

EMOTIONALLY INTELLIGENT LEADERSHIP DEVELOPMENT TIPS WORKBOOK

Sally Sample
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ABOUT THIS DOCUMENT

This document presents development tips for each of the emotionally intelligent leadership competencies of the Genos model. It has been designed to assist Genos certified executive coaches and facilitators in conceptualising development actions for their clients who have participated in the Genos assessment. The development tips are based on scientific theory and research, however; Genos makes no warranties regarding the efficacy of them. No advice or information contained in this document shall create any warranty not expressly stated herein. No person(s) should act or fail to act on the basis of their results or the development suggestions presented in this document.

ABOUT GENOS

We help professionals improve emotional intelligence in order to enhance their impact, influence and resilience. To learn more about our unique approach and the improvements we are generating in terms of productivity, profitability and customer loyalty, visit our website:

www.genosinternational.com

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HOW TO RESPOND TO YOUR FEEDBACK

We recommend that you do not show your Genos Emotional Intelligence Feedback to others, particularly if you completed with other colleagues in your workplace. Doing so can make those who might not feel comfortable to share their report obliged to do so. The feedback was given with the understanding that it was to be private and confidential and this should be respected. Alternatively, we recommend that you:

- Thank people for providing the feedback.
- Outline the insights you have received from it and the actions you are intending to take to leverage strengths and address areas for development.
- Seek further input and refinement on these actions.
- Set a time to follow-up with people for further feedback on how well you have implemented the actions.

WORKING WITH THE SUGGESTED DEVELOPMENT ACTIVITIES

The development activities presented in this document are simple, effective techniques that can increase how often you display emotionally intelligent leadership competencies. The activities are intended to inspire your own thinking and equip you with alternate actions and responses. For each development activity you may:

- Adopt the activity exactly as suggested,
- Modify it to suit your circumstances, or
- Devise a different development activity.

TIPS FOR SELF-AWARENESS

Self-Awareness is about being aware of the behaviour you demonstrate, your strengths and limitations, and the impact you have on others. It can be developed by:

1. Evaluating how and how well you do things in comparison to others.
2. Seeking feedback from others.
3. By becoming more familiar with the way you tend to think, feel and act at work. This can be achieved by:
 - Adopting a self-reflective practice (journal or diary) where you regularly reflect on the way you are thinking, feeling and acting at work. When doing so, it is important to consider how your thoughts, feelings and actions are both serving and limiting you. Ask yourself why you are behaving the way you are, what impact your behaviour is having on others, why you are responding the way you are and how you could respond differently.
 - Assessing and exploring your personality, values and beliefs. These uniquely influence your thoughts, feelings, motivations and behaviours in various circumstances. They both help and limit your interpretation of events and therefore, influence how you think, feel and act in response.



ITEM SPECIFIC DEVELOPMENT TIPS FOR SELF-AWARENESS

ITEM	DEVELOPMENT TIPS
1. Understanding the impact your behaviour has on others.	<ul style="list-style-type: none"> ○ Seek feedback from others on your behaviour and how you impact on others. Use the feedback tips at the end of your report and ask for feedback on strengths and opportunities for development.
2. Being aware of your strengths and limitations.	<ul style="list-style-type: none"> ○ Seek feedback from others on strengths and limitations. ○ Evaluate how, and how well you are doing things in comparison to others.
3. Asking others for feedback on your leadership.	<ul style="list-style-type: none"> ○ Seek feedback from your Direct Reports on your leadership. Start by exploring what specific Leadership Styles or Competencies are important to them. Then use the Feedback Tips and a Framework that explores what you do well and what you could do more effectively around these styles or competencies.
4. Responding effectively to feedback provided to you.	<ul style="list-style-type: none"> ○ Pay particular attention to Feedback Tips 6-11, these tips are specifically about effectively responding to feedback.
5. Being consistent in what you say and do.	<ul style="list-style-type: none"> ○ Reflect and try to identify things you may have said and then not done. ○ Seek others feedback on this topic (using the Feedback Tips), ask for specific examples. ○ Keep note of significant things you say you will do (like a list in a diary), and whom you say them to. Regularly reflect on your list to help ensure consistency in this area.

<p>6. Behaving in a way that is consistent with how you expect others to behave.</p>	<ul style="list-style-type: none"> ○ Seek feedback from others on behaviours you demonstrate that, in their opinion, are not consistent with your expectations of others. ○ Define expected behaviours as an exercise with your team, and then seek feedback as per the above tip.
<p>7. Demonstrating awareness of your moods and emotions.</p>	<ul style="list-style-type: none"> ○ Mood and emotion are visible to others in our facial expressions, tone of voice and body language. Spend time reflecting on your moods and emotions and how they may be showing up in these areas. ○ Research shows we are not conscious of the way we feel about 85% of the time. You can become more conscious of your feelings and demonstrate greater awareness of them by reflecting on, and defining the way you feel, and discussing this explicitly with others.



TIPS FOR AWARENESS OF OTHERS

Awareness of others is about noticing and acknowledging others, ensuring others feel valued and adjusting one's own style to best fit with others. It can be developed by:

1. Making time to get to know those you work with in more depth, exploring for example, their values and beliefs, personality, and topics like what they are enjoying and finding challenging at work.
2. Paying attention to the way others are feeling, particularly their demeanour, body language, facial expressions and tone of voice.
3. Asking open and open probing questions about others' thoughts, feelings and perspectives whenever appropriate.
4. Consulting others in your decision-making.
5. Acknowledging and recognising others' hard work, thoughts, feelings and perspectives.



ITEM SPECIFIC DEVELOPMENT TIPS FOR AWARENESS OF OTHERS

ITEM	DEVELOPMENT TIPS
1. Making others feel appreciated.	<ul style="list-style-type: none"> ○ Thank people more for their efforts. ○ Consult others in your decision-making. ○ Spend time getting to know others more and reflect this understanding in your conversations and actions with them.
2. Adjusting your style so that it fits well with others.	<ul style="list-style-type: none"> ○ Identify people with whom you do not naturally have good fit. Assess your own, and to the best of your ability, the personality types of these people. Psychometric assessments can be enormously helpful in this. If you do not already have a preferred supplier, please consult your Genos Certified Practitioner for their recommendation of the best tools for your requirement. ○ Once you have identified differences in your personality, conceptualise so-called 'adjust behaviours'. These involve things you could do differently when you interact with these people in order to better fit and connect with them. ○ Try to adopt more 'mirroring' type of behaviour with people you do not naturally have good fit with. Try and adjust your energy, tone, body language and decision-making so that it is more in line with that of those you are interacting.
3. Noticing when someone needs support and responding effectively.	<ul style="list-style-type: none"> ○ Pay more attention to others demeanour, body language, facial expressions and tone of voice. If it is not consistent with what is being said or discussed, then ask open and open probing questions to explore. ○ Ask for feedback from others on this question. Try and identify specific times when you may not have noticed or responded effectively when someone needed support. ○ Listen to your intuition, if you feel someone might need support be proactive and ask. If someone else in the team is quite skilled in this area ask him or her to tell you when they suspect someone needs your support.
4. Accurately viewing situations from the perspective of others.	<ul style="list-style-type: none"> ○ Values, beliefs and personality preferences shape our perspective of situations. Familiarise yourself with the different personality and thinking preference categories and use this knowledge to consider situations from these difference viewpoints. Psychometric assessments can be enormously helpful in this. If you

	do not already have a preferred supplier, please consult your Genos Certified Practitioner for their recommendation of the best tools for your requirement.
5. Acknowledging the views and opinions of others.	○ When others give their views and opinions make statements that reflect what you have heard. Use clarifying questions if you are unsure or unclear of what they have said.
6. Accurately anticipating responses or reactions from others.	○ Values, beliefs and personality preferences shape our interpretation and responses or reactions to events at work. Seek to learn the different personality and thinking preference categories and use this knowledge to identify the personality preferences of those you work with. Psychometric assessments can be enormously helpful in this. If you do not already have a preferred supplier, please consult your Genos Certified Practitioner for their recommendation of the best tools for your requirement. Use this information to help you anticipate the response or reactions from others.
7. Balancing achieving results with others' needs.	○ Explore how people feel about their work experience, particularly their workload and levels of stress. If these are reported as too high, then brainstorm ideas with them to address the situation. If nothing can be achieved in the short term, be sure to at least take a long-term approach to the discussion.

TIPS FOR AUTHENTICITY

Authenticity is about openly and effectively expressing oneself, honouring commitments and encouraging this behaviour in others. It can be developed by:

1. Taking the time to write down the way you are thinking and feeling about events at work. Doing so can help you more accurately and articulately express yourself.
2. Thinking about the time, place and situation you are in. Blunt expression without any consideration of these factors can result in defensive, attacking or withdrawal behaviour in others.
3. Being open and vulnerable about the way you feel. Doing so will help you connect with others, and encourage them to be open and vulnerable with you. This will also build trust and mutual understanding. Being guarded about the way you feel very often leads to mistrust and misunderstandings.



ITEM SPECIFIC DEVELOPMENT TIPS FOR AUTHENTICITY

ITEM	DEVELOPMENT TIPS
1. Being open about your thoughts, feelings and opinions.	<ul style="list-style-type: none"> ○ Take the time to write down the way you are thinking and feeling about events at work. Doing so will help you more accurately and articulately express yourself. Practice being more expressive of your thoughts and feelings on things at work. ○ Take the time to identify, label and define the way you feel. Use 'I feel' statements when expressing how you feel to others. For more info see: https://static.genosinternational.com/pdf/How_to_Express_Feelings.pdf
2. Expressing thoughts and feelings in a way that is sensitive to those of others.	<ul style="list-style-type: none"> ○ Before expressing your thoughts or feelings, reflect on the time, place, situation and people whose company you are in. Blunt expression without any consideration of these factors can result in defensive, attacking or withdrawal behaviour in others. ○ Take the time to identify, label and define the way you feel. Use 'I feel' statements when expressing how you feel. For more information see: https://static.genosinternational.com/pdf/How_to_Express_Feelings.pdf
3. Facilitating robust, open debate.	<ul style="list-style-type: none"> ○ Use open and open probing questions to facilitate dialogue with others; for more information see: http://www.mindtools.com/pages/article/newTMC_88.htm ○ Invite others to provide their thoughts and feelings on issues, use open probing questions to generate further dialogue and insights. ○ In meetings focus on doing the least amount of talking and ask the most questions, try to host/facilitate dialogue with those present.

<p>4. Being open and honest about mistakes.</p>	<ul style="list-style-type: none"> ○ Seek others feedback on this topic (using the Feedback Tips for self-awareness), ask for specific examples ○ Keep note of significant things that do not work out as planned or about mistakes you make. Practice discussing these with others, focusing on learning and insights gained.
<p>5. Honouring commitments and keeping promises.</p>	<ul style="list-style-type: none"> ○ Seek others feedback on this topic (using the Feedback Tips), ask for specific examples. ○ Keep note of significant things you say you shall do (like a list in a diary), and whom you say them to. Regularly reflect on your list to help ensure consistency in this area.
<p>6. Encouraging others to put forward their thoughts, feelings and opinions.</p>	<ul style="list-style-type: none"> ○ Invite others to provide their thoughts and feelings on issues, use open probing questions to generate dialogue; for more information see: http://www.mindtools.com/pages/article/newTMC_88.htm ○ In meetings focus on doing the least amount of talking and ask the most questions, try to host/facilitate dialogue with those present. ○ Role model this behaviour by being open with your own thoughts, feelings and opinions on issues.
<p>7. Responding effectively when challenged.</p>	<ul style="list-style-type: none"> ○ Reflect on how you typically respond when challenged. Weigh up the benefits and costs of your approach. Try and identify things you could do differently in responding when challenged that keep the benefits but minimise the costs you identify. ○ When challenged, we can adopt a naturally defensive response, often unconsciously. If this is the case for you, next time you are challenged try asking probing questions to further your understanding of the challenge rather than responding to it with statements of your own. ○ Seek others feedback on this topic (using the Feedback Tips), ask for specific examples and ask what you could be doing differently.

TIPS FOR EMOTIONAL REASONING

Emotional reasoning is about using the information in feelings (from oneself and others), and combining it with other facts and information when decision-making. It can be developed by the adoption of a simple decision-making model where you:

1. Identify all the technical facts and data associated with the decision to be made.
2. Label and define your own feelings and perspectives about the decision.
3. Identify stakeholders impacted by the decision or issue and consult them about their feelings and perspectives about the decision or issue.
4. Brainstorm different solutions that take the various pieces of information from steps 1 to 3 above into account and in reflection, decide on the best one.
5. Communicate the decision and your rationale for it to stakeholders in a way that reflects the above process.



ITEM SPECIFIC DEVELOPMENT TIPS FOR EMOTIONAL REASONING

ITEM	DEVELOPMENT TIPS
1. Consulting others in decision-making.	<ul style="list-style-type: none"> ○ Take the time to consult others in your decision-making, particularly when making decisions that impact others. ○ When consulting others, use open and open-probing questions to help you gather their thoughts, feelings and perspectives. For more information on open and open-probing questions, see: http://www.mindtools.com/pages/article/newTMC_88.htm
2. Explaining the rationale behind decisions you make.	<ul style="list-style-type: none"> ○ Take extra time to communicate both the decision and the reasoning or thinking behind it. ○ Whenever you can and particularly where commitment is needed, consider the values, beliefs and personality preferences of your stakeholders. These variables shape an individual's interpretation and reactions to decisions. Familiarise yourself with the different personality and thinking preference categories and use this knowledge to help you communicate decisions and their rationale in ways that will best fit or connect with the personality preferences of others. Psychometric assessments can be enormously helpful in this. If you do not already have a preferred supplier, please consult your Genos Certified Practitioner for their recommendation of the best tools for your requirement.
3. Involving others in decisions that affect their work.	<ul style="list-style-type: none"> ○ Involve others in the decision-making process by brainstorming with them around the decision using a decision-making model like the one presented above. ○ Take the time to consult others in decision-making that affects their work. When consulting others, use open and open-probing questions to help you gather their thoughts, feelings and perspectives. For more information on open and open-probing questions, see: http://www.mindtools.com/pages/article/newTMC_88.htm

<p>4. Considering issues from multiple perspectives.</p>	<ul style="list-style-type: none"> ○ Values, beliefs and personality preferences shape our perspective of events and circumstances. Seek to learn about different personality and thinking preference categories and use this knowledge to consider situations from these different viewpoints. Psychometric assessments can be enormously helpful in this. If you do not already have a preferred supplier, please consult your Genos Certified Practitioner for their recommendation of the best tools for your requirement. ○ Identify the various stakeholders impacted by the issue. Put yourself in their shoes or where you can consult them for their perspective on the issue. ○ Look at problems or issues from different viewpoints, like those categorised in Dr Edward de Bono's Six Thinking Hats. For more information and an example, see: http://www.mindtools.com/pages/article/newTED_07.htm
<p>5. Taking the bigger picture into account when decision-making.</p>	<ul style="list-style-type: none"> ○ Consult more broadly in decision-making. ○ Consider both the short-term and long-term impacts of decisions. ○ Seek others' feedback on this topic (using the Feedback Tips), ask for specific examples and ask what you could be doing differently.
<p>6. Reflecting on feelings when decision-making.</p>	<ul style="list-style-type: none"> ○ Take the time to label and define the way you feel about different aspects of the decision to be made. Ask yourself whether your feelings are biasing your decisions or whether the information within them can contribute constructively. ○ Reflect on your intuition and 'gut-feel' around decisions. ○ Consult others about their feelings and intuition surrounding issues or decisions to be made.

<p>7. Making ethical decisions.</p>	<ul style="list-style-type: none"> ○ Reflect on your values and the values of your organisation. Use these as guiding principles in your decision-making. ○ Ask yourself some or all of the following questions to help make ethical decisions: <ul style="list-style-type: none"> - What are the relevant facts? - Which of my values make these facts significant? - What assumptions am I making? - What are the weaknesses in my own position? - Would I be happy for my actions to be open to public scrutiny? - Would I be happy if my family knew what I'd done? - How will this impact my character or the character of my organisation? - What would happen if everybody took this course of action? - Have I considered the possibility that the ends may not justify the means?
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TIPS FOR SELF-MANAGEMENT

Self-Management is about managing one's own moods and emotions, time and behaviour and continuously improving oneself. It can be developed with self-discipline by:

1. Adopting proactive techniques that build your resilience like exercising, eating well, limiting email and call times or engaging in a mind-body practice such as yoga or meditation.
2. Adopting reactive techniques such as putting time in between events that cause strong emotions and your responses to them.
3. Participating in formal professional and personal development.



ITEM SPECIFIC DEVELOPMENT TIPS FOR SELF-MANAGEMENT

ITEM	DEVELOPMENT TIPS
1. Effectively managing your emotions in difficult situations.	<ul style="list-style-type: none"> ○ Strong emotions narrow our thinking and limit our interpretation of events. When we experience strong emotions, survival mechanisms can start operating that may limit our thinking brain (the Prefrontal Cortex) and its ability to exert executive functions over our emotions. For example, the ability to differentiate among conflicting thoughts, determine good and bad, better and best, same and different, future consequences of behaviour, and the prediction of outcomes. This is why (when we are very frustrated, annoyed, fearful or angry) we do not always think so clearly and can later regret our responses. The term “Amygdala Hijack” comes from this experience. Whenever possible, always put significant time between the experience of strong emotions and your responses to them, this is called adopting a ‘reactive technique’. ○ Sleep more, eat well, exercise and regularly (e.g., once a day) engage in a mind-body practice such as meditation or yoga.
2. Demonstrating a positive, energising demeanour.	<ul style="list-style-type: none"> ○ Pay attention to the positive things that are occurring in your workplace. Talk more with staff about these things and encourage them to do the same. ○ Spend more time talking about interesting, positive things that are happening in your industry. ○ Sleep more, eat well, exercise and regularly (e.g., once a day) engage in a mind-body practice such as meditation or yoga to help you demonstrate an energising demeanour.
3. Managing your time effectively.	<ul style="list-style-type: none"> ○ Focus on being on time to meetings and events. ○ Limit email and call times to certain times of the day. ○ Adopt more discipline in managing the agenda and time frames of meetings. ○ Tell people how much time you have available to discuss things with them before doing so and be disciplined in limiting discussions to that timeframe.

<p>4. Learning from your mistakes.</p>	<ul style="list-style-type: none"> ○ Whenever mistakes occur, spend time reflecting personally and speak with relevant stakeholders about what happened, why the mistake was made and what things could be put in place to minimise it from occurring again. ○ Reflect on the insights made from mistakes made. ○ Talk about mistakes made with others. They will often discuss similar events that have occurred to them which will further broaden and build insights.
<p>5. Keeping up to date with industry trends and market conditions.</p>	<ul style="list-style-type: none"> ○ Regularly read your industry magazine and websites. ○ Attend more industry events and network. ○ Regularly meet with people outside of your workplace who work in your industry to discuss marketing conditions and industry trends. ○ Have people in your organisation from outside of your immediate area present to you and your team about what they are noticing in the market and industry.
<p>6. Striving to improve your performance.</p>	<ul style="list-style-type: none"> ○ Reflect on strengths and limitations and set measurable and challenging goals to leverage strengths and build on limitations. ○ Seek regular feedback from others on performance and take improvement actions wherever possible. ○ Engage a coach and/or mentor. ○ Read more.
<p>7. Quickly adapting to new circumstances.</p>	<ul style="list-style-type: none"> ○ Reflect on the leadership thinking and behavioural styles needed to best fit with new circumstances. Compare these with the styles you are currently demonstrating and identify ways to respond differently. Seek feedback and input from others.

TIPS FOR INSPIRING PERFORMANCE

Inspiring Performance is about facilitating high performance in others through problem solving, promoting, recognising and supporting others work. It can be developed by:

1. Improving your coaching and mentoring skills.
2. Investing time and effort into developing others.
3. Proving others with useful feedback and learning opportunities.



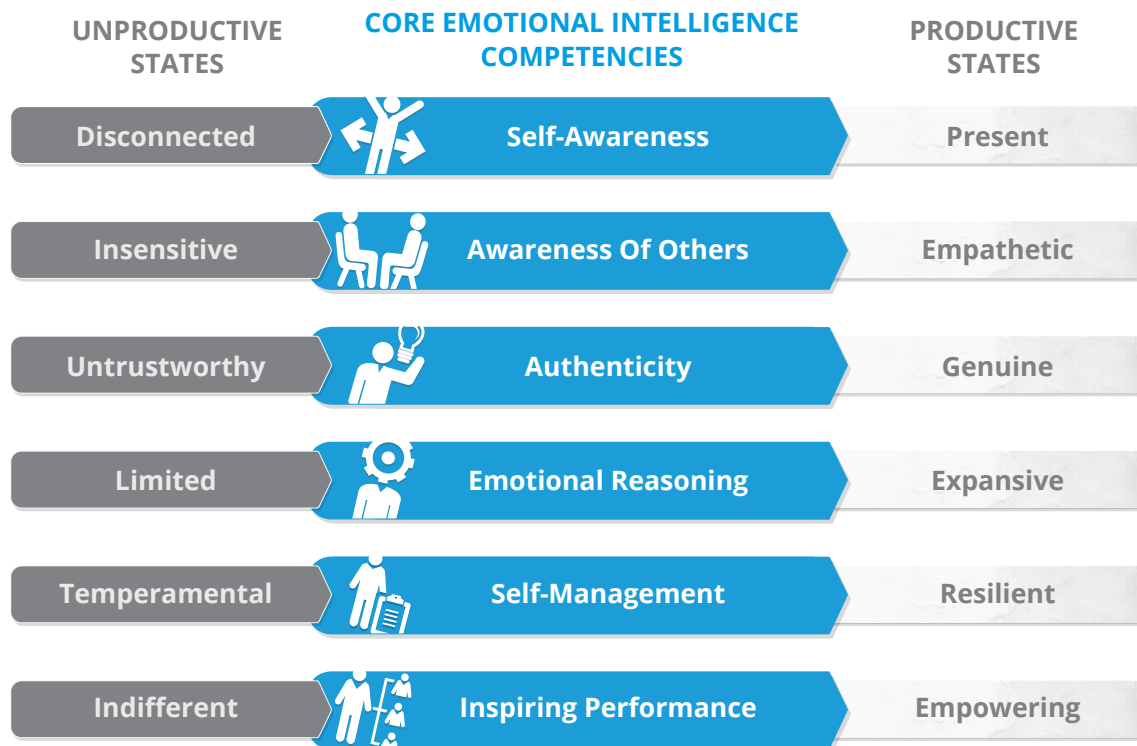
ITEM SPECIFIC DEVELOPMENT TIPS FOR INSPIRING PERFORMANCE

ITEM	DEVELOPMENT TIPS
1. Providing useful support and guidance.	<ul style="list-style-type: none"> ○ Ask your staff what you can do to better support and guide them. ○ Pay attention to what you staff do well, find more challenging at work and provide greater assistance around challenges.
2. Providing constructive feedback on behaviour and performance.	<ul style="list-style-type: none"> ○ Set and keep to regular formal feedback sessions on behaviour and performance. ○ In preparing, identify things you can say or do that will facilitate the experience of positive emotions in the person you are giving feedback to (because positive emotions cause positive performance). Ask yourself how you could ensure the person you are dealing with will feel valued, cared for, and respected at the end of the feedback session. ○ Focus on describing behaviours you have observed rather than judging them as good or bad, right or wrong. ○ Refer to what an individual does rather than on what you imagine he or she does. Focus on behaviour; use adverbs, which describe action, rather than adjectives, which describe qualities. For example: "You talked considerably during the staff meeting, which prevented me from covering some of the main points," rather than "You talked too much in that meeting." ○ Balance your feedback. Provide examples of behaviour and performance that are strengths and serving the person well, and behaviour and performance that need improvement. ○ Take a coaching and mentoring approach (in that order). That is, start by asking open and open probing questions to facilitate ideas on how to address the feedback provided. Then, where necessary supplement these ideas by also providing your own specific examples of how behaviour and performance could be improved. ○ Give examples of how behaviour and performance could be improved. ○ Follow these steps when giving feedback on behaviour and performance: <ol style="list-style-type: none"> 1. State a constructive purpose or intent for your feedback by briefly indicating what you would like to cover and why it is important. If necessary, give the other person time to prepare for the session.

	<ol style="list-style-type: none"> 2. Describe specifically what you have observed and your reactions to it (for example, the consequences of the other person's behaviour or performance and how you feel about it). 3. Give the other person the opportunity to respond by asking an open question like, "what is your view on this?" 4. Take an exploratory, coaching and mentoring approach to addressing the feedback by exploring: <ul style="list-style-type: none"> - Desired results - Actions to take - Hurdles to success and how to overcome them - Support required - Timeframes and milestones 5. Summarise and express your support.
6. Helping others understand their purpose and contribution to the organisation.	<ul style="list-style-type: none"> ○ Explain the vision/mission and strategy of the organisation. ○ Explain how the role the person is performing serves the vision/mission and strategy of the organisation. Highlight and emphasise critical areas. ○ Explain the impact on others and other areas when the role is performed really well and poorly.
7. Noticing inappropriate behaviour in others and responding effectively.	<ul style="list-style-type: none"> ○ Seek others feedback on this topic, ask for specific examples and ask what you could be doing differently. ○ When responding and providing feedback, follow these steps: <ol style="list-style-type: none"> 1. State a constructive purpose or intent for your feedback by briefly indicating what you would like to cover and why it is important. If necessary, give the other person time to prepare for the session. 2. Describe specifically what you have observed and your reactions to it (for example, the consequences of the other person's behaviour or performance and how you feel about it). 3. Give the other person the opportunity to respond by asking an open question like, "what is your view on this?" 4. Take an exploratory, coaching and mentoring approach to addressing the feedback by exploring: <ul style="list-style-type: none"> - Desired results - Actions to take

	<ul style="list-style-type: none"> - Hurdles to success and how to overcome them - Support required - Timeframes and milestones <p>5. Summarise and express your support.</p>
6. Maintaining a positive work environment.	<ul style="list-style-type: none"> ○ Ensure that for the most part you are role modelling effective emotions (presenting a positive, optimistic outlook and demeanour). Leaders emotions are particularly contagious. If you are always stressed, negative, frustrated and so on you can be sure that is the way your team will start feeling. ○ Try and balance the tone of discussions and/or meetings so that they are focused on both challenges and things that are working and going well. ○ Ensure there is time and effort spent on the development of relationships amongst your team. ○ Resolve conflict by bringing it into the open and finding a position everyone can endorse.
7. Helping facilitate others' development and advancing their careers.	<ul style="list-style-type: none"> ○ Seek out development opportunities for others. ○ Set challenges and development goals. ○ Take the time to have discussions with your staff about their career aspirations and provide support for them. ○ Take a coaching and mentoring approach to developing others where you start by asking open questions about what the person would like to achieve (desired state), for example, "where would you like to be in three years' time?" or "what results would you like to be achieving?" ○ Then ask open questions about options/actions the person could take to help achieve their desired state ○ Where necessary, supplement the person's thinking with your own thoughts and perspective ○ Ask open questions about potential hurdles to success and how these could be overcome, again supplement with your own ideas where necessary ○ Finish by exploring how you could provide support and identifying timeframes and milestones for the development actions identified.
8. Recognises others' hard work and achievements.	<ul style="list-style-type: none"> ○ Hard work and achievements come in two forms. 'Pure' form is where someone simply achieves great work and 'Relative' form is where someone works hard and achieves beyond their typical levels. It is


	important to pay attention to and recognise both. Wherever appropriate, take the time to personally thank people for their hard work and explicitly praise them for their achievements.
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Global Headquarters Sydney

Phone: +61 2 8004 0413

info@genosinternational.com

 www.genosinternational.com

 www.genosinternational.com/linkedin

 www.genosinternational.com/facebook

 www.genosinternational.com/instagram