

OUTLINE FOR A DEBRIEFING/ COACHING SESSION WITH THE LEADERSHIP CIRCLE PROFILE™

Assuming the client has not yet been introduced to the TLC framework, or not had a 1-to-1 debrief, and this is their first exposure. Most of the time (90 to 120 minutes) is spent explaining the architecture of the Profile and learning more about the participant.

Pre-session: Review Profile data; then let go of a particular interpretation and outcome (other than a successful interaction); be prepared to meet them where they are; be present (nothing needs to or must happen). Consciously choose to show up with total positive intent for this client.

Start of session: Build rapport and confirm time allocated. Mention that the Leadership Circle Profile™ intends to reflect two key areas:

- **Context** of your role, work environment, and the evaluators you selected.
- **Patterns and Habits of Thinking** that you have brought with you from the past... Some beliefs and habits work in assisting us to fulfill outcomes and relationship, and other habits and beliefs, often non conscious, can limit and hold us back from creating the outcomes and relationships we want.

Begin by asking them if they would be willing to take five to ten minutes to give you an overview of Context:

Your role, how long you have been in it, any previous experience with 360's and, if so, which one/s and benefits gained, your work environment including key business outcomes for next 12 months, any particular achievements or challenges inside or outside work including relationships, and context will also reflect the evaluators you chose to provide feedback (i.e., who you chose and why).

Provide overview of the TLC model

Ask: How familiar are you with TLC framework?

Use the same outline that is used to explain the framework to groups:

- Creative Competencies = Top
- People = Left
- Reactive Tendencies = Bottom
- Task = Right

Data displayed in percentiles

- Self = line
- Other = shaded

Inner circle summarizes the outer circle and provides a snapshot.

Outer circle provides the detail.

Creative ½: It is more effective when higher and less effective when lower

Reactive ½: It is more effective when lower and less effective when higher

Define each of the inner circle dimensions and explain what their data indicates in each of those dimensions.

Discuss relevant detail in the outer circle.

The next key step is to ask questions about **Patterns and Habits of Thinking** (this may take anywhere from ten to twenty minutes). Say something like: “What else will assist us both during your Profile debrief is if you could provide a snapshot of pivotal experiences, events or people that may have shaped your patterns and habits of thinking – from three specific time frames in your life.”

1. Starting with your current role or over the last one, two or three years, what pivotal events, circumstances, or people may have shaped your patterns and habits of thinking? (give example) – LET THEM ANSWER
2. What about when you made the transition from when you finished your education to your first job? Were there any pivotal events, circumstances, or people that might have shaped your patterns and habits of thinking? (give example) – LET THEM ANSWER
3. What about the earliest shapers of your patterns and habits of thinking – your family environment, family size, siblings, mother and father, family values, school etc.? (Normalize by giving an example, e.g., my parents are both perfectionists, so guess who also picked up that habit?) – LET THEM ANSWER

Comments

Mention that the Profile includes both quantitative and qualitative data. Take them to the comments at the back of the report and allow them 10 minutes to read them. Suggest that they look for repeating themes, validation and/or any surprises.

Before showing the Profile – Ask: “So given your understanding so far, what do you think your Profile will look like?”

Show the Profile: Interpret with the client, not for; you can’t tell—you don’t really know.

Ask what they see in all this, and away you go.

Do not push for great depth of insight at this point. They may be in shock and overwhelmed with all the data. You want them to understand the tool so they can further reflect.

“The Dance”

- Listen for possibility and ask questions for clarity and understanding (both client and yourself)
- Add your perspective as you go along, trusting intuition and checking out hunches
- Point out self perception compared to others’ perceptions
- Point out interactions between bottom and how it is showing up in the top half?
- Belief coaching: what’s at risk if you do/don’t change?
- Pay attention to and name what is coming up in the session vis-à-vis the Profile

Schedule a second session with them preferably no more than two weeks out. It is in that session that you will focus on going deeper.

Make sure before you are finished that they have been oriented to the data pages in their report and to the Profile Interpretation manual.

Schedule the next meeting and agree on awareness/action steps between now and then.

OUTLINE FOR A DEBRIEFING/ COACHING SESSION WITH THE LEADERSHIP CIRCLE PROFILE™

Assuming the client has already seen their feedback (e.g., in a workshop, but has not yet had a 1-to-1 debrief).

Pre-session: Review Profile data; then let go of a particular interpretation and outcome (other than a successful interaction); be prepared to meet them where they are; be present (nothing needs to or must happen). Consciously choose to show up with total positive intent for this client.

Start of session: Build rapport and confirm time allocated. Mention that the Leadership Circle Profile™ intends to reflect two key areas:

- **Context** of your role, work environment, and the evaluators you selected.
- **Patterns and Habits of Thinking** that you have brought with you from the past... Some beliefs and habits work in assisting us to fulfill outcomes and relationship, and other habits and beliefs, often non conscious, can limit and hold us back from creating the outcomes and relationships we want.

It may be useful to ask: “What outcomes do you want from this session?”

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The next key step is to ask questions about **Patterns and Habits of Thinking** (this may take anywhere from ten to twenty minutes). Say something like: “What else will assist us both during your Profile debrief is if you could provide a snapshot of pivotal experiences, events or people that may have shaped your patterns and habits of thinking – from three specific time frames in your life.”

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3. What about the earliest shapers of your patterns and habits of thinking – your family environment, family size, siblings, mother and father, family values, school etc.? (Normalize by giving an example, e.g., my parents are both perfectionists, so guess who also picked up that habit?) – LET THEM ANSWER

Refer to the Profile: Interpret with the client, not for; you can't tell—you don't really know.

Ask: "What are you seeing in the Profile?" (While you may have your own tentative interpretation, you want to start from where they are and what they are seeing.)

Comments

Ask them about what they understand from reading the comments at the back of the Profile i.e. any repeating themes, validation and/or surprises etc.?

If they are in a workshop, ask what is coming up in their experience thus far and how might that be reflected in the Profile?

"The Dance"

- Listen for possibility and ask questions for clarity and understanding (both client and yourself)
- Add your perspective as you go along, trusting intuition and checking out hunches
- Point out self perception compared to others' perceptions
- Point out interactions between bottom and how it is showing up in the top half?
- Belief coaching: what's at risk if you do/don't change?
- Pay attention to and name what is coming up in the session vis-à-vis the Profile

Focus on moving forward/improvement – awareness planning: How are you going to stay aware of these insights?

Do not push for great depth of insight at this point. They may be in shock and overwhelmed with all the data. You want them to understand the tool so they can further reflect.

Schedule a second session with them preferably no more than two weeks out. It is in that session that you will focus on going deeper.

Make sure before you are finished that they have been oriented to the data pages in their report and to the Profile Interpretation manual.

Schedule the next meeting and agree on awareness/action steps between now and then.

HOW TO CONDUCT A 90 MINUTE DEBRIEF OF THE TLC 360

Dan Holden

This outline is written for coaches and consultants using The Leadership Circle 360™. The approach is one way to conduct an initial debriefing session with a client in the early stages of your relationship. The underlying assumptions here are that our work is to help clients create more of the outcomes they want in their leadership, through their work and in their lives. We may do this, even in an initial debriefing session, by helping them get clear about their desired (i.e., Creative) end results while at the same time assisting them to gain awareness of the unexamined limiting assumptions of their less effective (i.e., Reactive) tendencies. This approach works best if you are already accustomed to reflecting deeply on your own longings and the *inner operating system, i.e., your assumptions and beliefs*, that either propel you towards what you desire or hold you back. If this is not how you work with yourself this approach may sound like a technique or gimmick and may feel that way to your clients. In short, it will not work well for you. Experiment with yourself first, then offer yourself to others.

GETTING STARTED: 30 minutes

You say: *Tell me the short story of the highlights of your life from three different time periods: What was it like for you...*

- *“Being a kid in your family? Brothers, sisters, mother, father. Up to the age of 18. Anything interesting, unusual, unique or that shaped you as a person.”*
- *“When you left school and moved out into your own life...early 20’s...what was this transition like...what direction did you move in/what did you hope would happen?”*
- *“More detail on what’s been happening during the past 2-4 years. What do you do for work...what have been the major high points and low points and what made them high or low for you?”*

EARLY YEARS

What you are listening for as a coach are tell tale signs of how the reactive voice took shape in a young person. You listen; inquire where more information is desired...for things like:

- **Complying:** I was a quiet kid...was well liked by everyone...got along in my family...was a good team member on sports...was sensitive to break ups...disappointed others and worried about it, etc. The tone of this conversation is pleasant, understated, not specific; large areas may be glossed over, downplayed or dismissed as unimportant. No description of conflicts and misunderstandings or how they were handled. You may feel welcomed and connected with the person and yet also kept on the surface of things, disconnected from anything essential. (Complying=hiding what's within.) Body posture: sitting back, relaxed, unassuming. Voice low and flat when describing self, more animated at times when focused on what others did.
- **Protecting:** I loved reading...was good in math and sciences...was a geek...was really good in school...was an award winning scholar...kept to myself...had a few close friends...father/mother were engineers...assessments of others who were stupid or who did dumb things. The tone is very precise, matter of fact. Breathing pattern is shallow. You may be impressed by the person's intelligence and acumen for what feels like a clinical assessment of their life. Or, you might feel the person's disdain directed at you for wasting time with irrelevant questions like these. Body posture: more rigid, sitting straight in chair, not relaxed. Answers specific questions with specific responses. Little or no affect.
- **Controlling:** I was good in sports...team captain...excelled in classroom or sports...president of class...got in trouble with parents and other authorities. Arguments, conflicts, winning-losing was important, goal clarity, conquests and risk taking are part of the early scene. No discussion of vulnerabilities, uncertainty. The tone is proud, assertive, and strong. Body posture: leaning forward in chair, eye contact maintained throughout. There may be laughter, shows of emotion (excitement, pride of accomplishment, etc.).

TRANSITIONS IN EARLY 20'S UP TO CURRENT TIME

- **Complying:** Statements can focus on meeting expectations of others or failing to meet expectations. Stories often include other people and their role in the person's life, i.e., important teachers, bosses, coaches and the impact either of their encouragement or criticism. The low points often involve conflict with key people, or difficult decisions where the risk of disappointing others ran high. Causality behind difficult events or circumstances, including the reluctance to assert oneself or influence more powerfully, is often assigned to others with limited awareness of one's own contribution. *This hidden quality of a client's deeper longings or frustrations often is the real data from the stories.*
- **Protecting:** Transitions are often reported with clinical detachment and focus on the literal sequence of jobs, titles, advancements the person has had. Often little distinction is made between high periods and low. There may be little acknowledgement of other people outside of work. There may be indications of anger or impatience directed at others who are deemed to be not worthy of the

role they play. High points can include promotions or other acknowledgement of competencies and intelligence. Low points may not be mentioned at all. If they do come up, they can be described with sarcasm and cynicism directed at sources “out there”. Sometimes, no attempt is made to distinguish between high and low moments. Watch for subtle indicators of a critical or an arrogant edge, i.e., you ask for 20 minutes of stories and, instead, are given 40 minutes of detail. *This sense of entitlement to unlimited airtime or for unending criticism of others often is the real data from the stories.*

- **Controlling:** Goal clarity, advancements, set backs may be described with the same kind of conviction and confidence reported for earlier years. Challenges and their conquest may continue to dominate the conversation, which may lack any reference to low points. Again, as with Protecting, there may be no reference to people outside of work. The effort it takes to keep the whole show working at a high level may begin to surface here. The cost of this effort, or the exhaustion from feeling responsible for everything may also be part of the conversation. The concern about failing, about not making the grade, about having it all fall apart can be a doorway into a needed conversation. Each of these possibilities, when present, indicate a growing sense of unintended consequences to the hard driving strategy. *This understated sense of something not working is, when present, the real data from the stories.*

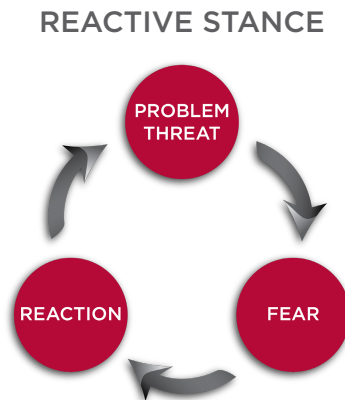
TURNING TO LOOK AT THE 360-- 30-45 MINUTES.

The coaching world is divided between those who choose to be there when clients open their 360 feedback and those who prefer to have clients look at their feedback alone, first, before sitting down for a debriefing session with their coach. If a person has had time to look at their results prior to this conversation, ask: *“You’ve had some time to sit with the data; what draws your attention or what are interested in talking about? Where should we begin?”*

If the client is seeing the results for the first time, consider offering a basic orientation to the instrument’s layout (if you have not done so yet), graph, report forms further in the feedback, as well as narrative write-ups of the TLC categories. Then provide time for them to review the data alone. 30-40 minutes should suffice. Then ask the question (above). The intent in this approach is to find a way to assist your clients to examine their “inner operating system”, not necessarily to review all the 360 data. At times, clients will only want to review the data and nothing more. The outline that follows can lead clients into a deeper exploration if they are at all willing.

1. Clients obviously may begin with any kind of question that’s on top of their mind. Or they may begin with a statement about the emotional impact of the data of them. Meet them there and then step back and make several basic orienting statements about the results: *“The creative scores are really*

about being pulled by a sense of purpose or desire. The reactive scores are how we respond to things that threaten us.” The word “Threat” often works better than “Fear/anxiety” and is used purposefully since in the controlling mindset (protecting, too) fear is not acknowledged as a possibility. Everyone understands “threat”. Draw out the reactive loop on paper or white board.



Your reaction tends to take the form of _____ from looking at your results.

2. Ask, “Would you be interested in knowing more about what drives your reactive scores? If you knew this, it might help you lay them aside and move towards the creative more easily?”
3. Ask for an example ...”Of a recent time when you suspect your reactive tendencies were triggered...(depending on the scores and your assessment from the talk so far)...perhaps a time when you held back from saying something you felt strongly about (Complying)...or a time when you saw some flaw in the organization but could not get people to hear you (Protecting)...or a time when you were reluctant to let go of a project or when you did let go but then grabbed the reins again (Controlling).”

Always begin with a real example. You may have to hunt for one. When you have one, set up the task for your client: *We’re going to examine one moment, one example by slowing it down to see if we can find out what’s underneath the concern, caution or threat you feel. I will ask you a series of questions. I just want you to pause, reflect on the question and allow whatever response is in you (I point to the person’s chest while touching my own) to emerge. So this is not a logical discussion from the head, but rather an inquiry into your gut, or non-rational logic. From time to time you may to remind the person “to move back down and speak from here” (again, pointing to their chest). Do this with as few words as necessary.*

This process involves mindfully asking the same question repeatedly: *What’s at risk for you? Or, Why would this be a problem for you? Either one will work. In this paper, we will go with the former question: Why would this be a problem?*

4. When the person has an example say: *When you think of that moment, what's the first thing you say to yourself?* Note: finding a starting place can be a challenge. Some hints at these hidden doorways are:

With **Complying**, look for a reluctance to assert themselves and draw attention to themselves if they spoke up. *"Let's say the meeting has begun and you disclose how you disagree with the assessment of the project status. Why would this be a problem for you at that moment?"*

With **Protecting**, look for difficulty influencing others and having them listen or for difficulty engaging others more authentically with emotion to help them see the importance of an issue to the person. Sometimes, the issue is they don't want to step into the "political" arena for this is seen as an irrelevant use of their time. *"You are presenting your opinion and you notice nobody seems to see the issue with the same urgency you do. If this happened, why would it be a problem for you?"* Another example: *Let's say this is a politically charged topic and you decide to say something that could be provocative. If you did this, why would this be a problem for you?"*

With **Controlling**, look for difficulty trusting others below with decisions or with carrying out agreed-upon actions, dropping the ball, or with not following through on commitments. Sometimes, this can also show up as difficulty revealing any kind of imperfection or vulnerability with those above. *"Assume others have dropped the ball and this project takes a turn for the worse. If this happened, why would it be a problem for you?"*

- *My boss would question my credibility*
- *You say, "Let's assume this happens. Your boss questions your credibility. Why would this be a problem for you?" There would be repercussions.*
- *He'd have my head handed to me, he'd kill me at review time, no bonus, no assignments on other major gigs, and since achievement and a track record of success is the ticket to the club, I'd be sunk once and for all.*
- *You say, "So let's assume it plays out just like you said; there would be repercussions now and in your future from which there would be no escape. If this happened, why would it be a problem for you?"*

Always paraphrase back what you heard, as briefly but as accurately as you know how. If several scenarios have been shared, intuitively pick one that feels like it has the most potency. Remember, you're attempting to bring to awareness limiting assumptions that have previously gone un-examined or have otherwise been un-conscious. SLOWLY, PATIENTLY, FEW WORDS NEEDED.

5. When you reach what feels like an end say: *"The reactive is driven by fear, and fear is driven by UN-EXAMINED, LIMITING assumptions. Some of the assumptions I heard are: Write out the assumptions you heard on easel, white board, or on a sheet of paper. Examples can include:*

Complying:

People have to like me or else something bad will happen to me.

Others' assessment of me = me

I give all power to others whose assessment = me

If I speak my truth something bad will happen to me

I am responsible for others' feelings, for their life and for their happiness

I must be responsible for others or else I am nothing

It's wrong to want something good for myself

I cannot create what I want; I don't have the power

There is something wrong with me that I must not let anyone see or else...

Protecting:

I must always know more in order to be safe

I must be smarter, know more, and understand more than others or else something bad will happen

Going forward with incomplete information will destroy me

If I get involved personally and personally I will suffocate in emotionality and lose my edge

Emotions are irrelevant

If I am right this should be enough; if it isn't enough it's because others are stupid or too political.

Controlling:

I am my work, my performance

If I let go the whole thing comes undone

It's all up to me

I am not enough as I am; I must prove I am by doing, getting, achieving more

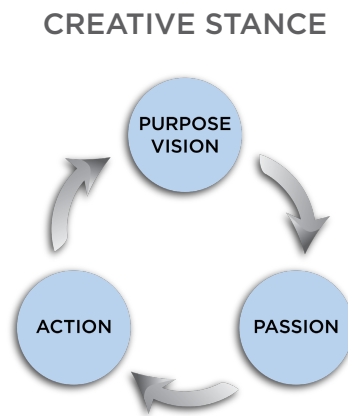
I must be perfect, flawless and masterful out of the gate or else I am nothing

Invite the person to see which of your statements strikes a chord with them.

Invite them to change the wording to suit themselves. This can be a new moment for people, all of their worst fears high lighted and printed out in front of them and another person. A short, liberating, sometimes tearful discussion may follow. You serve as a loving, non-judging witness to their limiting belief system and to the freedom on the other side.

6. Then write the word or "Illusion" over the top of the chart. Suggest that all the while they thought they were reacting to people, situations and circumstances "out there" they were really reacting to this conversation "in here".

7. You may then suggest that when they operate from their creative competencies, they likely are coming from a different set of assumptions. Draw the loop:



Write a sample of creative assumptions that speak to the issue at hand.
Samples:

Complying:

I am here to show up fully, to speak up authentically

I am not responsible for how others feel or live

I define me, no one else does

What is true about me cannot be attacked and doesn't need to be defended

Protecting

I engage others with honesty and compassion

I am part of the system I critique

I am "them"

I share my humanity without losing my self and/or my objectivity

Being right isn't enough

Politics means being influential; I am influential

Controlling

I am more than my work/performance/achievements

My worth doesn't come from "out there"

I have my achievements, they don't have me

I define success for me

8. At this point people often want to know how to stay with this over time. Suggest it is inside-outside work. The 4-step action plan looks like this:
- a. Become intimately familiar with your reactive voice, how it operates, what triggers it. Hold it as an “Old opinion” rather than “the truth” about you. Opinions change.
 - b. Choose a new assumption that can trigger the creative. It may make sense to visualize a time when you operated at your highest...remember the feeling...and an image from that time. Link the strong image with the new assumption and practice this.
 - c. When you catch yourself getting upset or stressed—
 - * Acknowledge what you’re saying to yourself
 - * Notice the old assumption
 - * Visualize the new assumption & Image: choose this and:
 - d. Do something that serves the new. Generally, the direction of action planning looks like this—
 - * Complying: Show up more fully in your relationships. Practice saying, in your own way, I see this differently...no...I have another idea...here’s what I want.
 - * Protecting: Stop making everyone else wrong or stupid...they are *You*...disagree without making others wrong...practice saying out loud, “I’m not completely sure yet, but my current thoughts are...I see this differently.” Practice sharing emotions without being emotional, “I feel concerned about the direction we’re heading into”...and practice acknowledging out loud *your own contribution* to the problem or situation.
 - * Controlling: Depersonalize work...bring one or two trusted people into your inner circle, share your desired end results/vision and get their input...delegate real parts to them...share your own learning goals from the 360. You build relationship by doing things together. Let them know your learning goals and make sure you ask them for periodic feedback on how you are doing with these learning goals as part of how you will work together going forward.
9. Closing 15 – 20 minutes.
- Specific action plans can be drawn up now.