THE LEADERSHIP CIRCLE

DEBRIEFS

COACHING GUIDE

The Leadership Circle®

Context

Debriefing a 360 tool of any kind is one of the most important feedback sessions most executives will face in their career. Done well, the insights gained from the tool and skill of the person doing the debriefing can set them up for future success. Done poorly or not handled with tact and skill, the session can leave the executive with a range of emotions such as anger, frustration, despair, hostility towards the organization and confusion as to whether they are wanted by that employer in their current role. It is important to never under estimate that executives are nervous coming into the session, irrespective of what exterior they are displaying.

This guide is designed to be a hyper detailed overview of how to prepare and deliver a Leadership Circle Profile 360 debrief. As you gain experience you will undoubtedly develop some of your own language and styles. However when starting out this is a useful guide to follow.

The following is a recommend order for a debriefing session. Whilst this process works well and is advisable to use when starting a debriefing process or for someone who is new to debriefing 360s in general, as with all human development programs, tailor as needed to the presenting situation. As Carl Jung said, ***"learn your theories well but put them aside when facing a human being"***

What do you need for standard debriefs?

Prior to the one on one debrief ensure that you have the following documents and items at hand.

If you are doing a virtual debrief you can send these docs in advance to the leader being debriefed.

1. A copy of the individuals PDF Chart, Full Report & Summary Data
2. The individual's TLC Manual with full descriptions of all competencies
3. TLC Context & Patterns Questions
4. TLC Correlations To Leadership Effectiveness & Business Performance
5. TLC Brochure with dummy (example) profile

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Coaches Pre-work To Be Completed In Preparation For The Debrief:

- Review the free format comments on pages 11, 12 and 13 and identify and record the key trends and messages that are coming through at the top of each page.
- Write out some of the most relevant comments, both strengths (in Black) and development opportunities (in red) on the profile along side the relevant dimensions for easy reference later in the debrief.
- Review the profile and the detailed report and highlight the following:
  - o Greatness: Creative half, any dimensions above 80%ile, 67%ile and 50%ile(Emerging).
  - o Greatness: Reactive half, any dimension less than or equal to 33%ile.
  - o Four summary scales. How would you explain each?
  - o Gaps: Between self and average respondent scores of 25% or more. Where is the self assessment higher and where is it lower?
  - o Gaps: Between self and any one of the evaluator groups of 25% or more
  - o Gaps: Are these gaps more common with any one, single evaluator group?
  - o Identify one reactive dimension with the highest %ile score – greatest opportunity to improve. Be prepared to guide them through the detailed description in the manual and be ready to call out the gifts as well as where it can get in the way

Suggested items to have with you in the room or close at hand

1. The report and binder it comes in with your card inserted in the front cover
2. The brochure to use in the explanation
3. A writing pad to capture their answers, questions, or insights
4. A jug of water and glasses
5. A box of tissues (it is rare but occasionally leaders do get emotional in a session)
6. Your calendar to set up the following sessions
7. The So What/Now What exercise sheet

How much time to set aside?

As a general guide, LCP debriefs will typically need to have the following times:

- Debrief #A: Between 90 and 120 minutes. Overview of tool, initial observations and opportunities
- Debrief #2: 90 minutes. What have you found? What would you like to work on/explore? One Big thing and Leadership Development Planning Process.

Coaches' Guidelines For Debriefing Guide
The suggested order of the debrief is as follows:

1. Introduction & Rapport Building
2. Context Questions & Who You Selected As Evaluators – Current role
3. Patterns Questions & Lessons Learned – Past roles and experiences
4. Overview of the circle structure from the brochure
5. How do you think your profile will show up?
6. Review of free format responses on pages 11, 12 and 13
7. Review their creative inner circle for highs and lows
8. Review the reactive inner circle for highs and lows
9. Review the outer circle and discuss highs and lows
10. Review the data on pages 4, 6 and 8. Highlight gaps of greater than 25% (Self vs. All)
11. Review the data on pages 4, 6 and 8. Highlight gaps of greater than 25% (Self vs. Groups)
12. Take one of the highest scoring reactive dimensions and review the manual description
13. Review Top Five and Bottom Five For Individual and Evaluators "what is in common?"

Suggested language and Phrasing To Use In The Introduction Phase

Note for the coach: If you as the internal coach are new to delivering 360 debriefs it is useful to use these phrases until you are comfortable with the overall process. Then you will naturally find your own style and words.

- Before we get started, can I just ask what exposure or previous experience you have had of this tool or of other similar tools? If they have done one or more before ask "What benefits or insights do you get from the previous occasions?"
- It is important to note that this is a strengths-based tool, so we will focus on the positives and the potential that the results highlight today. As a strengths based tool it is important for you to remember that there is nothing here that you should think of as "Having to fix".
- It is also important to recognise that no 360-degree tool can ever assess or describe all of who you are as a person and leader. For this reason, it is always useful to get some additional background information that can provide some context to help us understand and interpret your profile, such as time in role, stable or changing context, who you chose to respond.
- Explain the standard debrief process that we will use and the five different steps, and confirm that it typically takes around 90 minutes:
    1. We will start by exploring the relevant aspects of your current role and your background that are likely to have shaped you in the past and are likely to show up in the report in some way.
    2. I will explain the structure of the profile using a sample report, not your personal report, to help you to understand how you can get the most from the information here and what insights and learning you can expect to get from it. Once you understand the type of information that can be gained, we will have a chat about what you expect to show up, what you expect to see in the feedback, both in terms of strengths and development opportunities, based on who you have selected to complete the questionnaire.
    3. We will then review and discuss your personal report and the three different types of information that it contains:
        - The free format feedback on your strengths and development opportunities from your evaluators;
        - Your actual profile and the strengths and development opportunities within it;
        - And finally the raw data, which of the evaluation groups scores you highest and lowest and where there are the biggest differences between your self scores and your evaluators and the key messages within the data.
    4. Finally, we will discuss any questions you have, any insights you have gained and anything that there is value in taking away and reflecting on over time (Or prior to the second debrief if relevant). For some people these de-briefs can feel intense and perhaps even overwhelming. Please let me know if at any point you feel that you need a break, or a moment to think and reflect.

Do you have any questions before we get started?

During the early part of these discussions, try and get a sense of how easy they find it to talk about and discuss their challenges and achievements. Both will impact how they show up and give clues.

Context Questions & Who You Selected As Your Evaluators

Current Role & Organization

Note for the coach : It will really help with the debrief if you can start by gaining a snapshot (Up to 10 minutes) of the pivotal experiences, events and significant people that have shaped the leader's patterns and habits of thinking, from three specific and different time-frames in their life. This is not designed to be a 'deep personal dive' but rather a skim across the top of three major influential times to gain insight into patterns and influences.

Suggested Language To Use:

Before we jump into the tool and framework I am interested to understand more about who has shaped you as a leader and what have you learned along the way, that have influenced your style and behaviors that might show up in your feedback.

- *Let's start by looking at your current role. What are some of the things that you have experienced in the last 1-3 years that may have influenced how you lead or how you show up as a leader? Please talk me through some of those things. Have there been any pivotal events, circumstances or people in the organization or outside of work in the last 2-3 years that have shaped your thinking, your values or your behaviors more than others?*
- *If you go back to when you first entered the workplace, say after university, what do you think were some of the greatest influences on you? What was it that helped you to decide then how you would operate and behave at work? Who were the leaders that influenced you then?*
- *Going one step back, how did growing up with your family shape you? For example, growing up in a military family might have taught you the value of discipline or having to move countries regularly depending on your parents deployments. Alternatively, growing up in a family who held scientific type careers might influence your desire to deeply analyze information you receive in the workplace.*

Note for the Coach: *As the individual discusses and explores these questions, we are looking out for:*

- *"How easily do they talk about their challenges and experiences?*
- *Are they open or closed?*
- *What patterns are you noticing?*
- *Are they still "subject" to some of the experiences or are they "object" and matter of fact?*
- *Is there anything that they are avoiding or running away from?*

- I wonder if you could tell me a little about who you chose to be your evaluators. I can see from the report that there were a total of xx evaluators:

  XX x Bosses

  XX x Peers

  XX x Direct Report

  XX x Other

- As they describe their evaluators, make a note of their names, roles or any detail that they explain or share, assuming you don't know these people already.
- Why did you choose them? If they have any one in the "Other category" check and understand who and on what basis or rationale they were selected.

Review Of The Sample Profile In The Brochure

Now give or send the individual a copy of the TLC brochure with the sample profile across the middle pages. We will use this sample, to help you understand the structure of the profile and the different elements that can help you to get the most from the feedback that has been provided.

- Reinforce the fact that the sample profile is not their profile. We will look at that later. We just find that it is better to explain the profile structure from a sample in the first instance, so that people can focus on understanding the structure before they try and make sense of the feedback.
- Confirm that it is a strengths-based tool and that is highly correlated with leadership effectiveness and business performance. In fact of all the tools available on the market, this one has the highest correlations with leadership effectiveness and business performance, which is why so many organizations are choosing to use it.
- We will focus on helping you to understand the strengths that your evaluators recognise in you, as well as some of the things that might be getting in the way from you being even more effective.
- When you look at the profile you can see:
    - A top half and a bottom half. The top half relates to a set of Creative dimensions or behaviors & the bottom half relates to a set of what we call Reactive dimensions or behaviors. As people develop as managers and leaders, we would expect the green shading that you can see to increase in the upper half and to reduce in the lower half.
    - A left side and a right side. Task and Relationship. This gives a sense of the extent to which the evaluators believes that the individual focuses more on relationship or task.
    - Green shading and a dark single line. Self scores and Evaluator scores. The dark lines are your self-evaluation and tend to reflect what you think is important and where you place emphasis or intent or effort. The positioning of the lines is determined by comparing your responses to all other people's self scores.
    - The green shading reflects how your evaluators experience you, how you show up for them and again compares their responses with the total norm tables of hundreds of thousands of previous respondents. Remember that they were asked to read a statement and then decide how often this is true about you. Never, seldom, sometimes, often and always.

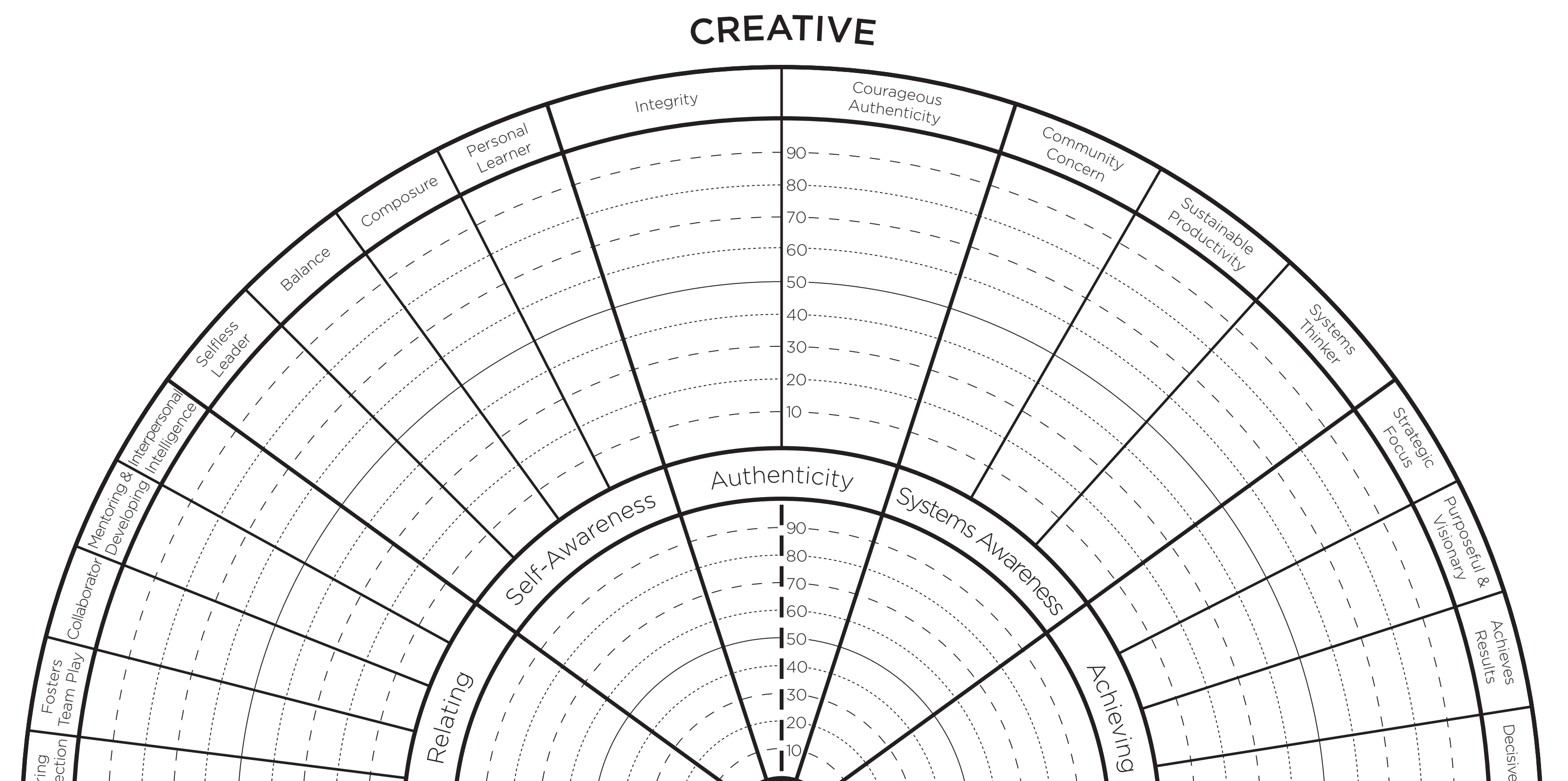
- o Even though the responses from all evaluators could be expressed as a number of the scale from 1 to 5, they are much easier to keep in perspective and interpret when they are converted to percentiles.
- o An inner circle and an outer circle. Summary data and detailed data
- o Four separate scales around the outside.

- Explain the inner circle of Relating and the outer circle of 5 competencies that make up Relating.
- Explain the inner circle of Achieving and the 3 outer circle competencies that make up Achieving.
- Describe what it takes to be an extraordinary leader. To be an extraordinary leader it takes:
  - o 3-4 dimensions in the Creative half at the 80th percentile or more in the eyes of their evaluators, ideally spread over the top half, not all in one area.
  - o No absence of authenticity
  - o And no derailers, which means they have no scores in the Reactive dimensions that are greater than 33% in the eyes of their evaluators. Point out that a certain amount of "Reactive Behaviors or Dimensions" can be good, however, if they are overused or over-extended they can get in the way and start to have a negative impact. For example, over here on the right we have a dimension called "Perfect". A little of this would mean that the individual recognizes the importance of doing a quality job and so can be considered a "gift". However, if this is too strong an influence on the individual's operating style, they might be considered a perfectionist that slows things down and is rarely satisfied. This is why we say an over extended reactive dimension might get in your way.
- Ask them to explain "What do you see in this sample profile?" and help them get orientated and clear about what it is telling.
- Explain the four separate scales:

  Note for the coach: Sometimes it is better to delay explaining the scales until after you have debriefed the leaders actual profile. We are giving them lots of information up front on the model and some leaders find this over whelming. Use your own judgement in this regard.

  - o **Relationship – Task Balance** (At the top). This is a measure of the balance between the individual's self scores for Relating and Achieving (Inner Circle). A high balance means they have a similar self-score on the inner circle for both. It also indicates the balance between the evaluator's scores for Relating and Achieving (Inner Circle). If they are similar the balance is high and both the shading and the line will be to the right of the scale. If the balance is poor and one scores higher than the other, the balance is relatively low and the shading or individual self-assessment will be to the left of the scale.

- o **Reactive – Creative Scale** (Left side) Simply indicates the relative weighting of scores in the top half of the model compared to the bottom half. The higher the score, the more weight there is in the top half, the higher the weighting towards the creative dimensions.
- o **Leadership Potentia**l (Right hand side) This is a combination of the Creative and Reactive scores and the Relationship-Task Scores. Someone who is using their potential will be higher in the creative and have a balance between their Relating and Achieving scores.
- o **Leadership Effectiveness** (Bottom Scale) Based on your evaluators answers to five key questions within the 190 questions in the survey. Show them the "Correlations" sheet for the five questions.
    1. I am satisfied with the quality of leadership that he/she provides.
    2. He/she is the kind of leader that others should aspire to become.
    3. He/she is an example of an ideal leader.
    4. His/her leadership helps this organization to thrive.
    5. Overall, he/she provides very effective leadership.



What Do You Expect To See:

Suggested language To Use

Now, that you have a clearer understanding of the structure of the tool, what do you expect the feedback from your evaluators to highlight or say? What do you expect them to highlight as strengths and what might be some of the development needs that they suggest?

- Do expect to be more creative or more reactive?
- Do you expect to show up as more relating and people focused or more task focused?
- Do you expect your self scores to be similar or different from your evaluators scores?
- Once they have finished answering, summarize what they expect "So we should expect to see relatively high scores for ….. and relatively lower scores for …..
- Great, let's take a look. I have just sent you your 16-page TLC report. I want us to look at the free format comments first, before we look at your summary profile. So please open the report I have just sent you and go to page 11 where the free format feedback is.

- If this is a virtual call, you can now send them their personal 16-page TLC report.
- Please take a moment to read the comments on strengths on pages 11.
- At this point leave the leader to read the comments right through to the end. This typically takes a few minutes. When they are finished go back to page 11 (strengths). The objective of this section is to lead the leader in a reflection of what they are taking from the comments section. This also allows you to notice patterns in the comments that might show up in the graph.

Suggested Language To Use

- What do you take from these comments? What stands out for you? What do you see that you like? Are there any surprises?
  - o Acknowledge that there are some very complimentary comments.
  - o How does that compare with what you hoped for or expected?
- Next let's do the same with the development opportunities identified by your evaluators on the next pages. Again, what stands out for you? What did you expect? Are there any surprises?
- Now let's turn to page 13 and the extra feedback/comments. What stands out for you? Are there any surprises?
- Before we take a look at your actual profile, what are some patterns or themes that you can get from the free format comments. Ensure that you have prepared your own thoughts and observations of the top 2-3 themes in each category, in case they struggle to do this for themselves

Their Personal TLC Profile - Graph

Turn to their graph.

Ask the leader to focus initially on the inner circle (creative half followed by reactive half) before jumping to the outer circle.

Start by asking them firstly what they notice in the graph. Get them to describe in literal terms ("the green shading is at the 55 percentile here and at the 34 percentile there which is different to my own rating").

At this stage every debrief is unique and there is no one way of continuing. But typically you will need to ask a range of questions to elicit their learning and understanding, such as:

- o Is there more shade in the top half or the bottom half?
- o Is there more shading on the left – Relating or on the right – Task?
- o How aligned are their ratings with the ratings of their evaluators?
- o What are you making from all of this?

You, as the coach, may need to explain some of the patterns to help them understand the graph and draw inferences from the comments section they have read earlier.

- Explain that we typically review actual profiles in three steps
- **Strengths:** We explore four different types of strength:
  - o The exceptional strengths that you already demonstrate (Creative Competencies >80%ile)
  - o The emerging strengths (Creative Competencies > 67%ile)
  - o The reactive strengths (Reactive competencies < 33%ile)
  - o The strengths that can be seen in any of the Summary Scales (Ratings > 67% or 80%)
- **Gaps:** We help you to identify where there are gaps between your own rating and those of others. We consider it to be a material gap when there is a difference of more than 25%ile. These gaps can be caused by many different things.
  - o Recency of events
  - o Differences in perception or expectation
  - o By one particular evaluator group not knowing as well or experiencing you differently
  - o Our goal is to help you understand firstly the nature of the gap.
    - ◆ Are you rating higher or lower?
    - ◆ Does it relate to a creative or reactive competency?

    - ◆ Is it the result of all evaluators or one particular group?
  - o Once we understand this we can discuss what might be driving it.

- **Gifts**: It is really important to remember that there are gifts and positives in both the creative and the reactive dimensions. For example, every one of the reactive dimensions has a positive and constructive impact when used in moderation. By moderation, we mean it rates at the 33%ile or less. (Give an example where they have a score of < 33%ile)

The key difference between the creative and reactive dimensions is that you cannot really "overuse" any of the creative. However, there is a risk that if you overuse or are overextended on any of the reactive competencies, there is a negative impact. It is likely to get in your way and become an obstacle to you becoming the best leader that you can.

Let's now review where you have reactive competency ratings of > 33%ile and see if we can understand the potential downside of overuse and where they might become a liability:

- Remind them to read the questions that relate to the dimension and the description in the manual
- Ask where can you see that might get in the way and be a liability?
- Ask, if you were able to reduce you use of that competency, what would it give you?
- If they have any exceptionally low self-scores for their reactive tendencies, < 10%ile, it might mean that they have a "shadow" here. Ask them "How do you feel about people who are viewed as Perfectionists, or arrogant or passive?" You can then remind that there is a gift in all of them when they are used sparingly.

Using the Data Section on pages 2-10

Finally, bring the leader to pages 2-10 in the report for them to understand the data. At this stage most leaders are up to a limit of data they can fully appreciate so a 'skim over the top' is not unusual. On page 10 the two columns side by side is a good example of their intention as a leader compared to their brand as a leader. Most recipients like this metaphor and understand its significance.

Before the session ends point to the interpretation guide as a useful learning resource. You may choose to briefly show how the manual is laid out and how they can use that to move from awareness into action.

Before the session finishes check how they felt about the debriefing session and for their understanding. If this is a two part debrief confirm the next date.

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