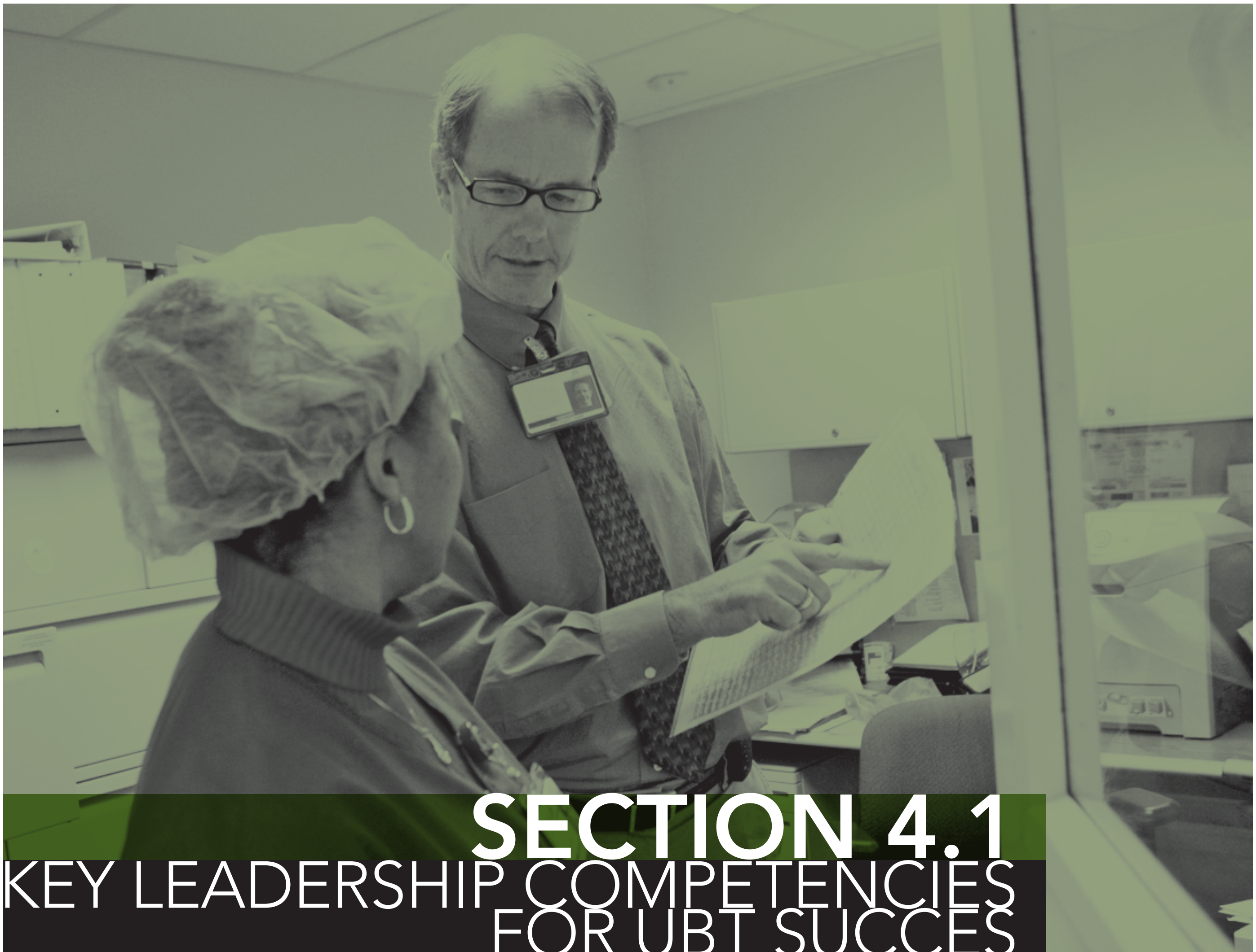


SECTION 4.1
KEY LEADERSHIP COMPETENCIES FOR UBT SUCCES

SPONSOR AND LEADER | **RESOURCE GUIDE FOR UBTs**

LABOR MANAGEMENT PARTNERSHIP

COMPETENCY TOOLS: COACHING AND FACILITATION

Introduction

Transforming Kaiser Permanente to meet today's challenges means we are asking a lot from our teams and co-leads. In making these massive changes, your role is to build capacity in the co-leads so they lead performance improvement efforts, participate in joint decision making, and engage every member of the team in the day-to-day decisions.

The first step in the process of leading change is to model transformative behaviors yourself. You can:	
[✓]	Coach
[✓]	Know when to be facilitative instead of directive
[✓]	Ask for feedback so you improve your own performance
[✓]	Give feedback to help co-leads know what they are doing well and how they can be more effective

As a sponsor and leader, one of the critical roles you fill is that of a coach to co-leads (also called coachees) in order to facilitate their individual growth as leaders. Coaching focuses on the present and requires the coach to be highly self-aware. The goals of coaching are to:

1. **Help the co-lead/coachee become more self-aware**
2. **Increase the co-lead/coachee's belief in their ability to manage their own behaviors**
3. **Increase the co-lead/coachee's ability to develop skills in others**

This section contains a set of tools to help you be confident and competent in supporting co-leads as they model desired behaviors and lead successful unit-based teams.

Coaching

TOOL: Coaching Basics

WHO COACHES WHOM?

Sponsors coach co-leads → **Co-leads** coach team members and work groups → **Colleagues** coach each other (peer coaching)

Coaching sessions may happen in the moment or be planned ahead of time. You might coach to provide guidance or a co-lead/coachee might request help in the form of coaching.

There are three general types of coaching conversations: **Feedback, Problem solving** and **Developmental.**

TYPE	PURPOSE	EXAMPLE
Feedback	To reinforce or change a specific pattern of behavior	» After observing a UBT meeting » When you see progress/success
Problem Solving	To figure out the best approach for solving a problem, pursuing an opportunity or producing a specific result	» Resolve feelings of anxiety about leading change » Determine how to resolve conflict in a UBT » Identify barriers to leading UBTs
Developmental	To define the coachee's professional or personal aspirations and find ways to achieve those aspirations	» Help strengthen specific performance improvement skills » Increase ability to use metrics » Integrate lessons from training into daily work life

Source: Interaction Associates **www.interactionassociates.com**

WHEN YOU ARE COACHING, YOU HAVE TO EXCEL AT:

1. Building and maintaining rapport
2. Asking good questions to facilitate mutual understanding
3. Reflecting back content and coachee feelings

TOOL: Coaching Conversation

Use these key steps to improve your effectiveness as a coach. Doing so will ensure you and your team member agree on what is needed and your role in the process. When you have a clear goal, it will be easier for both of you to be more efficient, stay on track and get a better outcome.

COACHING PROCESS:

1. **Plan the Conversation—**Clarify what type of conversation you want to have and what your goals are.
2. **Have the Conversation—**Use effective asking and listening techniques. Follow the six steps below.
3. **Follow Up the Conversation—**Actively follow-up. Responsibility of the coach does not end when the coaching conversation is over.

Key Tip!

Remember the better the co-lead performs, the faster you reach your goals, the more capacity is built among the team and the more time you have to focus on other responsibilities.

SIX COACHING STEPS	
1. Clarify Roles	What does help look like? How do they want you to coach or support them?
2. Define the Situation	What do they need help with?
3. Create a Vision of Success	How would they know if the original problem/need was accomplished or resolved?
4. Identify Possible Solutions	Remember this should come from them as much as possible.
5. Establish Next Steps	How will you follow up after this? What else needs to happen in the coaching relationship?
6. Evaluate Results	Did you achieve the results you wanted?

Source: Colorado Region Human Resources **coweb.co.kp.org/hr** (KP Intranet only)

TOOL: Coaching Approaches

Key Tip!

You might choose to use a different approach to your coaching style depending on the goals of the coaching session. The following chart outlines different uses for a directive or supportive style.

Skills and knowledge alone are not enough to help co-leads/coachees grow as leaders and reach their own goals as professionals. The attitude and feelings you convey as the coach/sponsor are essential and necessary to the success of the coaching relationship.

APPROACH	USES	EXAMPLES
Directive Showing / telling the person what to do	Developing skills	Training a new employee who needs to develop skills in your area of expertise
	Providing answers	Explaining the company's strategy to a new direct report
	Instructing	Conducting a sales call with an employee to demonstrate how it's done
Problem-Solving Acting as a facilitator or guide	Facilitating problem solving	Helping a direct report find his or her own solution to a problem
	Building confidence	Expressing belief that an employee can find the solution
	Encouraging self-directed learning	Letting a direct report with new responsibilities learn on the job and make mistakes
	Serving as a resource	Providing information or contacts to help an individual solve problems

Source: Colorado Region Human Resources **coweb.co.kp.org/hr** (KP Intranet only)

WHEN YOU'RE COACHING, REMEMBER TO:

1. Create a safe environment that builds trust
2. Listen and be a sounding board
3. Share your own successes and lessons learned
4. Facilitate the process and collaborate on the result
5. Model what you coach

TOOL: Rounding for Outcomes

Rounding is an opportunity for leaders to informally coach "on the floor." It is a great way to demonstrate active support for unit-based teams by engaging them directly and listening to their concerns. Rounding helps identify outcomes focused on the four points of the Value Compass, while keeping the patient/member at the heart of our work.

Key Tip!

Rounding is NOT a meeting with an agenda, delivering newspapers to patients, stealth observation to catch deviants, management by walking around or socializing to connect with people.

USE ROUNDING FOR OUTCOMES TO PROACTIVELY ENGAGE A PERSON IN ORDER TO:

1. Reward and recognize
2. Improve performance
3. Connect work with our purpose

HOW TO DO IT	ROUNDING OUTCOME
Open with a relationship-building question	» Re-engage staff in performance improvement work » Engage member/patients in the process
What's working well?	» Harvest and reinforce successful practices
Is there anyone I should recognize for doing great work?	» Take the time to celebrate accomplishments » See rewards and recognition tools for more ideas
Are there any systems or processes that need improvement?	» Improve performance/staff engagement in solutions
Do you have the tools, equipment and information you need to do your job well?	» Remove service/safety barriers
Provide key messages and link what you heard to our purposes.	» Connect all you heard to the key messages for your department/facility—for example: attendance, teamwork, member/patient satisfaction
Close by asking if there is anything else you can do for them?	» Thank the person and follow up with them later

Source: National Service Quality **kpnet.kp.org/qrrm/service2/soe/roundings.html** (KP Intranet only)

TOOL: Critical Coaching Skills

Review this list of skills to understand specific techniques you might use when coaching a co-lead. Consider practicing one skill per coaching session, or highlighting areas you want to further develop.

SKILL	DESCRIPTION
1. Listening actively	Listen to what is and is not said. Note the individual's manner and tone of voice. Paraphrase, mirror or reflect what was said to ensure the message has been understood as intended.
2. Questioning	Use questions to obtain information, establish rapport, clarify or stimulate thought. How they are asked can either facilitate or hinder the process of communicating.
3. Building rapport and trust	Overcome resistance and distrust by concentrating on what you have in common. Be open about your own thoughts and feelings, demonstrate competencies in the individual's area and always have the person's best interests in mind.
4. Being candid and challenging	Speak frankly from your more objective position as a coach. Draw attention to certain issues for the benefit of the other person. Phrase your questions so the other person is challenged. (How do you know that? What evidence do you have for that?)
5. Giving encouragement and support	Encourage individuals and support them in thinking through their commitments to action. Make your actions match your words (that is, if a person needs a coach's support, it is important that the coach not give the impression of being too busy).

Source: Interaction Associates **www.interactionassociates.com**

TOOL: Coaching Skills Self-Rating Form

Directions: Please carefully read the statements below and choose the response that best describes your behavior. Using a scale of "1" (Never) to "5" (Always), choose the response that most accurately reflects what you actually do, and not what you believe you should do.

1. When meeting with a co-lead/coachee, I consciously try to fully "get it" and understand that person's perspective and feel what they are feeling.

1	2	3	4	5
Never		Sometimes		Always

2. I spend more time listening when meeting with others than I do speaking.

1	2	3	4	5
Never		Sometimes		Always

3. I can modify my coaching and overall approach to best suit the person I am working with and the situation we are discussing.

1	2	3	4	5
Never		Sometimes		Always

4. I assist people in considering alternative perspectives regarding a difficult situation.

1	2	3	4	5
Never		Sometimes		Always

5. I encourage people to put into motion specific action plans.

1	2	3	4	5
Never		Sometimes		Always

6. Where do you see room for improvement?

____

____

Source: Colorado Region Human Resources **coweb.co.kp.org/hr** (KP Intranet only)

Facilitation

TOOL: Facilitative Behaviors

Key Tip!

Remember to inquire before you advocate or suggest action. As a coach should not talk more than the receiver of the coaching or make assumptions you don't check out!

The definition of facilitate is to **make easier.** Facilitative behaviors are designed to make it easy for a group to achieve its desired outcomes. While the focus here is on meetings, facilitative behaviors are a neutral way to help any conversation be productive. Using effective facilitative behaviors ensures your audience will be ngaged and comfortable participating and providing feedback.

INEFFECTIVE BEHAVIORS		EFFECTIVE BEHAVIORS
» Being positional, wanting to be "right," coming in with a predetermined outcome » Communicating in "silos" without responding or reflecting on what others have said	→	» Openness to hearing different ideas » Mutual respect even when disagreeing » Attempts to understand each other (asking clarifying questions, paraphrasing, etc.) » Member represents the interests of their constituents
» Disrespectful behavior » Some members are allowed to dominate the discussion » Distracting from topic, process or speaker	→	» Establishment and use of ground rules » Presumption of goodwill » Working with an agreed-upon process to reach solutions » Trustworthiness » Monitoring time allotted
» Unfocused discussions » Not taking responsibility for desired outcomes, agenda or process » Giving all authority to co-lead(s) or facilitator » Waiting for someone else to make something happen	→	» Balanced participation » Focusing on the desired outcomes, agenda and process » Contributing new ideas, building on other ideas » Highlighting areas of agreement, no matter how small » Follow through » Get agreement from group before moving to next process step or agenda topic

Source: Northern California UBT Handbook **kpnet.kp.org/ncal/lmp** (KP Intranet only)

TOOL: Inquiry Tools for Getting Information

Good coaching involves good listening. There are many ways you can "listen" to what your colleague or employee has to say. Use the techniques below to improve your listening skills, strengthen the relationship you have with your coachee and show respect.

Technique: "Bracket"

Purpose: To create an open mind so that you can listen, free from your own filters, to the other's point of view.

How to Do It: Turn down the volume of your own internal chatter by reminding yourself that it is both useful and respectful to understand the speaker's words, thoughts or feelings.

For Example: *"Linda, I can hear that you are bothered about something. Why don't you tell me about it."*

Technique: "Paraphrase"

Purpose: To validate the coachee and confirm what you think you heard him or her say.

How to Do It: Repeat back to the coachee what you understood them to say. Offer them a chance to confirm if you heard them correctly.

For Example: *"What I heard you saying, Linda, is that you are finding some members of the team are resistant to the improvement team idea."*

Technique: "Ask Probing Questions"

Purpose: To get more information and deepen understanding.

How to Do It: Ask basic questions using "who," "what," "when," "why," "where" or "how." Make sure the intention of your question is to seek more information, not to veil an evaluation or challenge. Try to avoid questions that seek a "yes" or "no" answer. Instead, make them "open-ended."

For Example: *"What other concerns did the team express about the proposed change?"*

Technique: "Check Perceptions"

Purpose: To confirm something you suspect the coachee may be thinking or feeling ("reading between the lines"). This deepens your ability to understand and empathize with the coachee.

How to Do It: If you pick up any unspoken assumptions, conclusions or feelings the speaker may have, name them and then ask if your perceptions are correct.

For Example: *"Linda, you still seem kind of agitated. Do you think people are doing this deliberately?"*

Source: Interaction Associates **www.interactionassociates.com**

TOOL: Asking Good Questions

When coaching or problem solving, ask thoughtful questions to engage the other person and help them increase their capacity for solving problems on their own. Thoughtful questions motivate the coachee to think, analyze, speculate and express feelings. If you plan the questions ahead of time, you are more likely to ask questions that will get the results you are looking for.

1. Ask one question at a time and listen for the answer. (Count to 10 before you rephrase)
2. When you want the "person to think," ask open-ended questions. Avoid yes or no questions.
3. Use an inviting, non-judgmental tone of voice and body language.
4. Sometimes the best questions are *"Say more about that," "Give me an example," "Tell me about a time when…," "Give me a for instance…."*

1. **What issue do you want to address?**
2. **What kind of support would you like from me?**
3. **What do you feel are the barriers to our getting along?**
4. **What are the root causes or key parts to this problem?**
5. **What are your perceptions of how this change will work?**
6. **What are some potential solutions to this problem?**
7. **What strategies or solutions would you like to implement?**
8. **What are the potential benefits of the new way?**
9. **What would it take for us to be successful?**
10. **How will we know if we're successful?**
11. **How do you see us improving the wait times for our member/patients?**
12. **What would make our unit more productive and a better place to work?**
13. **What are the impacts of this action and how will we evaluate them?**
14. **Have you engaged your co-lead partners on this issue?**
15. **What do you like best about working in this department?**
16. **What other questions will you ask your co-leads?**

TOOL: Creative Problem-Solving Techniques

UNSTICK TEAM MEETINGS

When teams get stuck in "process" mode, or are picking topics that are too big and complex to realistically tackle, coach the co-leads on using different techniques to help their team solve problems in creative and innovative ways.

Assign Risk Takers	From within the UBT, select a few people to wear the "risk taker hat." Risk takers are charged with not letting the meeting end unless a small test of change has been agreed upon and owned by at least one person.
Try Smaller Steps	Break the member/patient flow process into steps. Pick one step. Figure out a change to try for that step.
Find the Smallest Improvement	Ask team members to put the smallest improvement idea they can think of on a 3x5 card. Then, ask them to write the next smallest improvement on another card. Then the next. Share these with the entire group.

THINK OUTSIDE THE BOX

If a team gets stuck because they see an area that needs improvement or can identify a problem, but don't know what to try in order to fix it, encourage the co-leads to try these techniques to get them to start thinking out of the box.

1. Try asking them to imagine how the member/patient would want them to do it!
2. What would you do if this were a nuclear power plant?
3. Imagine how the Fire Department might handle this.
4. Play "**Make it Illegal**"
   a. Start with the problem you want to solve
      i. (i.e., We are not able to consistently provide high-quality care to our member/patients.)
   b. Take any potential solution you might come up with and make it illegal to do that thing.
      i. (i.e., Make it illegal to hand out any written material to member/patients).
      ii. (i.e., Make it illegal to ever meet with a member at the bedside).
   c. Then answer the question: If you can't do your first or second solution, what would you do in those circumstances to solve the same problem?
5. Sometimes, remembering how much they've accomplished helps. Encourage the co-leads to ask them what their concerns are or what it would take to get them back on track.

Joint Decision Making

TOOL: Making Decisions in Partnership

Key Tip!

Don't assume what the interest level is of the other party. Have a discussion and then jointly determine the appropriate level of decision making.

At the work unit level, nearly all of the day-to-day decisions will be of some **level of interest** to employees and employees will have opinions as to how we can work smarter and better for our members/patients. For this reason, employees should be engaged in all workplace decisions that affect their work environment.

The **level of involvement—**that is, whether to inform, seek input, consult with or initiate the consensus process—depends on the level of interest and/or expertise related to the issue at hand and can never be determined unilaterally.

Remember, not all decisions are made by consensus. Some decisions require less involvement, depending on the situation. As a sponsor, you can help co-leads guide their team into using the appropriate level of involvement for the decision at hand. Teams should strive for consensus, but also be able to recognize when consensus is not feasible. However, the team must make the ultimate determination as to when, and if, consensus decision making should apply.

EIGHT FACTORS TO CONSIDER:

1. Openly and frequently share information.
2. Never assume what your partner's interest level is—always ask!
3. Jointly choose a level of involvement up front based on the level of interest and/or expertise of your partner.
4. As your relationship matures (and trust deepens), joint decision making becomes easier.
5. Exercise sound judgment—be sensitive to time constraints in urgent matters.
6. Be cautious about spending too much time on frivolous or insignificant matters.
7. In the absence of a joint decision, either party can make a decision/take action.
8. Before making a unilateral decision, consider the impact of that decision on the relationship.

Source: Northern California UBT Handbook **kpnet.kp.org/ncal/lmp** (KP Intranet only)

TOOL: Steps to Build an Agreement

Building agreement is a critical leadership function. By getting people to agree on what to do and how to do it, leaders create a safe environment for people to work together and to participate fully. Use the techniques below when you are facilitating a meeting with your co-leads or UBT and want to create an agreement.

Key Tip!

Remember that big, complicated agreements come from a series of smaller agreements.

STEPS	EXAMPLES
Present a Proposal What do you want a person or a group to agree to?	» *"Since we all learn differently, we will try to present the information in a variety of ways. If you are not getting your needs met, despite the variety of learning formats, please take responsibility for your own learning by asking for what you need."* » *"Because you are the labor co-lead, I suggest you create the agenda for our monthly meeting and I give you input."*
Check for Understanding Make sure everyone is clear on what they are agreeing to so they can do it when you aren't there.	» *"Is there anyone who is unclear about what we've agreed to?"* » *"What questions do you have about my suggestion for you to draft the agenda?"*
Check for Agreement This is a critical step. Look at each person.	» *"Is there anyone who cannot agree to this proposal?"* » *"So, do we have an agreement that you will create the agenda for next month's meeting with input from me?"*

1. Pause long enough for people to frame their questions or objections.
2. If it is complicated, have the person or team member summarize the agreement and recheck.
3. If you use the thumbs up voting method, make sure you look at each person's thumb.

Source: Interaction Associates **www.interactionassociates.com**

Partnership Tools

TOOL: Interest-Based Problem Solving (IBPS)

Interest-based problem solving is an issue-resolution process that addresses individual and group differences. Participants work together to reach agreement by sharing information and remaining creative and flexible, rather than by taking adversarial positions.

IBPS can be hampered by lack of trust, support, information or training. Once you eliminate these barriers, IBPS resolves issues quickly, enhances relationships and builds trust. It helps create a more constructive work environment, and can improve services and health care affordability.

If you discover that a UBT is unable to move forward due to relationship issues or lack of trust, one option is to recommend to co-leads that the team engage in IBPS. This process is best led by a neutral facilitator. You can help the team get this resource, if needed.

INTEREST-BASED PROBLEM SOLVING:	

Step 1:
Define the Problem
	■ Develop Question
	  ■ Contains Issue
	  ■ Begins “How might we?”
	■ No “Yes/No” Answers
	■ No Solutions
	■ No Accusations

Step 2:
Determine Interests
	■ Seperate Interests
	  ■ Needs
	  ■ Concerns
	■ Identify Common Interests

Step 3: **Develop Options**	■ Brainstorming ■ Best Practice ■ Expert Panel ■ Straw Design
Step 4: **Select a Solution**	■ Screen Options ■ Shorten List ■ Develop Standards ■ Test Options to Standards ■ Decide on Solutions

Source: Northern California UBT Handbook **kpnet.kp.org/ncal/lmp** (KP Intranet only)

TOOL: Consensus Decision Making

Consensus is a form of group decision making. Everyone discusses the issues to be decided so that the group benefits from the knowledge and experience of all members. In order for consensus to occur, every member of the group must be able to support the decision.

Test for Consensus	
[✓]	Has everyone been heard?
[✓]	Can everyone live with the decision, even though it may not be your first choice?
[✓]	Will everyone actively support the decision?

OTHER IMPORTANT POINTS TO REMEMBER:

1. Respect the different perspectives of others in order to understand the issue fully.
2. Listen with at least as much dedication and commitment as you speak.
3. If the group is "stuck," get some advice about ways to move beyond it. Before you begin addressing an issue, it may be best to determine a fallback plan; that is, how the decision will be made if the group truly cannot reach consensus.

CONSENSUS DECISION MAKING

DO:

- Share information
- Listen
- Be open to new roles
- Offer alternatives

DON'T:

- Agree too quickly
- Trade or bargain
- Vote
- Penalize standouts

TESTING FOR CONSENSUS

- Has everyone been heard?
- Can everyone live with the decision?
- Will everyone actively support the decision?
  (Can you identify behaviors that support the decision?)

Source: Northern California UBT Handbook **kpnet.kp.org/ncal/lmp** (KP Intranet only)

When UBTs are deciding on what small test of change to conduct with RIM, they should use CDM to make that decision. As a sponsor, you can help your co-leads know what decision-making methodology to use at different times.

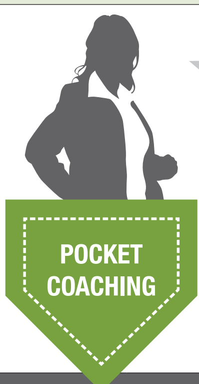
Feedback

TOOL: Feedback for Success

Key Tip!

Sometimes you may have to coach for compliance or patient safety—"**Drift**" happens when people stray from the agreed way to perform a task. Doing so may put that person, or someone around them, at risk. You can help them become aware of their own drifting behaviors by discussing what you see, the potential impact and getting agreement on how that person will modify their approach next time.

Feedback helps co-leads know what they are doing well and identify areas where they can improve. Constructive feedback should be given when you see great performance, to encourage continued use of those behaviors. It should also be used when you see the co-lead doing something ineffective, so that those behaviors can be changed to help the team be more successful.



Timely—Give feedback as close to the event as possible, remembering to be sensitive to what else is going on.

1. Praise the team in public. Correct the individual in private. Give at least five "keep it ups" for every one "please change."
2. Check for understanding. Asking for a response allows you to get more information in case you didn't get the whole picture.
3. Make sure you give feedback for positive things, as well as things you want to see changed.
4. Debrief afterward so the team can evaluate the process and their own behaviors.

USE THE SBI METHOD

Situation	Describe the time, place, circumstance. Tell the whole story. Put things in context.
Behavior	Focus on specific actions, without passing judgment or attributing motivation. For example, *"I saw that you slammed the door, threw forms on the desk and spoke very loudly to the MA/CA."* Not, *"You acted unprofessionally since you were mad."*
Impact	Describe how you saw this affect others. Don't beat around the bush.

TOOL: Feedback Worksheet

Here's a list of potential opportunities to give constructive feedback. Review the list and begin to think of situations that you'd like to improve by using this skill.

1. When a slip-up occurs in coordination or communication.
2. When a situation wastes time and energy.
3. When a situation impacts customer service.
4. When a team member makes commitments but doesn't follow through.
5. When you don't get the information you need from another department on time.
6. When a team member whose input you need doesn't return phone calls.
7. When you notice increasing errors in an another's work.
8. When a team member is late providing resources promised to finish a project.
9. When a team member's negativity affects your morale.

1. Convey your positive intent. What will you say to convey your positive intent?

____

____

____

2. Describe specifically what you have observed. What will you say to describe your specific observations?

____

____

____

3. State the impact of the behavior or action. What will you say to state the impact of the behavior or action?

____

____

____

TOOL: The "I" Messsage—A Great Feedback Tool

Key Tip!

Be as specific with positive behavior you want the person to repeat as with behavior you want changed.

When walls go up in communicating, it can be tough to break them down. Especially during a disagreement, two people can have a difficult time hearing what the other person is saying. "I" messages are particularly effective when this happens. Successful use of "I" messages helps you explain how you feel in a way that the other person is more likely to hear so they can understand how their actions affect you or others.

An "I" message	» Describes the behavior » States the impact » Contains a request **For example:** *"When you interrupt me, I lose my train of thought, I feel discounted and I want you to let me finish before you answer."*
Four Components	» The behavior » The impact » How you feel about the behavior » A request Sometimes the impact and the feeling are the same. Sometimes you may not want to share the feeling if you feel the receiver doesn't care or will use it against you.
Requests should...	» Be short » Suggest a new behavior rather than stopping an old one **Good request:** *"I want you to be on time"* **Poor request:** *"Stop being late"*

OTHER EXAMPLES

A physician to an MA/CA

"When you helped Mrs. Wong into the exam room, telling her not to hurry, introducing yourself and telling her how much other patients like me, you modeled the service we talked about in our vision. It made me feel confident that our patients are getting roomed in a way that will help them have a smooth visit with me. This will help us continue to be member/patient focused."

An MA/CA to a physician

"When you correct me in front of patients, it embarrasses me and makes the patient doubt that I can help them. I appreciate the feedback and, in the future, I think it will be more effective for us if you do it in private."

TOOL: Soliciting Feedback

The best way to coach your colleagues on how to receive feedback and apply it is to provide a good example. Asking for feedback and then making changes goes a long way to model the transformational behaviors we expect from our co-leads and their unit-based teams.

Keep it Timely	Ask for feedback in a time and place where people can give it to you. If you are perceived as having authority over the people you are asking, you may want to start with confidential surveys. Always follow up with what you learned and what you plan to do about it. Even if you decide you can't change, explain why and thank them for trying to help you do a better job.
Keep it Behavioral	Ask about specific behaviors. This will help people feel comfortable giving you feedback and help you feel positive accepting it. Rather than saying, *"Am I a good coach?"* you could say, *"Give me examples of when my coaching worked for you." "Would you like me to ask you more questions"* or *"How can I improve my support for your difficult situation on your team?"*
Set the Context for Soliciting Feedback	Why do you want feedback and what will you do with it? **Examples:** *"The culture change LMP brings is changing my role and requiring new behaviors for all of us. I need your help to make sure I am going in the right direction. Could you tell me if the kinds of questions I am asking you are helpful in thinking through problems?"*
Make Sure You Understand the Feedback You Receive	**For example:** You might clarify, *"Did you mean I ask too many questions or just that I am making you uncomfortable in the way I ask them?"*
Maintain the Relationship	Thank them for helping you. Don't be defensive. Listen actively. Make sure they get all their ideas out. Use probes like, *"Tell me more about that"* or *"Can you give me an example of when I did that so I can understand better what you mean."*
Remember You Need Balanced Feedback (just like those we support)	Ask for what you are doing that works for them. *"What do you see as my top three strengths as a coach?" "What is one thing I might improve?"*

Source: Interaction Associates **www.interactionassociates.com**

Notes