

Dynamic Influencing Behaviours

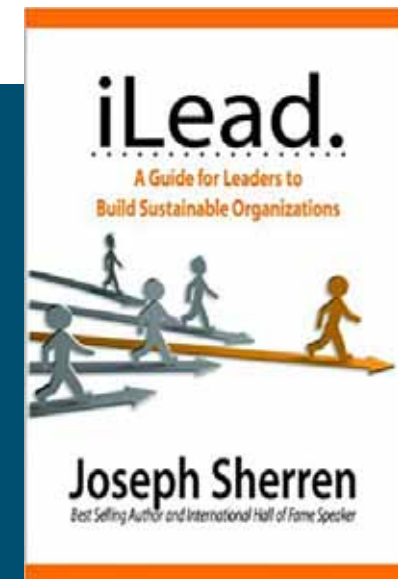
Get the most out of your employees by using optimal coaching methods

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From Joe's book:

iLead: Five Insights for Building Sustainable Organizations



Available at [amazon.ca](https://www.amazon.ca)

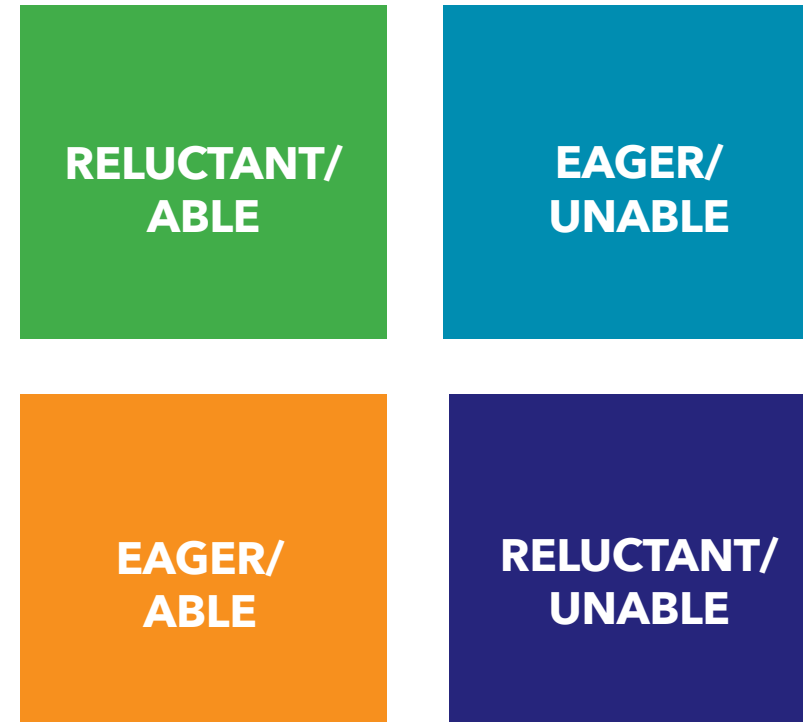
The Dynamic Coaching™ Model



An employee's competency may be thought of as being determined by two factors:

- 1. ABILITY** - the extent to which the employee has the necessary skills, knowledge, experience, and training.
- 2. EAGERNESS** - the extent to which the employee has the necessary confidence, commitment, enthusiasm, and self-motivation.

This results in the employee occupying one of four possible quadrants.



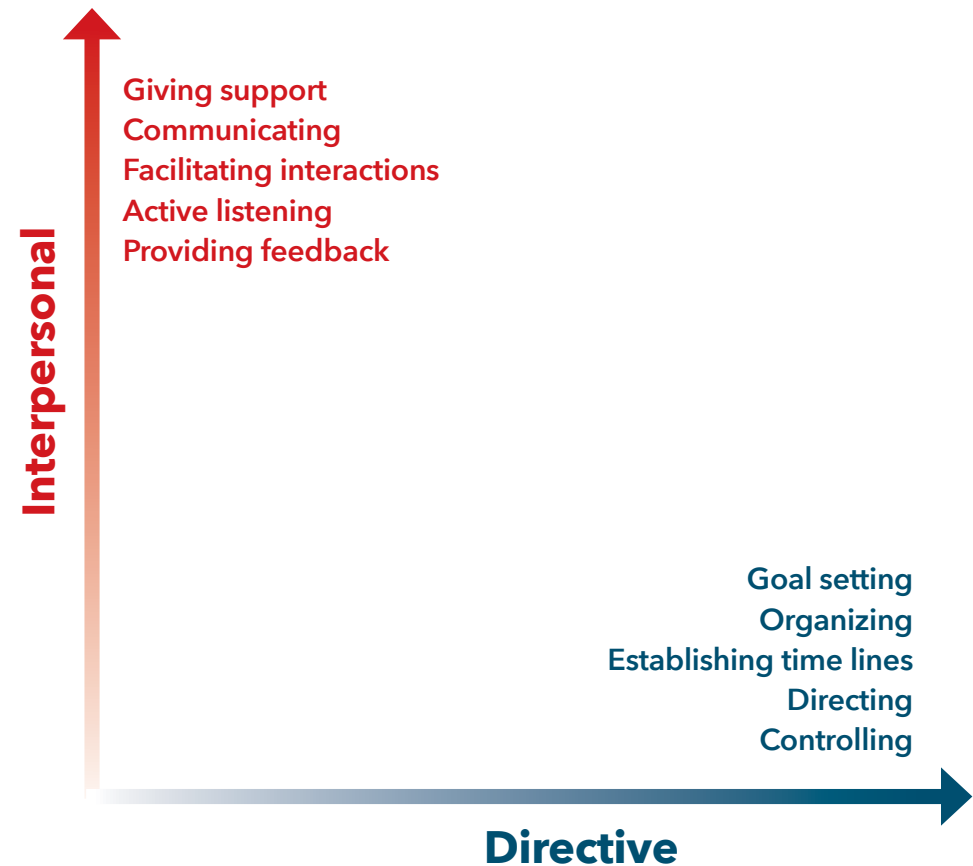
The Dynamic Coaching™ Model



A manager's coaching style and decision making strategy may be understood as being characterized along two dimensions:

1. DIRECTIVE - the extent to which the leader engages in defining roles, telling what, how, when, where and, if more than one person, who is to do what.

2. INTERPERSONAL - the extent to which a leader engages in two-way communication, listening, facilitating behaviors, and socio-emotional support.

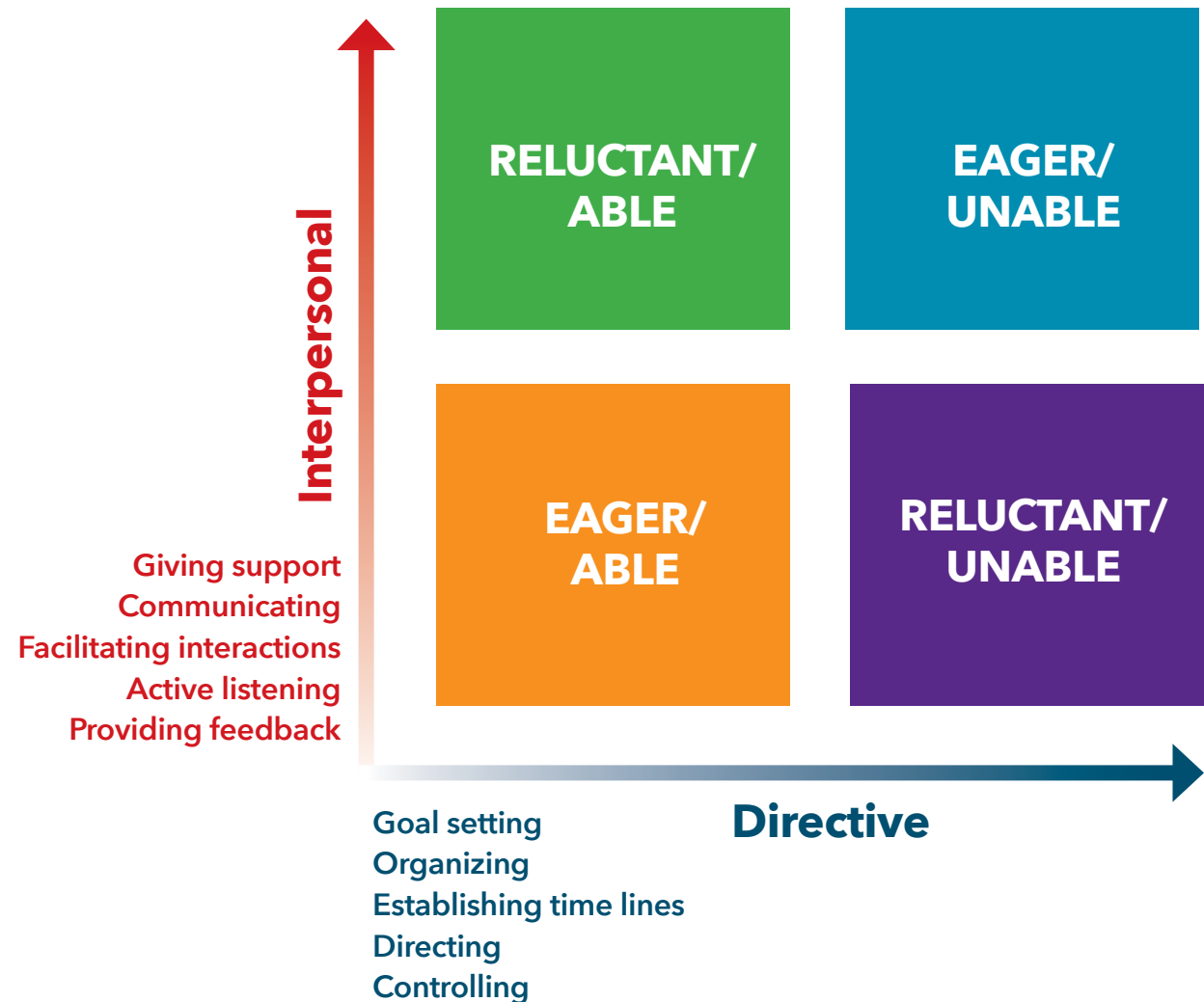


The Dynamic Coaching™ Model



The theory of dynamic influencing behaviours is based on the belief that one can be most effective by tailoring one's behaviour to meet the communication needs of the employee.

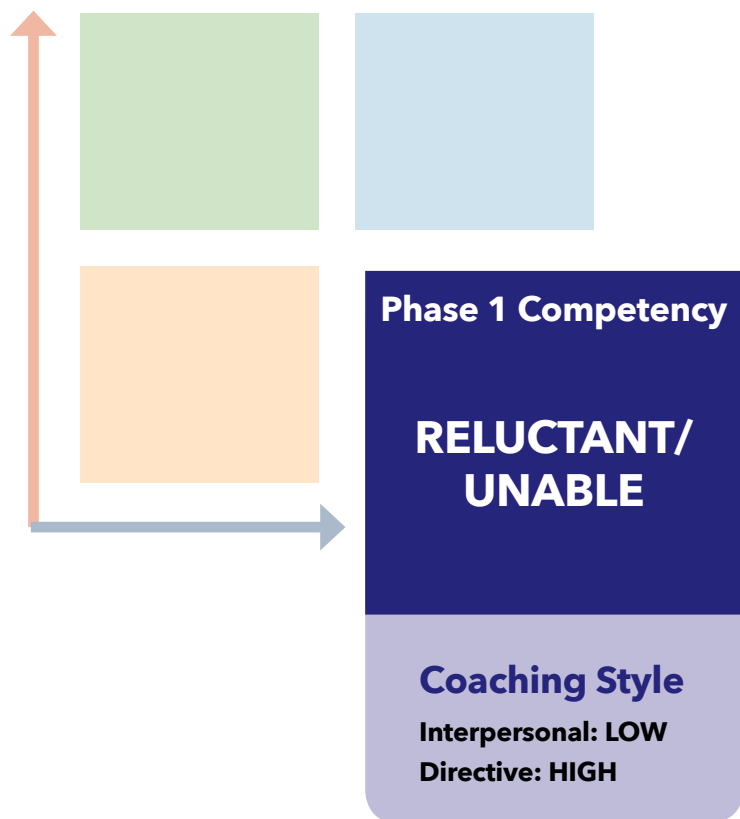
The process involves the coach determining the level of competence of the employee, the decision-making strategy, and the resulting coaching behaviour.



For example

As a bicycle riding coach, the objective is to have a child who is a highly competent bicycle rider - both able and eager to ride on their own. The progression of learning to ride a bike can be compared to coaching in a business setting.





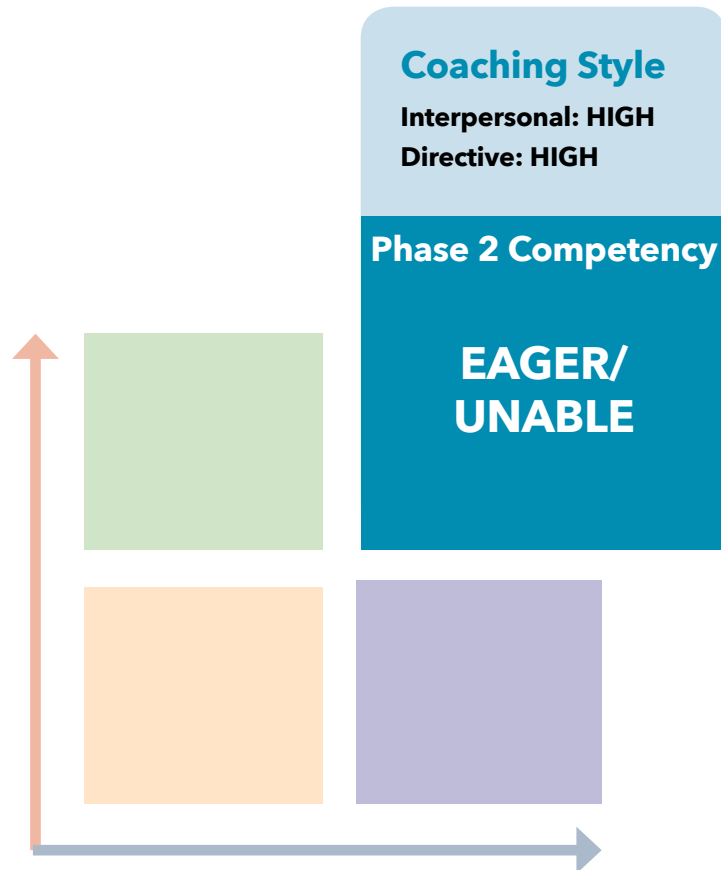
Tell them

Instructing

At first the child is unable and fairly reluctant to get on that bike and independently ride it down the street. We call this **Phase 1 Competency**. So what coaching style should you use? What they need at this time is lots of **"high-directive"** behaviour - just to be told what to do, with very few assurances about not letting him or her fall or get hurt. This gives the child a sense of security.

This is high directive, low interpersonal coaching:
Instructing.
Just tell them what to do.



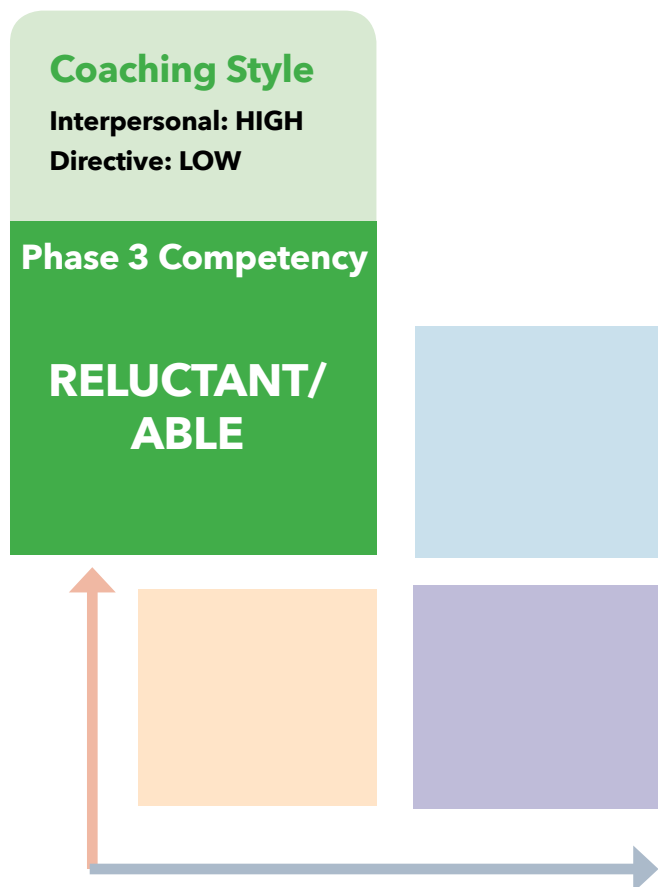


Guiding

After instructing the child and some practice on their part they may want to keep going, showing high enthusiasm and confidence, but not yet ability. An appropriate coaching style at this point is both **“high interpersonal”** and **“high directive”** – in the form of encouragement and compliments on how well the child is doing, along with the directive component of explaining the need for safety and obeying the rules of the road. This is Guiding. Show them.

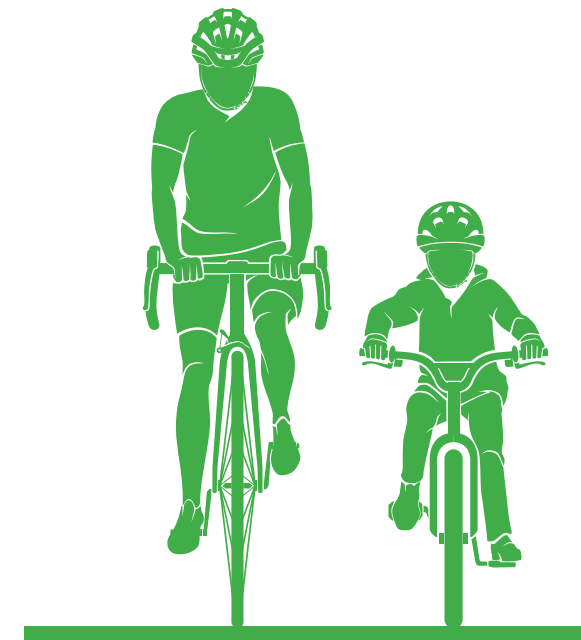
Show them



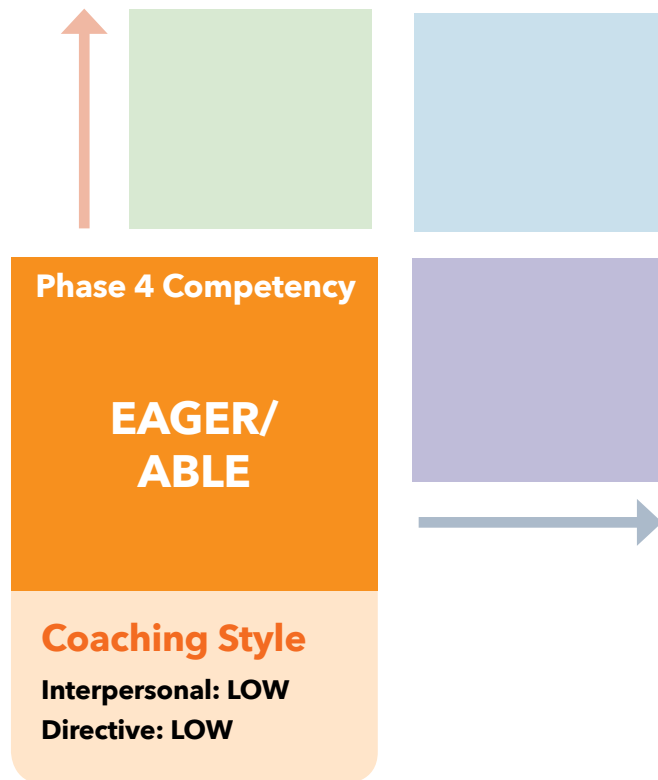


Inspiring

The child gets the point and is able to demonstrate mastery of the skills and knowledge required to ride. It is your responsibility to decide now whether to let go and let them ride by themselves. They are likely to be somewhat panicked. NO! Don't let go! When people develop from the unable but eager to the able stage they regress back to reluctant. They display an insecurity and lack of confidence. At this stage, you need to give a lot of **support and encouragement** rather than directive behaviour in order build up their confidence. Inspire them to take the next big step. Let them try.



Let them try



Empowering

After the child has been riding for a few months, they have become both quite able and very eager. The best style at this point is to leave them alone. This is the empowering style, which is both **low in directive and interpersonal behaviour** (other than when positive behaviour is observed on their part).

Leave
them alone

