



NONPROFIT SERVICES

Coaching Skills for Managers and Leaders:

PART ONE

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Course Objectives

LEARN

By the end of this workshop you will:

Know what coaching is

- Provide a definition of what coaching is and is not
- Describe the benefits of coaching
- Understand how coaching fits into your role

Know when to coach

- Identify coaching opportunities
- Differentiate between when to instruct and when to facilitate best thinking

Know how to coach

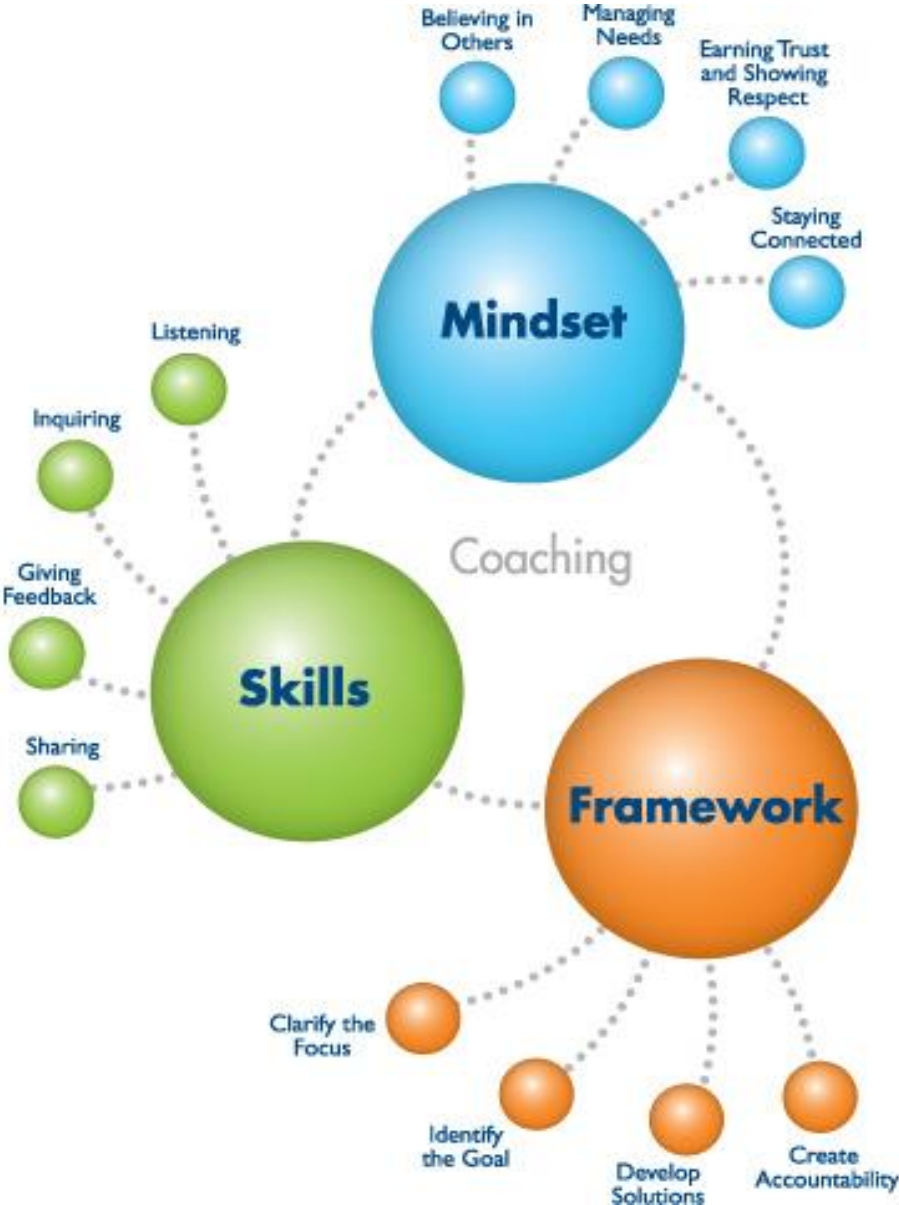
- Adopt the coaching mindset
- Master engaged listening
- Use inquiry approach
- Utilize the coaching framework
- Clarify the focus of a conversation
- Identify the goal of a conversation
- Develop solutions collaboratively
- Create accountability and follow up

TAKE HOME

When you get back to your work, you will be able to:

- Create a space for reflection and learning that helps move others from awareness into action
- Engage others to solve their own problems or reach their own solutions.
- Increase responsibility and accountability in others.
- Identify and build upon an individual's internal resources and strengths.
- Build a partnership with those who work with and for you that allows for all of the above to happen.

The Model



What Is Coaching?

DEFINITION: underline the words that stand out to you

Coaching is a set of specific skills, a mindset and a facilitative process that helps others think forward. Coaching supports individuals to make more conscious decisions and take new action.

Coaching moves a person forward from where they are now to where they want or need to be. It fosters new levels of reflection, awareness, communication, accountability and engagement. It helps individuals identify and build on their strengths and internal resources.



Ask yourself the following: WHAT DO YOU WANT?

- Do I want people to take more initiative now and in the future?
- Do I want people to be more accountable and responsible?
- Do I feel that it's time for people to come to me with more solutions and less problems?
- Do I want people to reflect now about how they learn and act in order to be more effective in the future?
- Do I want people to make clear agreements with me then commit to them?
- Do I want to be able to delegate a task and not think about it in the middle of the night?
- Do I want people to build greater levels of confidence in what they need to do?
- Do I want a greater number of people to be more motivated, responsible, and accountable?

If you answered yes to any of the above, the coaching approach will help you collaborate with others to achieve these results.

What Coaching Is Not

While it is important to understand the definition of coaching, it is equally important to clarify that coaching does not take the form of other familiar approaches.

Coaching is not mentoring, consulting, training, nor therapy. However, coaching can be used within all these practices. Coaching is not punitive. Coaching isn't a replacement for good human resource systems.

EXAMPLES

~~MENTORING~~

~~TRAINING~~

~~CONSULTING~~

~~THERAPY~~

Write down other times when coaching may not be appropriate.

X _____

X _____

X _____

X _____

X _____

Manager as Coach

SUPERVISOR ROLE

Your job as a manager is to get things done through others.

As a supervisor you

- Set expectations and goals
- Determine standards
- Assess progress
- Give feedback
- Maintain workflow
- Evaluate development

When managers focus exclusively on results, they miss opportunities to support learning and development of individuals they manage.

ADD COACHING

When managers add coaching to their supervisor role they create the space for and facilitate others reflection and learning, which helps others, move from awareness into action. Taking the time to add coaching results in others taking more initiative, responsibility and accountability for their work.

The supervisor's overall role is to communicate organizational needs, oversee employees' performance, provide guidance, support, identify development needs, and manage the reciprocal relationship between staff and the organization so that each is successful.

The ultimate goal of coaching is to help someone move to a new action or behavior while learning, growing and developing.

Opportunities To Coach

As a coaching manager your job is to help others move from point A, where they are now, to point B, where they need, want or are required to be.

Coaching opportunities are everywhere

Informal Coaching

- Can be done informally in the hallway, on a phone call, or just before a meeting with funders.

Formal Coaching

- Can take place in a regular one-on-one meeting or quarterly development conversation.
- May take a few minutes or you might be able to put aside an hour.
- Coaching may occur once or on an ongoing basis.
- As a part of performance management.

EXAMPLES

- You know the person who reports to you has been excited for weeks about standing up to speak in front of your major donors. Right before she goes on she says her confidence is shaky. You step aside with her to help her regain confidence.
- Someone comes into your office and says they need support thinking through an idea that could bring about program success.
- One of your direct reports says she wants to think through something important.
- It is the middle of the year. You're meeting with your staff to review progress to date and to plan for the next successful six months.
- One of the resource center volunteers seems to be brash with the distressed parents who call in for help. You ask the volunteer to talk with you about how to optimize how they support the parents. New behavior is going to be required.
- Although you don't have authority over the team you've been asked to lead, you see that the group could do with more thinking about the program. The team needs support.

A Coaching Moment

SCENARIO

Nisha is nervous. She's new to the team at Active Compassion Now, and she's starting to get frantic about her first meeting tomorrow with Tough Philanthropy International (TPI). She bumps into her manager, Terri, in the corridor.

TERRI: What's the hurry?

NISHA: Tomorrow is the first meeting with TPI. I've heard how they want people to be brilliant and be done quickly. I'm trying to get thoroughly prepared. I want to do a good job.

TERRI: Good for you. What is the one thing you want to walk away from this first meeting with?

NISHA: *(Thinks: I don't want them to think I'm new and don't know what I'm doing. That's why I have way too many confusing slides.)*

I want to know what the funder values more than anything.

TERRI: How are you going to find that out?

NISHA: *(Thinks: I don't have time for research. I have to tell our story. But wait a moment, I have an idea.)*

I could talk to Pascal, he's worked with them.

TERRI: Yes, using your network makes sense to me. Is there anything else?

NISHA: No. Thanks for your help.

TERRI: It's your idea to call Pascal. And don't let TPI intimidate you, they mean well. It's just their style. I have every confidence in you. Let me know how it goes.

NISHA: I will.

Key take-away

- _____
- _____
- _____
- _____

Key Manager Behaviors

OVERVIEW

A great manager knows what others need given the task that is to be accomplished. A skilled manager assesses the situation before deciding on their own response or approach.



Steps to determine most useful approach

Use these steps to decide how much instructive and facilitative approach to take.

Step	Action
1	Determine the level of ability and ownership others have in relationship to the task.
2	Shift your approach and style as others grow with a task. Know when to give instruction and when to simply facilitate.
3	Gain agreement with others about your leadership approach so that you partner for maximum performance.

The above information is adapted from Situational Leadership II® Ken Blanchard Companies. For a more in depth understanding of matching leadership styles with development levels read Leadership and the One Minute Manager by Ken Blanchard, Patricia Zigarmi, Drea Zigarmi. www.kenblanchard.com.

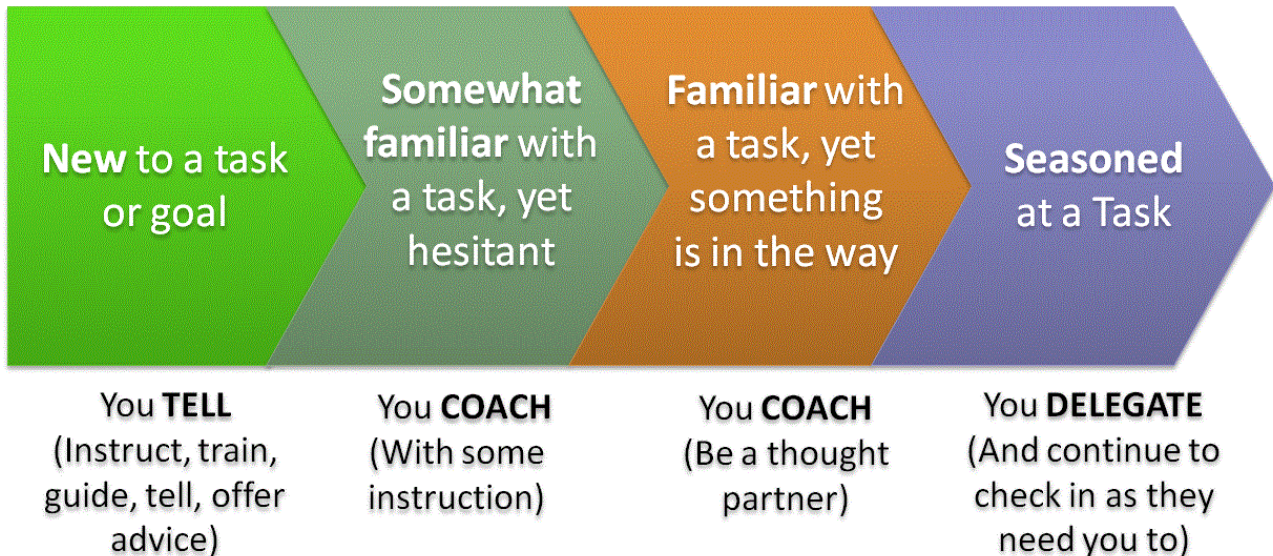
When To Coach

Choosing when to coach depends on what the person you are working with needs based on their **stage of learning and development**.

Matching Style to Developmental Needs

There is no one best management style, but that the best managers diagnose the needs of their people and use a combination of direction and support, in essence a leadership style that is both appropriate to the task and to the situation. While this may seem like common sense, it is rarely practiced. According to Blanchard, only 1% of managers use all four leadership styles.

The goal is to match the appropriate management style to the individual's development level. Learning how to do this requires the ability to assess the individual's development level and choose and deliver the right style for the situation. When you match your style to the individual's development level, competence, motivation, and confidence grow. On the other hand, over-supervising or under-supervising can have a negative impact on performance, confidence, and motivation.



- **Directing (Telling)**, the manager tells the employee what, when, and how to accomplish the goal or task and provides frequent follow-up and feedback.
- **Coaching**, the manager directs but also incorporates praising, encouraging, and listening. In essence, the manager consults with the individual but retains control over decision making and problem solving.
- **Supporting**, the manager encourages and facilitates, drawing the employee out and soliciting their feedback and suggestions. The intention is for the manager to encourage employees to believe in themselves.
- **Delegating**, the manager empowers the individual to act independently with appropriate resources to get the job done. The intention is for the leader to provide minimal direction and support because the employee is a peak performer.

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The Coaching Model: How to Coach

OVERVIEW

To become a coaching manager you need to master three key elements of how to coach:

- The coaching mindset – having the right attitude toward coaching and the person you are coaching
- The coaching skills – the foundational competencies
- The coaching framework - a four step path to guide the coaching conversation



Coaching Mindset

OVERVIEW

The effectiveness of your coaching depends not only on your application of a coaching approach, but also your coaching mindset. Your coaching mindset impacts the coaching process.

Mindset Definition

The coaching mindset is your attitude, openness and the outlook you bring to the coaching conversation, which is important for creating the right space for other’s discovery and development.

Key Elements Of The Coaching Mindset

The four key elements of an effective coaching mindset are:

1. Believing in others
2. Managing needs
3. Earning trust and showing respect
4. Staying connected

Mindset Notes:

1. Believing in others

- _____
- _____
- _____

2. Managing needs

- _____
- _____
- _____

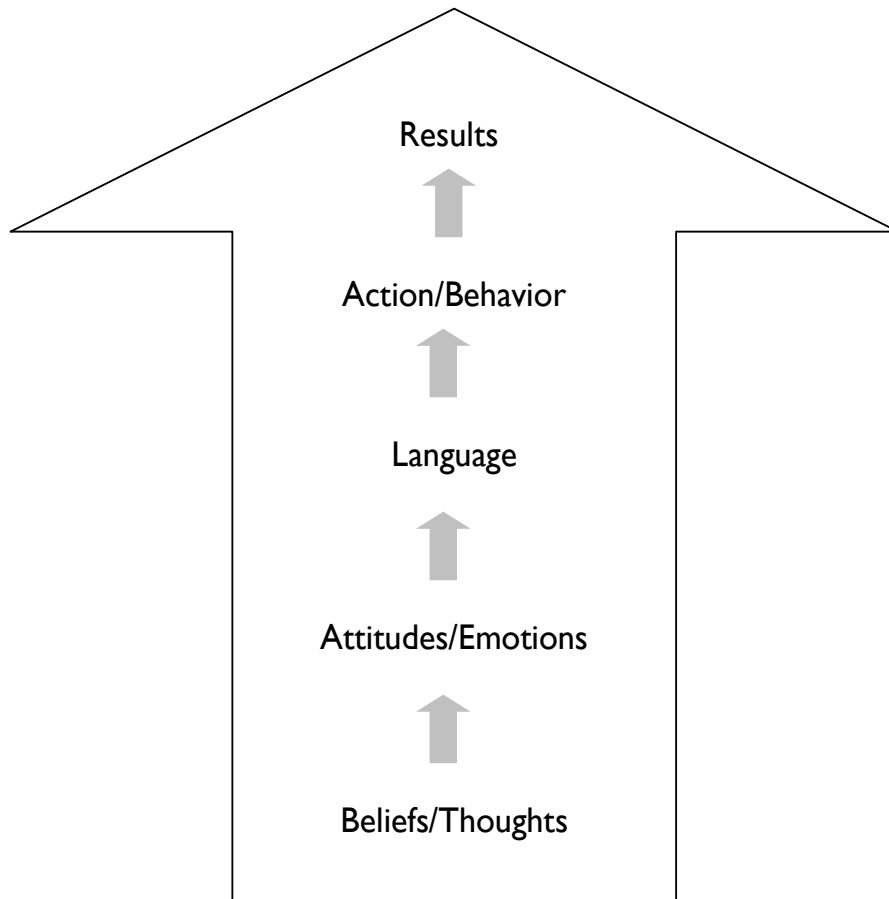
3. Earning trust and showing respect

- _____
- _____
- _____

4. Staying Connected

- _____
- _____
- _____

1. Believing in Others



2. Managing Needs

A coaching mindset requires that you be able to understand when to let others' needs drive your interactions, when to let your needs as a supervisor take over and how to do this while taking your and others' personal and emotional needs into account. It is useful, then, to stand back and appreciate how the needs of the organization, you and the people you are coaching can be aligned.

Aligning needs

- _____
- _____
- _____

Managing emotions

- _____
- _____
- _____

Setting the agenda

- _____
- _____
- _____

The Coaching Agenda

The Coaching agenda is the main focus of the coaching conversation. The agenda contains key points to be discussed or issues to be resolved. The coaching agenda is brought to the conversation most often by the person receiving the coaching or sometimes by the coaching manager.

The agenda of those you manage:

They bring a desire or issue to you that you can help them think through by using the coaching approach.

- Be honest about the time you have available and schedule more time if necessary
- Listen clearly to what they are really saying.
- Use Coaching Framework and Skills sections in this workbook
- Clarify your role by asking: How can I be of the most use to you in this conversation?

Your management agenda:

You bring attention to a need, task, issue, or opportunity, which will help meet the needs of the program and services that support the organizational mission. You use the coaching approach to help them think through, create a plan, solve a problem and take accountability.

Prepare for your conversation:

- Make sure you know what the focus of the conversation will be about before you meet to coach others.

Set the agenda up front in the conversation by saying the following:

- This is important for us to focus on.
- This is how it links to the bigger picture.
- Here's what's in it for you.
- Let's think about this together

3. Earning Trust & Showing Respect

Trust is the basis of a good coaching relationship. As a coaching manager, you offer yourself as an agent of support, asking people to share their best thinking out loud, to work out new ideas, and to forward their action to best serve the organization. In *Foundation of Social Theory*, James Coleman (1990) offers this precept: "The placement of trust allows actions that otherwise are not possible (p.97)."

It is essential that those you coach trust you. And it is essential that you respect them. These go hand in hand and help reinforce one another. The more you show you can respect the people you manage, the more they will trust that you understand them. The result is a level of comfort that will allow for honest and straightforward communication. Beyond showing respect, you can build trust by a series of action and behaviors that show you are credible.

Reflection Questions:

Think of a manager or leader you really trusted. What did they do to earn your trust?

In what ways did respect and credibility play a part?

Now think of someone you manage...assess the level of trust and respect that exists between you.

What could you do to increase it?

4. Staying Connected with Words

Everything we do has an impact, including the language we use. Those who work for us and with us are watching and listening to us. Small things can make a big difference in the outcome.

When we engage in a coaching conversation, we want to be intentional about the language we use. We want to use language that pulls people in rather than push them away.

Consider the seemingly small difference between:

BUT vs. AND

BUT vs. AND Exercise

Round 1: BUT

1. You say, "Here's my opinion."
They say, "But you need to think of it this way."
2. You say, "I'm going to concentrate on this today."
They say, "But I want something else done."

Round 2: AND

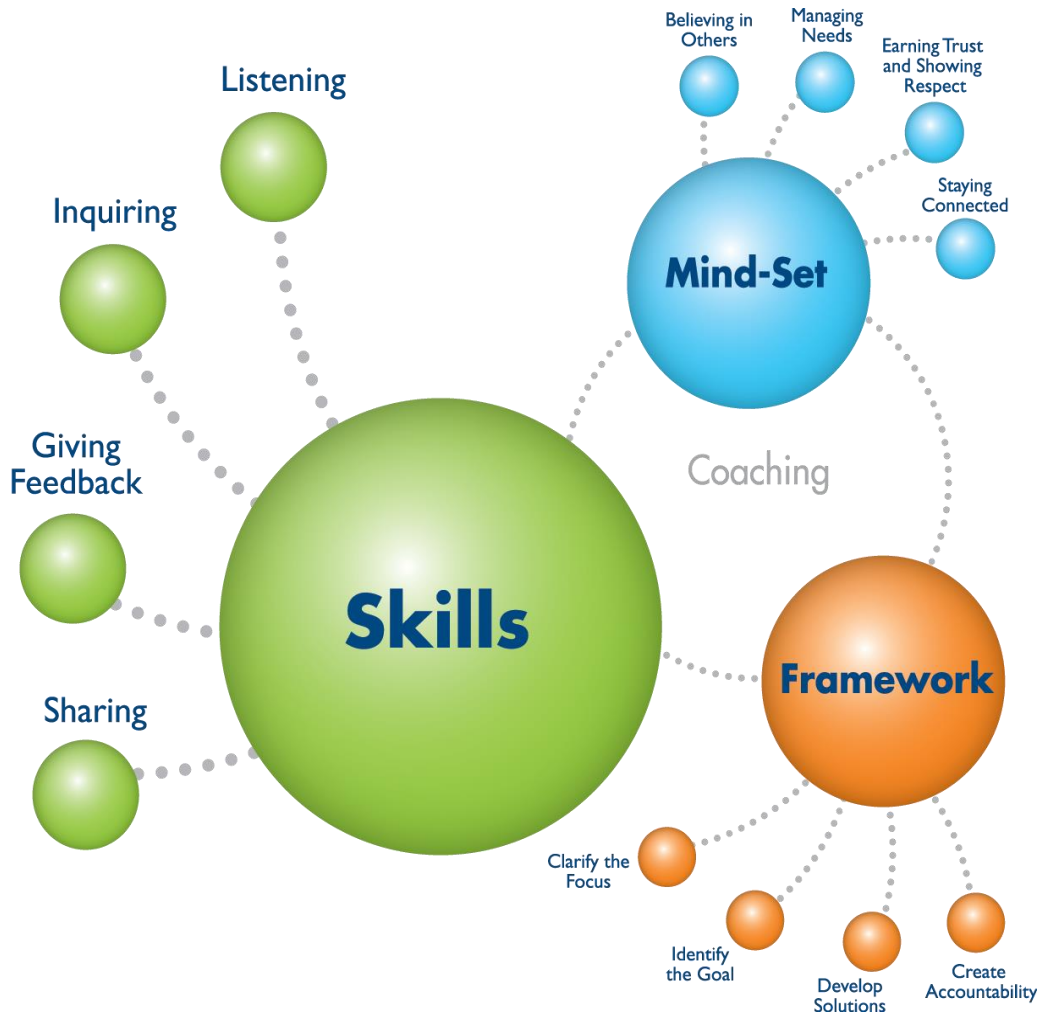
1. You say, "Here's my opinion."
They say, "I hear you *and* I have a different opinion to add."
2. You say, "I'm going to concentrate on this today."
They say, "I hear what you are saying and I want something else done first."

Coaching Skills

INTRODUCTION

Coaching skills can be learned and mastered. You already use these skills much of the time.

The difference is mastering these skills so they are of maximum benefit to those you coach.



Coaching Skills Overview

FOUNDATIONAL SKILLS DEFINITION

Although there are many skills a manager can fine-tune in order to coach, there are four foundational skills that are critical to master coaching:

P
A
R
T

O
N
E

1. Listen

- **Hear what others are saying the first time.**
- **Know where the conversation is really going.**
- **Fully engage through listening.**

2. Inquire

- **Ask stimulating questions.**
- **Draw best thinking from others.**
- **Hold back your advice.**

3. Giving Feedback

- Structure objective feedback.
- Give appreciative feedback to celebrate others.
- Wrap coaching around developmental feedback to grow others.

4. Sharing

- Sharing observations, a hunch or ideas, examples and information.
- Knowing how much and when to share.
- Checking out the relevance by asking key questions as I share.

Skill #1 - Listening

OVERVIEW

The goal of good coaching is to listen to what is being said and to what is not being said but needs to be heard.

- When we listen effectively to what is being communicated, we save time by not having someone need to repeat what they said.
- Listening with intention to hear others out allows us to grasp the full understanding of what others are trying to get across and gives others a feeling that we care.
- Listening leaves the listener and the person being listened to with a full sense of integrity and respect.

Listening Definition

There are four modes of listening:

1. Superficial listening
2. Self-referential listening
3. Fix-it listening
4. Engaged listening

The Four Listening Modes

Superficial Listening

- I'm listening to you, but focusing on what it means to me. In this situation, it's really all about me.

Self-Referential Listening

- I'm listening to you, but I hear only what relates to me. So now it becomes all about me.

Fix-it Listening

- I'm listening to you and I want to solve your problem or figure this out. In this situation, it's still really all about me, in relation to you.

Engaged Listening

- I'm listening to you to understand better who you are and what this experience is like for you. In this situation, it's all about you. I want you to be fully heard.

Mastering Skill #1

Listening Exercise

Listen in silence to your partner. Note how you listen.

What was it like to listen silently and engaged?

What is it like to be listened to in such a manner?

Ask yourself these questions to help you master the skill of listening

Are you in the right frame of mind to listen?

Are there some people you listen to more attentively than others?

Who do you listen to least?

Who do you need to listen to more?

How comfortable are you being silent on occasion?

What does it take to give your full attention to someone?

What is the impact of your listening on the other person?

What will it take to master engaged listening?

Key take-aways

- _____
- _____
- _____
- _____
- _____

When someone asks you if you have a minute, and you say yes, that is a verbal contract to listen to them.

Skill #2 – Inquiry

OVERVIEW

Inquiry is the core of the coaching approach. Inquiring or being curious when you are coaching, helps others deepen their learning as they unfold the answers for themselves. Staying curious when a person is telling their story, encourages them to tell the whole story.

Inquiry Definition

The skill of inquiry is the ability to ask useful questions and pull forth the brilliance from the other person. Inquiry involves asking stimulating question for their sake, rather than for yours.

Hold Your Advice

When you give advice and solve the problem, you own the issue and outcome. When you allow others to think through their own solutions with your support, they own the issue and the outcome.

Types of questions

There are three types of questions:

1. Open-Ended
2. Closed-Ended
3. Why

Open-ended questions

Open-ended questions lead to deeper answers and more reflective and expansive thinking by both parties, and generally start with:

- What
- How
- Who
- When
- Where
- Which

Closed-ended questions

Closed-ended questions elicit a yes or no answer. These questions do not forward the person's thinking, and generally start with:

- Do/did
- Can/could
- Are/Is
- Will/would
- Have
- Should

Open up your closed-ended questions unless you are simply clarifying what is being said.

Asking Questions

Rewrite the closed-ended questions as open-ended questions. What impact do the open-ended questions make on the person?

Closed-ended question	Open-ended question
Do you understand what I'm saying?	
Did you ask her about it?	
Have you tried doing it like this?	
Is it possible?	

The Question "Why?"

*The question **why** generally moves a person into 'explanation' or 'defense' mode. Use this question sparingly.*

Questioning tips and tricks

Keep these pointers in mind when asking questions

- One question at a time
- Keep it short and simple
- Balance your pace and tone
- Let others answer the questions

Mastering Skill #2

Back Pocket Questions

The question **why** generally moves a person into 'explanation' or 'defense' mode. Use this question sparingly.

#	Question
1	What do you actually want?
2	What do you mean by that?
3	What are you really saying?
4	What does that look like?
5	What's the bottom line?
6	What's most important?
7	Where are you heading with this?
8	What are your options?
9	What option will work best?
10	What's next?

Design 5-10 key generic questions that you feel comfortable asking. Keep them in your back pocket to use at any time

My back pocket questions:

#	Question
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Questions of Last Resort

A question to ask when you don't know what to ask

When you feel stuck and don't know which questions to ask, try the following questions:

- What is the big question we should ask right now?
- What question should we really be asking in this situation?

Question of last resort

Is everyone coachable?

On that rare occasion where you have attempted to coach others toward a better outcome but they are not responding, first ask if they need direction.

If the person needs to know what to do but is resistant or unable to move, try the following questions:

- If you were in my shoes right now, what would you do with you?
- I need you to be me right now, dealing with this situation. How would you proceed?

Key take-away

- _____
- _____
- _____
- _____
- _____

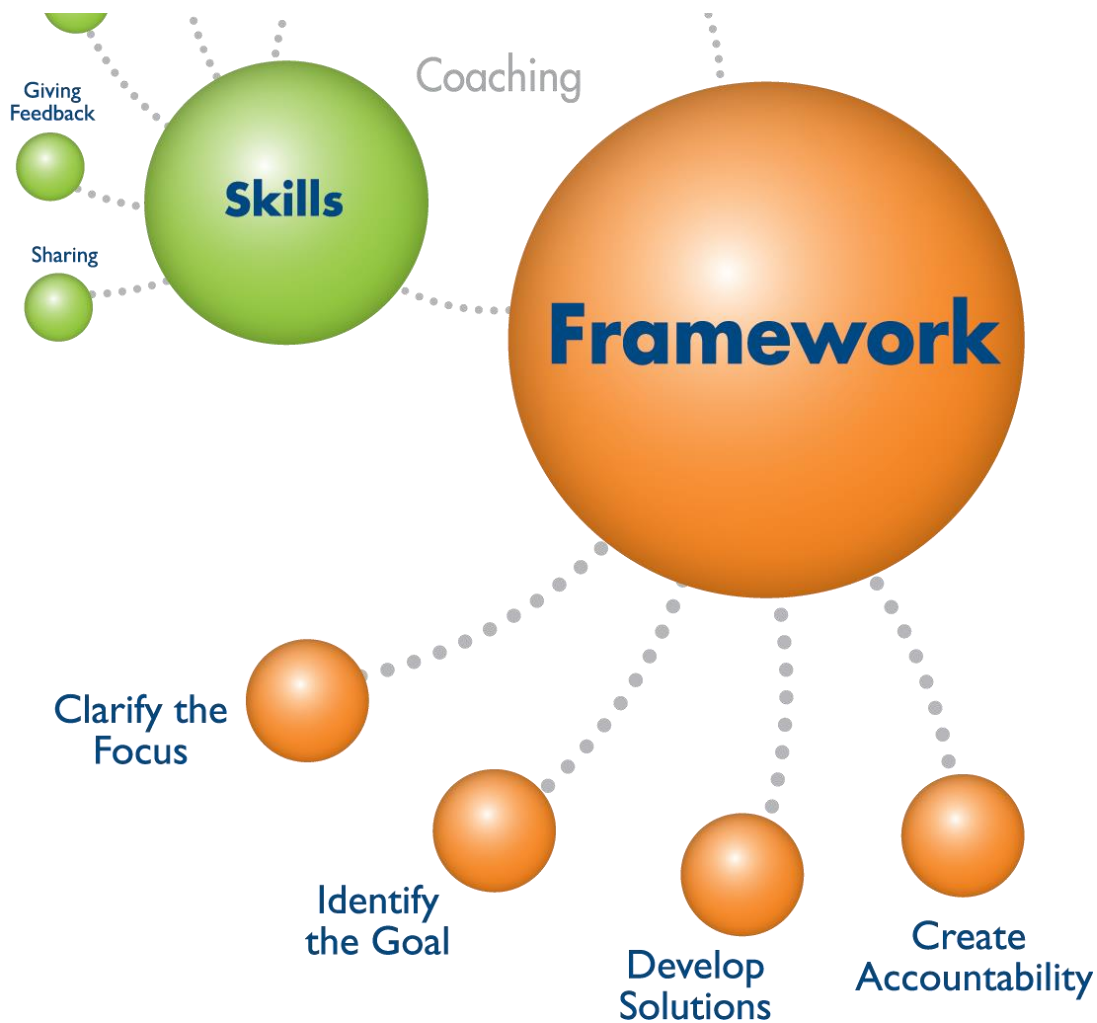
Ask questions for their sake – not yours!

Coaching Framework

OVERVIEW

The coaching framework gives you the necessary structure for an effective coaching conversation.

- It will change the way you start, develop, and end your conversations.
- Use it as a template for any conversation toward new learning or action.
- You'll notice how you demonstrate a deeper sense of caring.
- Conversations become more efficient and effective.



Coaching Framework

Clarify the Focus: Get to the point

- Be clear about the goal or situation you are coaching toward in relation to the needs of the individual and organization. The question is: what do we really need to talk about? This isn't always obvious. You may need some listening time to understand a person's current reality. You need to determine what someone needs or wants.

Identify the Goal: Know where you are heading

- Seek to identify what a good job, success, change in behavior, or end result will look like. You will want to know where the person is trying to go. Identify this first before going to solutions. Once you both have a clear picture of where the person is now (point A) and where they are heading (point B), only then is it time to problem solve.

Develop Solutions: Identify what is needed or required to move from point A to point B

- Help the person identify options for getting to the goal. Notice here we didn't say that this is the point to give people advice. You may have some. Just hold on to it until it's needed or wanted. Once you both understand the gap between A and B you are ready to think together toward the desired outcome and create a path for getting there. Here you partner with the person you are coaching to find a way forward together.

Create Accountability: Gain commitment and ownership

- Review actual steps the person can and will take to progress. In this way the person being coached develops accountability, self-responsibility, and ownership. The goal is to gain agreement about what will happen next; and who will do what, by when.

Questions to Clarify Focus

Question
What do you want to focus on?
What's going on right now?
What are you currently experiencing?
What do you want from this conversation?
What do you need to get out of this conversation?
What does this all add up to?
What's most important that we talk about today?
What should we be talking about that will help this situation?
What is the bottom line?
Where must we focus to get some different results?
What does this actually mean?
What do you really mean?
What are you essentially saying?
What do you want most out of this situation?
What's the real point?
What exactly is of most concern?
What's the greatest need in this situation?
What's most clear to you about this?

Write your own questions to help someone clarify the focus:

Questions to Identify The Goal

Question
Where are you really heading with this?
What will it look like when you get there?
What is the goal of this whole situation?
What is the desired end goal?
What does success look like?
What change do you want?
What will change bring about?
What are you hoping to achieve?
What impact can you have?
What do you think is possible?
Where are you now in relation to the goal?
What's the best possible outcome?
What are we trying to achieve here?
What's your understanding of what's required?

Write your own questions to help someone identify the goal:

Questions to Develop Solutions

Question
Where must you start with this situation?
How can you break that into manageable chunks?
What must happen in order to get that/there/it?
How can you make this easy?
What are the options? Which option seems best right now?
Which option seems to be less obvious but might actually work out?
How are you making this decision?
What other way is there?
What else? What else?
What other factors come into play as you choose to act like you do?
What skills, information, resources, tools, or motivation do you need?
What if there was another way, would you take it?
What if you came from outside the box? Where would that be from?
What needs to shift for something different to happen?
How do you see the path to where you want to go?
What have you not yet tried that might help?
What other perspectives could there be?
What are the possibilities as you see them?
Who do you need to support you?
What are the obstacles in the path?
How will you move beyond the obstacles?
Where are you coming from as you look at this situation?
How else might you look at this situation?
What would you choose to do about this if anything was possible?
What attitudes and beliefs do you need to adopt or let go of?

Write your own questions to help someone develop solutions:

A Word About Brainstorming

Brainstorming is an effective way to stimulate ideas and generate options. This technique is useful when helping others in situations that call for new ways to approach a challenge, or the need to break out of established patterns of thinking, or improve upon what has already been created.

Keep the following ‘dos and don’ts’ in mind when brainstorming solutions.

Brainstorming dos

- Define the problem, need, or goal. Use the first two steps in the framework, clarifying the focus and confirming the outcome, to help the person be clear about the outcome.
- Welcome all ideas. Create space for “anything goes,” at least for right now. Have fun. Encourage the person to freely generate ideas. Don’t worry if what they are saying sounds wild or unrealistic. Now is not the time for criticism.
- Add a couple of your own ideas.
- Try to stimulate even more choices. Suggest one or two wild options that they might say no to so they will come up with better ideas. Then lay out all the generated ideas. Look at all the options before coaching too much on any one of them.
- Hold off on analysis. And that goes for both of you. Let go of judgment and evaluation until all options have been revealed.
- Keep building upon ideas. Expand on one option to generate even more options. Help people think broad and big.
- Set the criterion for selecting the most useful option. Ask: What will choosing this option serve most? Help the person define the reason for the choice.

Brainstorming don’ts

- Don’t accept the first idea and make that the focus of your coaching.
- Don’t give the person your two best options and ask them to pick one.
- Don’t see things from your perspective only.
- Don’t look at what can’t work or state things in the negative.

Questions to Create Accountability

Question
What are you going to do?
When will you do it?
What will it really take?
How will you make this happen?
What might have to give to fit this in?
How will we know this has been achieved?
How will this benefit you?
How will this benefit your co-workers or the organization?
What does it mean to be responsible for this project?
How confident are you about getting this done on time?
What will you lose or gain by doing what you say you will do?
What made you feel you could take on this responsibility?
How can you keep this top of mind?
How can this fit into your other priorities?
What will it take to bear full ownership of this?

Write your own questions to help someone create accountability:

Practice Time

SKILLS	SKILLS USED	NOTES
Listen		
Inquire		
Give feedback		
Share		
Clarify the Focus		
Identify the Goal		
Brainstorming Options		
Develop Solutions		
Create Accountability		
General feedback for the person who coached		

Reflection and Action

What is the most important thing you learned today?

Three things I will do differently, practice, try or share with my coworkers:

1.

2.

3.

APPENDIX

Additional Books of Interest:

Coaching Skills for Nonprofit Managers and Leaders; Judith Wilson, Michelle Gislason of CompassPoint Nonprofit Services, 2009, Jossey Bass. www.judithwilson.com/books

Coaching for Transformation: Pathways to Ignite Personal and Social Change; Martha Lasley, Peter Telep, Sharon Brown, and Virginia Kellogg, 2015, Discover Press

Crucial Accountability: Tools for resolving violated expectations, broken commitments, and bad behavior; Kerry Patterson, Joseph Grenny, David Maxfield, Ron McMillan, and Al Switzer, McGraw Hill, 2nd Edition 2013

The Coward's Guide to Conflict: Empowering solutions for those who would rather run than fight; Tim Ursiny, Sourcebooks, Inc., 2003

Multipliers: How the best leaders make everyone smarter: Liz Wiseman, HarperBusiness, 2010

Strengths Based Leadership: Great leaders, teams, and why people follow; Tom Rath and Barry Conchie, Gallup Press, 2009

The Tao of Coaching; Max Landsberg, Profile Books 2002.

Thanks for the Feedback: The science and art of receiving feedback well; Douglas Stone and Sheila Heen, Penguin Group, 2014

WE BELIEVE...

...in **gratitude**. This means extending our gratitude to our participants, our clients, our partners, our CompassPoint staff, our caterers, and anyone else who enters our doors.

...in our **values**. We are a deeply values-driven organization. Our values of **racial justice, solidarity, radical imagination, place + community, accountability, learning + rigor, collaboration** and **humor + joy** must show up in everything we do.

...in **deep respect**. This means respecting the collective contribution of all the people who have worked together in different ways to co-create this learning space.

WE ARE COMMITTED...

...to **interrupting oppression** in the spaces we convene. We cannot work to counteract systemic oppression while also allowing interpersonal manifestations of oppression to occur without being acknowledged and interrupted.

...to **equitable treatment of our staff**. This means listening to those who have traditionally been unheard, valuing work that has often been undervalued, and making visible all the work that often goes overlooked.

...to creating a **transformative space**. This means we ask that people who enter our space come with a willingness to address their habits, perspectives, opinions, and stances that may limit the possibility of personal and collective transformation.

WE AFFIRM...

...that we will lead **from a place of love**. When conflict arises in our space, out of love for everyone involved, we must address it and acknowledge when harm is done.

...that decolonization of our learning environment is imperative as we deepen our practice of centering **racial justice** and **equity**.

...that **all are welcome in our learning environments**. We invite you to please join us in upholding the intention of the space we are co-creating.