



# Masterful Leaders Workshop

*Mentoring ~ Coaching ~ Teaching*

*Dave Bushy, Boston Executive Coaches; Greg Riggs, Novateur Partners, LLC;  
and Mary Niemczyk, Arizona State University*

February 22, 2018



# Leader as Mentor

Capt. Dave Bushy



# Our Job as Leaders

- Nurture each person you find
- Value Them and:
  - Mentor
  - Coach
  - Teach
- They, in turn, will build the future







# We're All Trying to Mentor

## Be a Mentor

Success      Motivation      Develop      Skills  
 Direction      Leadership  
 Inspire      **Support**      Goals      Teaching  
    Guidance      Teamwork  
 Coaching      **Positive**  
 Role-model

### **THE BRIDGE PARTNERSHIP IS LOOKING FOR MENTORS**

Spend your summer mentoring inner city middle school student's right here at BSU! In just a few short weeks, you will be part of a life changing program and build relationships and connections you never thought possible! Want to make a difference in someone's life? Contact us for more information!



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# How Are We Doing?

“Companies fail to choose the candidate with the right talent for the job 82% of the time.”

“Gallup reported in two large-scale studies in 2012 that only 30% of ... employees are engaged at work...”

“Why Great Managers Are So Rare” Gallup - March 25, 2014





# An Overriding Philosophy

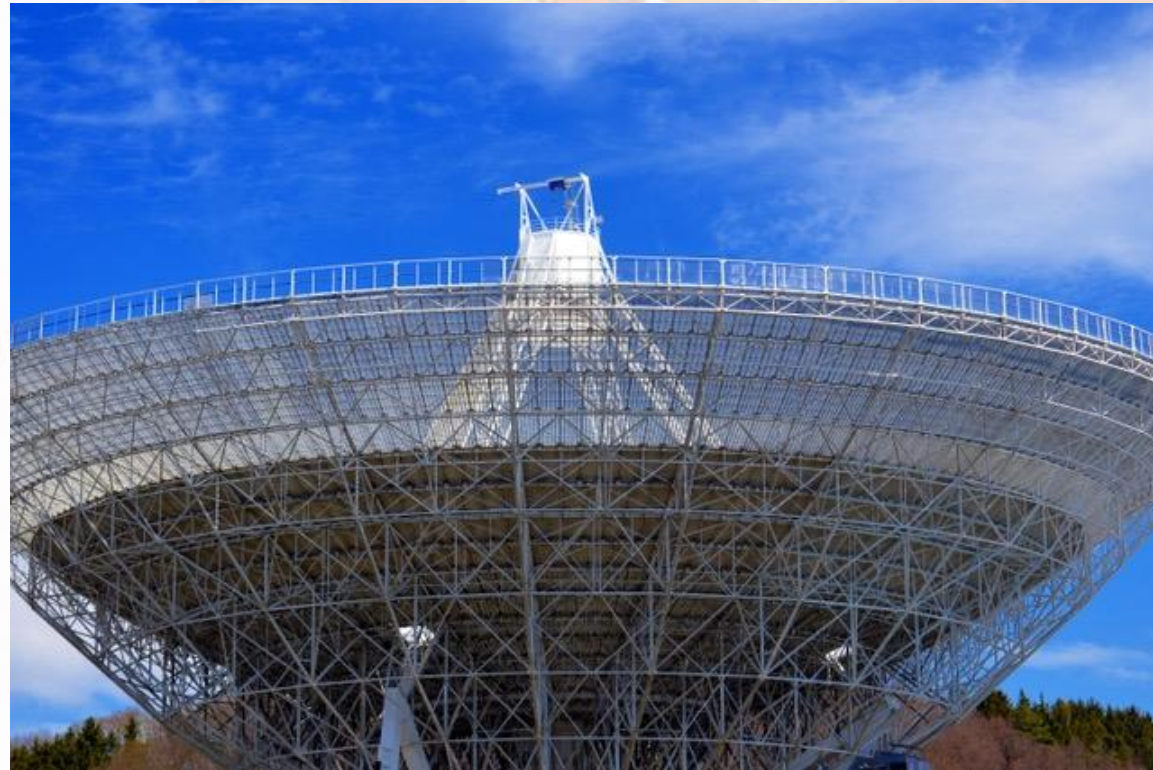
“There’s no shortage of advice about finding and attracting the best people to work for you... it’s even more vital to look *within* individual employees for hidden strengths ... fish out the talent that lurks beneath.”

Harvard Business Review  
How to Identify Your Employees’ Hidden Talents  
June 24, 2009



# It takes “Talent Acquisition Radar”

- Masterful Leaders use their Radar to search out the hidden talents in others and to guide them towards their future.





# Using your Radar

- How do you exercise your Talent Management Radar?  
Remember:
  - It's not always the person with his or her hand up - although it can be
  - It just might be the person sitting in the back of the room, who may even seem disengaged
  - Or someone in another department who wants to leave the company





# My Journey with Mentoring

**ACE Program - Atlanta**



**Krista Poppe Walsh**



**Steve Lynskey**





# Reading the Radar Screen

- You can't tell by performance reviews
  - Although they can help
- You can't tell by appearances
  - That's just part of the picture.
- You can't tell by what they say – or even what they *don't* contribute.





# Reading the Radar Screen

- You can only tell by taking the time to get to know the person:
  - Ask questions; show interest; find out what makes them tick
  - Work alongside them; do projects with them
  - Get a sense of the person's head and his/her heart
    - Especially how the individual connects with others and with ideas







# Thoughts Based on my Experience

- Be proactive – lead, don't wait for the person to come to you
- Find the quiet people who never dreamed of taking on a new role or challenge
- Through mentoring, leaders connect, engage, encourage, inspire and support - and occasionally boot in the rear end
- NOTE: In coaching, we are taught that the client “owns” her or his outcome. Mentoring is different, inasmuch as it is relationship-driven and the mentor joins with the mentee and even helps direct the journey.



# “Leadership Failures: 5 Stumbling Blocks for Bosses”

“The best leaders know that their success or failure depends on their ability to inspire and guide their teams.”

“Leading is all about relationships - growing trust, building teams and utilizing excellent interpersonal skills.”



# Guiding Principles

- Take a long view
- See what others don't see; feel what others don't feel
- Connect disparate dots
- Place people into the place of their greatest potential – even if they don't know what that is





# Value Your People

It is engaging those people a dozen times and a dozen different ways. It is connecting with them and most of all, VALUING them





# How to Identify Your Employees' Hidden Talents

- Turn a compliment into an interview
- Analyze how people think, not just what they do
- Ask for the reasons behind preferences
- Inquire about people's dreams

By Steven DeMaio  
Harvard Business Review





# Masterful Leaders are...

- **Coaches**
  - Coaches help others explore and define their own developmental needs and execute action plans.
- **Teachers**
  - Teachers educate and expand the horizons of those who seek learning and growth.
- **Mentors**
  - Mentors identify and nurture the hidden talents of those around them – and always advocate for them

***Coaching, Teaching and Mentoring are callings.***

***Masterful leaders work to embrace those callings for the benefit of others.***





# Masterful Leaders, most of all are...

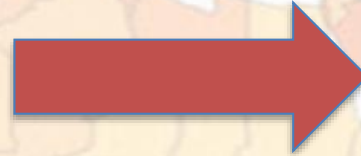
- **Servant Leaders**

- Servant Leaders know how to help meet the needs of those they serve and the organizations to which they belong. They always aim to do for others



# I Can Never Repay the Kindnesses Done to Me – I Can Just Try

- From First Officer to Captain



- It took guys like this





# Masterful Mentors

- Offer advice and counsel
- Focus on mentee's success with an eye for the organization's success
- Have the "inside view" of the intricacies and politics of the industry
- Can use his/her knowledge to help position mentee better – to help them on their journey
- Need to learn how to be a skillful listener and advisor
- Know when to act as a coach and as a teacher!



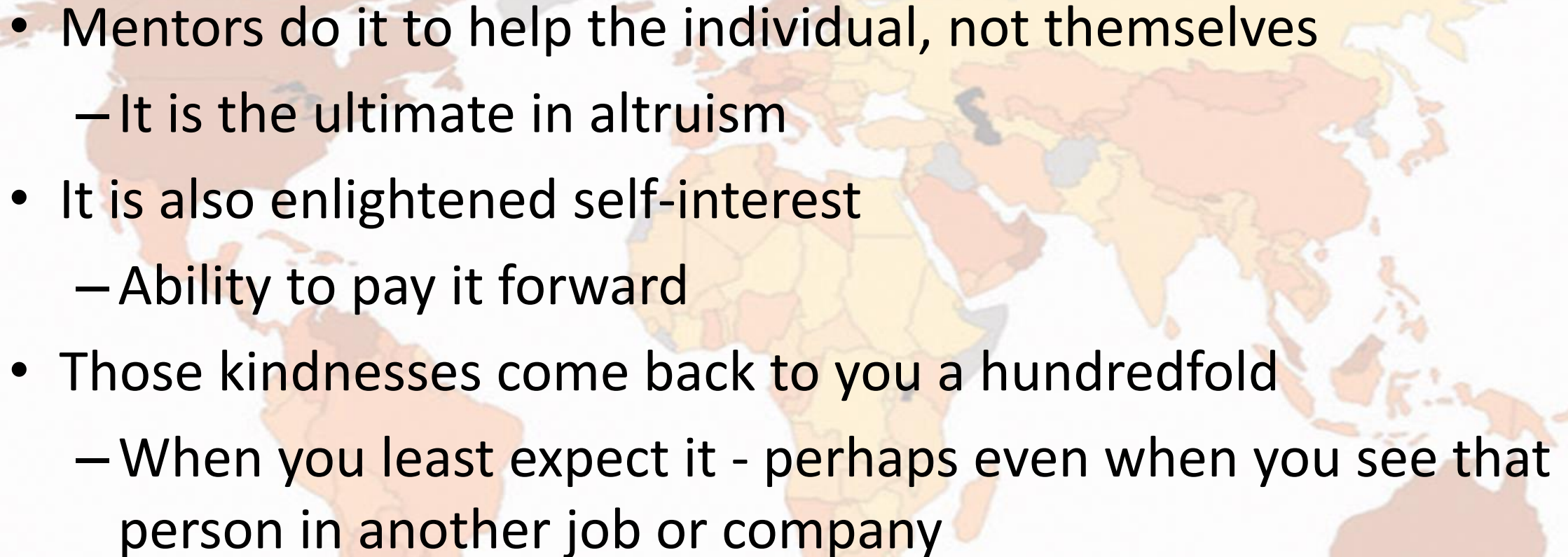


# It Takes Time

- It is often done at the beginning of the day, or the end after 10-12 hours of work
- It is noticing the person who is struggling at her desk; or the one who is joking with coworkers; or the one who is walking out the door, head down, with a frown on her/his face
- Mentoring takes time that you might not think you have, but time that you must nonetheless spend



# It's a Calling

- 
- Mentors do it to help the individual, not themselves
    - It is the ultimate in altruism
  - It is also enlightened self-interest
    - Ability to pay it forward
  - Those kindnesses come back to you a hundredfold
    - When you least expect it - perhaps even when you see that person in another job or company



# It's a Way of Living

- Notice something inside of someone that they don't notice in themselves
- Help each person find their own voice
- Give that person your trust – allow for mistakes
- Teach them to view everything as a learning opportunity

**Life is About Learning**





# Remember ...

When you mentor:

- Be willing to populate someone else's talent pool
  - It might be better for the mentee and the organization
- Mentoring is not always the older person mentoring the younger one



# Pitfalls

- Avoid the “mini-me” syndrome

Or the

- “Itty-bitty buddy” effect





# Closing Thoughts







# An “Ocean of Talent”

“Treating each employee as an ocean of talent allows you to find troves of previous gems. What hidden treasures have you discovered in your employees? And what jewels of your own have you brought to the surface because a manager cared enough to look for them?”

Harvard Business Review  
How to Identify Your Employees’ Hidden Talents  
By Steven DeMaio  
June 24, 2009



**Thank You**





## Some Resources

*Change Your Questions Change Your Life* - Marilee Adams

*The Elements of Mentoring* - W. Brad Johnson and Charles R. Ridley

*Executive Coaching with Backbone and Heart* - Mary Beth O'Neill



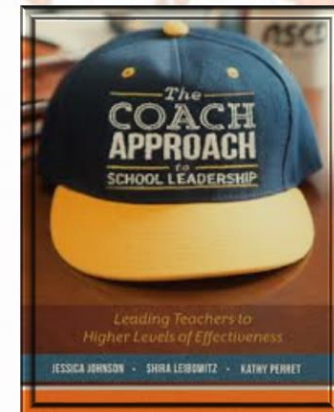


# Leader as Coach

Greg Riggs, J.D.



# Our Many Hats as Leaders...





# When We Think of Coaching...







# Helping People Bring Their Best Game





# The Coaching Role in Leadership

*“Coaching is a partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.”*

- International Coach Federation

Coaching is about helping people **move** from where they are to where **they** want to be.



# A Coach is a...

- Thought partner
- Sounding board
- Brainstorming partner
- Objective observer
- Reality-tester
- Accountability agent
- Pace-setter





# Foundational Aspects of Coaching Role

- Deals mostly with a client's present
- Focuses on the client's agenda
- Reflects a co-equal relationship, an equal partnership
- Assumes emotions are natural (and normalizes them)
- Helps the client identify the challenges



# A Really Good Coach Will Often...

- Be driven by curiosity
- Be fascinated by exploration and discovery
- Ask permission to proceed
- Listen carefully and deeply
- Ask powerful questions
- Be non-judgmental



# Distinguishing the Different Roles

What you might say if you are a...



**Boss**



**Consultant**



**Teacher**



**Coach**





# Deep and Focused Listening



***“Most people do not listen with the intent to understand. They listen with the intent to reply.”***

Stephen Covey

***“There is more to listening than waiting for your turn to speak.”***

Simon Sinek



# Three Levels of Listening

**I** – Self chatter, what about me?

**II** – Total focus on the other person

**III** – Wide open attention for the unsaid, for feelings, passion, excitement

*“The most important thing in communication is hearing what isn’t said.”*

Peter Drucker



# Asking Powerful Questions

In most of our leadership roles, we assume the important thing is to have good *answers*.

In our coaching roles, the important thing is to have good *questions*.

*Open-ended questions*

*What, Why, Who?*

*Surface what is known from multiple perspectives*

*Uncovering thoughts, feelings, impressions, behavior patterns*





# Some Examples

- ❖ *What do you make of it?*
- ❖ *What did you notice about the way you did that?*
- ❖ *What do you think is best?*
- ❖ *How does it look to you?*
- ❖ *How do you feel about it?*
- ❖ *What resonates with you?*
- ❖ *What does your intuition tell you?*
- ❖ *What do you think the other person was feeling?*
- ❖ *What pictures, memories, or words were going through your mind?*



TELL LESS AND ASK MORE.  
YOUR ADVICE IS NOT AS GOOD  
AS YOU THINK IT IS.





# Fixed vs. Growth Mindset

***“...our studies show that teaching people to have a ‘growth mind-set,’ which encourages a focus on effort rather than on intelligence or talent, helps make them into high achievers in school and life.”***

Carol S. Dweck





# Judger/Learner Questions

*What's wrong with him/her?*  
*What's wrong with me?*  
*Why am I such a failure?*  
*Who's fault is it?*  
*Why are they so stupid?*  
*How can I prove I am right?*  
*How can I make them do what I want?*  
*How can I protect or defend myself?*  
*How can I make them see it my way?*  
*What will make me look good?*

*What can I learn?*  
*Am I being responsible?*  
*What's possible?*  
*What's the most prudent way to do this?*  
*What are my choices?*  
*How can I contribute to getting this done?*  
*What are they thinking, feeling and wanting?*

Marilee Adams – *The Art of the Question*



# Applying the Coaching Model...



## ***767 Engine Shutdown Follow-up***



# Final Thoughts ...

*A good coach improves your **game**.*

*A great coach improves your **life**.*







# Leader as Teacher

Mary Niemczyk, PhD





In most organizations, people are promoted into **leadership** positions because they were top performers.

But, being a **leader** is very different than being a successful *individual* performer.



Captain Al Haynes, UN Flight 262





The days of command and control leadership are over.



Bosses Really Matter. Here Are 8 Stats That Prove it.

August 15, 2016



3 out of 4 employees report their boss is the worst and most stressful part of their job.

The average organization is 50% as productive as it should be, thanks to less-than-optimal leadership practices.

86% of companies say developing new leaders is an **urgent** need.

85% of executives are not confident in their leadership pipelines.



65% of employees say they'd take a new boss over a pay raise.

51% of managers are disengaged with their job. An additional 14% are **actively** disengaged.

87% of companies say they don't do an excellent job developing leaders at all levels.

Employees who have managers they didn't like were 60% more likely to suffer a heart attack.





## Leadership involves:

- establishing a clear vision
- sharing that vision with others so they will follow willingly
- providing the information, knowledge and methods to realize that vision
- coordinating and balancing the conflicting interests of all stakeholders
- stepping up in times of crisis and is able to think and act creatively



# Teaching ~~Leadership~~ involves:

- establishing a clear vision
- sharing that vision with others so they will follow willingly
- providing the information, knowledge and methods to realize that vision
- coordinating and balancing the conflicting interests of all stakeholders
- stepping up in times of crisis and is able to think and act creatively



Leadership and learning are indispensable to each other.

**John F. Kennedy**

It is critical for leaders to not only teach, but also be life-long learners.

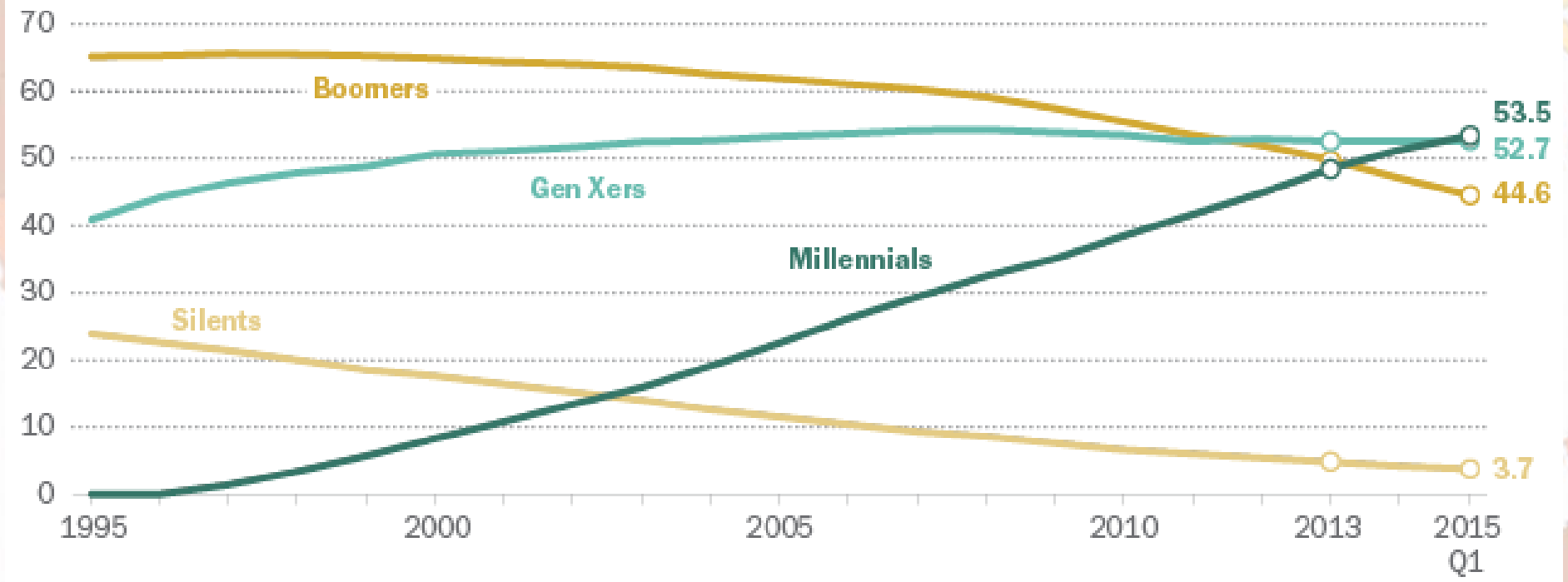
Listening to and learning from our employees and students.





## U.S. Labor Force by Generation, 1995-2015

*In millions*



Note: Annual averages plotted 1995-2014. For 2015 the first quarter average of 2015 is shown. Due to data limitations, Silent generation is overestimated from 2008-2015.

Source: Pew Research Center tabulations of monthly 1995-2015 Current Population Surveys, Integrated Public Use Microdata Series (IPUMS)

PEW RESEARCH CENTER



# What Millennials Want

## ...from their boss

### TOP FIVE CHARACTERISTICS MILLENNIALS WANT IN A BOSS

Will help me navigate my career path

Will give me straight feedback

Will mentor and coach me

Will sponsor me for formal development programs

Is comfortable with flexible schedules

## ...from their company

### TOP FIVE CHARACTERISTICS MILLENNIALS WANT IN A COMPANY

Will develop my skills for the future

Has strong values

Offers customizable options in my benefits/reward package

Allows me to blend work with the rest of my life

Offers a clear career path

## ...to learn

### TOP FIVE THINGS MILLENNIALS WANT TO LEARN

Technical skills in my area of expertise

Self-management and personal productivity

Leadership

Industry or functional knowledge

Creativity and innovation strategies





Before you are a leader, success is all about growing yourself.  
When you become a leader, success is all about growing others.

Jack Welch



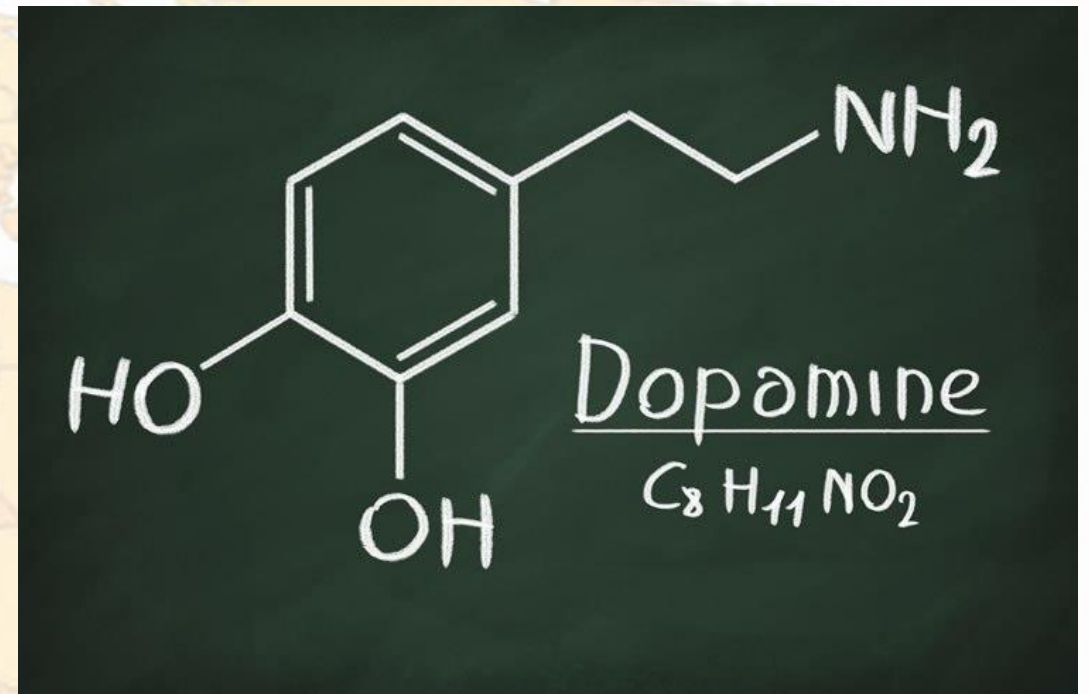
We need to focus on how we can impact *everyone's* personal development.





Dopamine levels continuously signal how valuable a situation is in enabling us to reach a goal.

The 'memories' of this increase in dopamine levels can then serve as a motivator for future performance.





Great **leader - teachers**  
know how to create a  
strong culture.





**Great leader - teachers**  
know how to set high  
expectations.







Great leader - teachers  
prioritize what really  
matters.





Great leader - teachers plan purposefully.

Form Approved: OMB No. 2120-0026

U.S. DEPARTMENT OF TRANSPORTATION FEDERAL AVIATION ADMINISTRATION		(FAA USE ONLY) <input type="checkbox"/> PILOT BRIEFING <input type="checkbox"/> VNR			TIME STARTED	SPECIALIST INITIALS						
<b>FLIGHT PLAN</b>		<input type="checkbox"/> STOPOVER										
<b>1</b>	TYPE	<b>2</b>	AIRCRAFT IDENTIFICATION	<b>3</b>	AIRCRAFT TYPE/ SPECIAL EQUIPMENT	<b>4</b>	TRUE AIRSPEED	<b>5</b>	DEPARTURE POINT	<b>6</b>		<b>7</b>
	VFR IFR DVFR						KTS			PROPOSED (Z)    ACTUAL (Z)		CRUISING ALTITUDE
<b>8</b> ROUTE OF FLIGHT												
<b>9</b> DESTINATION (Name of airport and city)					<b>10</b> EST. TIME ENROUTE			<b>11</b> REMARKS				
					HOURS    MINUTES							
<b>12</b> FUEL ON BOARD				<b>13</b> ALTERNATE AIRPORT(S)				<b>14</b> PILOT'S NAME, ADDRESS & TELEPHONE NUMBER & AIRCRAFT HOME BASE				<b>15</b>
HOURS    MINUTES												NUMBER ABOARD
								<b>17</b> DESTINATION CONTACT/TELEPHONE (OPTIONAL)				
<b>16</b> COLOR OF AIRCRAFT					CIVIL AIRCRAFT PILOTS. FAR Part 91 requires you file an IFR flight plan to operate under instrument flight rules in controlled airspace. Failure to file could result in a civil penalty not to exceed \$1,000 for each violation (Section 901 of the Federal Aviation Act of 1958, as amended). Filing of a VFR flight plan is recommended as a good operating practice. See also Part 99 for requirements concerning DVFR flight plans.							

FAA Form 7233-1 (8-82)                      CLOSE VFR FLIGHT PLAN WITH \_\_\_\_\_ FSS ON ARRIVAL



Great **leader - teachers**  
execute.







Great **leader - teachers**  
persevere.





Great **leader** - **teachers** are resourceful.





Great **leader - teachers**  
empathize.



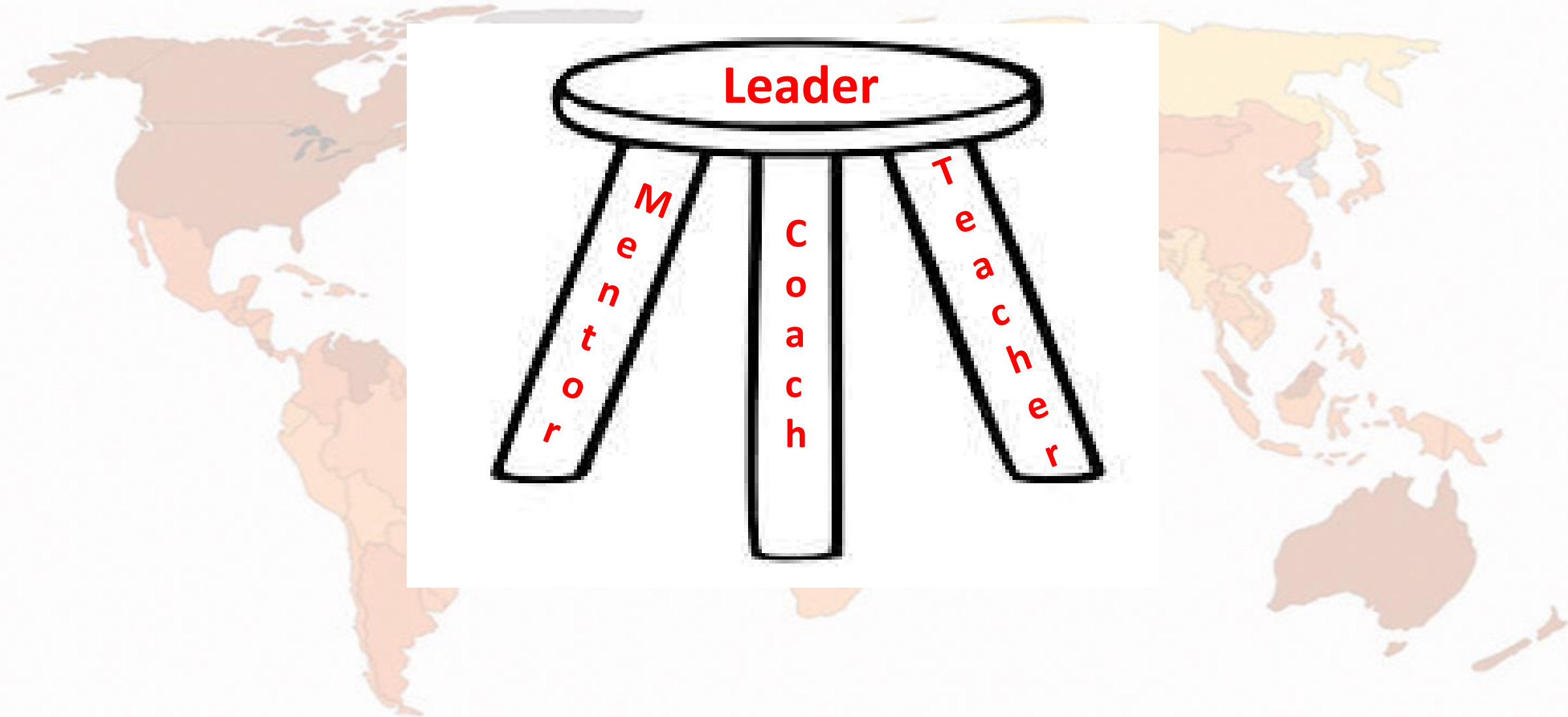
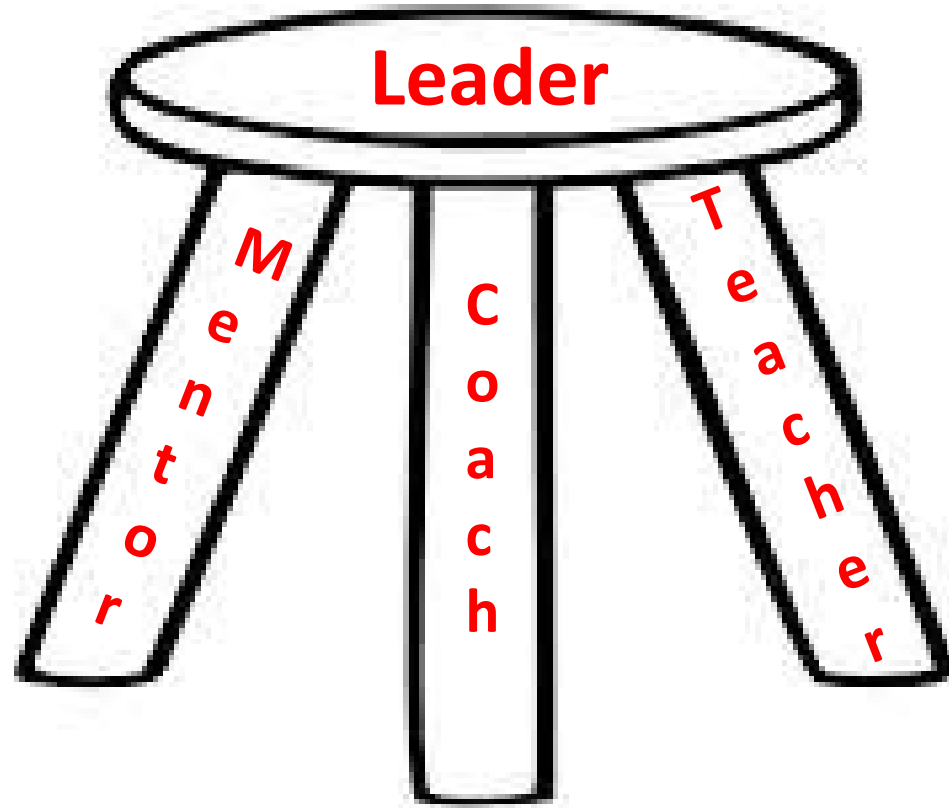




If you're not **teaching**, you're not **leading**

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

John Quincy Adams





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**Refreshment Break**  
Sponsored by



**Be back in your seats on-time for a drawing – three prizes!**



# Directions:

- Number on your name badge is your table number and/or refer to the posted seating charts
- Table Facilitators: Appoint note-takers to capture “nuggets”
- Take advantage of the props table
- Provide insights on the three aspects of leadership on the color coded post-its:

**Mentoring**

**Coaching**

**Teaching**

**You have 30 minutes for the table discussions,  
and the time starts NOW!**

# TABLE & SEAT ASSIGNMENTS

Floaters: Mary Niemczyk, Dave Bushy & Greg Riggs

Table 1		Table 2	
1. <b>Lynne McMullen</b>		1. <b>LaMar Haugaard</b>	
2. <b>Andy Allen</b>		2. <b>Stan Alluisi</b>	
3. <b>Elmore Alexander</b>		3. <b>Jeremy Brown</b>	
4. <b>Carl Davis</b>		4. <b>Dawn Groh</b>	
5. <b>Bill Hutto</b>		5. <b>James Fletcher</b>	
6. <b>Sandra Fearon</b>		6. <b>José Ruiz</b>	
7. <b>Juan Merkt</b>		7. <b>Krystal McCoy</b>	
8. <b>Elizabeth Larson</b>		8. <b>Scott Tarry</b>	
9. <b>Matt Tuohy</b>		9. <b>Valerie Penn</b>	
10.		10. <b>Kuldeep Rawat</b>	
Table 3		Table 4	
1. <b>Gary Morrison</b>		1. <b>Jorge Calaf</b>	
2. <b>Amanda Aschaber</b>		2. <b>Susan White</b>	
3. <b>Paula Derks</b>		3. <b>Gail Avendaño</b>	
4. <b>Ray Garza</b>		4. <b>Tyler Tenbrink</b>	
5. <b>MacKenzie Wilkins</b>		5. <b>Loren Herren</b>	
6. <b>Mark Miller</b>		6. <b>Christian Roper</b>	
7. <b>Todd Taylor*</b>		7. <b>Mitchell Morrison</b>	
8. <b>Tom Peterson</b>		8. <b>Gary Larson</b>	
9. <b>Ken Carson</b>		9. <b>Ed Weathersbee</b>	
10.		10. <b>Becky Lutte</b>	
Table 5		Table 6	
1. <b>Tom Carney</b>		1. <b>Peter Morton</b>	
2. <b>Les Abend</b>		2. <b>James Birdsong</b>	
3. <b>Wendy Beckman</b>		3. <b>Stanley Adams</b>	
4. <b>Kenyatta Ruffin*</b>		4. <b>Terry Hunt</b>	
5. <b>Bob Hudson</b>		5. <b>Janette Geiser</b>	
6. <b>Peggy Chabrian</b>		6. <b>Nikki O'Toole</b>	
7. <b>Kees Rietsema</b>		7. <b>Emmanuel Onwuka</b>	
8. <b>Hiwot Taddesse</b>		8. <b>Justin Demer</b>	
9. <b>George Tracy</b>		9. <b>Chaminda Prelis</b>	
10.		10.	

Table Facilitators

RED = EDUCATORS

BLACK = INDUSTRY/MILITARY\*





# Table Outcomes/Reports

Moderators:  
Dave, Greg and Mary









**Thank you.**

**Enjoy the lunch!**

**Sponsored by:**



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