

COACHING

Effective leadership requires you to provide balanced feedback in the "language" that your employee can appreciate. When preparing to provide feedback, complete this form to ensure that you provide a balanced and impactful message.



| | | | |
|-------------------|---|---|-------------------|
| ANALYTICAL | Do I have accurate evidence or specific examples that support the coaching topic? <i>List specific examples that support the topic.</i> | Does my coaching discussion include how the employee's actions/behaviors link to the bigger picture? <i>List examples of behaviors and/or actions that need correcting and how they affect the greater whole.</i> | CONCEPTUAL |
| STRUCTURAL | Do I have clear topics prepared and have I identified next steps for the coaching discussion? <i>List the topics and next steps.</i> | Have I considered the impact the feedback will have on the individual whom I am coaching? <i>Write an empathetic statement based on how the individual may feel.</i> | SOCIAL |

NOTE: While you may not know the behavioral preferences, take your cue from the individual you are coaching.

1/3 ← **EXPRESSIVENESS** → **3/3**

For the introspective individual, provide time to add input.

For the gregarious individual, allow them to 'think out loud' during the conversation.

1/3 ← **ASSERTIVENESS** → **3/3**

For the easygoing individual, ensure a peaceful interaction.

For the forceful or driving individual, provide the opportunity for a healthy debate.

1/3 ← **FLEXIBILITY** → **3/3**

For the focused and firm individual, provide valid reasons for the necessary change.

For the accommodating individual, provide different options to choose from.

EMPOWERMENT

Effective leaders create confidence in their team by delegating power and responsibility. When empowering your team to take on more, complete this form so that you ensure you provide a balanced and impactful message.



| | | | |
|-------------------|--|---|-------------------|
| ANALYTICAL | Does the situation provide opportunity for the individual to seek and select his or her own solution? <i>Provide a description of the challenge/issue and request that the employee devise their own solution.</i> | How much freedom can I give the individual to find their own solution? Have I provided the parameters for making decisions and encouraged creativity and resourcefulness in making decisions? <i>List examples of the types of decisions your employee can make and establish the limits, i.e. cannot go over \$40 without management approval.</i> | CONCEPTUAL |
| STRUCTURAL | Have I created opportunity for any/all questions to be clarified? Have I established and shared the process for making decisions? <i>List the steps that your employee should take in making decisions or provide a SOP.</i> | Will I be able to support this individual's passions? Have I provided the proper support to this individual, i.e. am I prepared to back them up when they make decisions? <i>Be prepared to support your employee's decisions to others.</i> | SOCIAL |

NOTE: While you may not know the behavioral preferences, take your cue from the individual you are empowering.

1/3 ← **EXPRESSIVENESS** → **3/3**

For the introspective individual, provide different options to provide input (1-1). For the gregarious individual, provide them the opportunity to work in an energizing setting.

1/3 ← **ASSERTIVENESS** → **3/3**

For the easygoing individual, provide time for them to gain consensus from others. For the forceful or driving individual, provide a climate that will support friendly competition.

1/3 ← **FLEXIBILITY** → **3/3**

For the focused and firm individual, provide opportunities for them to work on things one at a time. For the accommodating individual, provide additional options for them to consider after a final decision has been made.

PREPARING FOR TEAM MEETINGS



Effective leadership provides opportunities for productive and engaging meetings. When planning for a meeting, complete this form so that you ensure you provide a balanced and impactful environment.

| | | | |
|-------------------|---|---|-------------------|
| ANALYTICAL | <p>Have I communicated the objectives of this meeting? <i>List the objectives or goals of your meeting and share with the team, ideally before the start of the meeting.</i></p> | <p>Can I connect the purpose of the meeting to the bigger picture? <i>List the reasons these topics are important to the success of the hotel operation. Allow for brainstorming of ideas if relevant.</i></p> | CONCEPTUAL |
| STRUCTURAL | <p>Do I have a detailed agenda that I can realistically stick to? <i>Create an agenda of topics that will be discussed and share with the team.</i></p> | <p>Have I considered the dynamics of the group? <i>Allow some time for group to socialize before or after meeting.</i></p> | SOCIAL |

NOTE: While you may not know the behavioral preferences, take your cue from the individual that will be attending the team meeting.

1/3 ← **EXPRESSIVENESS** → **3/3**

For the introspective individual, inform them that specific input is needed of them during the meeting. Follow up with them after the meeting.

For the gregarious individual, provide opportunities for them to chime in without preparation.

1/3 ← **ASSERTIVENESS** → **3/3**

For the easygoing individual, create an atmosphere for collaboration and consensus building.

For the forceful or driving individual, ensure that they feel comfortable challenging ideas.

1/3 ← **FLEXIBILITY** → **3/3**

For the focused and firm individual, ensure that they understand the business reasons for any new policies and procedures.

For the accommodating individual, provide a specific number of options and timing for decisions to be made.

PROBLEMS AND CONFLICT

Effective leaders anticipate and address problems and conflict. When a problem or conflict arises, complete this form so that you ensure you handle it in a balanced and impactful manner.



| | | | |
|-------------------|---|--|-------------------|
| ANALYTICAL | <p>Have I considered all sides of the story objectively? <i>Ensure that you listen to all perspectives without judgment, before reaching any decisions.</i></p> | <p>Is there room for the individual to provide their own solution to the conflict? <i>Encourage discussion or suggestions from the individual first before providing your own ideas.</i></p> | CONCEPTUAL |
| STRUCTURAL | <p>Have I taken all the steps to resolve the issue fairly and quickly? <i>Identify who you need to talk with and what other steps should be taken to solve the problem or conflict.</i></p> | <p>Am I taking the person's feelings and perceptions into consideration? <i>Use empathetic statements like "I can see why you felt like this" or "I understand your point of view"</i></p> | SOCIAL |

NOTE: While you may not know the behavioral preferences, take your cue from the individual you are working with to solve a problem.

1/3 ← **EXPRESSIVENESS** → **3/3**

For the introspective individual, provide time for individual to process information before responding.

For the gregarious individual, provide the opportunity for the individual to process their thoughts about the issue.

1/3 ← **ASSERTIVENESS** → **3/3**

For the easygoing individual, ask probing questions to ensure that they aren't just agreeing to keep the peace.

For the forceful or driving individual, be prepared to answer challenging questions.

1/3 ← **FLEXIBILITY** → **3/3**

For the focused and firm individual, provide a resolution to the conflict quickly and stand by that decision.

For the accommodating individual, acknowledge areas of disagreements and move on.

RECOGNITION

Effective leaders recognize and acknowledge the successes of their team. When an associate does something that deserves recognition, complete this form so that you ensure you provide a balanced and impactful message.



| | | | |
|-------------------|--|---|-------------------|
| ANALYTICAL | Have I identified exactly what the person did that earned the recognition? <i>Describe the behavior or work that earned the recognition.</i> | Can I give the recognition in a whimsical way? <i>Provide a visual or creative package to present the earned recognition. If possible, give the employee multiple options to choose from.</i> | CONCEPTUAL |
| STRUCTURAL | Have I established a policy for recognizing employees? <i>Make sure to provide a detailed description of the employee's accomplishment.</i> | Can I make the time to talk with the individual in person or at a minimum on the phone? <i>Make sure to ask how they feel about receiving the recognition.</i> | SOCIAL |

NOTE: While you may not know the behavioral preferences, take your cue from the individual you are recognizing.

1/3 ← **EXPRESSIVENESS** → **3/3**

For the introspective individual, identify opportunities to deliver recognition one-on-one.

For the gregarious individual, identify options to deliver recognition publicly.

1/3 ← **ASSERTIVENESS** → **3/3**

For the easygoing individual, recognize and acknowledge the team effort involved.

For the forceful or driving individual, specify if there was a competition involved.

1/3 ← **FLEXIBILITY** → **3/3**

For the focused and firm individual, provide a definite date they will receive the recognition and/or reward.

For the accommodating individual, provide different recognition options to choose from.

THINKING ATTRIBUTES



Analytical

COMMUNICATION

- Needs facts to support points made
- Direct and to the point
- Leave time for thinking and analysis

BURNING QUESTION

- Do I have the pertinent facts?

LEARNING

- Learns by thinking and watching
- Seeks facts
- Tests theories
- Thinks through ideas
- Prefers ideas / concepts to people
- Likes traditional classrooms

CHARACTERISTICS

- Clear thinker
- Logical problem solver
- Enjoys math
- Rational
- Learns by mental analysis

MAY OVERLOOK

- Feelings of others
- Synergistic opportunities
- Intuitive feelings

MANAGEMENT STYLE

- Technical

PROBLEM SOLVING

- Gathers ideas
- Analyzes Data
- Considers the bottom line
- Abstract & theoretical approach

LEADERSHIP STYLE

- Analysis
- Problem resolution
- Fact-based

HOW YOU PRESENT TO THE ANALYTICAL BRAIN

- Provide key facts, figures up front
- Provide written documentation for later review
- Establish credibility
- Communicate value in time expended



Structural

COMMUNICATION

- Very deliberate and clear
- Speaks in complete sentences
- Asks who, what, where, when

BURNING QUESTION

- Will I be in control?

LEARNING

- Likes hands-on experiences
- Likes black and white concepts
- Thinks through steps
- Outlines, organization, sequence
- Learns by doing

CHARACTERISTICS

- Practical thinker
- Likes guidelines
- Cautious with new ideas
- Predictable
- Learns by doing

MAY OVERLOOK

- Alternative solutions
- Novel ideas
- Big picture

MANAGEMENT STYLE

- Traditional

PROBLEM SOLVING

- Systematic / pragmatic approach
- Concern for implementation
- Selects from options
- Lists many options

LEADERSHIP STYLE

- Implementation
- Action / Execution
- Pragmatic

HOW YOU PRESENT TO THE STRUCTURAL BRAIN

- Provide all info prior to meeting
- Providing detail is crucial
- Use a neat and orderly format
- Provide date / times
- Establish action plan / next steps
- Use traditional structure / format

THINKING ATTRIBUTES



Social

COMMUNICATION

- Relates information to others
- Shows emotion
- Heartfelt and empathetic

BURNING QUESTION

- How will I affect others?

LEARNING

- Learns by doing, sensing, watching
- Uses intuition (gut) reaction
- Learns through personal experience
- Talks / listens to others
- Relates concepts to self
- Color/music enhance learning

CHARACTERISTICS

- Learns from others
- Empathetic
- Sympathetic
- Socially aware
- Intuitive about people

MAY OVERLOOK

- Facts / Planning
- Logic

MANAGEMENT STYLE

- Humanistic

PROBLEM SOLVING

- Discusses options
- Decides based on others' input
- Concern for how it will impact others
- Emotional and intuitive approach

LEADERSHIP STYLE

- Inclusive
- Consultative
- Facilitative

HOW YOU PRESENT TO THE SOCIAL BRAIN

- Establish good rapport with audience
- Use stories, parables, vignettes
- Give opportunity for them to respond
- Personalize information
- Make eye contact
- Play music when appropriate



Conceptual

COMMUNICATION

- Abstract speech; uses metaphors
- Questions that lead to other questions

BURNING QUESTION

- Have I seen all the possibilities?

LEARNING

- Uses trial / error; self-discovery
- Takes risks
- Thinks about options
- Does several things at once
- Looks at the whole picture
- Pictures/colors enhance learning

CHARACTERISTICS

- Imaginative
- Intuitive about ideas
- Visionary
- Enjoys the unusual
- Learns by experimenting

MAY OVERLOOK

- Details / Practicality
- Tradition

MANAGEMENT STYLE

- Experimental

PROBLEM SOLVING

- Takes in a lot of data
- Looks for hidden possibilities
- Concern is creative / unusual answers
- Intuitive and global approach

LEADERSHIP STYLE

- Initiation
- Strategy
- Visionary

HOW YOU PRESENT TO THE CONCEPTUAL BRAIN

- Show data graphically (pie charts)
- Change something every 10-15 min.
- Allow them to fantasize / visualize
- Incorporate creativity
- Provide strong visuals
- Always give an overview & summary

THE PERFECT WE PRESENTATION



Analytical

EXPECTATIONS

- The budget in numbers
- One color of pen
- Print or type
- Credible speaker
- Value for time expended
- Written information



Structural

EXPECTATIONS

- Agenda; action plan
- Details
- Neatness and order
- Organized formatting
- Key information highlighted
- Implementation steps



Social

EXPECTATIONS

- Build rapport
- Eye contact
- Stories, parables, vignettes
- Information applied to self
- Emotion



Conceptual

EXPECTATIONS

- Budget in pictures
- Color
- Change every 10-15 minutes
- Leave things to the imagination
- Overview and summary

EXPRESSIVENESS

1/3 ←————→ **3/3**

EXPECTATIONS

| | |
|---------------------|------------------------------------|
| No role-plays | Opportunities to speak |
| Time to process | Chance to ask clarifying questions |
| Not put on the spot | Discuss content with others |

ASSERTIVENESS

1/3 ←————→ **3/3**

EXPECTATIONS

| | |
|----------------|-------------------------|
| Be sensitive | Challenge thinking |
| Keep the peace | Quick pace |
| Gentle pace | Direct and to the point |
| | Provide calls to action |

FLEXIBILITY

1/3 ←————→ **3/3**

EXPECTATIONS

| | |
|-----------------------|-------------------------|
| Make no errors! | Acknowledge errors |
| See the plan through | and move on |
| Stick with a decision | Room to discuss options |
| | Accommodating setting |

Analytical

| STRENGTHS | APPEARANCE IF OVERUSED | THOSE WITH THIS PREFERENCE SHOULD REMEMBER TO... | WHEN SPEAKING TO ANALYTICAL |
|--|---|---|--|
| <ul style="list-style-type: none"> - Logical - Objective - Rational - Data oriented - Assimilates information easily - Researcher - Quick problem solver - Skilled at data analysis - Efficient - Gets end results | <ul style="list-style-type: none"> - Intimidating - Boring - Curt - Distant/ cold - Narrow-minded - Nerdy - Not creative - Too logical - Uncaring - Unemotional - Quick to judge | <ul style="list-style-type: none"> - Practice patience with others - Take time to clarify your decisions - Listen openly and reflectively - Paraphrase to ensure understanding - Mirror others' body language, tone & words - Remain aware of others' emotions - Remain open to other perspectives | <ul style="list-style-type: none"> - Ensure accuracy - Cut to the chase; bottom line - Give executive summary - Give just the facts; short & sweet - Provide information to analyze - Less is more - Present logical, data-based conclusions - Allow reasonable amount of time to digest - Give opportunity for questions |

Structural

| STRENGTHS | APPEARANCE IF OVERUSED | THOSE WITH THIS PREFERENCE SHOULD REMEMBER TO... | WHEN SPEAKING TO STRUCTURAL |
|---|---|--|--|
| <ul style="list-style-type: none"> - Dependable - Follows guidelines, policies, rules - Follows through - Practical - Brings order out of chaos - Detail oriented - Good implementers - Hands on learner - Methodical /predictable - Thorough | <ul style="list-style-type: none"> - Black & white - Boring - Inflexible - Neurotic - Nit-picky - Rigid - Straight forward - Too detail oriented - Too structured - Unimaginative | <ul style="list-style-type: none"> - Remain open to change - Practice being curious about new ideas - Allow for tangents - Ask "what if?" and/or "why not?" - Be selective about battles for details - Ask if they want/need details prior to providing them | <ul style="list-style-type: none"> - Provide all the facts & details - Give specifics and provide clear direction - Leave them alone to get the job done - Don't surprise - Give advance notice - Stay on track/no tangents - Stay within established guidelines - Give written information - Allow time for questions and clarifications |

Conceptual

| STRENGTHS | APPEARANCE IF OVERUSED | THOSE WITH THIS PREFERENCE SHOULD REMEMBER TO... | WHEN SPEAKING TO CONCEPTUAL |
|--|--|--|---|
| <ul style="list-style-type: none"> - Ability to create a vision - Big picture - New ideas - Breaks down barriers to solutions - Considers all impacts - Creative - Experimenters - Global - Intuitive about ideas - Thinks into the future | <ul style="list-style-type: none"> - Flaky - Impractical - Inattentive - Dreamer - Non-linear - “Out there” - Scattered - Undisciplined - Unstructured - Weird | <ul style="list-style-type: none"> - Put rational backing behind your ideas - Be selective about adding whimsy - Create a frame for out-of-the-box ideas - Be willing to get rational/practical - Be respectful of the need for details and process - Think about impact on others of suggested changes - Value other’s perspective | <ul style="list-style-type: none"> - Allow them to brainstorm ideas - Give them freedom to get to the goal their own way - Give the big picture; skip the details - Give them time to think out-of-the-box - Allow for tangents - Keep things fun - Give them projects to utilize their creativity and inventiveness |

Social

| STRENGTHS | APPEARANCE IF OVERUSED | THOSE WITH THIS PREFERENCE SHOULD REMEMBER TO... | WHEN SPEAKING TO SOCIAL |
|--|---|--|---|
| <ul style="list-style-type: none"> - Able to communicate the difficult message - Advocate - Approachable - Caring and Compassionate - Empathetic - Fair - Intuitive about people - Socially sensitive - Tactful - Thinks about the cause and effect of actions | <ul style="list-style-type: none"> - Cheerleader - Cry baby - Emotional - Irrational - Not thinking practically - Push-over - Overly-sensitive - Soft-hearted - Too soft - Touchy-feely | <ul style="list-style-type: none"> - Practice getting to the point - Don’t take things personally - Do a pro-con analysis - Practice speaking objectively - Have the facts in hand prior to moving forward - Do a self-check on your emotions - Let go of past hurts/emotions | <ul style="list-style-type: none"> - Ask for and value their input into decisions - Give more than just the facts - Allow some non-work conversation to break the ice - Avoid sarcasm; be sincere - Use tactfulness - Watch non-verbals (eye contact / body language) - Ask them how they feel about decisions, etc. - Support their passion/feelings |

BEHAVIORAL ATTRIBUTES



EXPRESSIVENESS

1/3 ←————→ 3/3

Burning Question

Do I have to talk?

Burning Question

Will I have enough opportunities to speak?

CHARACTERISTICS

| | |
|-------------|---------------|
| Quiet | Outgoing |
| Calm | Lively |
| Introverted | Extroverted |
| Reserved | Gregarious |
| Private | Demonstrative |

MANAGEMENT / LEARNING APPROACH

| | |
|------------------|-----------------------|
| One on one | Group dialogue |
| Works alone | Talk through it |
| Quiet atmosphere | Energizing atmosphere |

MAY OVERLOOK

| | |
|--------------------------------------|----------------------|
| Others' desire to know | Others' input/ needs |
| The importance of their contribution | Nonverbal clues |

COMMUNICATION TIPS

| | |
|--|--|
| Think before speaking | Speak up |
| Use fewer gestures and words | Gesticulate |
| Allow silence; feel free to leave them alone | Allow conversation with more than one person at a time |
| Be understated | |

ASSERTIVENESS

1/3 ←————→ 3/3

Burning Question

How can we all make this work?

Burning Question

How can I get us there first?

CHARACTERISTICS

| | |
|-------------|------------|
| Peacekeeper | Determined |
| Accepting | Telling |
| Amiable | Forceful |
| Deliberate | Driving |
| Compliant | Aggressive |

MANAGEMENT / LEARNING APPROACH

| | |
|-----------------------|-------------------------|
| Peaceful environment | Fast pace |
| Negotiated resolution | Take action |
| Gentle pace | Competitive environment |

MAY OVERLOOK

| | |
|--------------------------|---------------------|
| The need to move quickly | Nuances from others |
|--------------------------|---------------------|

COMMUNICATION TIPS

| | |
|---|---|
| Keep actions steady | Allow fast-paced actions |
| Be conciliatory | Allow for confrontation and lively debate |
| Ask for their opinion | Promote your opinion |
| Keep in mind they will appear polite no matter what they are thinking | |

FLEXIBILITY

1/3 ←————→ 3/3

Burning Question

Will I be forced to change or stay the course?

Burning Question

Will I be able to change easily?

CHARACTERISTICS

| | |
|-----------------------|-------------------|
| Focused | Sees many options |
| Firm | Easy going |
| Strong opinions | Affable |
| Impatient with change | Changeable |
| Decides easily | Accommodating |

MANAGEMENT / LEARNING APPROACH

| | |
|-----------------|-----------------|
| Quickly decides | Weights options |
| Stays focused | Changes easily |

MAY OVERLOOK

| | |
|----------------------|----------------------------|
| Viable options | Deadlines |
| Change opportunities | Others' need for stability |

COMMUNICATION TIPS

| | |
|-----------------------|--------------------------------|
| Do it their way | Do it anyway |
| Stay the course | Give them options |
| Suggest fewer changes | Allow for change and revision |
| Make a decision now | Delay the decision until later |

3-2-1 TEAM DYNAMICS



Understanding your brilliances and strengths.

DIRECTIONS: Reflect on your role within your team and your team dynamics as a whole and answer the following questions. Be prepared to share your answers with your team.

▶ **Identify three challenges you commonly face at work.**

- 1.
- 2.
- 3.

▶ **Identify two ways your brilliances contribute to the team.**

(e.g. I ensure the process gets implemented; I love to identify new opportunities; I help keep our team calm under pressure.)

- 1.
- 2.

▶ **What one thing would you like your teammates to do when they communicate and work with you to enhance results?**