

### **The Challenge: Achieving behavior change through coaching**

- An executive leadership team needed to achieve more with the resources they had. To achieve greater effectiveness the team should have been functioning as a shared leadership model. Instead the team spent most time individually reacting to crises.
- Senior-level staff were “good enough” to be sufficient, but weren’t adapting and learning to meet new and unexpected challenges.
- Classroom-format development fell short: the leaders could recite the right answers but failed to apply personal insight and adapt the classroom content to work challenges.
- In a survey staff assessed the leadership team as playing favorites, inconsistent, and weak. Staff turnover was high.

### **The Technique: Coaching Process**

- Drive individual development through a structured use of personal insight (though psychometric testing tools), skills acquisition, skills practice, reflection and repetition.
- Apply this development commitment to achieving better and different results from repeated patterns of conflict or challenge.
- If possible work across an intact team, coaching both individually and as a group:
  - What are the strengths and gaps of the team?
  - How can we as a group maximize our strengths?
  - Conduct individual as well as group coaching sessions.
  - Use group coaching sessions to moderate the resolution of day-to-day challenges and measure individual development and growth.

### **Intervention:**

- Conducted assessments and individual coaching kickoff with three members of the shared leadership team.
- Held group kickoff session based off of individual coaching report results: discussed team composition, strengths and areas of growth. Every 6-8 weeks conducted skills tune-up with individualized topics suited to current workplace challenges.
- Conducted weekly individualized coaching sessions with the team members to target unique areas of growth.
- Key to achieving results and change was holding the executives to their change goals through repetition, humor, reflection and skills growth.

### **Results**

- Staff turnover reduced and continuity of staff management was instituted.
- Leadership reduced rework by communicating better with each other and understanding the leadership team better.
- Individual members of the leadership team gained better understanding of their unique value.
  - One leader gave up staff management duties to focus better on her strengths, increasing the leadership team capacity by doing things smarter
  - Each leader developed new, specific hard skills and applied them to work challenges—and saw better results
  - Each leader came to trust and rely more on the rest of the team, reducing the dynamic of crisis-reaction