



THE BRAIN AT WORK: CONVERSATIONS THAT DRIVE POSITIVE CHANGE

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Introduction

“If you want to play the Minuet in ‘G,’ think the Minuet in ‘G.’ It’s a simple meeting of two minds, yours and Beethoven’s.”

Professor Harold Hill, The Music Man





The Problem ←

→ The Solution

“If you keep on doing what you’ve always done, you’ll keep on getting what you’ve always got.”

- W.L. Bateman



“If you want a future distinct from your past, you have to ask different questions and have different conversations.”

- Peter Block



Introduction: Managing Paradigm

Ordinary: “I manage best by telling people what to do and how to solve their problems and develop their potential.”

Extraordinary: “I manage best by helping people discover what they need to do and facilitate finding their own ideas, solutions, and new actions for solving their problems and developing their potential.”

Introduction: Activity One



Coaching Experience



Introduction—Two Communication Concepts

Permission reduces the likelihood, impact of a threat response by putting people on equal status; making people's thinking more effective.

Placement informs others exactly where you are in a conversation, what is about to happen, and what you are trying to achieve; it creates certainty and helps people's thinking to be more effective.

Introduction

Placement: Today's topics are:

- **Brain-based coaching**
- **The Dance of Insight**
- **Action Plans**
- **Brain science**



Lesson 1: Brain-based Coaching

Placement:

- Foundational Skills
- Results Coaching





Lesson 1: Brain-based Coaching

What impact is your communication having on others?





Lesson 1: Brain-based Coaching

Listen Generously

Requires the manager's **full attention** and trying to view the situation from the **employee's perspective**.

It involves listening without:

- interrupting
- reacting

Listening while allowing the employee to develop **their own conclusions and insights**.

Speak Generously

Speaking for the **employee's benefit** rather than for yours:

Concerned how you come across. **Paying attention**, giving employees all your focus.

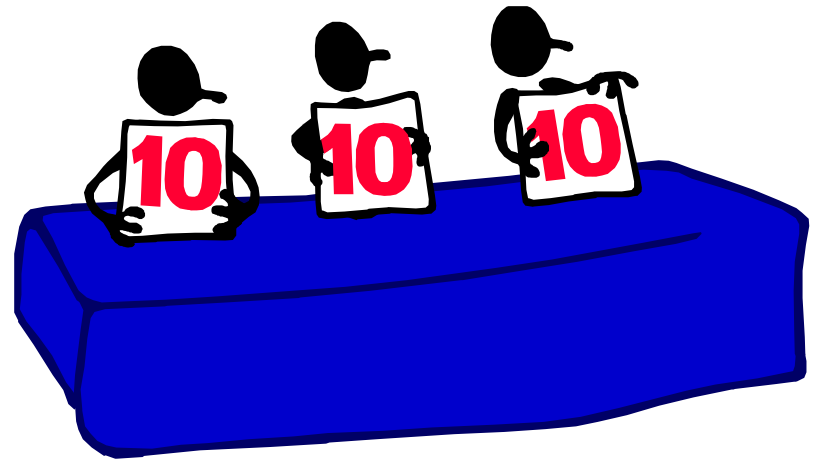
Acknowledge people with lots of *encouragement* and *validation*.

It's recognizing that if you want people to have **big thoughts**, they need to feel safe.

Lesson 1: Brain-based Coaching

Results Coaching is:

- Neuroscience-based
- Process-driven
- Outcome-focused





Lesson 1: Brain-based Coaching

Results Coaching is built on a theory for how/why coaching works.

Based on contemporary neuroscience with support from systems theory, change theory, learning theory, and positive psychology.

Also called a **brain-based approach to coaching.**



Lesson 1: Brain-based Coaching

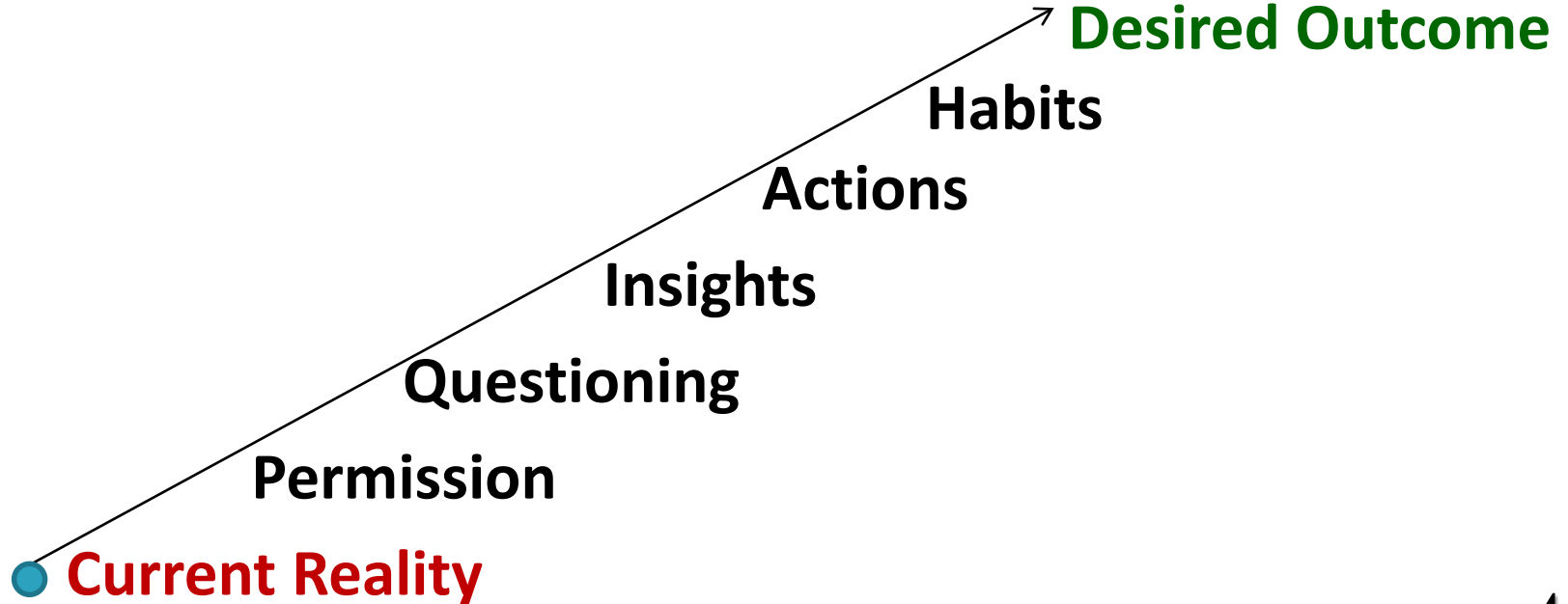
Brain-based coaching is approach that ensures coachees develop the best insights, take ownership of the problems, and are accountable for the solutions.

It is coaching that helps **drive great performance** by assisting coachees to be **better thinkers, take new actions, and develop new habits.**



Lesson 1: Brain-based Coaching

Seven Steps to Change Performance



Lesson 1: Brain-based Coaching

“Tell me and I’ll forget, show me and I may remember, but directly involve me, and I’ll make it my own.”

- Confucius



Lesson 2: The Dance of Insight

Placement: The Dance of Insight



Lesson 2: The Dance of Insight

Video Demonstration:

Dance of Insight

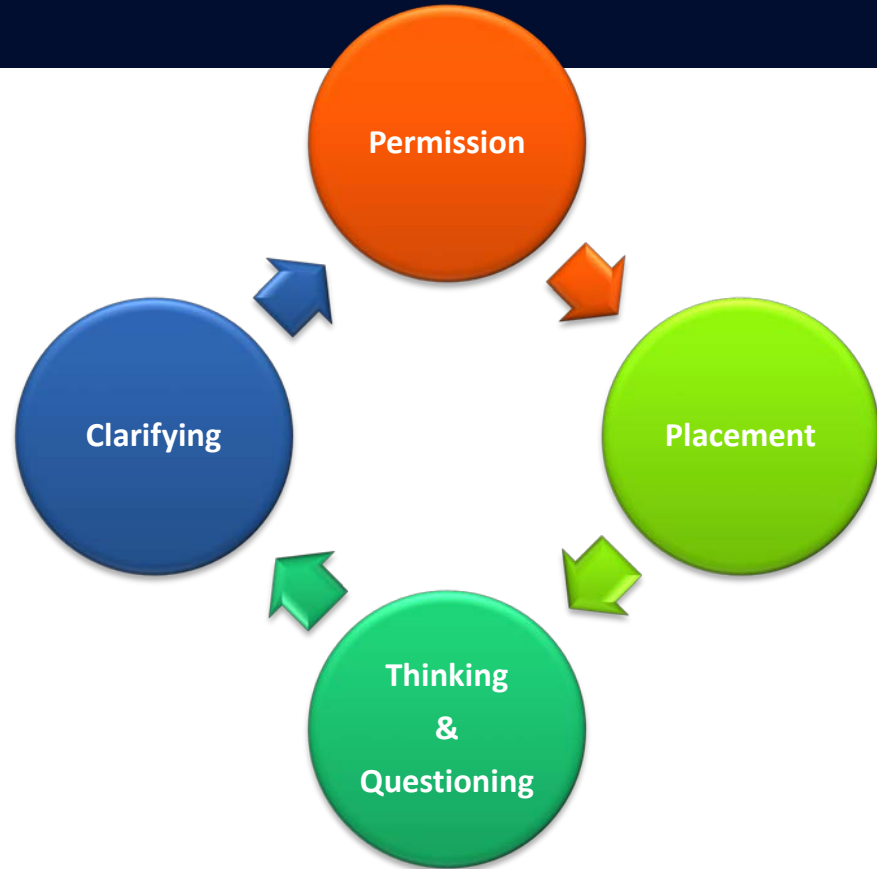
Take notes in your handout.

We will discuss your observations
after the video is over.



Lesson 2: Dance of Insight

The Dance of Insight is the language we use in brain-based coaching. It is taught in a linear fashion, but does not necessarily follow a step by step approach in practice.





Lesson 2: Dance of Insight

Permission reduces the impact of the threat response, and makes the employee's thinking more effective. Managers asking for permission are giving employees the power of choosing where a conversation goes. Permission puts people on equal footing in regard to the direction of the conversation and helps people feel more comfortable.



Lesson 2: Dance of Insight

Examples

“Are you comfortable talking about this now?”

“Would you like to brainstorm some ideas with me?”

“Are you ready to discuss next steps?”

“Would it help you to set a timeline on this?”



Lesson 2: Dance of Insight

Placement – is letting someone know exactly where you are in a conversation, what is about to happen, and what you are trying to achieve. Placement puts two people at the same point in a conversation, so you are both able to focus on the issue together. It creates certainty for the coachee, which reduces the threat response. Placement in the conversation also ensures that both people have equal status.



Lesson 2: Dance of Insight

The essence of being a facilitative coach is to **ask thinking questions** that lead people to think about their dilemma and **make new connections by themselves**. This can lead to positive change through **improved thinking and new habits**.



Lesson 2: Dance of Insight

Examples

“How long have you been thinking about this?”

“How often do you think about this each day?”

“On a scale of 1-10, how important is it to find a solution?”



Lesson 2: Dance of Insight

Clarifying is **repeating** a statement in a way so it is **clearer**. It helps get to the bottom line in a conversation. Clarifying is saying something back in a way that adds **greater value** to the employee. It is voicing the **core essence** of what is being said.



Lesson 2: Dance of Insight

Activity Two – Pairs

In pairs with someone you have not yet worked with, take the role of a coach and a coachee. The coachee shares a dilemma. The coach has a coaching conversation and uses **Thinking Questions** and **Clarifying** from the *Dance of Insight*.

Use the handout you have been provided for examples of Thinking Questions. After a **2-minute** practice, switch roles and follow the same process so both of you have the opportunity to practice.



Lesson 2: Dance of Insight

"Change your thoughts and you change your world."

- Norman Vincent Peale



Lesson 3: Action Plans

Action Plans





Lesson 3: Action Plans

Research has shown that people who set goals:

- Perform better
- Exhibit increased self-confidence
- Are happier with their performance
- Suffer less stress and anxiety



Lesson 3: Action Plans

Research has also shown that effective goals are:

- Specific so actions can be targeted
- Time-defined rather than stretching vaguely into the future
- Measurable to provide for clear evaluation of success
- Challenging enough to provide stretch but not so challenging as to induce distress



Lesson 3: Action Plans

CRAFT New Actions

Clear – manager and employee must understand exactly what the action entails and clarify ambiguity.

Realistic – actions that are challenging yet realistic and achievable.

Accurate – includes quantifiable and specific goals.

Focused – actions that are relevant to the employee's objective, strategy, goal or insight.

Timely – manager and employee are clear about the timing of the action.

Lesson 3: Action Plans

“We need to give up our desire to find behaviors to fix, and become fascinated with identifying and growing people’s strengths, an entirely other discipline.”

- David Rock



Lesson 4: Brain Science

Placement:
SCARF
Brain Facts





Lesson 4: Brain Science

Understanding how conversations trigger parts of the brain and cause fight, flight, or freeze thinking patterns can help one learn to have healthy and effective conversations that propel individuals, teams, and organizations towards success.

Unhealthy conversations are at the root of distrust, deceit, betrayal, and avoidance – which lead to lower levels of engagement, productivity, and ultimately success.



Lesson 4: Brain Science

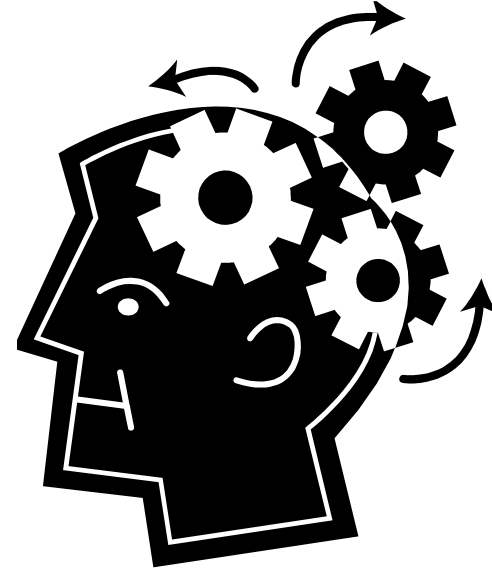
Conversations are the way people connect, engage, navigate, and transform the world with others.

Highly successful staff, teams, and organizations depend on the quality of their culture, which depends on the quality of relationships, which depends on the quality of conversations.

Everything happens through conversations!

Lesson 4: Brain Science

Some Brain Facts.....





Lesson 4: Brain Science

**SCARF
MODEL**

Status

Certainty

Autonomy

Relatedness

Fairness



Conclusion: Transference

“People usually forget 90% of what they learn in 30 days after class, conversations, and learning events.”

- *John Medina*





Conclusion: Transference

Where we put our attention changes our brains and how we see and interact with others. After class, your attention will be impacted by:

- ✓ readings
- ✓ discussions with others
- ✓ teaching each other the materials
- ✓ personal reflection
- ✓ practicing
- ✓ observing and giving feedback

all which help hardwire changes in how to best communicate and coach. Your effective coaching can grow by continuing these actions.



Conclusion

Trying to
change
people is like
herding
cats.....



Conclusion

“Doing the thinking for other people is not just the waste of our own energy; it also gets in the way of other people working out the right answers.”

- David Rock



Your Feedback Please

Please complete a session evaluation before you leave.

We greatly appreciate your insights and ideas!





**THE BRAIN AT WORK: CONVERSATIONS
THAT DRIVE POSITIVE CHANGE**

*Thank you for your
participation!*