Go MAD Thinking

ING

Coaching Skills For High-Performance Leaders

Thinking Bigger, Better, Bolder.
Accelerating Results Through Every Conversation.

Go M.A.D.® Results Framework

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Introduction

Welcome to your Coaching Skills Workshop.

In fast-moving, high-pressure environments, the quality of a leader's conversations directly shapes clarity, accountability and results. Coaching helps you move from solving problems for people to strengthening their thinking — so they can decide, act and deliver for themselves.

This is practical and focused on real work, real conversations and real results. You will bring live leadership challenges into the room and practice thinking differently, asking better questions and improving the quality of your dialogue.

The focus is simple:

Better thinking = Better actions = Better results.

This workshop is designed to build coaching capability you can apply immediately — in one-to-ones, team discussions and everyday leadership moments.

By the end of your programme, you will:

- Strengthen your awareness of how your thinking drives behavior and results
- Understand how improving the quality of thinking improves performance
- Apply 7 core principles to structure purposeful coaching conversations
- Use High-Quality Questions to unlock clarity, ownership and action
- Create sharper focus around goals, priorities and expectations
- Use a simple problem-solving approach to move conversations forward
- Coach yourself and others using practical coaching tools
- Strengthen listening, feedback, and constructive challenge

Contents

Your Wish List	Page 1
Actions, Ideas and Decisions	Page 2
Notes Page	Page 3
Thinking Effectiveness	Pages 4-5
Helping Yourself to Think Effectively	Page 6
Helping Others to Think Effectively	Page 7
Activity - Turn Problems into Solutions	Pages 8-9
Activity – Profile your Thinking	Page 10
Activity - Personal Coaching Session	Pages 11-16
What is a High-Quality Question?	Page 17-18
10 Top Tips – Asking High Quality Questions	Pages 19-20
Questions You Can Ask Yourself	Pages 21-22
Activity - Assess Your Probability of Success	Pages 23-24
Principles of Success	Page 25
Ways to use the Coaching Cards	Pages 26-27
Activity – My Umbrella Goal	Page 28
Umbrella Goals	Pages 29-31
SMART Goals	Pages 32-33
10 Possibility Areas	Page 34
An Introduction to the 10 Possibility Areas	Page 35
Top Tips on Using the 10 Possibility Areas	Pages 36-37
Active Listening	Page 38
Key Issues Coaching	Page 39-40
Notes Page	Page 41
Extra Resources	Pages 42-44
Appendix 1	Pages 45-46
Appendix 2	Pages 47-50
Appendix 3	Pages 51-53
90 Day Goal Template	Pages 54-58

Your Wish List

Create a wish list of things you would like to make a difference about. This might be something big, something small, a problem to be solved or something you want to achieve, either at work or outside of work. You can add to your list at any time, change things and cross things out.

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Actions, Ideas and Decisions

The workshop will spark thoughts and Light Bulb Moments. These might include ideas that spring to mind, decisions you make or actions you want to take. Use this space to capture them as you go along.

Aim initially for 10 possibilities (but go for 20) as you will then have a greater choice at the end of the day, when you can prioritise and plan which actions to take.

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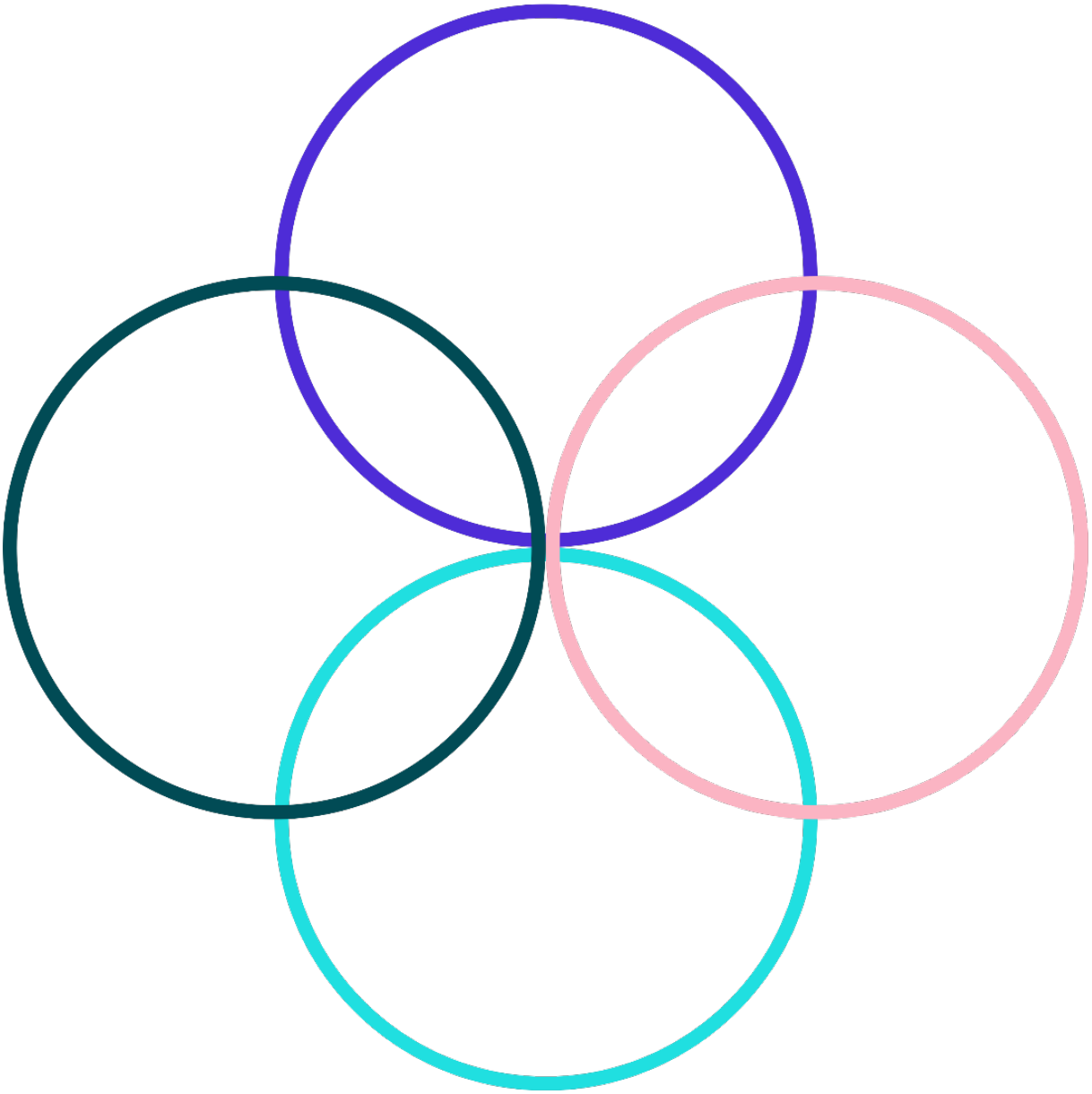
Notes

Thinking Effectiveness Model



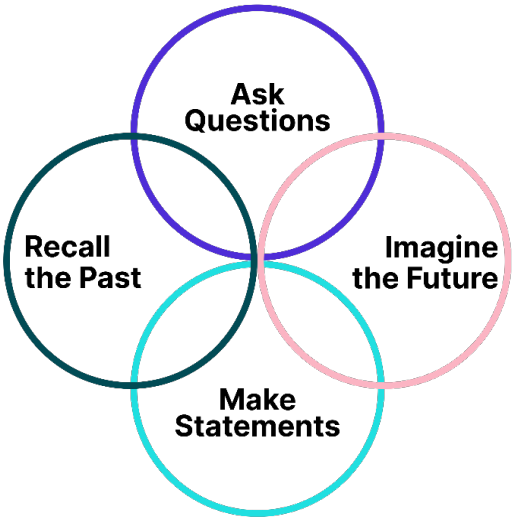
Ask Yourself:

- What have I realised about the impact of my thinking?

- How could I possibly apply this learning at work?

Thinking Effectiveness

Whenever you begin to think, various things happen within your mind. This is often very subtle and without conscious control. It's important when thinking about any situation to be consciously aware of the four thinking components listed below and to identify whether they are helpful or hindering in your progress towards making the difference you desire.



Go M.A.D.® Thinking Effectiveness Model

	Helpful	Hindering
Statements	e.g. There must be a way	e.g. This won't work
Questions we ask ourselves	e.g. Who could I possibly involve?	e.g. Why can't I remember?
Recall of Past Memories	e.g. a past success	e.g. a repeated failure
Imagined Future	e.g. a positive outcome	e.g. things going wrong

Helping Yourself to Think Effectively

The results you achieve are affected by the quality of your thinking. Hence, it makes sense to identify any hindering components and consider how to make them more helpful. Here is a straightforward four-step process to enable you to think in a more consistent solution focused way:

1) Take each component in turn, phrasing the following question appropriately, and ask yourself:

- What am I saying/asking/recalling/imagining about this situation?

2) Identify which components are helpful or hindering.

3) If the thought you are having is helpful... great! If the thought you are having is hindering, ask yourself the relevant question from the following list:

- "If I was to choose to say something more helpful to myself, what could I possibly say?"
- "If I was to choose to ask myself a more helpful question, what could I possibly ask?"
- "If I was to choose to remember something that is more helpful what could that possibly be?"
- "If I was to choose to imagine a more helpful future for myself, what could I possibly imagine?"

The answers to these questions will assist in focusing your mind on helpful thoughts.

4) Repeat the helpful thinking component in your mind several times. Repetition causes a habit to form. This repetition of new helpful thinking components is particularly important to "create a groove" in your mind that can replace any previous hindering grooves.

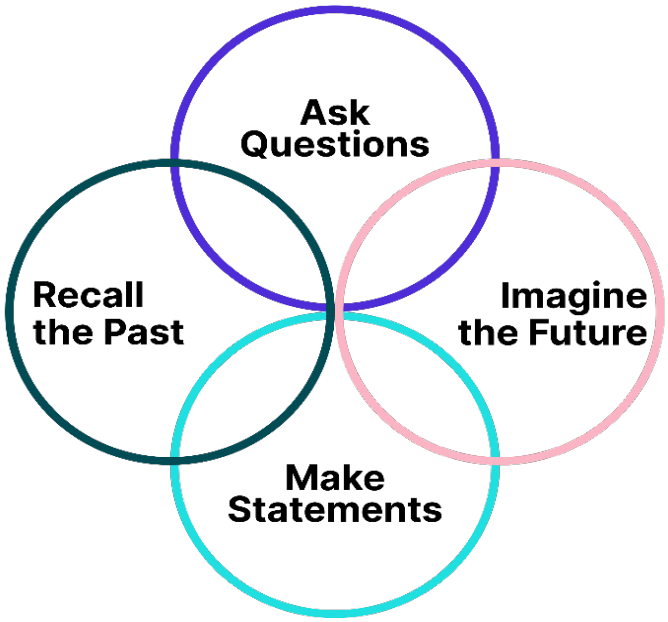
Helping Others to Think Effectively

You can use the same process, or a shortcut variation, when listening to others to help them build their self-belief about their ability to achieve their goals. Notice how they are thinking about the situation by the language they use. This very often reveals which of the four thinking components is hindering.

What you may notice when listening to others is that their hindering thought is confined to just one of the components. If you are not sure which component is hindering their thinking, maybe because you are picking up non-verbal signals, then ask a question like "what's going through your mind?", then listen for clues.

The easiest thought component to spot is the hindering belief statement that a person makes about himself/herself, others, or the situation, e.g. "I can't…" or "They will never…" or "It's going to be difficult." Remember, that if someone says this out loud, they have probably been thinking it several (or many) times previously inside their head!

Other common clues are comments like, "I was just asking myself…" or "I was just remembering when…" or "I was just thinking about what's going to happen". You could ask a simple question to raise the other person's awareness e.g. "Is that thought helpful or hindering?" This would then be followed by a relevant possibilities-based question carefully designed to help elicit more helpful thinking.



Activity - Turn Problems into Solutions

20 Answers Technique

Problem or Issue: _____

My high-quality question (it must begin with What or How and include 'could' or 'might' and 'possibly'):

_____

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More Possibilities

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Profile Your Thinking

	Helpful	Hindering
Statements		
Questions		
Recalled Memories		
Imagined Future		

Notes

Use the space below to capture your thoughts.

Activity - Personal Coaching Session

Topic:

Write your answers to the questions here:

Activity - Personal Coaching Session

Write your answers to the questions here:

Activity - Personal Coaching Session

Write your answers to the questions here:

Activity - Personal Coaching Session

Write your answers to the questions here:

Activity - Personal Coaching Session

Write your answers to the questions here:

Activity - Personal Coaching Session

Write your answers to the questions here:

High Quality Questions

Two types of High-Quality Questions:

Questions designed specifically to _____

Questions designed specifically to _____

What is a High-Quality Question?

A High-Quality Question is one that causes you to think. Crucially, it's a question that generates a high-quality answer or thought. It's the question that will be most helpful to you or others, at that given time, to help to get the best answers. They are the questions that allow others to resolve issues for themselves and challenge habitual ways of thinking.

There are two types of question that can be used depending on the desired outcomes:

- Questions that engage the imagination and open the mind to endless possibilities and ideas
- Questions that focus the mind to give clarity, help make decisions and help assess priorities

It's for you to decide the right type of question to ask. You can then phrase the questions to meet the needs of the situation.

Using High-Quality Questions is the key to effective coaching. This could be in a more formal coaching session, in a casual conversation, with groups or in meetings. It could even be just the one question you ask when someone comes to you with a problem.

High-Quality Questions can also be used as thought-provokers; to prepare for meetings, as agenda items for meetings, to assess motivation and confidence, to help move to clearer thinking and to encourage discussion in everyday conversations with friends and colleagues.

Helping others to clarify goals or solve problems through your questioning, builds understanding and self-awareness. Telling someone what to do takes away their responsibility for the situation. It denies them choice; the choice to determine the outcome, the actions to take and to have ownership.

10 Top Tips for Asking High-Quality Questions

These tips will help you to improve the quality of your questions.

1. Ask What and How

   High-Quality Questions inspire higher quality answers. This is because they invite people to apply thought and reason. Asking questions that start with 'What' and 'How' require an open response. Deeper thinking takes place to enable open questions to be answered.

2. Avoid asking Why

   Asking questions that start with 'Why' could possibly make the person on the receiving end feel uncomfortable. 'Why' questions might be interpreted as being confrontational or accusatory. You can rephrase a 'Why' question to a 'What' question. For example, "What are the reasons for involving this group of people?"

3. Keep it relevant

   Make sure the questions you're asking are appropriate to the person and the situation. Focus on what they need help with. Ask questions that will move their thinking forward. Avoid getting involved in the detail and eliciting unnecessary information. Make every question count.

4. Focus on the future

   High-Quality Questions tend to be focused on the future. This is to keep the emphasis on what is to be achieved, to stay solution focused and to be able to move forward. People may want to talk about past difficulties. You can help them to deal with these hindering recalled memories by asking a future-focused question. For example, "Rather than dwelling on the past, let's focus on what you want to do now. What possible steps could you take to complete this task?"

5. Deal with one thing at a time

   Avoid asking multiple questions. When there's more than one question asked at a time, people will tend to answer the last question or the easiest one. Taken individually, the questions might be high-quality but, strung together, they can make for a poor-quality multiple question.

6. Suspend judgement

When coaching, your role is to help others to think for themselves or you to think for yourself, if you are self-coaching. Questions that appear to be leading to a pre-determined answer won't achieve this. 'Leading' questions such as "Don't you think you should consider making more time for this project?" have no place in coaching conversations.

7. Go for a yes or no

Closed questions will give you a yes or no answer. Usually, they're best avoided in coaching conversations, as they won't help encourage better or different thinking. However, they do have their place. This might be if you want to check your understanding or to confirm the other person's commitment to taking responsibility for actions. It's making a conscious decision about when to use them.

8. Understand the difference

There are two purposes to High-Quality Questions, either to open the mind and engage the imagination or to focus the mind. Decide which it is you want to do. This will determine how you phrase your questions.

9. Open the mind

Open the mind questions will start with 'What', 'How' or 'Who' and include 'possibly', 'could' or 'might'. For example, you might ask, "What could we possibly do to ensure this project finishes on time?" This will generate possibilities, as opposed to definite actions to take.

10. Focus the mind

Focus the mind questions will include the word 'will'. Having generated possibilities you can then ask, "What will we do to get this project finished on time?" You can then agree which actions will be taken forward into a plan.

Questions You Can Ask Yourself

1. What specifically do you want to achieve?
2. What date do you want to achieve that by?
3. What will your measure of success be on that date?
4. How achievable do you believe this to be? (Scale 1-10) (*Note: where 1 is low and 10 is high, if your score is 5 or less reassess your goal to make it more achievable)*
5. What is the strongest reason for wanting to achieve your goal?
6. What are the possible tasks/things that could help you achieve your goal?
7. What resources might possibly help you?
8. What possible reasons are there for involving others?
9. Who could possibly help you? *(Note: think laterally about how and where you can access people that have knowledge/skills but don't even know you!)*
10. Who else could possibly help you?
11. What could be the possible ways of communicating your goal to others?
12. How could you possibly obtain their buy-in/commitment?
13. What else could you do? *(Note: Keep adding to your list)*
14. What possible obstacles/barriers might you face?
15. What else might possibly get in the way?
16. How could you possibly overcome the obstacles?
17. What possible risks and implications might be useful to consider in relation to your goals?
18. How could you possibly overcome/minimise the risks?
19. Imagine the world's greatest expert was here… What might they possibly say to you that could help you achieve your goal?
20. What limitations might you have possibly imposed on yourself?
21. What assumptions might you have possibly made?
22. What else could you possibly do to help yourself if there was just one last thing?
23. Which of the possibilities are you priorities? *(i.e. those that are the most Important to the achievement of your goal)*
24. What is your top priority?

25. What exactly will you do, by when, considering who to involve and how? *(Note: convert your priority actions into specific, measurable, time bound goals)*
26. Who will you choose to involve?
27. How will you involve them and gain their commitment?
28. By when? *(Note: plan in time to do it)*
29. How confident are you now *(Scale 1-10)* that your original goal will be Achieved?
30. How strong is your reason now?
31. Are you prepared to personal responsibility?
32. How much time are you prepared to set aside to do what needs to be done?
33. How will you plan in time?
34. What is the first action you will take?
35. When will you take it?
36. How will you measure and review your results?
37. How will you celebrate your success?

Activity - Assess Your Probability of Success

This activity will help you to identify where better thinking might help you to achieve what you want. You'll be guided as to what to do and when. You might choose to use examples from your Wish List for this activity.

A: Work Related Difference

	1	2	3	4	5	6		
							=	
	Reason Why	Defined Goal	Self-Belief	Possibilities & Priorities	Involve Others	Personal Responsibility		

B: Non-Work-Related Difference

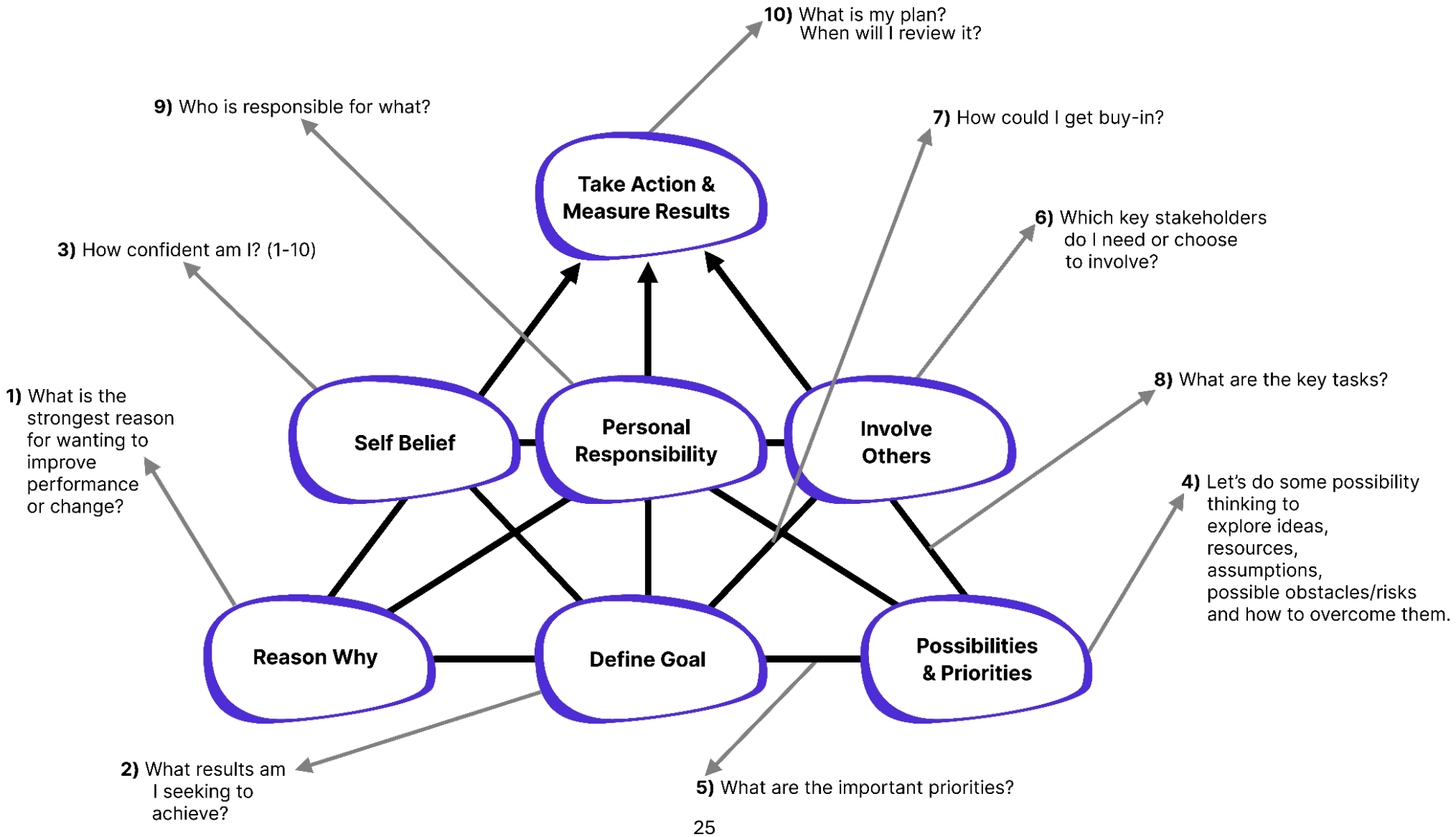
	1	2	3	4	5	6		
							=	
	Reason Why	Defined Goal	Self-Belief	Possibilities & Priorities	Involve Others	Personal Responsibility		

The Go M.A.D.® Results Framework

1. Have a strong reason why
2. Define your goal
3. Develop self-belief
4. Explore possibilities and plan priorities
5. Involve others and gain buy-in
6. Take personal responsibility for your actions

The Results Framework Principles

Once learned and applied, the Results Framework can be used to improve the probability of success for day-to-day tasks, medium-sized projects and major business improvements.



Ways to Use the Coaching Cards

The Coaching Cards guide you through the 7 key principles of the Results Framework, giving you questions to help you think about differences you want to make. Spades and Clubs help you to focus on what you want to achieve. Hearts and Diamonds help you to come up with lots of ideas about how to achieve what you want.

Coaching Yourself and Others: "The Coaching Routeway"

Define your goal - Spades

- Ace to 4 to define a SMART Goal
- 5 to create a vision of the difference to be made
- 6 if it is a goal that is more qualitative, about feelings, team morale or improving relationships
- 7 if the goal is a bigger aim or project that needs breaking down
- 8 to King to check there is a strong enough Reason Why and Self-Belief to make it happen

Generate Possibilities about what COULD be done – Hearts

- Ace to 10, then Jack to King to prompt more ideas

Decide what actions WILL be taken and create a plan – Clubs

Quick coaching to get to goal & plan: Spades Ace, 2, 3, 4, 9 and Jack to define a SMART goal, checking Self-Belief & Reason Why. Sort through the most relevant Hearts to create possibilities and use Clubs Ace, 2, 3 to prioritise the actions to take.

Assess what is most helpful: Choose the most appropriate suit to use, or even most suitable card, depending on the thinking at that time – ask the right questions at the right time.

Coaching Teams

A few different things to give a go:

Create team goals & plans by working through the Spades, Hearts and Clubs in order.

Check team goals are SMART using the Spades, or use the 5, 6 or 7 if a different goal defining technique will work better.

Run a creativity session with the Diamonds, choosing a goal to work on & go for as many possibilities as you can.

Involve the whole team by getting them to pick cards to use when working on a goal or project.

Encourage coaching conversations within the team by suggesting others make a note of the questions they've found most helpful to use again for themselves or others.

Ask the team for ideas about how the cards could be used.

Coaching Creatively

Yourself, others or teams.

Pick 3 random cards, then choose one card. Assess if the question on the card is relevant. If yes, answer it. If not, pick another one. Repeat.

Take turns to pick a card & discuss/answer in relation to the goal being worked on.

Choose a 'card of the week'. Share or display this. Focus on a specific goal and write down answers to the question as they crop up.

Use the Framework on the back of the cards. Pick one card from each element of the Framework to help with a goal or project.

Play Snap! Use numbers to pair. When you get a 'Snap', answer the questions in relation to the goal/project.

Work on an issue or problem using the Diamonds to help to design questions to answer. Prioritise actions from the possibilities generated.

Activity - My Umbrella Goal

Space to create your Umbrella diagram

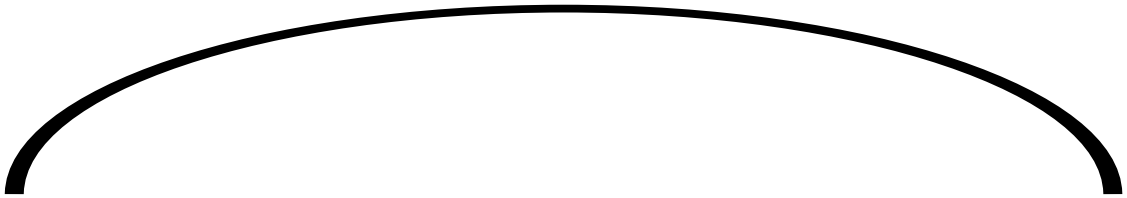
Umbrella Goals

Umbrella diagrams can be used to scope a project by breaking it down into smaller umbrellas/chunks to make the project more manageable. This enables SMART goals to be defined, divided into priorities and turned into SMART sub-goals. Sub-goals can then be divided into short-term tasks/actions. The combination of using umbrella diagrams and well-designed High-Quality Questions provides a project preparation tool. This will engage the mind to think, prepare and plan for the project before taking action.

Let us see how this works with an example.

Umbrella 1

Aspiration/Vision/Bigger Picture

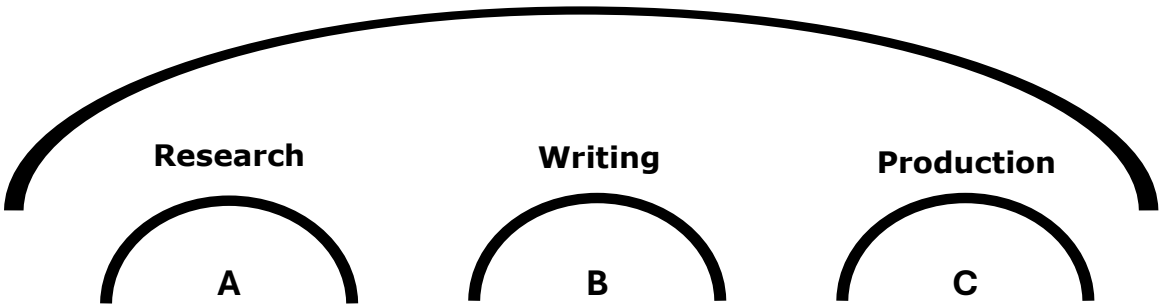


The above illustrates an individual's or organisation's aspirational aim or vision (the bigger picture). Let us now consider this in terms of a project. This project might be to increase sales for the organisation, improve customer services, provide a new marketing strategy, write a book, complete a piece of research, or whatever you choose it to be. However, at this stage it is important to understand that an Umbrella Goal is not necessarily a SMART Goal.

Example 1

Taking the example of writing a book, the diagram below illustrates how the project can be broken down into smaller mini umbrellas; areas that are necessary to achieve the overall project. These are then aligned directly underneath the overall umbrella.

Publishing a book



The aim is to keep this first line of mini umbrellas/areas to as few as possible. To do this, ask yourself the following question: "If I achieve area A + area B + area C, will this mean the bigger picture/project is achieved?

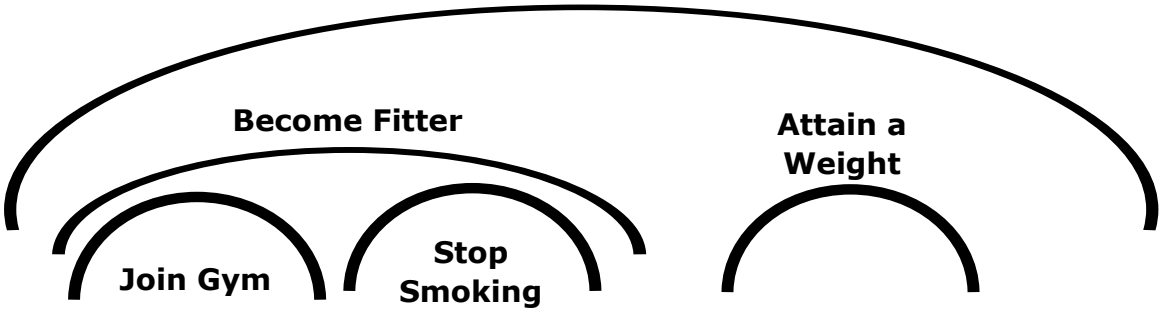
(i.e. "Are all the key areas there or is one or more missing?")

If you can answer, "Yes", then you have successfully divided your large umbrella into the key areas necessary. If you can't answer "yes", then it means you have a key area missing which you need to add and consider. Note: the sequence of the mini umbrellas is unimportant when drawing umbrella diagrams.

Example 2

If an initial umbrella diagram was labelled as 'Being Happier in Life', this might consist of five or more mini umbrellas/areas including a) Financial, b) Work, c) Family, d) Health, e) Social Activities, etc.

Under each of these can be placed even smaller umbrellas. For example, the 'health' mini umbrella could be broken down to 'become fitter' and 'attain a weight'. Under the 'become fitter' umbrella there might be a 'join gym', and 'stop smoking' umbrella. The diagram below illustrates how each successive mini umbrella is relevant to the one above.



Example 3

A project of 'improving customer services' might be divided into smaller umbrellas such as: a) Staff, b) Administration, c) Facilities, d) After-sales, e) Waiting time.

Mini umbrella a) 'Staff', might be broken down further into training, recruitment, skills, knowledge, customer feedback and appraisal systems. The umbrellas/areas identified will depend on the needs and circumstances of the project.

Classic use of a Go M.A.D.® umbrella diagram involves breaking the umbrellas down to the point of defining SMART goals and sub-goals.

SMART Goals

Findings from the original research showed that people who achieve success focus on defining **SMART** goals.

S **Specific**
M **Measurable**
A **Achievable**
R **Relevant**
T **Time-Bound**

SMART goals will be written in one sentence with the focus on the SMT elements of **SMART**:

By … (Specific date/time)

I/ we will have … (Specific outcome)

As measured by … (Specific measure)

The Achievability is considered as part of the Results Framework, the line between Define Goal and Self-Belief. The Relevance relates to the Reason Why and personal and/or organisational priorities.

Example:

By 1700hrs on 31st May 20XX
I will have successfully completed my first marathon
As measured by a photo of me with my certificate of completion which has my finishing time on.

Activity - My SMART Goal

Use this space to make a note of your SMART goal.

10 Possibility Areas

My Goal:

Possible tasks & things to do

Possible resources required

Possible reasons to involve others

Possible ways to communicate the goal to others

Possible ways to gain buy-in

Possible risks & implications

Possible people to involve

Possible obstacles

Possible ways to overcome obstacles & minimise risks

Possible assumptions & self-imposed limitations

An Introduction to the 10 Possibility Areas

The original research into making a difference in 1998 discovered that people, when successful, typically considered 10 areas when thinking about **how** to achieve their goals. They always started by thinking about possibilities before deciding the actions to take.

The 10 Possibility Areas are used after a goal has been defined. Once you're clear on **what** is to be achieved, you can then give your attention to **how** this might possibly be achieved.

The 10 areas are:

- Possible tasks
- Possible resources
- Possible reasons to involve others
- Possible others to involve
- Possible ways of communicating your goal
- Possible ways of getting buy-in
- Possible obstacles
- Possible risks and implications
- Possible ways of overcoming obstacles and reducing risks
- Possible assumptions

You're more likely to achieve your goals if you've got good plans in place. You're more likely to have better plans, if you start by thinking about as many options as possible for actions. The 10 Possibility Areas help you to open your mind as you generate as many ideas as you can.

You apply the same principles when coaching others or working with a team. Ensure the questions you ask cover the 10 Possibility Areas.

Top Tips on Using the 10 Possibility Areas

Here are some ideas on getting the most from using the 10 Possibility Areas:

1. Start with the 'What' and 'Why'

It's best to start with a clearly defined goal and a strong reason why, before moving on to working out how you'll get there. Not being sure where you want to end up could lead to irrelevant actions being taken. Also, if you start with thinking about how to do something it might seem too daunting. Having the goal in place will give focus.

2. Break the habit

Sometimes when thinking about how to achieve goals it can be tempting to go with what has been done before. Whilst it can be helpful to repeat something that has worked, it could be shutting your mind to a quicker or easier way. If coaching others, ensure they think through the full range of possibilities.

3. Create questions

Turn the 10 Possibility Areas into High-Quality Questions to ask yourself or others. To be possibility-based questions they'll start with, 'What', 'How', or 'Who' and be phrased to include 'could' or might' and 'possibly'. Here's a few examples:

- What possible tasks or things could help you in achieving your goal?
- What possible resources might be useful?
- What possible obstacles might you encounter?

4. Focus on the quantity

Stimulate thinking to explore and generate as many ideas as possible. It's about the quantity; in there will be the quality ideas that progress to become actions. To motivate yourself or others when possibility thinking, define a goal of the number of ideas to be generated. Make this a stretch goal.

5. Be flexible

It isn't necessary to work through the 10 areas in a certain order. For example, if you're coaching someone with a low self-belief, you could choose to start with identifying possible obstacles. Moving on to how to possibly overcome these barriers will help to build belief in the achievability of the goal. Consider the flow of the conversation to establish the best order of the questions.

6. Consider the areas as a whole

Work on all 10 areas at once. You could choose to flit between the 10 areas in your questioning. Alternatively, instead of listing the questions, you could draw bubbles on a page. Label each bubble as one of the possibility areas. With all the possibility areas visible, ideas can be generated by moving back and forth between the various bubbles. The ideas generated can be noted around the appropriate bubble.

7. Vary your questions

Open the mind by phrasing your possibility questions in different ways. It might lead to different thinking and more ideas. For example, possible questions to help with thinking about who to possibly involve:

- Who could you possibly involve?
- Who could possibly support you?
- Who do you possibly know, who might possibly know others who could help?

8. Ask what else?

If the ideas aren't flowing ask: "What else?", "How else?" and "Who else?". This will stimulate further thinking.

9. Learn the areas

Take the time to learn the 10 Possibility Areas. Keep them visible when you first start using them. Notice that two of the areas are about 'things', four about involving others and four about things that could get in the way.

10. Remember to prioritise

Remember to prioritise your possibilities. Make sure you plan in the time to take these actions.

Active Listening

- Be attentive – use more effort to listen and register facts.
- Make eye contact while the other person speaks.
- Lean toward the other person to show interest.
- Confirm you are listening by making appropriate sounds, gestures and expressions – e.g. nod your head occasionally.
- Watch nonverbal behaviour. Facial expressions, tone of voice, and other behaviours can sometimes tell you more than words alone.
- Actively seek to understand what the speaker is telling you by asking clarifying questions, repeating, paraphrasing and summarising information

Clarification

Asking clarifying questions show interest and ensure that the correct message has been received.

- Do not interrupt the speaker; wait until the speaker pauses.

  Helpful ways to request clarification include:

  - When you say..., do you mean…?
  - So you said…. does that mean…?
  - What you are saying is…..

Paraphrase

Paraphrasing is the art of reflecting 'the essence' of what is being said and is said using **your** own words without changing the original source or intention of the speakers words. Paraphrasing really helps the person being coached know that they have been truly heard.

- Helpful ways to paraphrase include:
  - What I hear you saying is…
  - It sounds like…
  - If I understand you right….
  - In other words, what you are saying is...

Summarise

This is ‘playing back’ the speakers’ words. Repeating back what has been said but more briefly, without changing the substance or meaning and often using the speakers’ words.

Key Issues Coaching

Use the space below to capture your thoughts.

Key Issues Coaching

Use the space below to capture your thoughts.

Notes

Create a Plan

To be used in conjunction with Bubble Diagram, 20 Answers, Coaching Cards, Umbrella Goals and other relevant tools. This is a summary of your thinking for the goal you want to achieve.

<table>
<tr><td colspan="3">My goal:
By (date) I will have:

As measured by:</td></tr>
<tr><td colspan="2">My ideal outcome:</td><td>My strongest Reason Why:</td></tr>
<tr><td>Initial Possibility Thinking using the bubbles (numbers generated):</td><td colspan="2">Creative Possibility Thinking using Diamond Cards (numbers generated):</td></tr>
<tr><td>Ideas Generated by using 20 Answers (J ♦) (numbers generated):</td><td colspan="2">Most helpful coaching card:</td></tr>
<tr><td><u>Possible obstacles/risks</u> →

○
○
○
○</td><td colspan="2"><u>Solutions to overcome or minimise obstacles/risks</u>

○
○
○
○</td></tr>
<tr><td><u>My Plan of Priorities & Key Actions:</u>

○
○
○
○
○
○
○
○</td><td><u>Target Date</u></td><td><u>Date Achieved</u></td></tr>
<tr><td colspan="2">My most helpful statement or memory:</td><td>My level of self-belief: /10</td></tr>
<tr><td colspan="3">I am committed to following this plan and take personal responsibility for making any adjustments necessary until I achieve my goal.

Signed: Date:</td></tr>
</table>

10 Possibility Areas

My Goal:

10 Possibility Areas

My Goal:

Appendix 1:
Leadership Communication in Change

Senior Leaders have the important role of identifying the **NEED** for organisational change in the context of both **EXTERNAL** pressures, for example, customer demand, buying patterns, competition, as well as the organisation's **INTERNAL** ability to adapt, for example, capacity, capability, culture etc…

Leaders can help or hinder their managers' ability to reduce the impact of change on their teams' performance through leadership communications, particularly if they ensure they address the five key questions most people want answers to.

Activity

Focus on current change and use these five key questions listed on the next page to assess how well you believe these areas have been addressed by leaders. Additionally, think about the potential impact on you and your team.

Question	Extent of answer			Impact on you	Impact on team
	Fully	Partly	Not		
1. What specific events brought about the changes in our organisation?					
2. Why was there a need to change?					
3. Who was involved in the decision-making process?					
4. What other options were considered and why were they rejected?					
5. What is the change intended to achieve?					

Your assessment may indicate that you need to seek further information from your leaders before communicating more about the change to your team.

Appendix 2: Individual Reactions to Change

Four Underlying Causes of a Negative Reaction to Change

1. Personal uncertainty and insecurity about the future.

It's usual to find that most individuals spend time thinking about the impact of organisational change upon themselves, their current role and possible future prospects. This happens even when people are not directly affected by the change. It's not unusual for key people, including senior managers, to become unduly convinced that they are likely to lose their jobs. This can lead to people doing a variety of things to protect their current position and may result in stress. If this underlying cause exists in your organisation, you might notice an unwillingness to make decisions, an increase in defensive behaviour and increased speculation and rumour.

Q: Who is possibly feeling uncertain or insecure about the future?	Providing **INFORMATION** may mean stating what you know and can share, or what you don't yet know, giving a date when you'll come back to them with more known information.
Q: What **INFORMATION** could I possibly provide to help them?	
Q: What else could I possibly explain to help reduce uncertainty/insecurity?	

2. Perceived powerlessness.

The larger the organisation, the greater the tendency is for individuals to feel that changes are imposed upon them. Common phrases that might be heard include, "There's nothing that we can do", "They don't ask us for our opinions", "It's them and us, they tell us and we just have to accept it" and "Senior management have decided…"

Most people want to be involved, even in some small way, in change. Their natural tendency is to seek to participate by giving suggestions and being heard. However, when this is perceived as futile, or changes are made outside their sphere of influence, their feelings of powerlessness may result in a lack of commitment or real interest. Examples of this are commonly seen in many organisations when new corporate logos, mission statements and competencies are introduced without consultation with the workforce.

Q: Who is possibly feeling powerless?	There may be some GIVENS in the change. That is, things that the organisation have introduced that MUST be done in a certain way. However, there will be opportunities to **INVOLVE** individuals in HOW the changes can be incorporated within the team.
Q: What could I possibly **INVOLVE** them with?	
Q: How could I possibly engage them?	

3. Resisting the need to adapt to change.

When things change in the workplace a need is created for individuals to adapt. If individuals don't accept the change by making the necessary transition, their behaviour and performance will not be as effective as it could be. The internal resistance will vary tremendously between individuals. With

some, the resistance is minimal or non-existent and with others it could last ten years or even longer. Common phrases to listen out for include, “I don’t see the point”, “I’m just going to carry on”, “This change is a mistake” or “It’s just the latest management fad”.

Q: Who is possibly resisting the need to adapt to change?	Giving **INDIVIDUAL ATTENTION** means committing to spending 10 minutes per month with each team member. The purpose being to listen to what’s on their mind and help them in the transition. It’s useful if you look, listen and notice any changes in people’s normal behaviour to give you clues that they may need some attention.
Q: When will I give them some **‘INDIVIDUAL ATTENTION’**?	
Q: How could I possibly ensure this happens in the most effective way?	

4. A sense of unfairness in the way that employees have been treated.

This is usually based on unwritten beliefs and assumptions made over time that the way things were done around here would always continue. This has been termed the ‘psychological contract’ between employer and employee. Hence when change is introduced by the organisation it can sometimes be deemed unfair by the individual. If this underlying cause exists in your organisation, you might hear comments such as, “It’s not fair”, “We’ve never had to do it this way before”, “After everything that I/we’ve done, look what they’ve decided…”

Q: Who might possibly be feeling a sense of unfairness in the way they’ve been treated?
Q: What could I possibly do to help them move forward?

Adapting to Change
A Three-Stage Process

"I wish people would just accept things". How many times have you heard a similar phrase or sentiment? Ideally, it would be most useful if people would immediately accept change and continue working at high levels of performance as if nothing had happened. In reality that's extremely unlikely to happen.

Yet, many organisations continue to make major changes and act as if they expect it. What are the reasons for this? Because senior and middle managers are largely unaware of the process that individuals go through in adapting to change. Plus, they've had longer themselves to understand and adapt, and they've probably mainly focused their efforts on the logistics and planning of change. This process is based on a very simple and well researched three-stage model by William Bridges of how individuals adapt to change.

ENDINGS → **TRANSITION** → **BEGINNINGS**

Endings: When a change happens, some things end, often forever. All change involves loss, and this naturally upsets some people more than others. Imagine a large-scale organisational change or company restructuring. This might result in several of the following endings:

- Role and responsibilities, including favourite tasks
- Contact with the people you work with
- Personal status
- Work environment
- Familiar ways of doing things
- Beliefs about what it means to work in this organisation
- Expectations about your future career

Before we expect others to accept change it's vital that we understand that they must let go and end certain things. The process of letting go does not happen instantly. Often initial feelings of shock and denial about the change are replaced by more intense feelings of anger or sadness, as there is a gradual realisation of the full implications of change. Leaders and managers have a key role in helping staff to deal with these endings. Unfortunately, many are either unaware of this or don't possess the necessary skills. It's also important to recognise that it's natural for individuals to feel this way in response to change.

Transition: After endings have been made, an individual's attitude towards the change is likely to be more negative than before the change took place. Once the implications of the change have been fully realised, there begins a phase of exploration and discovery.
Think of a time when you had to learn about new systems or understand revised expectations. Can you remember the experience of gradually adapting, whilst also feeling frustrated and confused at times? This transition stage involves learning, very often in the absence of role models.

Beginnings: The change has happened and the things that were once viewed as different are now considered normal practice.

Identifying Personal Endings and Losses

To enable you to be aware of the impact of change on yourself and others.
When change occurs, some things end. Often people are asked to focus on the new way of doing things or the future too quickly. Sometimes, these endings cause a sense of loss to be experienced by individuals. Before accepting the change and new status quo, it's important to realise that some things will have changed forever. Recognising this, and acknowledging the resulting sense of loss, is important in moving through the transition process.

Activity

Focus on changes occurring that affect you. What things do you regret having ended? What do you feel has been, or will be, lost? The following headings are not definitive but designed to prompt your thinking.

What do I feel has been lost or might end in terms of:

- people I have contact with?
- my job role?
- my responsibilities?
- my beliefs about what it means to work in this organisation?
- my career/prospects?
- my personal status?
- my expectations about the future?

What are other losses or endings?

Review:

Realisations and conclusions

Possible implications

Action to be taken

Appendix 3: Identifying Endings and Losses for my Team

Thinking about your team, who do you feel might possibly have the greatest sense of loss because of their roles, length of service or motivational traits such as enjoying stability?

Activity

Focus on the changes occurring that affect your team members. What things do they regret having ended? What might they feel has been, or will be, lost in terms of:

- People they have contact with?
- Their job roles?
- Their responsibilities?
- Their beliefs about what it means to work in this organisation?
- Their career/prospects?
- Their expectations about the future?

What other losses/endings?

Review:

Realisations and conclusions

Possible implications

Action to be taken

Planning to Manage Endings and Reinforce Beginnings

Some questions to help your thinking

How could you possibly confront people with information and facts?
(Consider doing this as a team or one to one)

How could you discuss what has been lost?

How could you possibly symbolically mark an ending?

How could you help people by 'giving them a good listening to' and discussing feelings in a non-judgemental way?

How could you show respect for the past whilst explaining why things need to be different now?

How could you possibly compensate for what has really been lost? (i.e. How could you create opportunities in other areas/ways?)

How could you symbolically reinforce that the transition has been achieved? (i.e. the changes are in place - up and running as planned)

How could you possibly reinforce the new way of thinking and behaving?

Coaching Skills for High Performance Leaders 90-Day Goal

Name: _____

ING

Go MAD Thinking

90-Day goal plan for _____

Actions Start Date:_____ First Review Date: _____ Target Completion Date: _____

My defined goal is … 'By _____(date) I will _____

_____*(what specifically?)*

as measured by _____ (success evidence)

Self-Belief Check /10

My Priority Actions are:	*People I will involve are:*	*Planned in time/dates:*	*Review date(s):*
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

I take Personal Responsibility for achieving this Challenge _____(sig.)

90-Day Goal: 30-Day Review for _____

First Review Date _____ Next Review Date: _____ Target Completion Date: _____

My defined goal is … 'By _____(date) I will _____

_____

as measured by _____

My achievements to date: (including the priority actions completed, additional benefits that have been achieved and 'wins' that I have had)

Current performance to plan: *I am behind / on track to meet / exceeding target* (highlight one)

Current Self-Belief: _____/10____

ING

Go MAD Thinking

90-Day Goal Plan: 60-Day Review for _____

Final Review Date _____ Target Completion Date: _____

My defined goal is … 'By _____(date) I will _____

_____

as measured by _____

Performance Review:

Performance to plan: *I am behind / on / exceeding target* (highlight one)

What were my main wins along the way?

What were my major learnings?

How have I / am I going to celebrate my success?

Current performance to plan: *I am behind / on track to meet / exceeding target* (highlight one)

Current Self-Belief: _____/10

ING

Go MAD Thinking

90-Day Goal Plan: 90-Day Review for _____

Final Review Date _____ Target Completion Date: _____

My defined goal is … 'By _____(date) I will _____

_____

as measured by _____

Performance Review:

Performance to plan: *I am behind / on / exceeding target* (highlight one)

What was my key impact/s achieved?

What were my major learnings?

How have I / am I going to celebrate my success?

Current performance to plan: *I am behind / on track to meet / exceeding target* (highlight one)

Current Self-Belief: _____/10____