

# RECORD, Volume 23, No. 3\*

---

Washington Annual Meeting  
October 26–29, 1997

## Session 144TS Stop Managing, Start Coaching!

**Track:** Management  
**Key words:** Management, Management Information

**Moderator:** LISA F. TOURVILLE  
**Instructor:** NATHANIEL W. BOUGHTON†

*Summary: "A new era has dawned for today's managers. Gone are the managers who spent their days planning, organizing, directing, and controlling. In their places is a new breed of manager who must use appropriate interpersonal skills to motivate and inspire their employees, and who must build relationships where the whole is greater than the sum of the parts."*

**Ms. Lisa F. Tourville:** I'm with E.W. Blanche up in Minneapolis, Minnesota. We would like to help you dispel the myth that actuaries cannot communicate and that even the most extroverted actuary is lacking in interpersonal communication skills. Here to help me do that is Nathaniel Boughton, who is president of the Performance Consulting Group, which is a virtual organization that can harness the power of market forces to develop, market, distribute, and support offerings with the needed expertise. This allows them the distinct opportunity to pull in the specific resources to meet the needs of each of their clients. The Performance Consulting Group focuses on thorough needs assessment and GAAP analysis and customizes performance development and training initiatives to the organizational needs and provide appropriate follow-up for their clients. A list of their corporate clients includes Turner Entertainment, Bell South, William M. Mercer, Georgia Central Credit Union, Metropolitan Atlanta Rapid Transit Authority, Merrill Lynch, ING Financial Services, Signet Bank, and Mayco Federal Educators Credit Union. Association clients include the SOA, American Society of Training & Development, American Compensation Association, and Georgia Credit Union's Executive Association. Mr. Boughton coauthored the book *Stop Managing, Start Coaching!*

---

\*Copyright © 1999, Society of Actuaries

†Mr. Boughton, not a member of the sponsoring organizations, is President of the Performance Coaching Group in Asworth, GA.

*How Performance Coaching Can Enhance Commitment and Improve Productivity*, McGraw-Hill Publishing, 1996. Mr. Boughton is currently under contract with Addison Wesley Longman to write a book on performance management with a 1998 release date.

**Mr. Nathaniel W. Boughton:** Let me ask you all a question. What issues would you like to discuss today?

**From the Floor:** Listening skills.

**From the Floor:** Communication.

**From the Floor:** Mentoring skills.

**From the Floor:** Motivating.

**From the Floor:** Career development.

**From the Floor:** Recruiting and selection.

**From the Floor:** Monitoring the effectiveness of management.

**From the Floor:** Providing performance feedback.

**From the Floor:** Dealing with difficult employees.

**From the Floor:** Dealing with a difficult supervisor.

**Mr. Boughton:** We have a lot on that list. I will do my best to make sure that we get through these issues. Let me ask you a question. How many people in this room manage a staff? Almost everybody. Do you know more about what you do every day than your boss does? Would everybody agree?

The reality of it is, one of the things that we really want to make sure happens is that you learn to develop two things: an environment where self-development can occur, and an environment where employees will begin to start taking accountability for their jobs. Anybody supervise over ten people? How much fun is it to do performance reviews on ten people? A lot of fun, right? It's very difficult. If you can pass that process on to employees to take responsibility, it will make your job that much easier.

Let me ask another question. When you think of the word “Manager,” what pops into your mind?

**From the Floor:** Orders.

**From the Floor:** Control.

**From the Floor:** Bureaucrat.

**From the Floor:** Decision maker.

**From the Floor:** Responsibility.

**Mr. Boughton:** Change your mind-set for a second. What pops into your head when you think of a coach?

**From the Floor:** Encourages.

**From the Floor:** Flexibility.

**From the Floor:** Teaching.

**From the Floor:** Mentor.

**From the Floor:** Motivate.

**From the Floor:** Team player.

**From the Floor:** Leader.

**Mr. Boughton:** I would agree. It can be as simple as shifting your mind-set. Many times people start to talk about a paradigm shift. I don't think it needs to be that radical. Would you all agree that you would prefer to be a coach than a bureaucrat who is in control and gives orders? A coach who leads, motivates, inspires, and challenges. How do we become coaches? What are the characteristics that we need in place for us to be successful as coaches?

Managerial malpractice is simply encouraging and supporting practices that produce unprofessional, unproductive, and incompetent managers. Symptoms include, keeping managers who are not good at getting results through people. Has anyone ever seen that? Two, promoting people to management who don't have the first clue about how to manage. That happens too. Three, selecting new managers

because they're the best performer or producer without regard for their people skills. Four, spending valuable time fixing managerial incompetence instead of hiring qualified managers. Five, keeping managers who preach the importance of teamwork, but then rewarding individuals who work at standing out in the crowd. Finally, allowing managers to say one thing and do another. For the most part, managerial malpractice exists in your company.

Do you know the number one reason why employees don't do what they're asked to do?

**From the Floor:** They don't know what it is.

**Mr. Boughton:** They don't know what it is. That's it. We are doing research for our new book, and what we have found is that the number one reason why employees don't do what they're asked to do is because they do not have clear-cut goals and expectations. When they're asked to do something in the actuarial field, for example, a benefit analysis, they understand what they're supposed to do from a mathematical sense, but they don't understand it in the bigger context. Good managers—just like them—do. They provide the opportunity for people to understand how they fit into the organization. These folks—and just like them—are or have been just like them—tend to just delegate and tell people what to do. We'll talk about some of these issues in a moment.

Today we will look at relationship building and the performance coaching model. There are four roles that you will all assume and I hope be able to use at the end of today: A trainer, a career coach, a confronter, and a mentor. You have direct control over three of those. Somebody brought up mentoring before. Mentoring is different, and I will explain why momentarily. Finally, we will also look at improving commitment and productivity.

What do we need to do? What is the basic need of all human beings?

**From the Floor:** Sex.

**Mr. Boughton:** You've got it. Let's take it one step further. What's the benefit of sex? How does it make you feel?

**From the Floor:** Good.

**Mr. Boughton:** Great, right. Let's transfer this sexual picture we have into our day-to-day work and ask the question If sex makes us feel good about ourselves, why did we choose the field of actuarial science? Most of us got into the field because

we had a passion for mathematics or a passion for finding out about things. What you need to establish in every one of your work settings is a relationship that allows people to feel good. Sex, hopefully, makes us feel good, so why not actuarial science? We start with the basic fundamentals of building healthy working relationships. What I'd like you to do is brainstorm over some of the characteristics that make up healthy relationships. The people on the other side of the room will do the opposite and identify characteristics that make up unhealthy relationships. I'll give you a few minutes.

**Mr. Boughton:** What did you come up with?

**From the Floor:** Unclear agenda, lack of trust, inconsistencies, and unfair treatment, internal jealousies, fear, unresolved conflicts, prejudices and discrimination, lack of dedicated resources, unclear expectations and roles, and lack of respect.

**Mr. Boughton:** Other folks?

**From the Floor:** Not giving people credit, my way or the highway, burnout, shoot the messenger, and denial of problems.

**Mr. Boughton:** Anything else?

**From the Floor:** Lack of integrity, arrogance, ignorance, unreliability, individualism, and indecision.

**Mr. Boughton:** Let's switch over to the other side of the room. What else from a healthy perspective?

**From the Floor:** Effective and open communications, respect, loyalty, trust, honesty, recognition, teamwork, commitment, commonality, and tools and training.

**Mr. Boughton:** What else?

**From the Floor:** Empowerment, advocacy, and empathy.

**From the Floor:** Professionalism.

**Mr. Boughton:** Excellent. Think about a relationship that you have outside of work with a spouse or friend. You have open communication trust, you respect and recognize each other, you're honest, and you work as a team. There's commitment and commonality. There are tools. These are the kinds of things that exist in your

relationships outside of work. Why do they not exist in the workplace? Is there any difference between personal relationships and working relationships besides sex?

**From the Floor:** You pick the people outside of work. You don't pick your workmates. Work is also more competitive.

**From the Floor:** Most workplaces are organized.

**Mr. Boughton:** That's true. Let me toss a wrench into this choice concept. Literally in the last week I have moved from Atlanta to Connecticut. The truck arrived there on Monday. Between about Thursday of the week before and that Monday stay at my in-laws' home. I might get along great with my in-laws, but the reality is I did not choose them. I'm the youngest of five boys. I also did not choose my brothers. In the workplace, do you have a choice?

**From the Floor:** Yes.

**Mr. Boughton:** Yes. What can you do? If I hate what I do, what can I do?

**From the Floor:** Leave.

**Mr. Boughton:** You can leave, so there is choice. The reality of it is there's not much difference between what goes on at home or outside of work and inside of work, except we don't apply the same principles. We created a relationship model and what we did is we realized that if you're going to be successful and become coaches, the first thing that you need to do is to establish healthy relationships. The first thing that needs to be eliminated is the term "fear." Is there healthy fear?

**From the Floor:** Sure.

**Mr. Boughton:** What kind?

**From the Floor:** It makes you work harder.

**Mr. Boughton:** Right. There's that fear that motivates us. I am basically independent and I work with a variety of different people, but I know that I need to pick up the phone and make calls. That fear motivates me. There's a new book out on fear that looks at the physiological mechanisms we have in our body. If we intuitively react to fear appropriately, 90% of the time we will be out of danger. When we do not act intuitively is when we get ourselves in difficulty, so there is that positive fear. The fear that I'm talking about is that fear that grips you, that

makes you just want to recoil and wrap yourself up and hide. That fear needs to be eliminated.

We define an acronym for fear. Fear is frustration. The “F” stands for frustration. It's frustration with one of three things: people, places, or things. We begin to get frustrated because our good friend the ego wants to do what?

**From the Floor:** Control.

**Mr. Boughton:** It wants to win and control. When we get frustrated, that's when the ego rears its ugly head. If we don't get the opportunity to control, we get angry. Has anyone ever seen anybody get angry in the workplace? One of two things happens when we get angry. We either go into a rage or we carry around a resentment. We also can have revenge, but I want to focus on rage and resentment. I have a dear friend who is a contractor. I was talking to him about this model, and he responded with a great story in which he went through every one of those phases. He had a client who did not pay him, so he had to sue him to get his money for the job. On the way to court he got stuck in a traffic jam and began to get frustrated because he knew would be late for court. His ego came into play because he wanted to control the situation and get all the cars out of the way so he could drive. He started getting angry. He would look over and try to get over to the breakdown lane, and, in a panic, he started to do the obsessive watch check. Then he went into an absolute rage even though he is by himself. He started screaming and pounding on the dashboard and everything else. He looked over to his right and a little old lady in an adjacent car who motioned at him, so he rolls down the window and asked, “What do you want?” She replied, “I was just wondering who’s winning the fight.” My friend just melted and started to laugh because he realized that he had no control over the fear that was paralyzing him. This little old lady saved him. He just calmed down and relaxed, and, sure enough, he got to court late, but guess what? Everybody else was late too.

What do you do about the supervisor who doesn't practice what we're talking about today? The issue is you have a choice. Do you want to treat your employees the same way that you are being treated? I hope you all would answer that question No. What you can do is create an environment that is free of fear. If you do, then you will get to a point at which you can start to communicate, which is one of the critical issues that you talked about before. How do you communicate in your organizations right now? What are your favorite ways to communicate?

**From the Floor:** E-mail.

**From the Floor:** Meetings.

**From the Floor:** Face to face.

**Mr. Boughton:** Good for your company. Most office workers haven't gotten there yet. What's the other one, the big one?

**From the Floor:** Grapevine.

**From the Floor:** Voice mail and memos.

**Mr. Boughton:** The issue is that most of the time we have these great technologies that are supposed to improve communication, but they don't because they're one-way. How many people in this room have sent an e-mail or left a voice mail and regretted it as soon as you sent it because you said something that you really wouldn't have said if you were face to face? Most of us have done that. I know I have. We need to communicate, but we also need to make sure that we spend face time with our people. I'm doing some coaching with an executive who has just taken over a department that has about 200 employees. Everyone in the senior management told him that his group was destined to go down the tubes and that the organization had purposely put him there so he would fail. He called me and admitted that he was nervous. I asked, "What are you doing?" He replied, "Everyone thinks I'm a tyrant and a bureaucrat; I'm controlling, and all the other things that you have listed." I asked, "Do you have relationships with any of them?" And he replied, "No." I told him to go down and talk to these people. He started walking the floor twice a day and meeting and interacting with those 200 employees, and they began to accept him as their leader.

Most working relationships stop at acceptance. Just as you said, we know we need to work together, interact, and communicate, but we never get to these deeper levels of business intimacy. What I had this gentleman do is start to identify leaders in his group and take them to lunch and start learning about them and visiting their workspace. Are there ways that we can learn? By saying personal involvement, by no means am I suggesting that you step over the boundaries of whatever the protocol is within your human resource procedures. The question remains: Are there ways to build the personal relationships in your work setting, and how so?

**From the Floor:** You have to take time to talk to people.

**From the Floor:** Public acknowledgment of someone. Bring doughnuts for everyone because of a certain person's achievement.

**Mr. Boughton:** That's a great way. How about visual aids? When I used to have an office I'd have pictures of my two-and-a-half-year-old daughter. How many



people have personal pictures on their desks? If somebody says that's a great picture, ask them if they would like to see more. Because we care. We put pictures on our desk for a reason. We may have momentos, trophies, photographs of a vacation, whatever it may be, because they're safe to talk about; otherwise they wouldn't be there. There are a way to get involved. Once you get involved, you can start to develop trust. Think about it. Go back to your personal relationship. If you have a spouse, did you start to trust or to be honest with that person before you got to know him or her? No, absolutely not. If you want to develop trust, honesty, and respect, you have to know your people because otherwise you're shooting blind. Once you have trust, you can have honesty, and then the biggest thing that needs to occur—empowerment.

There's one flaw with the term in that it's one-way. I empower Dan to do a project. I say "Dan, we have this new product that we're trying to roll out, and we need to get some tables put in place so we can understand and start to figure out what the cost of that product will be. Here's the business plan and the product piece. Could you take it and run with it and let us know?" Dan runs with the product but encounters some roadblocks. He comes back to me and says, "I ran into some difficulty. I'm not really sure how we want to establish the baseline." My response is, Margaret had some specific expertise when we rolled out the last disability product, why don't you talk to her?" So Dan goes and talks to Margaret, Margaret answers his questions, and he gives me this package that is phenomenal. In recognition, I commend Dan by saying, "I gave you some guidelines, and what you put together is fantastic-I'm really proud of you." That's empowerment, right? How is he feeling?

**From the Floor:** Good.

**Mr. Boughton:** Remember, the basic need of all of us is the ability to like ourselves. Is he liking himself right now? Yes. When I say self-esteem, what I'm asking you to do is to give it back. Now, what Dan's going to say to Nat is "I want to let you know that assignment was really challenging to me, and when I ran into difficulty, you were available for me and steered me to Margaret, who was a great help. I really appreciate that." What just happened? He worked on my self-esteem and my self-concept as a manager. One of the ways to work with managers is to create this reciprocal self-esteem because both of us have needs. Just because I'm the boss doesn't mean that I don't want to hear that I'm doing a good job managing. What's it called then when Dan strokes me back? Brownnosing, right? That's why it can't work unless you build the relationship. Once you build that relationship including self-esteem, then and only then can you really begin to develop your people, because if you try to do it when you're up top, you're going to have difficulty because they're not going to be honest with you.

Let's say I have an employee who wants to get into life insurance, and I ask him what he wants to do, and we don't have a relationship. What will his answer be? He's going to tell me what he thinks I want to hear. If we have that relationship, he's going to say, "Nat, I've spent 25 years in employee benefits, and I've been doing a lot of research about life, and I'd really like to make a stab in that area." Great. I'm going to help him to do that. If the relationship isn't there, it isn't going to happen. These are the kinds of things that you want to try to eliminate in becoming a coach. Are there any of those that you want me to define for you?

**From the Floor:** Praise.

**Mr. Boughton:** Great job. You're welcome. Praising can be patronizing. Granted, all of these are general comments. Obviously you want to praise your employees, but if I praise that person every time, even if he or she did a mediocre job, what is the employee thinking?

**From the Floor:** It's meaningless.

**Mr. Boughton:** Right. That's where you can overdo it with praising. What else?

**From the Floor:** Diverting.

**Mr. Boughton:** That again is similar to bringing the doughnuts in and recognizing somebody for doing a great job. Diverting their attention is doing the opposite. You've just done a great job, and I pull the team together and say, "I'm really proud that we got this accomplished." I'm diverting the attention from my saying that I did it. One of the statistics shows that women do a much better job of providing appropriate feedback and rewarding and recognizing employees for exceptional performance, much more so than men. Men tend to say "I want the credit." Just food for thought. Anything else here?

**From the Floor:** Logical argument.

**Mr. Boughton:** Sometimes you need to diffuse the situation and just look at it from an emotional perspective. For example, I can tell you're really upset: tell me what's going on and then we'll talk about it. Actuaries tend to go right into a logical description of exactly what's going on versus letting somebody be emotional. Hone your listening skills, which we'll talk about later. Anything else?

**From the Floor:** Advising.

**Mr. Boughton:** Another way to define it is micro-managing. If I'm standing over somebody all the time saying, no, no, make sure you do the equation this way and enter these data first, sometimes it's too much.

**From the Floor:** Reassuring.

**Mr. Boughton:** Reassuring is similar to praising. If somebody makes a mistake and you say don't worry about it, is that person going to worry about it? Yes, so sit down with that person and ask, "What do you think we need to do to make the changes so it doesn't happen again?"

**From the Floor:** Labeling.

**Mr. Boughton:** That's saying all actuaries are boring, and I can tell you, after what I've been through today, you're not boring, ladies and gentlemen!

**From the Floor:** Those qualities are dependent on the context.

**Mr. Boughton:** Absolutely. These are some of the things we've been coming up with in our research, and I just wanted to list them. As I said, a lot of these are appropriate, but there are times when you can go overboard with it. Let's get into the performance coaching process. This is the bread and butter of what we will be talking about today.

Basically we spent about 20 minutes talking about the relationship. As I said, if you do not have that relationship, there is a slim chance that you will become a true coach. The relationship model is an active model. You can use it right now. Identify a relationship that you have with someone that you want to improve. Identify the relevant components. Let's say I'm interacting. We talk, and we interact, but we really haven't begun to accept each other. You start working your way through the models toward self-esteem and development. In the same sense you can go the other direction. You can blow up a relationship. If somebody tells me something about someone and I go and tell that person and it gets back to the first person, what's he going to do? He isn't going to be too happy with me. I know that I'm in trouble. Let's say I want to apologize to him. I get an e-mail back that reads, "The only time I'll be available is February 30, 2002." Not being an actuary, I don't even realize that there are not 30 days in February! The reality of this is that I know I have damaged this relationship severely. I go to him and say I'm really sorry for what I did. I try to get to that interaction piece. He can do one of two things. He can either accept my apology or say tough luck. If he says tough luck, then I may not be able to rebuild the relationship. If he accepts my apology, what do I assume?

**From the Floor:** That he's willing to rebuild the relationship.

**Mr. Boughton:** Any time you apologize to someone and they say "Yes, we're cool," it is common to assume you're right back to where you were before. No way, ladies and gentlemen. You have to go through it step by step. One of the things I'd like you to do as far as thinking about how to apply this model is to identify somebody in your work setting who you want to build a relationship with, pick which of the nine components you're in currently, and then build forward.

What are the key characteristics of training? How many people love public speaking? We have a few. My wife hates it. She pulled this statistic for me out of *Time* magazine a few years ago. Ninety-eight percent of the population's number one fear is public speaking. Ninety-two percent of the population's second greatest fear is death. More people are afraid of speaking in public than dying.

When we're talking about training, I don't expect you to stand up in front of your team or in front of your department. What I mean by training is becoming a teacher, somebody who is going to transfer knowledge to other people and teach them a skill that they don't already possess. That's what we mean by training. What are the key characteristics? Relate learning to employee job responsibility. What is it that they currently do, and how can I relate the specific skill I want to teach to their job? How did you learn? When you were studying for exams, what did you do?

**From the Floor:** Read a lot.

**From the Floor:** Took classes.

**Mr. Boughton:** And I assume you memorized stuff. What is the retention rate of what you memorized?

**From the Floor:** About zero.

**Mr. Boughton:** Right. We need to make sure that you use a variety of learning techniques. People learn three ways: visually, auditorily, and kinesthetically. I use a variety of techniques here. Visually you're seeing it, auditorily you're hearing it, and kinesthetically you're taking notes. It's important that when you design learning that you speak to a person so they can listen. They need to be able to visualize it, hear it, and rewrite it. When I was in graduate school, I would constantly take copious notes and then rewrite them. When I wrote my book, I knew that I was learning as I was typing. Focus on a single skill at a time. Obviously, we're talking about coaching. When I use this course with clients, I

spend three hours talking about just this one skill, then I'll come back in a week or two and talk about another skill. I usually hold four to six sessions so that the client can focus on one skill at a time. Were you asked to study for all your exams at once? You're usually asked to focus on one part of an exam at a time. It's the same thing here.

Allow employees to practice and apply the skills. One of the things that you tend not to be able to do, especially when you think about your educational background, is to apply the skills you have learned in the past. That's why many of us have degrees. Do I use my degree? Not really, because I never applied the skill, and if I want to remember that skill, I need to be able to apply it. Follow up and make sure that learning is complete, so that if I say to an employee, "You're going to learn x skill," I need to confirm that he or she is applying that skill because it can be easily forgotten. How many of you have been through a three-day or longer training program? How much did you retain? Very little, right? That's why in our business we focus on doing a modularized approach, because the simple fact is when we teach a skill, we come back a week or two later to review that skill. We have homework in between so they can learn it. What happens? You go through three days of training, you come back to your office, and you're ready to be a gung-ho coach, right? Unfortunately, you have numerous fires to put out, and you ask yourself, "Should I use what I learned or just get through this?" Six or seven days go by and forget it, you're not going to apply that newfound skill.

What we have found in research is that about 10–12% of learning is retained in that kind of a setting. You'll probably retain more in this hour and a half than you would in a three-hour piece because it's right there on your fingertips, you see it, you're using it, and you can carry it forward.

The next skill is career coach. Here what we're looking at are three kinds of interpersonal skills. The first is attending skills. What we mean by attending skills are the skills of listening. Somebody asked about listening, so I want to share with you a quick listening model. The first thing that you need to do with listening is to identify emotion. Most situations have emotions attached to them. Let's look at the worst-case scenario. One of you talked about disgruntled employees or somebody you just can't motivate. Let's use that as the scenario. Tom comes into my office upset. The first thing I need to do is to identify the emotion. Tom exclaims, "I am sick and tired of working with Dan; he's not doing his job and I'm covering for him and everything else." I need to say, "Tom, I can tell you're very upset," or whatever you're comfortable with. What I used to do as a manager is say, "Tom, I can tell you're very upset, come on in." I will have him enter and I will get up and close the door. What am I doing? I'm taking time to let him calm down instead of getting right into his grievances. I'm identifying the emotion. Normally, as soon as I

identify the emotion, I say, "OK, I'm going to take care of the problem," because I feel uncomfortable. When somebody's emotional, we're uncomfortable, and when we're uncomfortable, the easiest thing to do is solve the problem. Don't. Feel that uncomfortability. The greatest growth occurs when you are uncomfortable. We do not solve the problem we begin to paraphrase. I say, "Tom, I can tell you're upset and from what I'm hearing I understand that you have some frustration with your relationship with Dan." What's he going to say?

**From the Floor:** Yes.

**Mr. Boughton:** Then I know I have a piece of it, or he can remark, "Well, that's not all of it." Then what do I do? I ask him another question: "What else is there?" I have paraphrased it again not to solve the problem but to make sure that I'm gathering information. I ask open questions. Eventually I get to closed questions, but for the time being I ask open questions. Again, in each of these phases, we want to solve the problem. Do not solve the problem. For the next step, or the final piece, I do follow up because the reality of it is I do not have all the facts. Whom do I need to talk to? I need to talk to Dan. I'm hearing just Tom's story. This is one of our fatal flaws as managers; we hear one thing and we want to solve and take care of it, when the reality of it is we still need to gather information. I need to say, "Tom, I appreciate you coming to me with this issue. What I'm going to do is gather more information. I'm going to talk to Dan and be back in touch with you by 10:00 tomorrow morning. I'll let you know then where everything is at."

I had one situation with a client in which this situation occurred, and this manager was shocked because he embarrassed himself. He said he had a situation in which he had two employees like Tom and Dan. Tom came ranting and raving about how fed up he was covering for Dan, and the manager told Tom, "I'm absolutely with you. Dan might not have a job by the end of the day." He tells Dan to come to his office. Dan arrives, and the manager starts ranting and raving at him. Dan says, "Hold on a second, can you pull the time sheets?" The manager replies, "Yes, that will give me the documentation to get you out of here." Guess what he found out? The exact opposite. Tom knew that Dan was fed up, so he went to the boss and raised hell because he figured that Dan was going to back off and take the beating. He didn't expect Dan to stand up, and Dan did. The manager looked like a complete idiot. That's why you need to make sure when it comes to listening that you identify the emotion, you paraphrase the information back, and you ask questions to gather the data. You can then just lay out the next steps. Those are attending skills. The following skills are the paraphrasing techniques. The reflective skill is the questioning and the paraphrasing. Those are the skills you want to use.

**From the Floor:** When you started out by identifying emotion and paraphrasing, did you intentionally leave things out?

**Mr. Boughton:** Yes, I did. One of the things you do not want to do is empathizing with the person in the sense of saying, "I can tell you're very upset, and I know that would really set me off too." What have you just done when you said that?

**From the Floor:** You took sides.

**Mr. Boughton:** You took sides, and you cannot do that. You empathize in a sense that you identify the emotion, but you do not take any sides.

The next skill is confrontation. There are two kinds of conflict. The first is emotional conflict. The emotional scenario between Tom and Dan is a perfect example. I start with a listening technique and usually end up using some kind of a conflict resolution methodology: you question, gather information, lay out the next step, and talk with the other people involved in the process before you say or do anything. That's conflict resolution. That's a basic concept.

The other side of the equation is needs conflict. This gets more into the team-building aspect. What you're looking at with needs conflict is a lack of resources. For example, two different team members may need a new PC. I know that I only have x amount of dollars, so what can I do?

**From the Floor:** You need to buy one and see if they can share.

**Mr. Boughton:** You don't want to compromise in this kind of a scenario because what happens in compromise?

**From the Floor:** Everybody loses.

**Mr. Boughton:** Right. You want to adopt a collaborative problem-solving methodology. Collaborative problem solving means what?

**From the Floor:** Let them make the decisions.

**Mr. Boughton:** Let them make the decisions, but also who wins?

**From the Floor:** Everybody.

**Mr. Boughton:** Everybody. What I'm going to do is say, "Look folks, you both need PCS. This is what's in my budget. Let's sit down and discuss the issue."

What you may very well find out is that Tom needs it in the morning and Dan needs it in the afternoon. You can resolve these issues through collaboration. What you find out is that Dan and Tom need the computer at different times. Dan's reports are due in the middle of the month, and Tom's are due at the end of the month.

Now, we know that we can use a collaborative process. There are many creative ways to collaborate. There's a concept called mind mapping. It's a great creative way to throw things up on the wall versus just standing and saying, "Let's list it all out." You can also use Post-it Notes. Sometimes when we're in a group setting with our peers, there are some people who aren't as lively as you. You can say, "We have a problem. We have one computer, and three people need it. Let's list on Post-it Notes everything that we can do to solve this issue." You take the peeled-off Post-it Notes and group them on a wall or a table. When you start to group them, a framework emerges. It's a great way to get people to express themselves who may not express themselves verbally.

Somebody asked about mentoring. How many people in this room have had that joyous experience of having a mentor? For those of you who haven't truly experienced a mentoring relationship, it is incredible. I would assume that everybody in this room, whether you know it or not, is mentoring somebody else. Who initiates a mentoring relationship?

**From the Floor:** The employee.

**Mr. Boughton:** Yes. The other three roles in performance coaching models are all ones that you have direct control over and make happen. This one is not driven by you. It's driven by somebody who respects and looks up to you and wants to learn from you. That's the power of mentoring. I had a situation when I worked with William Mercer, in which I was working in a group and had two employees who were both principals and talking about mentoring. One person had been there nearly 16 years, and her mentor had been there almost 20 years, yet both never knew that they had a mentoring relationship. When we talked about it, they looked at each other and the junior person said, "You've always been my mentor." Literally it was one of those moments when people get mistyeyed. They really saw the power that relationship had given them. Mentoring is very much a self-esteem process.

Those are the four roles in the performance coaching process. Obviously you want to tie in the rewards and the compensation piece because that will impact organizational effectiveness. Let's talk about feedback. There are four reasons why



you want to give feedback. It's a great way to motivate employees. What kind of feedback do we hear?

**From the Floor:** Bad.

**Mr. Boughton:** Negative feedback. I've asked many organizations, "Why don't you give positive feedback?" My two favorite answers are, one, their positive feedback is they have a job, and, two, their positive feedback comes every two weeks when they get a paycheck. I don't buy it. You all know the power of feedback, whether it is positive or critical. It helps build the relationship and provides for documentation. When I sit down and talk with employees, I can take notes and keep that in their file to help me when I have to do a performance review. It enhances business results. I teach soft skills. I've designed plenty of performance management systems, and I link those soft skills into business goals for every one of them because, guess what, they have a business to run and profits to worry about. And if there's not a link between coaching skills and competencies or job responsibilities, and if people do not understand how they impact the business results, they're not going to do it. It's easy for us to list competencies and say leadership and communication are important, but, bottom line, are you losing money or are you making money? There's no reason why you can't have that balance.

When you give feedback, be specific and sincere. Deliver feedback immediately. This is especially important when you're giving negative feedback. How many people in this room have ever made a mistake? The reality of it is we've all made mistakes. When you make that mistake and see your boss coming down the hall, what do you do? Your boss walks right by and says, "How are you doing?" and suddenly you're fine—nothing happened. Three or four days go by and he comes by again. You wait for the hammer to come down, but nothing happens. What happens to your productivity? A slow slide down because you're waiting for the feedback. You know you made the mistake. As managers, when you know somebody made a mistake, go talk to them. They know they made that mistake. It's not like you're hiding anything from them. They know they made it, but it's how you say it to them, which we'll talk about.

Individualized feedback. This is getting back to the team piece again. There's a team of five people. If I say, "We did a great job today, we won that project, we did a fantastic job, and I'm really proud of you," that's great, but how much more powerful is it to say, "Tom, you did a fantastic job putting together that one piece of the pie," and "Dan, you did a great job when you tweaked those numbers and made sure that they hit where they needed to hit." To be a great motivator, give praise randomly. If I have people who are constantly doing a good job, after every

project I'm not going to tell them they did a good job. I'll mix it up a little bit. I'm not saying, however, that you do not give feedback. Give feedback, but make it clear and concise. You don't always have to stroke their egos.

This is something you can do as homework. Do not give negative feedback. For instance, I will say, "Margaret, what you did is terrible, and I'm really sick and tired of all this garbage. You're not doing what you're supposed to be doing, and I'm sick and tired and fed up. If you don't clean up your act, you're out of here." What did I focus on? Margaret. Did I ever identify what the behavior was? No. Was I emotional? Absolutely. What did I tell her? She's not going to have a job. Instead, use the right side. Say something like this: "Margaret, I'm disappointed with the results that we've been getting with some of those tools that you're using. What we need to focus on is the impact they have on the organization. By your getting in those things late on a regular basis, it's holding up the project. What I need you to think about in the future is what you need to do from a time management standpoint to make sure that you get those reports done in a timely fashion." What I focused on here was her behavior. It wasn't about her as a human being; it was about her behavior. When it comes to negative feedback, focus only on the behavior. Do not look at the personalities; look at the behavior.

You need to practice what I'm talking about today. Write it down and do scripts for yourself. That's how you learn; again, it's that application piece. Here are some words that you want to eliminate: "Dan, you've done a great job, but" What happens? Everything goes out the door. What we want to focus on here are the changes that you can make in the language you use. I usually ask this question: What can you use instead of the word "but"? People say "however." It doesn't work. Ideally, if you can, separate two events. I say to Dan, "I want to let you know that you did a fantastic job with project X." Five days later, I find out that there's an error in project Y. I go to Dan and say, "I see that there's an error in project Y. What seems to be the cause of the problem?" I separate. Or if you do say them together, watch the difference when I say it using these two examples: "Dan, I want to let you know you did a great job with project X, and what I need to talk to you about now are the discrepancies we found in project Y." Just substituting the word "and" makes a big difference. Or I can use a pause: "Dan, what you did with project X was fantastic. What I brought you in today was to talk about project Y." Do your best to eliminate the word "but."

The other word is "why": "Why did you do that, Dan?" What happens? Did you see what Dan did? As soon as I said it, he leaned back in his chair. He thinks, "Oh no, here it comes again." The research shows you have a physiological reaction when you hear the words "but" and "why." When I say "why" it's about Dan again; it's not about his behavior. When I substitute a "what" or a "how" and ask Dan,

*“What were the circumstances that caused the problem with project?” or “How did those numbers come about that caused the discrepancy in project?”* what am I focusing on? The numbers. It has nothing to do with Dan. The problem is there's a discrepancy, so substitute those two.

Remember, try not to use both of those words. Try “need” instead. When you say the word “need,” usually a “we” goes with it, which makes a difference. When I say, “I want you to do this,” there's a clear hierarchy. When I say “We really need to make sure that report's done,” it balances it out.

Finally, do not tell people; get them to sell you on it. Remember, we're talking about motivation. One of the reasons why I love working with you all is that you are some of the brightest people I've ever met as are the people who work for you, so they don't necessarily need to be told everything about everything. Ask them questions, challenge them, and get them to sell you on their ideas, beliefs, and thoughts. That's where the power lies: getting them to sell.

This is the process, and I know we've been through this quickly. Build a better relationship with somebody that you work with. Start to think about how you can teach skills to your people by making them apply them using a variety of techniques. Somebody asked me about motivation. Do you want to know the best question you can ask an employee: What is your perfect job description? “What did you ask that person to do? You've asked them to think that if they could do anything, what would it be? You get back a list of all the things they'd like to be involved in. There's another way you can ask the question: “Where do you see yourself in three years?” Motivating somebody is giving them a track to run on. If they don't know what they want to do, and you've never had that conversation with them, that's your fault. You need to ask them where they want to be and what kind of work they want to do. When you ask those questions, you will see their eyes open up. They're going to start talking to other people on your team and say they are really excited about where they want to go in this organization. That's the power.

I'm sure many of you have done the nine dots exercise. If you put nine dots on a piece of paper and you connect the nine dots using four lines without lifting your pencil or pen off the page, what happens? You see a box. This is the difference between managing and coaching. Managers are the box. Coaches are the ones who get employees so jazzed about what they do and so passionate about their work that they're challenged and stimulated and ready to rock and roll. If fear exists, the box keeps getting smaller.

This is part of an entire model. You need to make sure that your employees understand their organization's business goals and customers. How many of you have direct contact with the external customers? None of you do. That means that you need to clearly define who your internal customers are, and they need to know what your job is, and you need to know what their job is. You need to tie in the performance management philosophy. What are the next steps? Do your homework. Build a relationship and write a qualifier behavioral statement for feedback.

I hope that I can say that 25–30% of you will do that. If you write up one or two of those behavioral statements for feedback, you will change your behavior and start becoming a coach. Practice the skills immediately. I know you've been gone for a week. You must try to practice these skills. If you do not, you will not hold on to them. Discuss the situation with your peers and get feedback. You all can learn from each other; it's a great tool.