

COACH LEADER RESEARCH ANCHORS



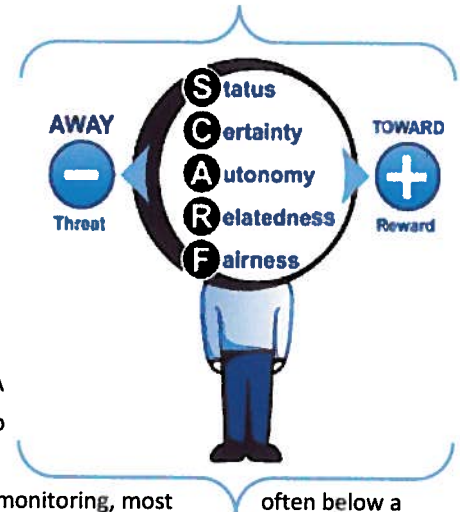
Applying insights from social cognitive

neuroscience to enhance leadership effectiveness

David Rock in *Quiet Leadership* offers a new understanding and breakthrough science about how leaders can accomplish the change required to dramatically improve performance and results. His approach has been scientific and process-focused to **deconstruct the 'code' behind high-impact conversations that transform people's performance**. Rock has spent years thinking, observing, testing, identifying models and patterns and continually refining his theory about specific behaviors and language. His work has the potential to transform leader's ability to impact others. He refers to it as *NeuroLeadership* and his book is a "must read" for all leaders serious about moving change forward.

Effective communication is a continuous goal of all educators. Educators know how important the choice of words and body language are to influence listening, engagement, and thinking. This research from Neuroscience provides the science behind human behavior and how we might utilize this knowledge to more effectively influence and communicate with others.

The brain is a network continually minimizing danger or threat. When the brain is in a *maximized reward state*, people are more engaged, committed, and more productive. A leader's goal is to influence by minimizing danger and maximizing reward. As a result, to be the best you can be at influencing others, it is important to skillfully use brain based research to realize the most optimal *maximized reward state*. The brain is continually monitoring, most often below a conscious level, for **five elements** of danger which regulate survival away from threat toward reward. When people are allowed to think for themselves and feel someone believes in them, the sense of **STATUS** increases — the brain's sense of position and importance. Chemicals are released in the brain from the sense of status. How we give feedback will automatically alert status. One way to support this is to allow people to give feedback to themselves based on rubrics or standards and getting them to ask questions. Status is an extremely important driver of motivation and behavior.



It is critical that the sense of **CERTAINTY** is present in the brain. Uncertainty creates a lack of focus. When we provide clear expectations about roles and responsibilities, about timelines, about levels of performance, etc., all create certainty. Just observe the chaos around and inside people when rumors begin about layoffs or company downsizing.

The brain loves choice or the perception of choice, - **AUTONOMY**. When we give people advice or tell them what to do, they don't feel choice. More choices produce less stress and a sense of being in charge of one's learning or one's agenda. People need to feel they have choices even when it appears there are none.

The brain needs **RELATEDNESS** to support its survival. The brain senses if another person is a friend or foe. When we connect with people we get a shot of cortisol; when we meet people we don't trust, the brain senses the threat. Trusting environments and relationships are critical to safe learning and change. A smile, a hand shake, a conversation and sharing, all send a message to the brain to feel connected to another.

The brain also senses **FAIRNESS** — the feeling of equality. The perception of fairness has the same effect to the brain as touch—it is intrinsically positive. Leaders must be clear about treating others fairly by being open, approachable and transparent.

COACH LEADER RESEARCH ANCHORS

Leaders increase the sense of threat or danger in the brain when they ...

- S - give lots of negative feedback about how to do a job differently (because they know how to do the job well)
- C - have unclear expectations; no clarity or specificity about what is expected;
- A - micro-manage
- R - do not connect on a human level
- F - don't understand the importance of a sense of fairness

Many leaders accidentally create the threat response by the presence of many of these elements.

What is it like to work for someone who generates the reward state? The leader WHO...

- S - shows you what is great about yourself; builds your capacity; believes in your potential
- C - provides clear expectations; clarifies standards of performance; maintains clear focus on goals
- A - lets you make decisions; trusts you; offers options for meeting goals
- R - creates a human bond between you; knows who you are; knows about the things you love
- F - treats you fairly; strives for equity; uses data to make informed decisions

These leaders understand how people tick! They create environments that make people smarter, more engaged, and more productive in the workplace.

Performance is the goal for the leader. The metaphor of the Iceberg model used by cognitive therapy illuminates how our performance at anything is driven by our behaviors and habits...and these are driven by our feelings and thoughts. The model makes visible that the feelings and thoughts, below the surface, are at the base of the way we think. What we achieve at work is driven by how we think. Yet when a leader wants to improve performance they tend to stay at the surface level and focus on the performance itself.



We now know that we must have conversations about the behaviors that are driven by our feelings and thinking. ***So, in today's world of high performance and results...if we want to improve performance, the most effective way to do this is to start at the bottom —to improve thinking.*** Central to leadership is the ability to improve people's thinking. Contemporary neuroscience has uncovered more about the brain since 1990 than in all of history. Six most recent discoveries offer critical new insights for the leader:

Insight #1: Our brain thinks in maps and the maps are created every day.

Insight #2: Everyone's maps are different.

Insight #3: The brain hardwires everything that it can.

Insight #4: Perception is driven by our hardwiring.

Insight #5: Changing old wiring is very difficult

Insight #6: This is the good news. All that's required is: TIME, ATTENTION, REPETITION, AND POSITIVE (reflective) FEEDBACK. These four things are all that is needed for growth and change. Creating new maps is relatively easy.

The **NeuroLeader** understands that it is critical for people to make their own connections and must continually develop skills of powerful questions, supportive reflective structures and environments to produce higher levels of performance. The result: clarity, ability to generate possibilities, new awareness, inquiry and decision making and most importantly... Reflection precedes insight!

Reflection > Insight > Energy >>>>>>> ACTION

CARL GLICKMAN's Model of Developmental Supervision

Glickman's Developmental Model (1985, 1990) is 'direct assistance' to teachers which also includes staff development, group development, curriculum development, and action research. Supervisors must be knowledgeable in developmental supervision (supervision of pedagogy – science of teaching and learning), effective school characteristics, adult development, interpersonal skills, and technical skills. Developmental supervision requires the ongoing personal contact with individual teachers and groups of teachers. Glickman recommends 5 principles:

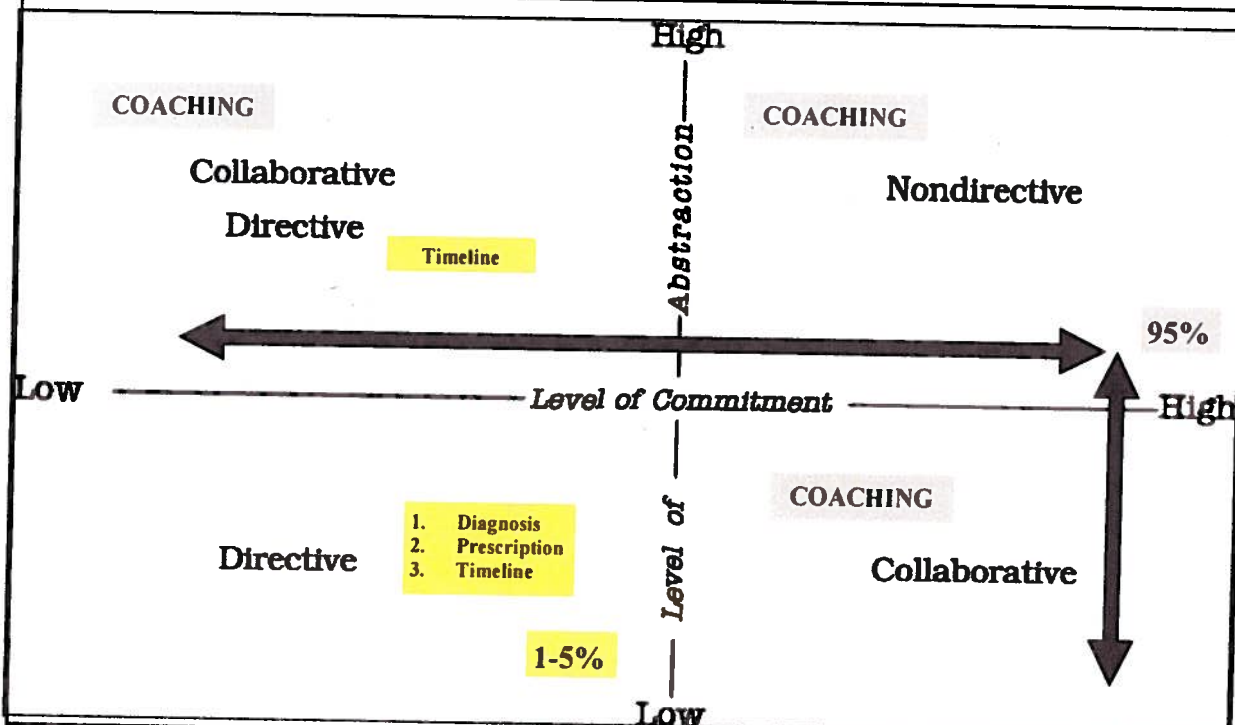
Principle 1 – supervision should encourage teachers to invest in a “cause beyond themselves.”

Principle 2 – supervision should enhance teachers' feelings of efficacy in influencing student outcomes via classroom management and effective instruction.

Principle 3 – supervision should encourage teachers to share ideas, materials and support one another's efforts in improving common instructional goals.

Principle 4 – supervision should stimulate teacher involvement in staff development, curriculum and instruction action research in order to strengthen collective action.

Principle 5 – supervision should challenge teachers to think more abstractly about their practice of teaching. This is accomplished by giving feedback, questioning, and confronting teacher to self-appraise, reflect, self-modify and adapt their practices to the ever changing needs of students.



Glickman suggests that most teachers are unlikely to initiate or pursue change independently, due to the unchanging and controlling work environment of schools that constantly reinforce conformity and unimaginative thinking. Supervisors have an obligation to challenge the ineffectiveness of the traditional role of supervisor to a professional level that facilitates deep thinking and problem solving, reflection and insights that will produce new ideas, solutions, actions, and continuously improved results.

PROBLEM FOCUSED

- Why didn't you hit your targets? VS
- Why did this happen? VS
- When or where did it all start to go wrong? VS
- Why do you think you are not good at this? VS
- What's wrong with your team? VS
- Why did you do that? VS
- Who's responsible for this? VS
- Why isn't this working? VS

SOLUTION FOCUSED

- What do you need to do next time to hit your targets?
- What do you want to achieve here?
- What do you need to do to move this forward?
- What are ways you are wanting to develop strength in this area • What strategies are you putting in place for your team to succeed?
- What are you wanting to do next? • Who can achieve this?
- What next steps do we need to put in place to make this work?

CONFRONTATION CONVERSATION

PREPARATION & REHEARSAL

1. Name the issue.
"I want to talk to you about the effect _____ is having on _____."
2. Select a specific example that illustrates the behavior or situation you want to change.
"For example, _____"
3. Describe your emotions around this issue.
"I feel _____ (I'm fearful, I'm stunned) (must be compelling and clear)
(Avoid words like 'disappointed' that convey a parent/child relationship.)"
4. Clarify why this is important – what is at stake to gain or lose for you, for others, for the team, or for the organization. "From my perspective the stakes are high.
" _____ is at stake. And, most importantly, _____ is at stake."
5. Identify your contribution (s) to this problem.
"I recognize my contribution to this situation. I have _____, and for this, I apologize."
6. Indicate your wish to resolve the issue.
"I want to resolve this with you — (restate the issue)."
7. Invite your partner to respond.
"I sincerely want to understand your perspective. Talk to me."

8. Inquire into your partners views.
9. What was learned? Where are we now?
What is needed for resolution?
What is left unsaid that needs saying?
How do we move forward?
10. Make a new agreement and method to hold each other accountable. "Let me summarize what we together have learned."