



## PARTICIPANT WORKBOOK

# THE SELF-AWARE LEADER

Opening Session: Connect



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# DECATHLETE SUCCESS PANEL

NOTES:



## *Team Building Exercise*

NOTES:

# PREDICTIVE INDEX®



The Behavioral Assessment is **strengths-based** and allows a person to *align their natural drives and needs with the behaviors required for a given role.*



**Developed for business** – 500+ validity studies completed; 70+ years of science, 70+ languages, global presence.

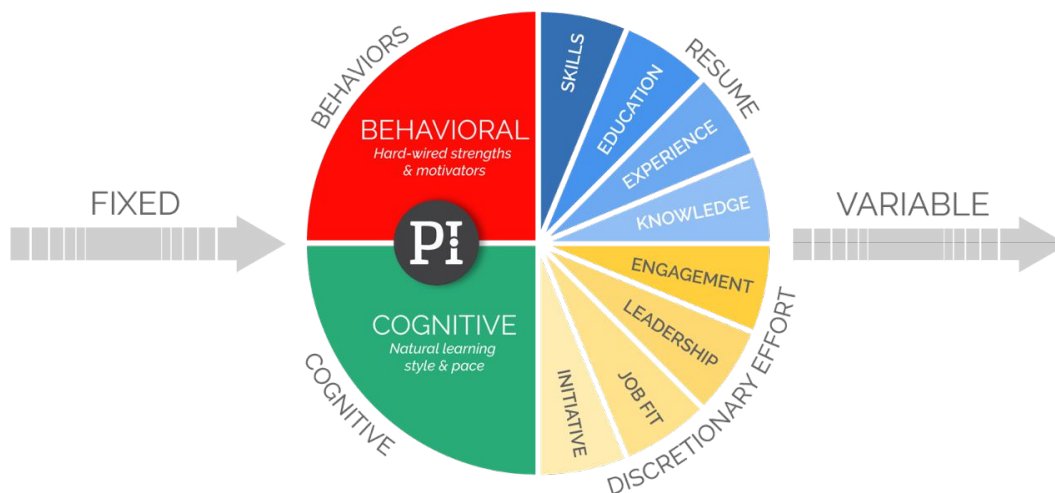


**Bias-free** – complies with Equal Employment Opportunity Commission (EEOC)  
– Uniform Guidelines for the Development and Use of Personnel Selection Procedures (1978)  
– American Psychological Association (APA), Society for Industrial & Organizational Psychology (SIOP), International Test Commission (ITC)



**No adverse impact**, promotes diversity and inclusion. Age, race, gender, country of origin, or disability have no impact on the results.

## WHERE PERFORMANCE COMES FROM





## Reflecting on Your Predictive Index® Results

### INSTRUCTIONS

1. Review your **“Strongest Behaviors”** from your Predictive Index Report.
2. Reflect: does that sound like you? How has that strength **helped you be successful** in the past?

3. Review your **“Management Strategies”** from your Predictive Index report.
4. Reflect: **which strategy is most important** to you and why?

## TEAM STRENGTHS

[illegible]

## TEAM STRENGTHS

[illegible]



# Building Trust

## INSTRUCTIONS

SHARE YOUR STORY!

**1. Take five minutes and tell your story** with as much detail as possible: who you are, where you come from, what matters to you, your education, your career, etc.

**2. Share the following with each other:**

What do you enjoy most about what you do and why?

What are you most grateful for in your life?

Without ANY modesty, humility, self-deprecation, minimizing, or deflection of ANY kind, what is one thing you are secretly most proud of?

Share a deep regret.

## DECATHLON V PROGRAM

**1. Discuss the following topics:**

What appealed to you about the Decathlon V program and why do you want to be a part of it?

Explain your personal goals for the program.

Describe what would make this a remarkable success for you.

What are you worried about?

What's one personal or professional challenge you're carrying into the program that you hope this group can help you grow through?

Describe why it is important to you.

## PI FOR UNDERSTANDING

**1. Read your "Strongest Behavior" section** of the PI report. Each of you, describe to your group what resonates most and why. Share examples.

**2. Reach your "Management Strategies" section** of the PI report. Each of you, describe in rank order of importance the items that really resonate for you and what that means in your own words.

**3. Discuss some "Dos and Don'ts"** when working together based on these insights. Be honest and clarify your own needs and what would work best.

# WHAT IS THE JOB OF A LEADER?

## The Four Domains of Leadership

|                                                                                   | Leader                                                                                                                                                                                                                                                                            | Manager                                                                                                                                                                                                                                                                                                             | Doer                                                                                                                                                                                                                                                                                      | Coach                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>✦ Inspires</li> <li>✦ Thinks</li> <li>✦ Motivates</li> <li>✦ Initiates change</li> <li>✦ Challenges the status quo</li> <li>✦ Creates</li> <li>✦ Proacts</li> <li>✦ Sets the pace</li> <li>✦ Drives</li> <li>✦ Inspires loyalty</li> </ul> | <ul style="list-style-type: none"> <li>✦ Controls</li> <li>✦ Organises</li> <li>✦ Delegates</li> <li>✦ Plans for change</li> <li>✦ Implements current practice</li> <li>✦ Instructs</li> <li>✦ Reacts</li> <li>✦ Devises procedures</li> <li>✦ Supervises and co-ordinates</li> <li>✦ Seeks productivity</li> </ul> | <ul style="list-style-type: none"> <li>✦ Does</li> <li>✦ Produces</li> <li>✦ Delivers results</li> <li>✦ Accepts change</li> <li>✦ Accepts current practice</li> <li>✦ Learns</li> <li>✦ Acts</li> <li>✦ Follows procedures</li> <li>✦ Administers</li> <li>✦ Seeks own output</li> </ul> | <ul style="list-style-type: none"> <li>✦ Facilitates</li> <li>✦ Empathises</li> <li>✦ Develops</li> <li>✦ Makes change safe</li> <li>✦ Balances risk and safety</li> <li>✦ Makes learning happen</li> <li>✦ Responds</li> <li>✦ Balances innovation and procedure</li> <li>✦ Encourages</li> <li>✦ Seeks performance</li> </ul> |
|                                                                                   | VISION & FUTURE                                                                                                                                                                                                                                                                   | PRODUCTIVITY & RESULTS (Others)                                                                                                                                                                                                                                                                                     | PRODUCTIVITY & RESULTS (Self)                                                                                                                                                                                                                                                             | PERFORMANCE & LEARNING                                                                                                                                                                                                                                                                                                          |

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## More About the Four Domains

| Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Management                                                                                                                                                                                                                                                                                                                                                                                             | Doing                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Coaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✦ Leaders inspire others to act. Leaders invent the future</li> <li>✦ A future that wasn't going to happen but for their saying so</li> <li>✦ A leader speaks for the future, dwells in the future and brings forth the future</li> <li>✦ Leaders are concerned with making something possible. The test of leadership is empowerment</li> <li>✦ Leadership is fundamentally concerned with vision and the future</li> </ul> | <ul style="list-style-type: none"> <li>✦ Managers direct others to act. They translate vision into action</li> <li>✦ Management is fundamentally concerned with productivity and results from their staff and other resources</li> <li>✦ Managers are concerned with making something happen</li> <li>✦ Managers have power when they change their fixation on results to a focus on action</li> </ul> | <ul style="list-style-type: none"> <li>✦ Doers act. Doers are where the core business of an organisation takes place</li> <li>✦ Doers perform the action which they or their managers have identified</li> <li>✦ Doers are concerned with delivering results and their own output</li> <li>✦ Doers have power when they are enabled to perform by the other 3 spheres</li> <li>✦ This means they may also need to use the other spheres of activity to enable themselves</li> </ul> | <ul style="list-style-type: none"> <li>✦ The coach enables others to act. Coaches open up new possibilities for how to get the job done effectively, with satisfaction and with growth</li> <li>✦ Coaching is fundamentally concerned with performance and with learning</li> <li>✦ A coach is someone who facilitates learning and is committed to the development of people through improving their performance</li> <li>✦ A coach facilitates and moderates the tension between challenge and safety, the safer a coach can make it, the more learning can occur</li> <li>✦ The coach is 100% on the side of the coachee</li> <li>✦ Coaching is elective, whereas management is mandated. Management comes with being given the job</li> <li>✦ Coaching requires choice and voluntary action</li> </ul> |
| THE LANGUAGE OF LEADERSHIP:<br>Opening possibility, challenging, emotional                                                                                                                                                                                                                                                                                                                                                                                          | THE LANGUAGE OF MANAGEMENT:<br>Analysing options, instructions, directions, answers                                                                                                                                                                                                                                                                                                                    | THE LANGUAGE OF DOING:<br>Problem-solving, explanation, description, recommendation, facts                                                                                                                                                                                                                                                                                                                                                                                          | THE LANGUAGE OF COACHING:<br>Asking questions, supporting others to learn, waking potential, improving performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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## Personal SWOT

| Strengths:        | Weaknesses:          |
|-------------------|----------------------|
|                   |                      |
| Opportunities:    | Threats:             |
|                   |                      |
| My Action Points: | My Development Plan: |
|                   |                      |

# SELF-AWARENESS

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**Self-awareness is the ability to see ourselves clearly; to understand who we are, how others see us, and how we fit into the world.**

With your Predictive Index Behavioral Report, you learn:

**Internal Awareness:** one's own internal drives, needs and behaviors

**External Awareness:** how your styles impact others

**NOTES:**





## Reflecting on Your Results

### INSTRUCTIONS

In pairs:

Write down **two to three strengths from your Behavioral Report** that you are proud of, as a leader.

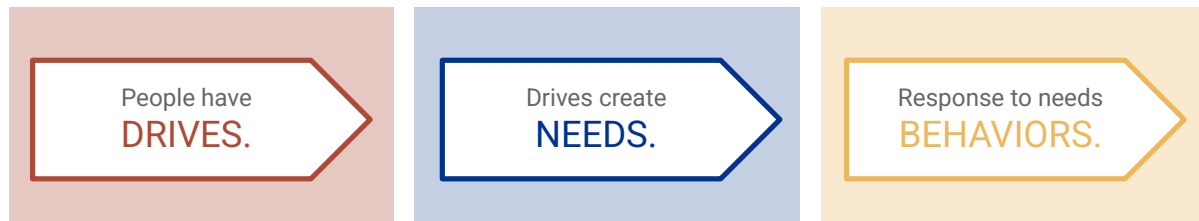
Pick out **one thing from your Behavioral Report that is true, but you wish wasn't**, as a leader.

# UNDERSTANDING DRIVES AND BEHAVIORS

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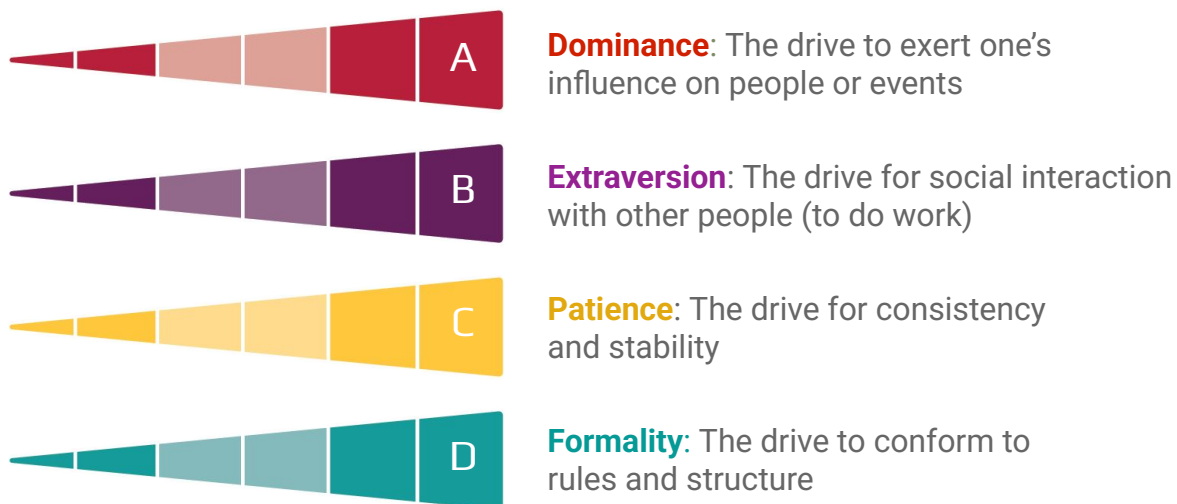
If you measure this...

...you can predict this.

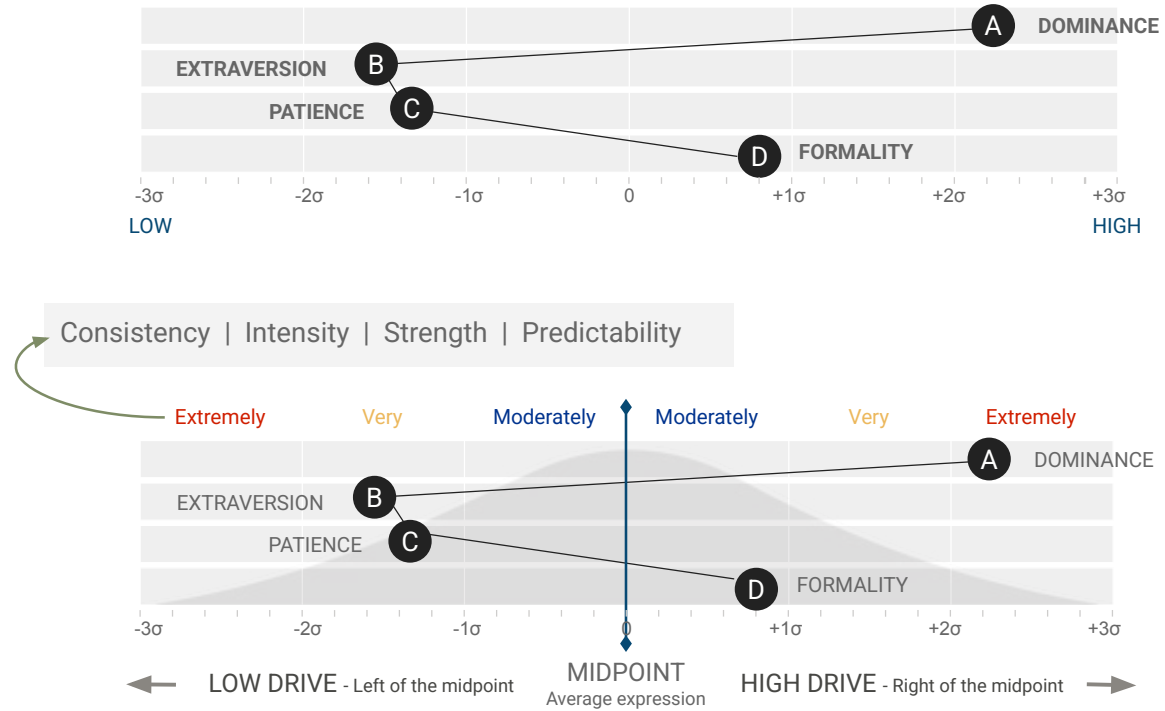


## WHAT DRIVES DOES PI MEASURE?

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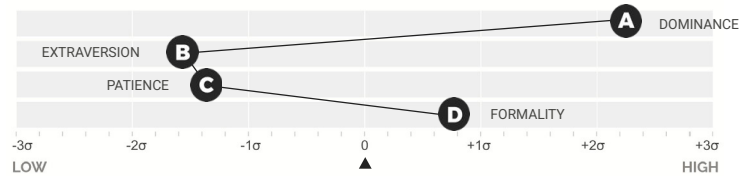
# A PATTERN OF BEHAVIORS



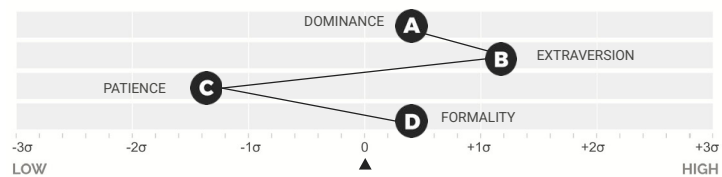
## NOTES:

# THE WHOLE PATTERN

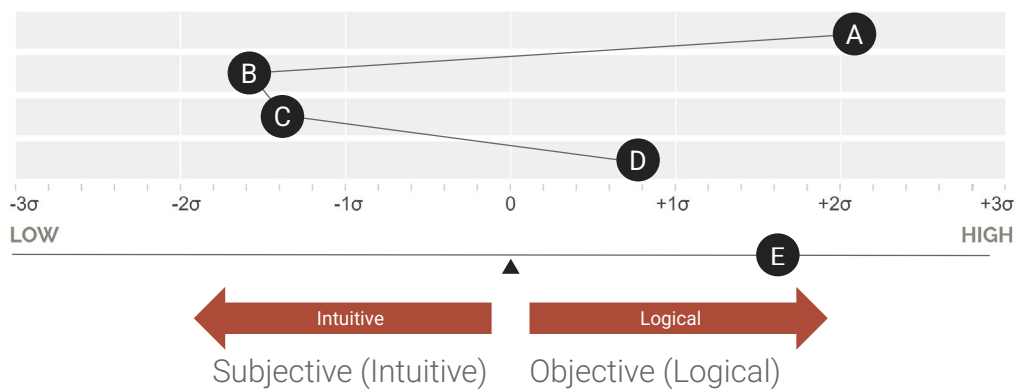
Self:  
**The REAL ME**  
(My natural behaviors)



Self-Concept:  
**I am trying to be...**  
(Adapting behavior)

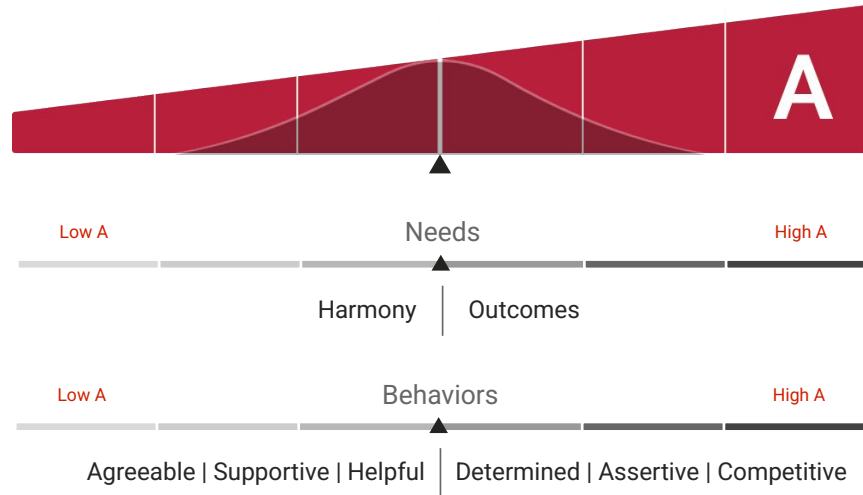


## FACTOR E - DECISION-MAKING

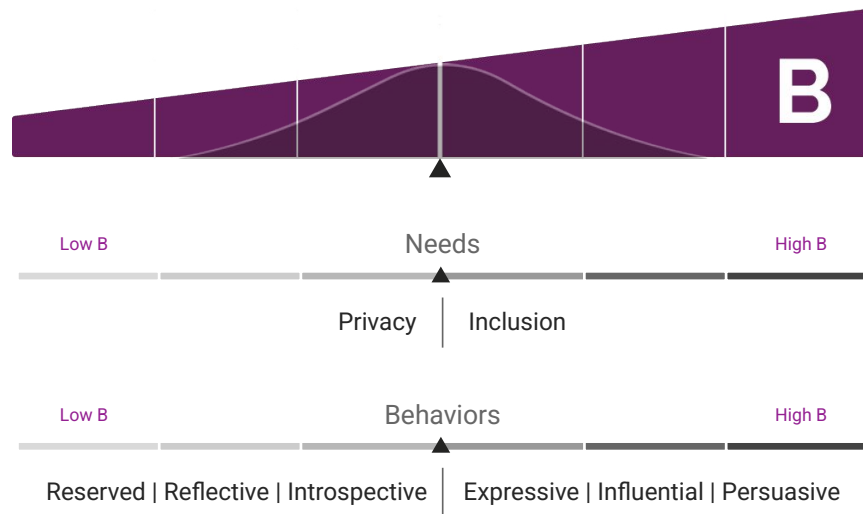


# BEHAVIORS AND NEEDS

## Dominance

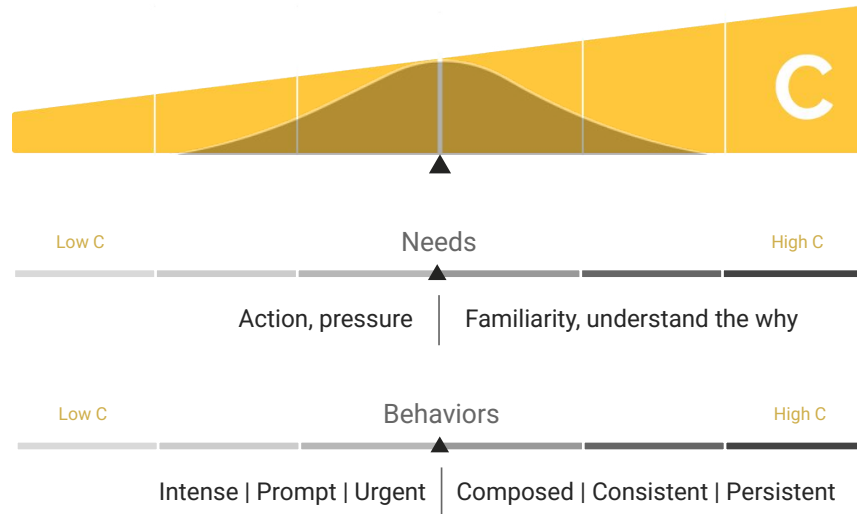


## Extraversion

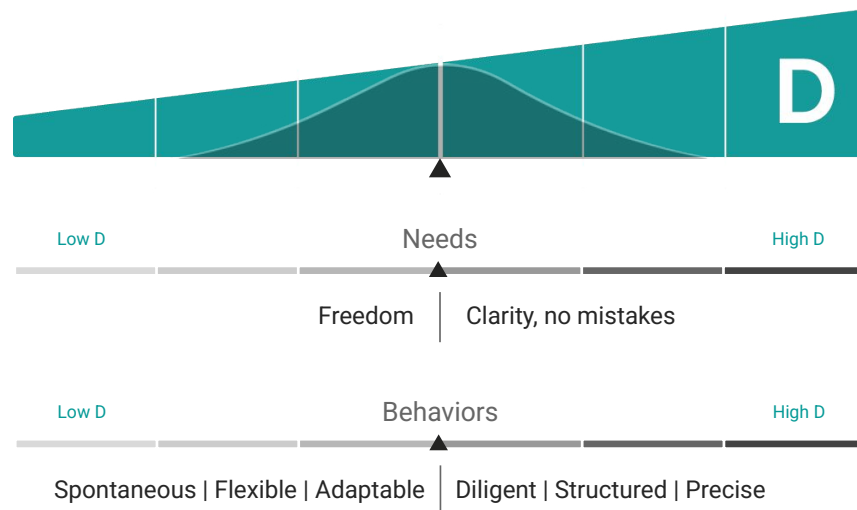


# BEHAVIORS AND NEEDS

## Patience



## Formality



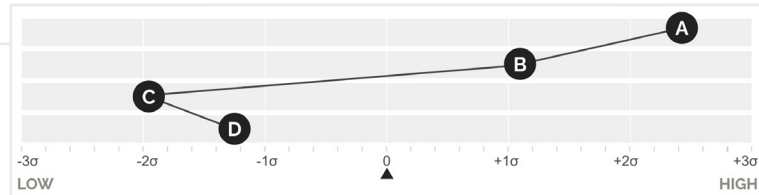


## Bert and Ernie

### INSTRUCTIONS

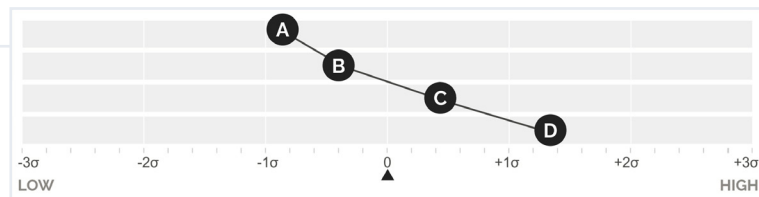
What are Ernie's strongest behaviors?

What will Ernie likely be good at/enjoy doing?

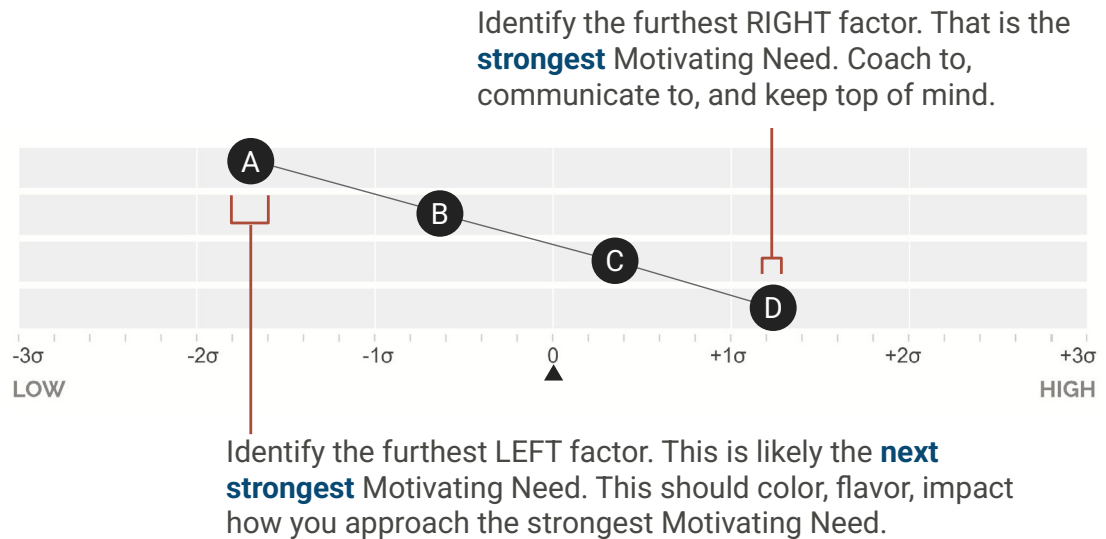


What are Bert's strongest behaviors?

What will Bert likely be good at/enjoy doing?



# IDENTIFYING MOTIVATING NEEDS



## ACTIVITY



## Motivating Needs

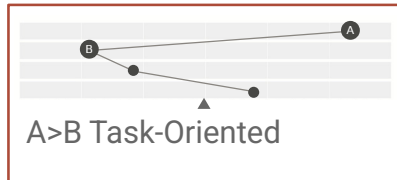
### INSTRUCTIONS

Look at your own Behavioral Self Graph and **identify your strongest Motivating Need**.

Write down and describe to your partner: "If you were really going to be effective with me, **two dos/don'ts according to my Motivating Needs** would be..."

# FACTOR COMBINATIONS

## A:B | Orientation

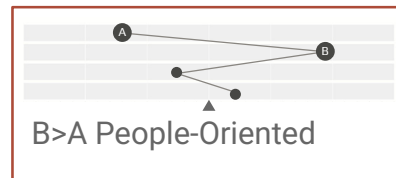


### STRENGTHS

- Clear direction; decisive
- Holds others accountable
- Critical thinking & problem-solving
- Strategic thinking
- Comfortable having difficult conversations

### CAUTIONS

- Tells more than persuades; can be blunt
- Finds it difficult to delegate authority
- Less coaching, teaching, sharing information



### STRENGTHS

- Delegates authority
- Naturally coaches, teaches, shares information
- Builds strong buy-in, consensus, loyalty
- Success of directs is more important than their own success

### CAUTIONS

- May trust too much and not hold people accountable soon enough
- Confident they can “fix” anyone
- May ignore or not address problem performers
- May struggle with conflict



## Factor Combinations

### A:B | Orientation

#### INSTRUCTIONS

On the previous page, take note of the strengths that resonate for your factor combination.

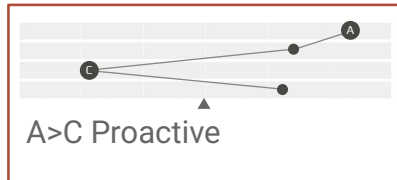
Note the cautions that resonate. Then answer the following questions and discuss with your partner.

How has this strength been a **leadership asset** for you?

What's one **caution you want to work on** and why?

# FACTOR COMBINATIONS

## A:C | Action

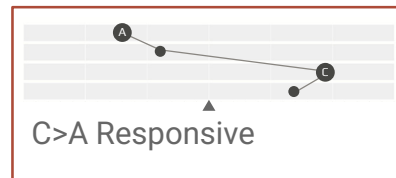


### STRENGTHS

- Pushes people, teams, orgs to take action, make decisions, get outcomes - with urgency
- Handles variety, pressure, rapidly changing priorities productively
- Does not wait for permission

### CAUTIONS

- Listens sparingly, at best
- Lots of starting, less focus on finishing
- Will overcommit
- Can overwhelm and wear some people out



### STRENGTHS

- Excellent listening, people feel heard and valued
- Thoughtful + methodical + consistent = predictable/easy to trust
- Approachable and accessible
- Stick with it, don't give up easy

### CAUTIONS

- May not push people, teams, orgs fast enough to make decisions, take action
- May be too accommodating of others
- May get bogged down under lots of pressure, too many changing priorities



## Factor Combinations

### A:C | Action

#### INSTRUCTIONS

On the previous page, take note of the strengths that resonate for your factor combination.

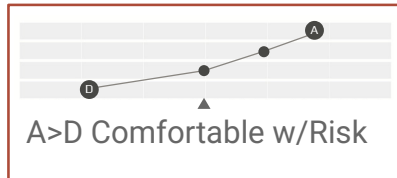
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# FACTOR COMBINATIONS

## A:D | Risk

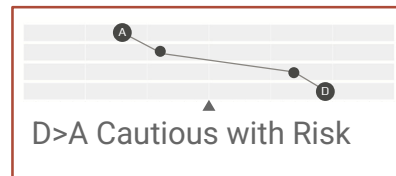


### STRENGTHS

- Decisive, even when uncertainty is present
- Focuses on the big picture – outcomes, strategy, progress, winning over perfection
- Tolerant of mistakes, views it as part of the process
- Delegates details, lets people own the details/how

### CAUTIONS

- May not provide enough clarity of expectations, depth, follow-up on details
- May be disinterested in spending time assisting direct reports on items related to details/process/structure
- May not communicate which details they do and do not want to be involved in



### STRENGTHS

- Provides depth of clarity, expectations, training, information to directs
- Helpful, willing, supportive - will jump in, and do what it takes to help get things right
- High standards for work quality and depth of expertise for how to achieve quality

### CAUTIONS

- May not delegate accountability or tasks soon enough, often enough, consistently enough
- Personal standards of excellence may be unnecessarily high for others
- Mistakes can be seen as a problem, rather than the natural part of learning and developing process



## Factor Combinations

### A:D | Risk

#### INSTRUCTIONS

On the previous page, take note of the strengths that resonate for your factor combination.

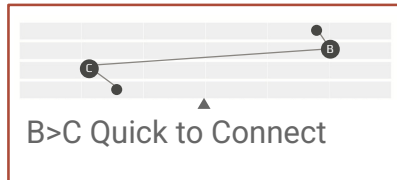
Note the cautions that resonate. Then answer the following questions and discuss with your partner.

How has this strength been a **leadership asset** for you?

What's one **caution you want to work on** and why?

# FACTOR COMBINATIONS

## B:C | Connection

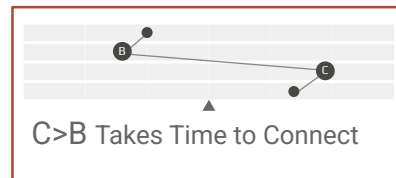


### STRENGTHS

- Builds rapport and relationship
- Shares information, you usually know what they are thinking
- Building positive relationships is important to them

### CAUTIONS

- Talk more than they listen
- Can be seen as self-interested and superficial
- Can be overly focused on impressing others



### STRENGTHS

- Good listeners
- Thoughtful, analytical, deliberate and consistent in their approach – people know what they can expect
- Healthy, natural skepticism

### CAUTIONS

- Can be hard for others to read – people may mistakenly attach negative connotations to their quiet, reflective nature
- May not share as much information, feedback, etc. as people need



## Factor Combinations

### B:C | Connection

#### INSTRUCTIONS

On the previous page, take note of the strengths that resonate for your factor combination.

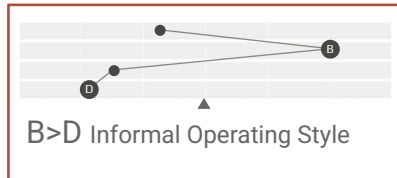
Note the cautions that resonate. Then answer the following questions and discuss with your partner.

How has this strength been a **leadership asset** for you?

What's one **caution you want to work on** and why?

# FACTOR COMBINATIONS

## B:D | Formality

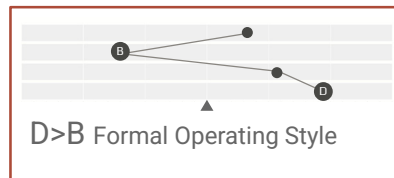


### STRENGTHS

- Motivating, inspiring, visionary – gets people excited about what's possible
- Adept at adjusting approach to meet needs of a wide variety of people
- People win over rules – comfortable with the ambiguity/gray surrounding people-related issues

### CAUTIONS

- Shares half-baked ideas as they occur
- May not provide the structure/ thoroughness that some need
- Plan B, C, D is sometimes just "I'll cross that bridge when I get there."



### STRENGTHS

- Structured and process-driven – creates or defines the right way to do things
- Provides lots of clarity to employees
- Candid, straightforward communicator

### CAUTIONS

- Naturally find delegation very difficult
- Hesitate to share information until things are fully complete/finished
- Exacting standards that few others meet



## Factor Combinations

### B:D | Formality

#### INSTRUCTIONS

On the previous page, take note of the strengths that resonate for your factor combination.

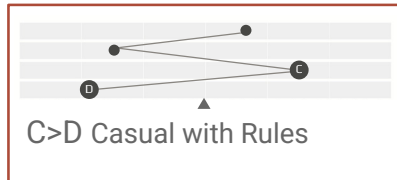
Note the cautions that resonate. Then answer the following questions and discuss with your partner.

How has this strength been a **leadership asset** for you?

What's one **caution you want to work on** and why?

# FACTOR COMBINATIONS

## C:D | Rules



### STRENGTHS

- Creative, innovative, unconventional thinker
- Comfortable with ambiguity
- Calm in a crisis, views mistakes as part of the natural learning and improvement process

### CAUTIONS

- May not follow up or follow through on certain details, tasks, etc. once assigned (assumes completion)
- May underestimate and under provide structure that others may need



### STRENGTHS

- Strong follow up, follow through
- Provides clarity of expectations
- Have built contingency plans

### CAUTIONS

- Prone to micromanaging
- Often is not delegating nearly enough
- Exacting standards that few others meet



## Factor Combinations

### C:D | Rules

#### INSTRUCTIONS

On the previous page, take note of the strengths that resonate for your factor combination.

Note the cautions that resonate. Then answer the following questions and discuss with your partner.

How has this strength been a **leadership asset** for you?

What's one **caution you want to work on** and why?



## Overall Reflection

### INSTRUCTIONS

#### **Reflect on your strengths across all Factor Combinations:**

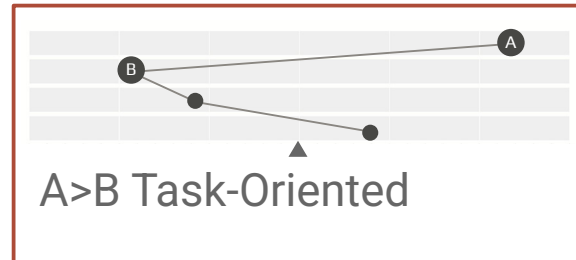
Write your two to three biggest leadership strengths and one commitment you will make to further leverage these strengths.

#### **Reflect on your cautions across all Factor Combinations:**

Write one caution that stood out as the most important to address and action you will take to address the identified caution.

# A:B | ORIENTATION

When  
working  
with A>B



Be direct

- Skip the fluff
- Give the unvarnished truth

How to  
adjust:

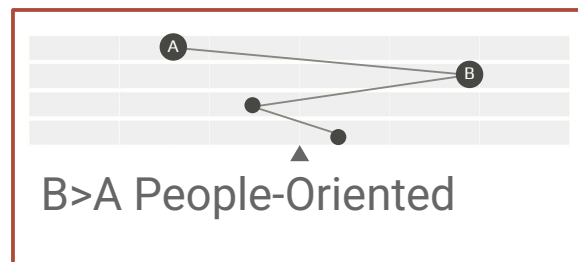
Let them figure out how

- They don't want to "think out loud" with you

Provide clarity of expectations

- Substance of outcomes & deliverables
- High levels of accountability

When  
working  
with B>A



Make time consistently for discussion

- Share information and ask for their thoughts
- Don't cancel 1:1s
- Make some time for them to think out loud

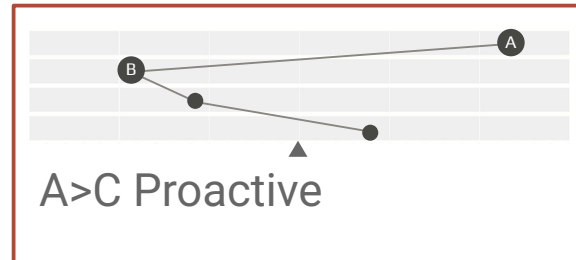
How to  
adjust:

Provide more **verbal** feedback than YOU would need (or want)

- Recognition for how they do things
- Reinforce anything you would like to see more of

# A:C | ACTION

When  
working  
with A>C



How to  
adjust:

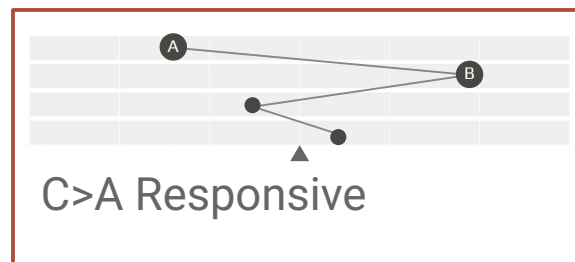
Cut to the chase

- Focus on action and where you're going first
- Spend far less/little time on context, backstory
- Give a decision now

Load them up

- Give them a workload with challenge, variety, time-pressure
- Ensure the volume and pace of work is at a level you would find cruel and unusual if done to you

When  
working  
with C>A



How to  
adjust:

Slow down to speed up

- Help them understand why
- Give them time to think/prepare

Be clear about timelines/deadlines

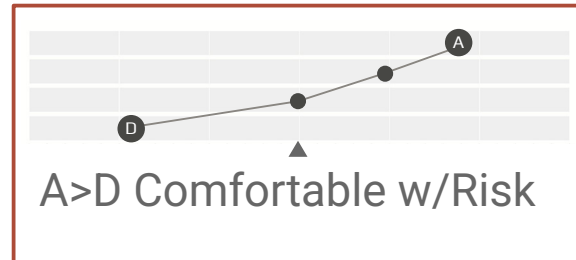
- Help them prioritize

Don't hog the mic

- Give them room to think, then listen
- Don't mistake their good listening for agreement

# A:D | RISK

When  
working  
with  $A > D$



How to  
adjust:

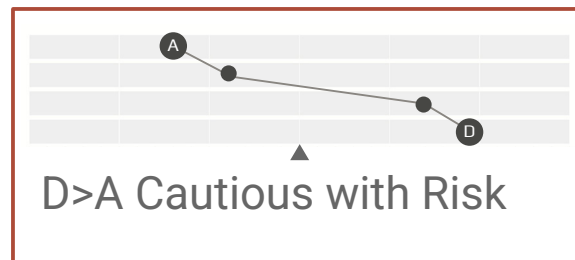
Define the non-negotiable outcomes and guardrails

- Let them decide how to get there
- Provide clarity that failure to deliver on non-negotiables will result in closer management

Delegate both decisions and tasks

- On items that are more important than you're comfortable delegating
- Sooner than you'd like
- To people who haven't fully earned your trust
- Without micromanaging once you do

When  
working  
with  $D > A$



How to  
adjust:

Provide depth and clarity of expectations up front

- In writing, if possible
- Then ask, "what else do you need to get started?"
- This is not micro-managing

Provide more ongoing feedback than you would need

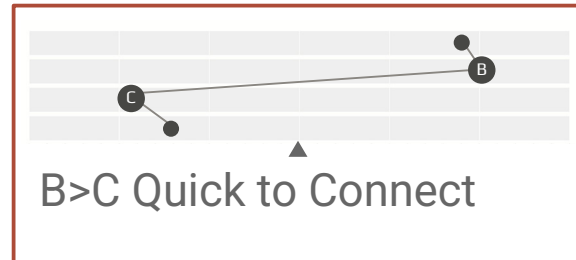
- Things that they are doing well and right, things they could/should course-correct, even if minor

Do not tell them "don't worry" or "it's no big deal"

- They will worry more
- Reframe what a mistake is and is not

# B:C | CONNECTION

When  
working  
with B>C



Make consistent time to allow them to talk/share (think out loud)

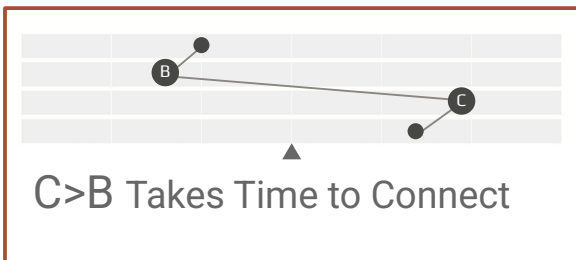
- Don't cancel 1:1s even if you don't have something to talk about – they do!

How to  
adjust:

Consistently ask for their thoughts, input, feedback and ensure they feel “in” on things

- Share information about what's going on, sooner and more often than you would want/need

When  
working  
with C>B



Give advance notice and/or time to respond

- Agenda items, topics of discussion
- Time to respond, when you have to spring something on them at the moment

How to  
adjust:

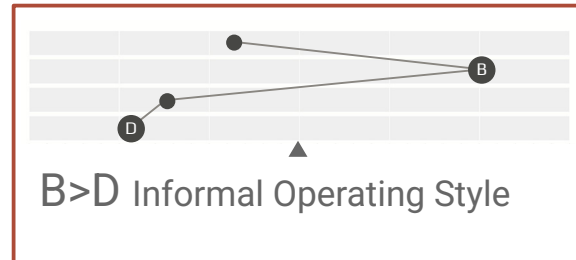
Be factual, straightforward, and substantive in your communication style

- Don't force mandatory fun (ice breakers)

Don't mistake quiet reflection for lack of passion, interest, or energy. They are simply just thinking

# B:D | FORMALITY

When  
working  
with B>D



Make time for them to share ideas, brainstorm out loud

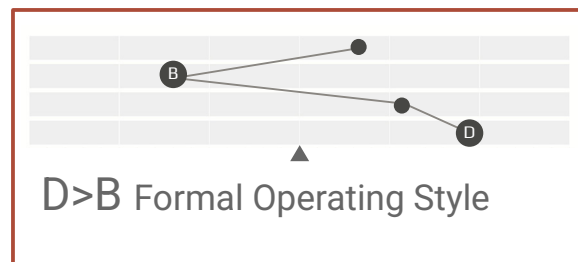
- Don't cancel 1:1s

How to  
adjust:

Don't mistake energy, excitement, expression of ideas as a "final product"

- Give room for idea generation and help them with outcomes, structure and process to get a good idea to the finish line
- Provide clarity on outcomes/deliverables, timelines, and guardrails – but give them room to figure out the "how"

When  
working  
with D>B



Provide clarity of expectations

- Details around exact deliverables, firm timelines, expectations, etc.
- Be clear about what decisions you expect them to make

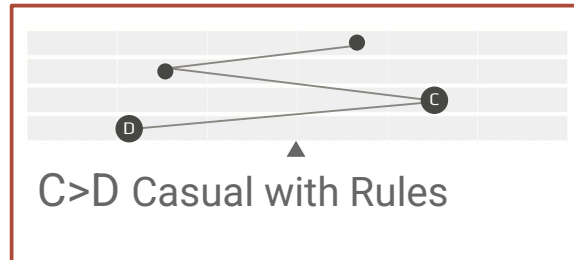
How to  
adjust:

Be specific and very straightforward

- Facts, not fun (when it comes to work)
- Don't try to be persuasive, just be clear and direct around what's needed

# C:D | RULES

When  
working  
with  $C > D$



How to  
adjust:

Provide clear expectations on outcomes, guardrails

- Let them figure out how
- Make it clear that not meeting expectations or staying within guardrails will result in closer management by you

When  
working  
with  $D > C$



How to  
adjust:

Provide clarity of expectations

- Deadlines, timelines, exact deliverables and other details that would help someone know what right/success looks like

Ongoing feedback

- What they are doing well and what they need to course correct on along the way, not just at the end
- Ask “what else do you need?” in order to help them get started

# BUILD YOUR ACTION PLAN



Employee Name:      Employee Name:      Employee Name:      Employee Name:

A:B

A:C

A:D

B:C

B:D

D:C

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## Your Personal Leadership Vision

### INSTRUCTIONS

**How do you want others to describe you as a leader “at the dinner table”?**

Think about the leader you want to be. Browse the pictures and select one that “speaks” to you in terms of your leadership. **Write why your picture “spoke” to you.**

Write **one commitment/action you’ll take** to stay focused on your leadership vision.



## Conclusion/Wrap-up

### INSTRUCTIONS

Answer the questions below and be ready to share with the group:

What **ONE most important action/commitment** will you will take?  
WHEN will you take it and how will you know you've been successful?

Choose an **accountability partner**. Write their email address here.  
Share your commitment with them and describe what would keep you accountable. Be prepared to share out loud.

Date of follow-up:

# THE SELF-AWARE LEADER

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## Appendix

# MOTIVATING NEEDS

|           | Motivated By:                                                                                                                                  | How to Connect:                                                                                                                                                                 | Challenges:                                                                                                                      |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| High A    | Independence, <b>CONTROL</b> , competition, <b>OUTCOMES</b> , individual recognition.                                                          | Bottom line, direct to the point. Outcomes, outcomes, outcomes.                                                                                                                 | They will argue with you. Everything is a chance to win.                                                                         |
| Low A     | Encouragement, reassurance, <b>HARMONY</b> , team environment.                                                                                 | Ask for their help based on their expertise, attitude. Considerate, supportive, encouraging dialogue.                                                                           | Will say things are fine, when they aren't, especially when feeling confronted or responding to a harsh approach.                |
| High B    | Positive, personal, public praise. <b>INCLUSION</b> , <b>SIGNS OF STATUS</b> , <b>ACCOMPLISHMENT</b> .                                         | Inclusion: share info, ask their opinion. Never criticize in public, build a relationship, recognition for how they do things with people.                                      | Will get defensive, make excuses out of a desire to protect their image.                                                         |
| Low B     | Recognition for technical accomplishments/ expertise, time to think, <b>FREEDOM FROM POLITICS</b> .                                            | Allow time to think, clear, factual communication, freedom from too much small talk, straightforward, analytical approach.                                                      | May not say much, engage in discussion, tell you how they are feeling, avoid focusing on the "people part."                      |
| High C    | Paying attention to them. <b>SECURITY, STABILITY</b> , family-like work team, recognition for <b>LOYALTY</b> .                                 | Scheduled: meetings, conversations, everything. Time to consider and reflect before deciding, lessen pressure, give full attention, be very specific on time frames, deadlines. | May be uncomfortable/resistant to changes in routine, schedule, comfort zone. Needs time to think, consider, get used to change. |
| Low C     | <b>VARIETY, CHANGE OF PACE</b> , mobility, lots to do.                                                                                         | Brief, bulleted communication about the action/point, immediate feedback, load them up with a variety of challenges, pressure is productive.                                    | Will interrupt, may not listen well. Can be tense and frustrated when change isn't fast enough for them.                         |
| High D    | <b>OPPORTUNITY TO GET THINGS RIGHT</b> , structure, plan, <b>SPECIFIC JOB KNOWLEDGE</b> , freedom from risk, <b>RECOGNITION FOR ACCURACY</b> . | Written, precise expectations. Very specific and frequent feedback with examples; opportunities to develop subject-matter expertise, specialized training.                      | Very sensitive to criticism (they work hard to make NO mistakes.) Very hard on themselves for anything not done exactly "right." |
| Low D     | <b>FREEDOM FROM STRUCTURE</b> , delegate details, give room to decide how, <b>BIG PICTURE FOCUS</b> .                                          | Flexible, informal, casual interactions. Focused on big picture with strong clarity around "guard rails." Freedom from structure.                                               | Thick-skinned, stubborn about their way. May not care very much about your rules, policies, procedures.                          |
| Logical   | Being correct, ensuring the right decision, driven by data.                                                                                    | Logic, data, analysis, facts, evidence of why something will succeed.                                                                                                           | Will slow down or stop when they don't have enough time, data, info to decide.                                                   |
| Intuitive | Deciding, using emotion, gut, experience and going for it.                                                                                     | Flexibility, use estimates, get 80% of what you need and go, consider their emotions.                                                                                           | Will decide, but sometimes wrong. Emotion can drive rash decisions.                                                              |

# FACTOR COMBINATIONS

|             | A > B Task Oriented                                                                                                                                                                                                                                   | B > A People Oriented                                                                                                                                                                                                                                        |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ORIENTATION | <ul style="list-style-type: none"> <li>• Critical creative thinker</li> <li>• Technical orientation</li> <li>• Inquiring mind</li> <li>• Problem solving</li> <li>• Results-oriented</li> <li>• Limited delegation</li> </ul>                         | <ul style="list-style-type: none"> <li>• Empathetic, unselfish</li> <li>• Persuasive</li> <li>• Sociable</li> <li>• Service-oriented</li> <li>• Delegates authority</li> <li>• Comfortable on a team</li> </ul>                                              |
|             | A > C Proactive                                                                                                                                                                                                                                       | C > A Responsive                                                                                                                                                                                                                                             |
| ACTION      | <ul style="list-style-type: none"> <li>• Takes initiative quickly</li> <li>• Competitive</li> <li>• Driven to get things done</li> <li>• Positive response to pressure</li> <li>• Impatient with routine</li> <li>• Achievement-oriented</li> </ul>   | <ul style="list-style-type: none"> <li>• Consistent with repetition</li> <li>• Cooperative with others</li> <li>• Patient, tolerant</li> <li>• Dependable</li> <li>• Steady</li> <li>• Easy-going</li> </ul>                                                 |
|             | A > D Comfortable with Risk                                                                                                                                                                                                                           | D > A Cautious with Risk                                                                                                                                                                                                                                     |
| RISK        | <ul style="list-style-type: none"> <li>• Independent</li> <li>• Individualistic</li> <li>• Self-confident</li> <li>• Firm, decisive</li> <li>• Venturesome</li> <li>• Resistant to authority</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Cooperative, supportive</li> <li>• Willing and helpful</li> <li>• Need for rules and structure</li> <li>• Accurate and careful</li> <li>• Concerned about criticism</li> <li>• Conservative</li> </ul>              |
|             | B > C Quick to Connect                                                                                                                                                                                                                                | C > B Takes Time to Connect                                                                                                                                                                                                                                  |
| CONNECTION  | <ul style="list-style-type: none"> <li>• Fluent, fast-talking</li> <li>• Lively, enthusiastic</li> <li>• Optimistic style of expression</li> <li>• Persuasive, stimulating</li> <li>• Motivates others</li> <li>• Positive communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Reserved, quiet</li> <li>• Serious with unfamiliar people</li> <li>• Comfortable with familiar</li> <li>• Introspective, time to think</li> <li>• Organizes thoughts before expressing self</li> </ul>              |
|             | B > D Informal Operating Style                                                                                                                                                                                                                        | D > B Formal Operating Style                                                                                                                                                                                                                                 |
| INTERACTION | <ul style="list-style-type: none"> <li>• Extroverted, outgoing</li> <li>• Uninhibited expression of friendliness</li> <li>• Informal in social situations</li> <li>• Persuasive, enthusiastic talker</li> <li>• Engaging conversationalist</li> </ul> | <ul style="list-style-type: none"> <li>• Serious, sincere</li> <li>• Disciplined</li> <li>• Reserved, formal, quiet</li> <li>• Factual conversationalist</li> <li>• Sensitive to criticism</li> <li>• Cautious with new people</li> </ul>                    |
|             | C > D Casual with Rules                                                                                                                                                                                                                               | D > C Careful with Rules                                                                                                                                                                                                                                     |
| RULES       | <ul style="list-style-type: none"> <li>• Persistent</li> <li>• Casual, stable</li> <li>• Limited concern about rules or details</li> <li>• Comfortable with ambiguity</li> <li>• Easygoing, relaxed</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Conscientious</li> <li>• Thorough, precise</li> <li>• Concerned with rules and accuracy</li> <li>• Strong follow-up</li> <li>• Strict about punctuality, correctness</li> <li>• Comfortable with clarity</li> </ul> |

# 10 KEY DIFFERENCES BETWEEN COACHING AND MENTORING

| MENTORING                                                   | COACHING                                                                                                       |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Needs to know the details of the other person's activities  | Listens intuitively and asks insightful questions without needing all the details                              |
| Participates in problem solving                             | Ask questions that help the other person move closer to solving the problem for themselves                     |
| Jointly develops solutions and ideas                        | Stimulates the person to think more broadly and to develop new insights or ideas                               |
| Provides insights into ways to move forward                 | Helps the other person select from options they have developed                                                 |
| Shares expertise and experience                             | Remains focused on the other person's outcomes and only offers models or experiences for review if appropriate |
| Points to information or signposts sources of possible help | Uses questions to help the other person identify appropriate resources or sources of help                      |
| Shares opinions and advice                                  | Facilitates them to find and take ownership for their own solutions                                            |
| Readily answers questions                                   | Asks questions skillfully for the coachee's benefit rather than answers them                                   |
| Shares in the success of the other person                   | Seeks only to facilitate the their success                                                                     |
| Seeks to educate                                            | Seeks to stimulate                                                                                             |

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# COACHING QUESTIONS TOPIC LIBRARY

By asking powerful questions, the leader invites the employee to clarity, action, and discovery at a whole new level. They are generally open-ended questions that create greater possibility for expanded learning and fresh perspective. Below are some topics to get your questions started.

## INVESTIGATIVE:

Share with me what is happening now.  
Describe the results produced so far.  
Tell me what's working; what's not.  
Describe areas that are unclear for you.  
Help me understand your vision for success.  
Share what's most important for you.  
Tell me what's top of mind.  
Describe what's most critical.  
Explain the roadblocks you're experiencing.

## PRODUCTIVE:

Describe the desired outcome.  
How can you get started?  
What else do you need to take action?  
Walk me through some options you could pursue.  
Identify some milestones on the path.  
Share what you'll do as a result of this conversation.  
What's the timeline?  
Share what roadblocks you're anticipating.  
How will you know you've succeeded?

## SUBJECTIVE:

Help me understand your view on this.  
How do you really feel about...?  
Describe what most excited you.  
Share with me what you're most worried about.  
Share with me what has you feeling frustrated.  
Describe what you're most confident about.  
Describe any hesitations you have.  
Share what you'll take away from this.  
How did [other person] react when you shared this with them?

## SPECULATIVE:

I wonder how you might...

- ...capitalize on your experience?
- ...explore some other angles/perspectives?
- ...handle this another way?
- ...reframe this?

Describe what happens if this continues.  
Describe what happens if nothing changes.  
Share with me another possible point of view.  
Explain the other possible options.

## INTERPRETIVE:

Share what might happen if this doesn't work.  
Describe the real issue here.  
Share with me what led to that.  
How might you look back on this in five years?  
Share your assessment of the situation.  
If you could do that over again, what would you do differently?

## PI STRENGTHS:

### Highest A

- How can you build on your natural desire for outcomes, to see success?
- How can you adapt to be more collaborative to get the outcomes you're looking for?

### Highest B

- How can you use your natural ability to persuade and connect to help get you the outcomes you want?
- How would being a bit more reflective in your approach enhance your credibility with others?

### Highest C

- How could you apply your thoughtful, persistent approach to get the outcome you want?
- What would help make you comfortable in speeding up how you take action in this area?

### Highest D

- How could you leverage your desire to get things exactly right in this situation?
- What's the best way for you to get more comfortable in uncertain situations?

