KEY TAKE-AWAYS

What are your key insights, your key take-aways?

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### ACTION COMMITMENTS

What will you do different? How will you apply this concept?  
How will you engage your team?

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## APPLICATION

Talent development is one of the most impactful improvement strategies available to leaders seeking to optimize their team's results. According to surveys, most leaders agree with the importance of talent development, yet only a small percentage of those same leaders effectively develop their teams. The key is to act on what you've just learned.

To apply the concepts in this month's training, once you have completed the segmentation and the development plans, there are two key actions that remain.

First, meet with each of your direct reports to discuss their development plans. Second, if you are using the 12 Week Year, be sure to add the tactics from the Coaching Interventions in your 12 Week Plan.

That's it! Remember that your (effective) people are your most important assets.



## Congratulations on completing Leader As Coach!

As you no doubt are aware, knowing is not enough.

Execution is what makes the difference. The Leader As Coach concepts are powerful and proven.

Like anything new, you will need to work with them to align your thinking and build your skill. Come back to your notes and revisit the videos during the months ahead.

Your commitment to improve as a leader will serve both you and those you lead – keep climbing, keep serving.

For more ways you can develop as a leader visit  
**[www.theaccountableleader.com](http://www.theaccountableleader.com)** or **[www.12weekyear.com](http://www.12weekyear.com)**.

Be Encouraged,

*Brian*