

Lesokoana Senior Managers Coaching Programme

BLOCK 1 DAY 2

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Day 1 Debrief

Consolidated Expectations
Key concepts from Day 1
Day 1 Reflections
Name your MONSTER



Debrief of overnight exercise



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ALCHEMY
INSPIRATION

Where are you currently spending your time?

We would like you to reflect on where you spend your time in the last week.

Please look at your diary or think through your past week and make a note of the following :

1. What hours did you work last week? (each day and across the whole week)
2. Looking at each of the days last week, where did you spend most of your time?
3. Is there anything that you think needs to change in where and how you spend your time?
4. What work did you do or what meetings did you attend that someone else could have been doing or attending?
5. Identify 3-5 things that you can hand-over, delegate or push back on that you are currently spending time on?

Now we would like you to spend some time reflecting on your team...

1. Do you and your team keep reasonable working hours?
2. Does your team take regular leave and when they do are they able to have a proper break?
3. How would you rate your team's current workload?
4. Is this consistent for all team members or are some team members carrying a heavier load?
5. When last did you or your team push back on work you were being asked to do
(either by asking for more time, for work to be reallocated or saying that you did not have the capacity for more work)
6. Who in your team is currently too stretched?
7. Who in your team could be stretched more or needs development opportunities?
8. Do you believe that all of your team are capable?
9. Does your team have the resources and tools needed to do a good job?
10. Do you currently trust your team (or members of your team) to deliver on what they are asked to do?
11. What would you need in place for you to feel comfortable that your team/team members will deliver on any responsibilities delegated?
12. Who in your team do you believe you could pass the 3-5 pieces of work you identified earlier to?
13. What mentoring, coaching, training or capability building will be needed for them to do so?

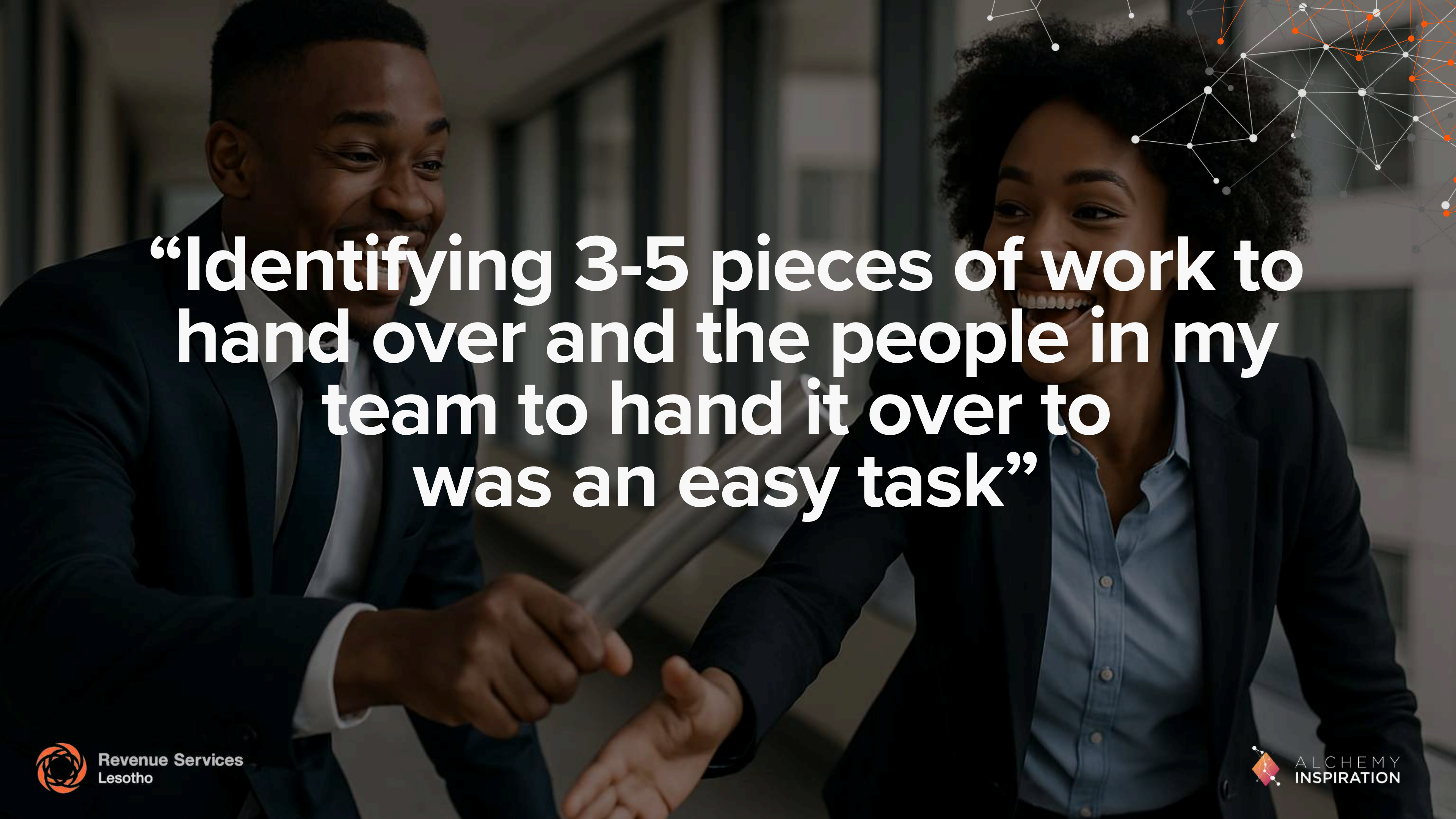


What are the 3-5 things that you can hand-over, delegate or push back on that you are currently spending time on?

Who in your team can you pass these identified pieces of work on to?

What will they need to be able to step up?

What could get in the way?



“Identifying 3-5 pieces of work to hand over and the people in my team to hand it over to was an easy task”

COACHING CONVERSATION

Successful Coaching and Mentoring Relationships



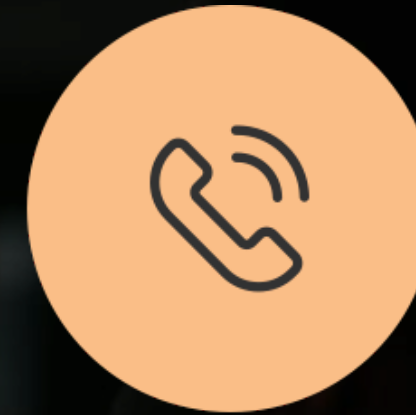
Establish Trust

Build rapport, demonstrate empathy, and create a safe and supportive environment.



Set Clear Expectations

Agree on goals, roles, responsibilities, and a shared understanding of the process.



Maintain Effective Communication

Engage in active listening, provide constructive feedback, and encourage open dialogue.

Successful coaching and mentoring relationships are built on a foundation of trust, clear expectations, and effective communication. By focusing on these key factors, individuals and organizations can unlock the full potential of these powerful development tools.

Active Listening

Attunes to both what the coachee expresses and what remains unspoken, aiming to fully grasp the message within the context of the client's systems and to foster authentic self-expression.

Key Behaviors:

- **Considers the client's identity, environment, experiences, values, and beliefs to deepen understanding of their communication.**
- **Reflects or summarizes the client's words to confirm mutual clarity and comprehension.**
- **Detects when there may be underlying meaning and invites further exploration.**
- **Observes and explores the client's emotional shifts, energy changes, non-verbal signals, and behaviors.**
- **Synthesizes the client's language, tone, and body cues to uncover the full meaning of their message.**
- **Identifies recurring patterns in the client's emotions and behaviors across sessions to reveal deeper themes.**

Levels of listening

t Otto Scharmer on the four levels of listening

Share



Watch on YouTube



Goal

- Specific
- Clear
- Simple

Setting a desired outcome for the coaching relationship, or for this conversation

What do you want?
 What are you aiming for?
 What's your best possible result?
 What would make this situation better?

What would you like to achieve?
 What would be the best use of our time together?
 What do you want to be different?
 What's the change you want to achieve?



Reality

- Data
- Facts
- Evidence

Exploring the current position, circumstances and concerns

What is the situation now?
 What's good about the way things are?
 How is this similar to other situations you have faced?
 What have you achieved already?

Why haven't you already got what you want?
 What's getting in your way?
 What do you do really well?



Options

- Ideas
- Resources
- Inspiration

Generating options, possibilities, resources and strategies for achieving the stated goal

What will take you closer to your goal?
 What could you do? What else?
 How would someone you really admire deal with this?
 What sources of information could you turn to?

What / who can help you?
 How would you support a friend / colleague in this situation?
 What is your head telling you? Your heart?



Will

- Commitment
- Plan
- Motivation

Deciding what to do, when, how, with / by whom and testing determination

What will you do?
 What will happen if you achieve your goal?
 How will you know you have succeeded?
 How committed are you on a scale of 1-10?

What's the first step you need to take?
 Will anything still be missing?
 How will you hold yourself accountable?
 What would it take to increase that?



Coaching and my Enneagram



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My Enneagram and Coaching

Type 1 (The Reformer):

As a One, you might approach coaching with a strong sense of purpose and a desire to improve things. You might be highly organized, detail-oriented, and focused on helping your coachee achieve their goals with precision and integrity. However, you may need to be mindful of your own perfectionism and tendency to be critical, ensuring you offer encouragement, constructive input and support rather than judgment.

Type 2 (The Helper):

As a Two, you likely have a natural inclination to support and nurture your clients, creating a warm and encouraging environment. You may be adept at understanding your coachee' emotional needs and providing personalized support. However, you might need to be aware of your tendency to want to save/help; or overextend yourself and ensure you're not prioritizing your clients' needs over your own.

Type 3 (The Achiever):

As a Three, you may be a highly motivated and results-oriented coach, focused on helping clients achieve their goals and excel in their chosen field. You might be inspiring and action-oriented, but you may need to be careful not to push your clients too hard or focus solely on external achievements.

Type 4 (The Individualist):

As a Four, you likely bring a unique perspective and a deep understanding of emotions to your coaching practice. You may be skilled at helping clients connect with their authentic selves and express their individuality. However, you might need to be mindful of your tendency towards melancholy or over-identification with your clients' struggles.

Type 5 (The Investigator):

As a Five, you may approach coaching with a curious and analytical mindset, seeking to understand your clients' perspectives and challenges in depth. You might be skilled at providing insightful observations and helping clients develop a deeper understanding of themselves. However, you may need to be mindful of your tendency to withdraw or become detached, ensuring you maintain a strong connection with your clients.



My Enneagram and Coaching

Type 6 (The Loyalist):

As a Six, you may bring a strong sense of loyalty and a grounded perspective to your coaching practice. You might be excellent at helping clients feel safe and supported, and you may be skilled at helping them identify and manage their fears and anxieties. However, you may need to be mindful of your tendency to second-guess yourself or become overly cautious.

Type 7 (The Enthusiast):

As a Seven, you likely bring a sense of optimism and enthusiasm to your coaching practice, helping clients explore new possibilities and embrace new experiences. You may be skilled at keeping sessions engaging and lighthearted, but you may need to be mindful of your tendency to avoid difficult emotions or stay on the surface of issues.

Type 8 (The Challenger):

As an Eight, you may approach coaching with a direct and assertive style, empowering clients to take charge of their lives and make bold decisions. You might be skilled at challenging clients to step outside of their comfort zones and embrace their power. However, you may need to be mindful of your tendency to be controlling or intimidating.

Type 9 (The Peacemaker):

As a Nine, you likely bring a sense of calm and harmony to your coaching practice, helping clients find common ground and resolve conflicts. You may be skilled at helping clients connect with their inner peace and find common ground. However, you may need to be mindful of your tendency to avoid conflict or prioritize harmony over addressing important issues.

By understanding your Enneagram type and its potential impact on your coaching style, you can become a more effective, empathetic, and impactful coach.

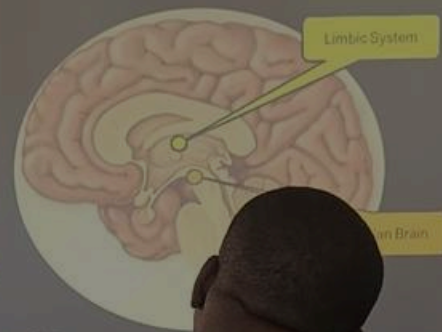


Understanding our own and other's brains and behaviours

**HOW MUCH
DO YOU
KNOW ABOUT
YOUR BRAIN?**



TRUE OR FALSE
“Multitasking does not work.”



AM I
SOCIALY
ACCEPTED?
Emotions &
LT Memory
SCARF

WiFi NETWORK
Banyang
Guesthouse
VOUCHER CODE
97266-10957

Multitasking does not work. (TRUE)

Many of us believe that we're good at multi-tasking, however, many studies show that our brain can't attend to two or more attention-rich stimuli simultaneously — multitasking doesn't work.

Naveh-Benjamin et al (2000) discovered significant differences between encoding and retrieval activities involved in processing information created through multitasking. Researchers demonstrated that encoding requires more attention than retrieval and that divided attention during the encoding phase of learning significantly reduced memory. Since encoding is the first of three memory stages (storage and retrieval are the other two), the implication is that the quantity and quality of memory is profoundly influenced by multitasking.

Learning that happens while multitasking cannot be generalized and does not result in understanding or the ability to recall information when needed. When learning in a focused, non-multitasking mode, the hippocampus, a region of the brain involved in sorting, processing and recalling information, and critical for declarative memory (memory for facts and events) is active.

TRUE OR FALSE

Our Mental capacity is something that we are born with and it is what it is.

Our Mental capacity is something that we are born with and it is what it is. (FALSE)

Mental abilities do have a genetic component, but they are also heavily influenced by environmental factors, and rely on adequate experience in order to develop.

This is the misconception that the brain is static, unchanging, and set before you start school. The most widely accepted conclusion of current research in neuroscience is that of neuroplasticity: Our brains grow, change, and adapt at all times in our lives.

TRUE OR FALSE

We use only 10% of our brains.

We use only 10% of our brains. (FALSE)

**A healthy person uses 100% of his or her brain.
Years of brain imaging has yet to produce evidence of inactive areas in a healthy brain however one explanation of this myth comes from two Harvard scientists (William James and Boris Sidis, late 1800s) who, while working with a child prodigy told an audience that most people only meet a fraction of their full mental potential.**

TRUE OR FALSE

Brain development is complete by the time we reach puberty.

Brain development is complete by the time most children reach puberty. (FALSE)

Brain development continues into adolescence and adulthood, especially the development of the pre-frontal lobes, critical for executive reasoning and decision-making. This belief promotes the idea that the brain is only “plastic” during certain critical periods of life; therefore there’s a push for learning during these periods. However, research suggests that this neuromyth was extrapolated from studies that had to do with teaching rats to navigate mazes; it was never a study of humans and human behavior. If brain development was essentially completed by puberty, then educational interventions or enriched environments after puberty would not be effective and lifelong learning would be useless.

TRUE OR FALSE

Learning is due to the addition of new cells to the brain

Learning is due to the addition of new cells to the brain (FALSE)

Learning arises from changes in the connections between brain cells. Studies show that an environment enriched with stimuli to encourage learning creates 25% more synapses among the treated group versus the control. This effect occurs whether the stimulating environment is experienced immediately following birth or during maturity.

TRUE OR FALSE

When we sleep, the brain shuts down.

**When we sleep, the brain shuts down.
(DEFINITELY FALSE!)**

Brain activity patterns shift when we sleep, but the brain is always active- 24 hours a day- whether we are sleeping or awake. Many adults have difficulty shutting their brains down, leading to issues related to sleep deprivation, anxiety, etc.

FINANCE WOLUWINTLEERS PLEASE

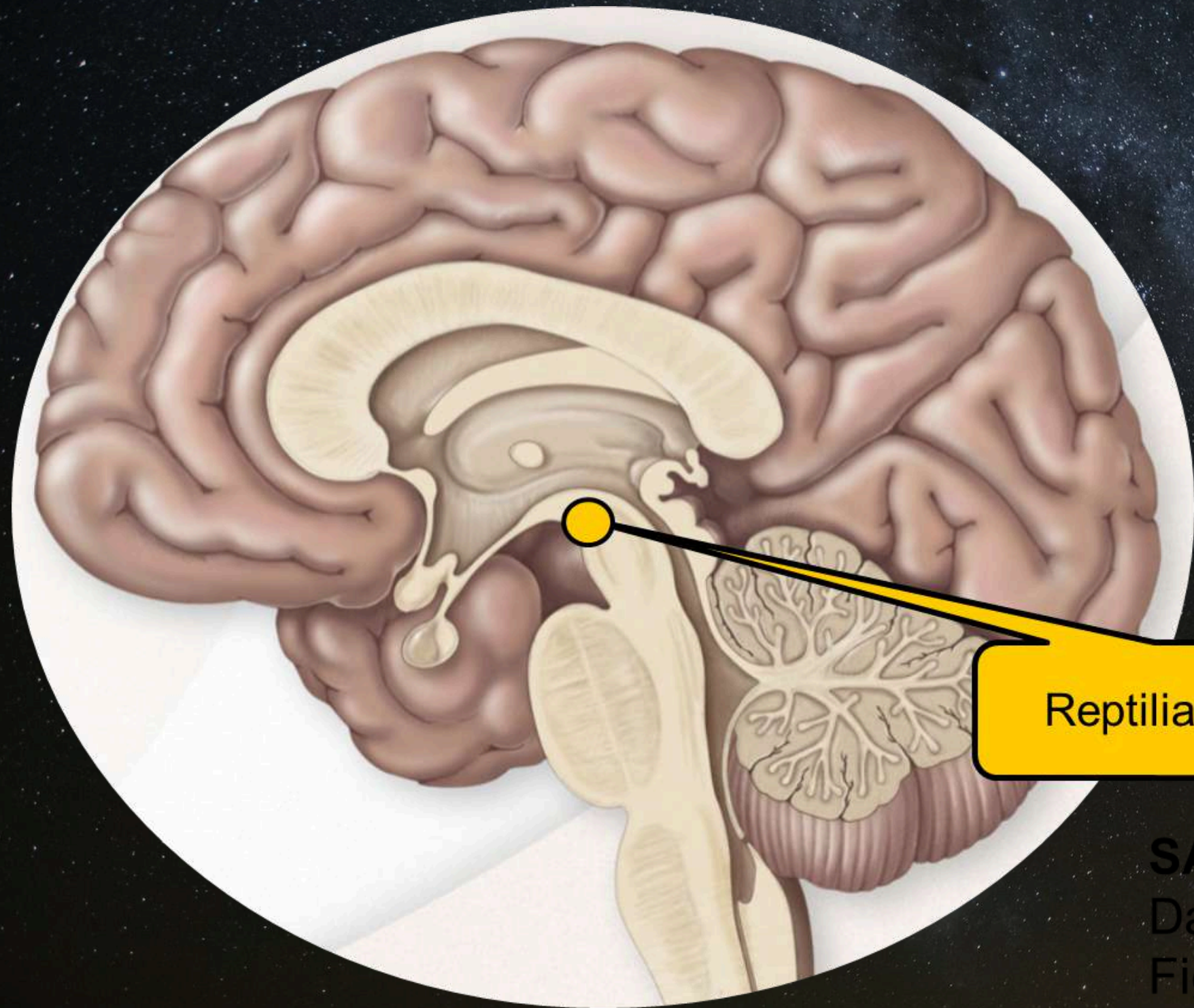


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We would like to introduce you
to 5 parts of your
(and other people's)
brains....



AM I SAFE?

Danger

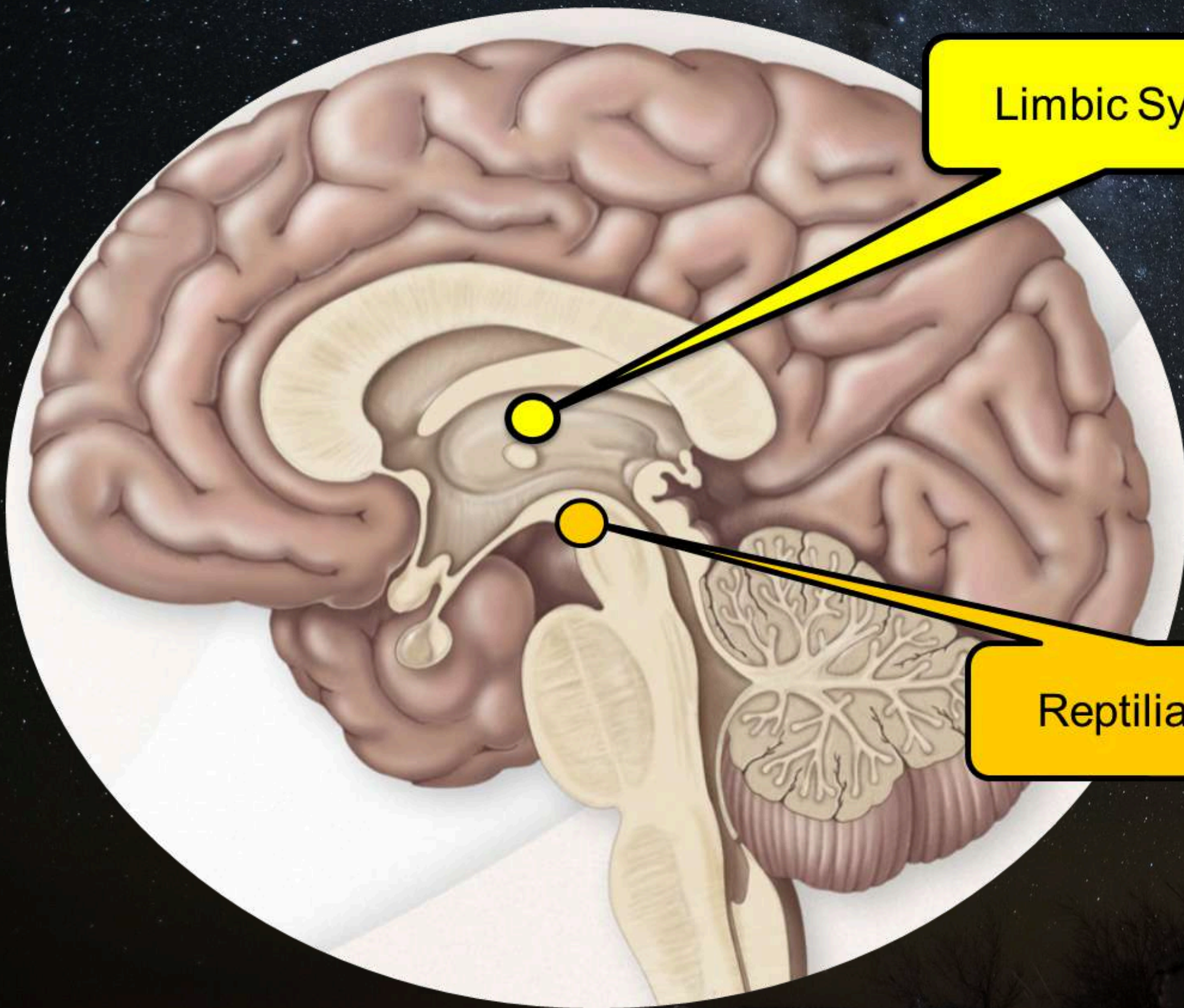
Fight,

Flight

Fawn

Or Freeze

SAFE?
Danger
Fight,
Flight
Or Freeze



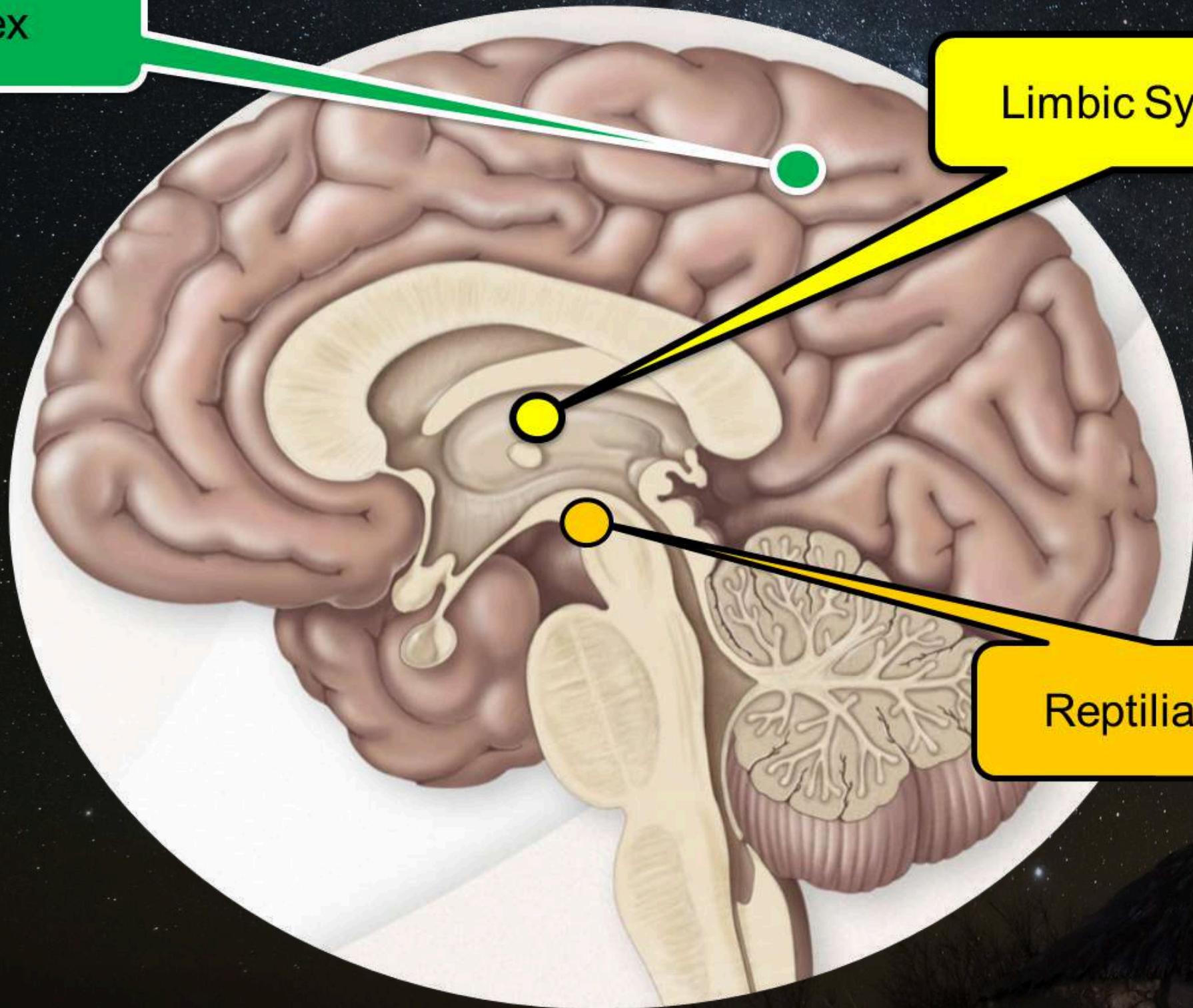
Limbic System

Reptilian Brain

**AM I
SOCIALLY
ACCEPTED?**

Emotions &
LT Memory
SCARF

Neocortex

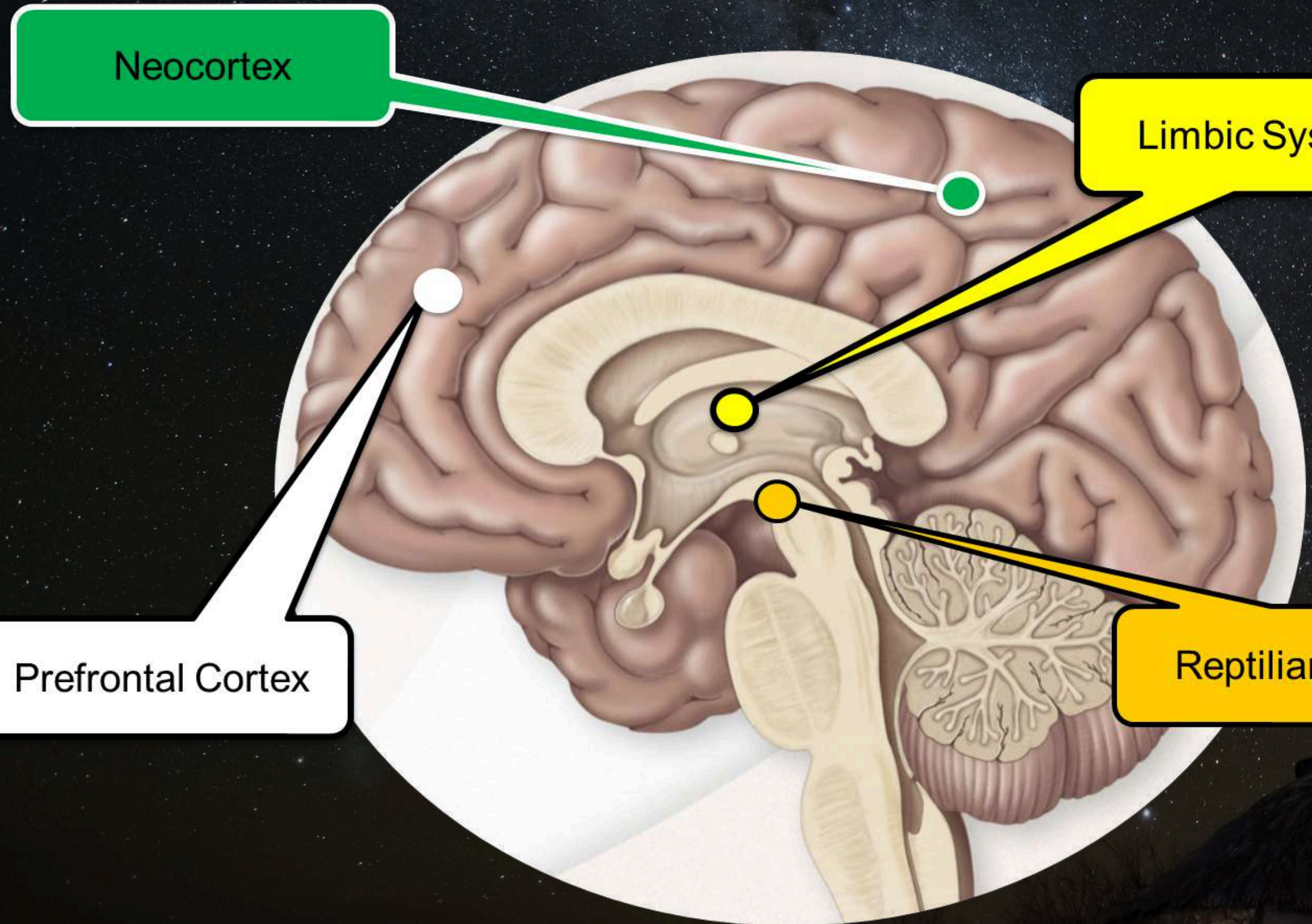


Limbic System

Reptilian Brain

AM I
INTERESTING?

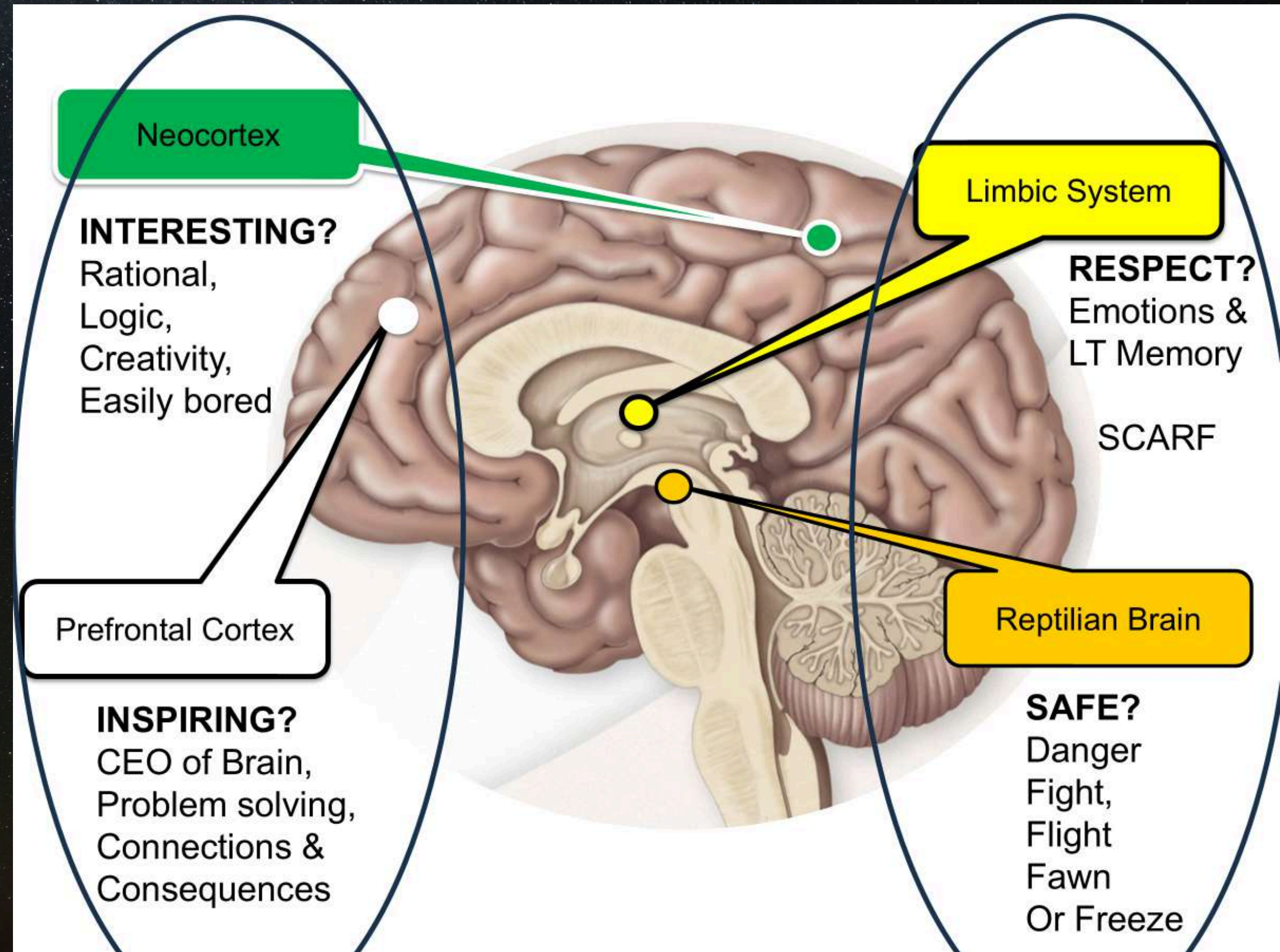
Rational,
Logic,
Creativity,
Easily bored



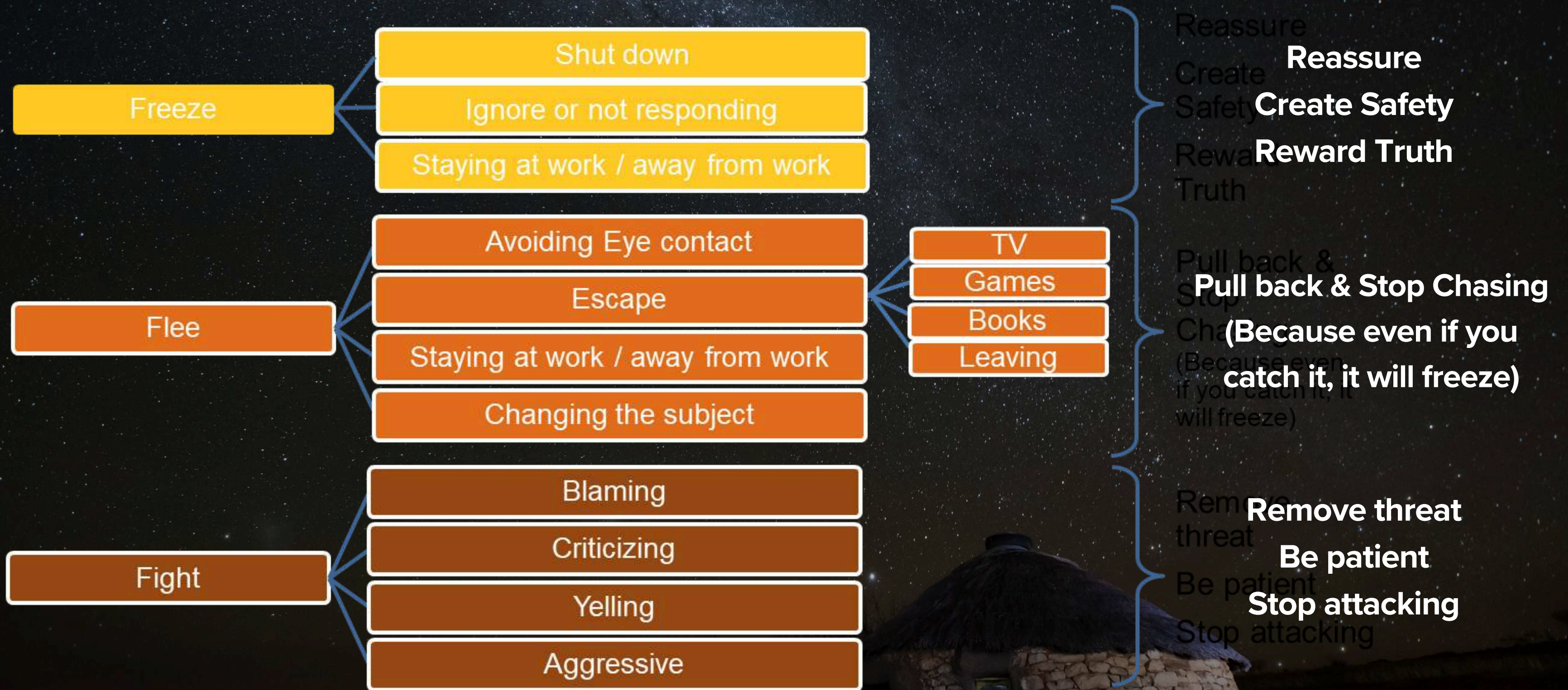
AM I INSPIRING? CEO of the Brain

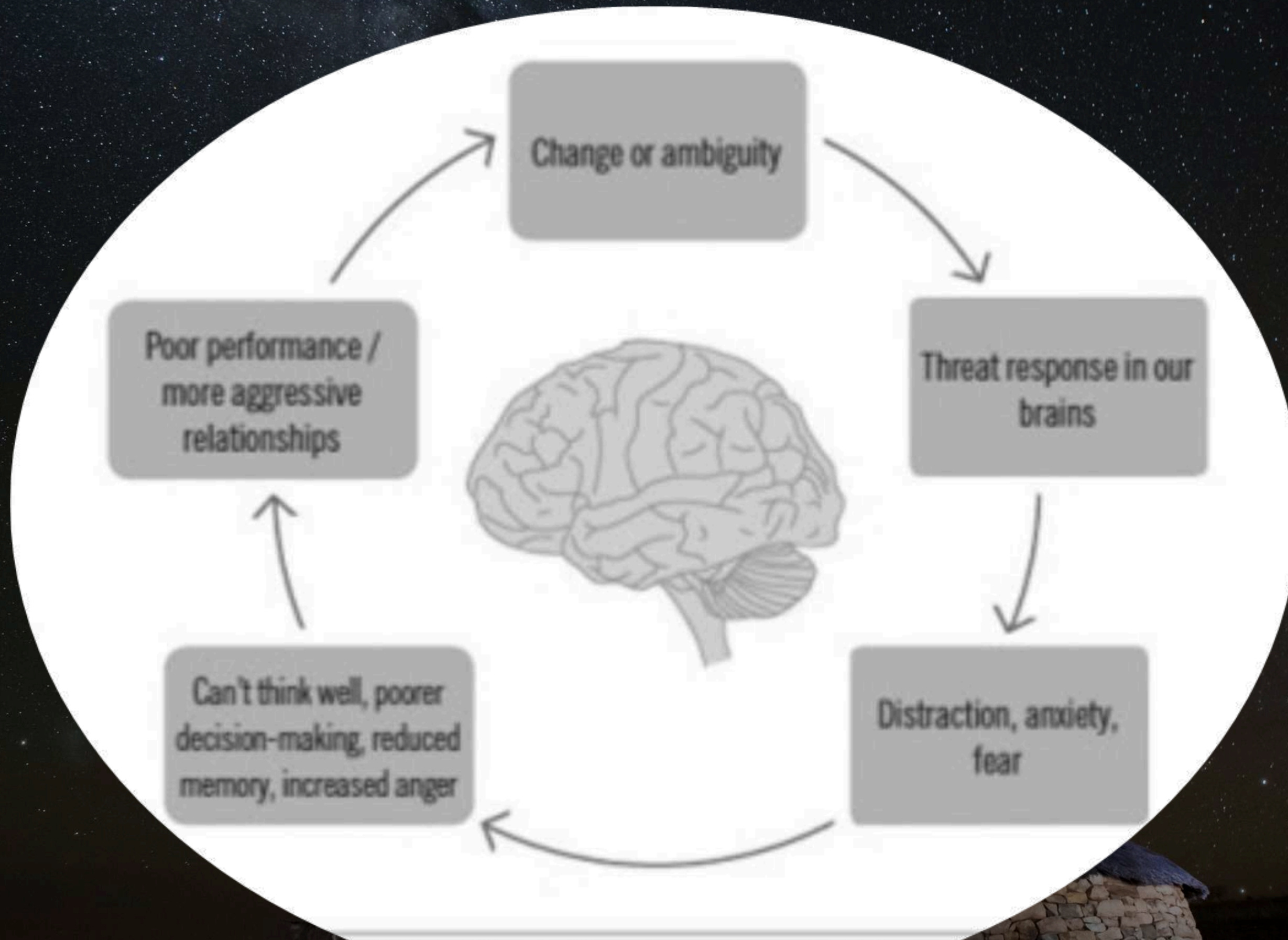
Problem solving,
Connections &
Consequences

Working Back to Front



Managing Reptilian Responses





The SCARF model involves five domains of human social experience:

Status, Certainty, Autonomy, Relatedness and Fairness.

- Status is about relative importance to others.
- Certainty concerns being able to predict the future.
- Autonomy provides a sense of control over events.
- Relatedness is a sense of safety with others, of friend rather than foe.
- Fairness is a perception of fair exchanges between people.

These five domains activate either the 'primary reward' or 'primary threat' circuitry (and associated networks) of the brain.

Status
Certainty
Autonomy
Relatedness
Fairness

Domains of Social Behavior (SCARF Model)			
	Definition	Reward	Threat
S Status	Sense of importance relative to others.	Promotion, financial reward, possessions, your team scores/wins, public recognition, being right.	Demotion, financial loss, divorce, your team loses, being wrong, embarrassment, etc.
C Certainty	Need for clarity and ability to make accurate predictions about the future.	Assurance, affirmation, "love languages", expected results achieved, team wins	Bad news, failure at work, a hero falls/fails, economic downturn, etc.
A Autonomy	Sense of control over the events in one's life and perception of influence over outcomes.	Entitlement, self indulgence, exercising control, making a choice	Loss of choice/choice made for you, losing a limb/mobility, layoffs announced, negative consequences
R Relatedness	Sense of connection to and security with others.	Inclusion, promotion, invitation to an honor society/elite group, chance to belong	Exclusion, ostracization, isolation, etc.
F Fairness	Just and non-biased exchange between people.	Receiving just pay for work, expectation met (i.e., apology from someone who wronged you)	Unfair pay, lied to, unmet expectation - you said you would "x", but ">x".

	ACTIVATES THREAT	ACTIVATES REWARD
STATUS Importance relative to others	<ul style="list-style-type: none"> Asking 'Do you need advice?' Annual Performance Review Sense of being 'left out' 	<ul style="list-style-type: none"> Noticing work done & improvements Public acknowledgement Allowing people to provide feedback on their own work
CERTAINTY Ability to predict the future	<ul style="list-style-type: none"> Prospect of change Not knowing people's expectation 	<ul style="list-style-type: none"> Vision, maps, plans & strategy Making the implicit explicit 'Can't tell you now but will tell you by ...'
AUTONOMY Exerting control over events	<ul style="list-style-type: none"> Sense that stress is inescapable Pressure to conform to team norms 	<ul style="list-style-type: none"> Having a choice 'which do you prefer?' Individual 'point of need' decision-making
RELATEDNESS Sense of connection with others	<ul style="list-style-type: none"> Meeting someone unknown Feeling let down or excluded 	<ul style="list-style-type: none"> Shaking hands, swapping names, discussing something in common Showing genuine interest (listening mentoring, coaching)
FAIRNESS Fair exchanges between people	<ul style="list-style-type: none"> Sense of discrimination 	<ul style="list-style-type: none"> Increase transparency in communication Enable groups to create their own rules Help people see situation from other perspectives

Status

Is about our sense of worth or relative importance to others [where we fit into the hierarchy at work both socially and organisationally]. When we feel our own sense of status being threatened, we are less likely to respond in a way that helps the situation, we are more likely to ‘cherry pick’ pieces of information being sent by the other person.

Leader actions

What works	What does not work	Common Pitfalls
<p>Take time to notice whether people are feeling slightly more threatened by the change and how that’s impact their sense of self.</p> <p>Ensure that you identify opportunities to provide positive feedback</p> <p>Find opportunities to involve individuals in the design / solution / implementation of the chang</p>	<p>Keeping information from employees, who typically should have the information (before it reaches other decision levels)</p>	<p>It can be surprisingly easy to accidentally threaten someone's sense of status</p> <p>Threats to one’s sense of status can trigger the ‘anger’ or ‘depression’ emotional responses to change</p>

Tip: Carefully consider communication and engagements that in the “what” you say and in the “way” you say it does not trigger a perceived threat on status. Publicly acknowledge positive contribution to making the change work.

Certainty

Relates to concerns being able to predict the future. Even the smallest amount of uncertainty generates an 'error' response and takes our attention away from one's goals. When we are asked to be involved in situations where we don't have certainty about process or what the persons expects from us, it increases our stress levels dramatically and impairs our ability to be able to make effective balanced decisions.

Leader actions

What works	What does not work	Common Pitfalls
<ul style="list-style-type: none">üMake implicit concepts more explicitüState clear objectives, break down the project in small stepsüGive timelines – give specificsüBe clear when impacts can be expected, what the impact will look like (as soon as it is available)	<ul style="list-style-type: none">ûGive broad time lines and vagueness about impacts	<ul style="list-style-type: none">•We spend 40% of our time predicting the future and most of the time we are wrong.•Uncertainty may trigger emotional responses of denial, anger and depression.

Tip: Focus on one or two goals / milestones and not all at once.

Autonomy

Is the perception of exerting control over one's environment'; a sense of having choices.

Lack of autonomy can be processed as a threat situation and hence will promote stress and its negative implications in the brain. Interestingly just being promised more autonomy will activate the reward system in the brain.

Leader actions

What works	What does not work	Common Pitfalls
<ul style="list-style-type: none">üHelp employees see and focus them on what can be controlled in their world.üHelp employees see what their choices / options are (Give options)üReconfirm the change visionüNever under estimate how much complacency, fear and anger exists	<ul style="list-style-type: none">ûSharing too much at one timeûNot reconfirming priorities	<ul style="list-style-type: none">•Our own sense of being in control might infringe on the other person's sense of autonomy.•

Tip: Create opportunities for employees to feel part of the change

Relatedness

Provides a sense of safety with others, of friend rather than foe. The social wiring in our brains means that in daily life and in business alike, we form social groups and build relationships. These groups build mutual trust and form a barrier against the unknown. These feelings and the interpersonal bonding promote the production of oxytocin, the trust and bonding hormone, which increases the positive feeling of trust and stabilizes these relationships.

Leader actions

What works	What does not work	Common Pitfalls
<p>ü Engage in some ‘cognitive empathy’. Cognitive empathy is about our ability to really try to be in that person’s shoes and engage with that person’s perspective. It is about MAKING yourself look at it from their perspective.</p>	<p>û Underestimating how sense of belonging and “loosing” that belonging influence behaviour</p>	<p>• Too often when we try to engage in empathy we are actually engaging in misplaced sympathy (or what we’d do if WE were them).</p>

Tip: Customisation of change and communication plans will need to consider this driver. Relatedness is closely **linked to trust**. One trusts those who appear to be in your group, who one has connected with.

Fairness

Is a perception of fair exchanges between people. Unfairness stimulates a strong emotional reaction in the brain, an automatic defence mechanism. This emotional reaction can for example be to shut down, with punishment of the source of the unfairness. This activates the reward centre in the brain and counteracts the negative impact of unfairness. This feeling of unfairness can unintentionally be promoted in organisations through unclear and in-transparent communication. When we experience a strong unfairness threat (and irrational behaviour in others can cause that), we can quite often respond in a way that either exacerbates the situation or attempts to avoid the threat. Either are short-term fixes.

Leader actions

What works	What does not work	Common Pitfalls
<ul style="list-style-type: none"> ü Establish clear expectations in all situations (from a one hour meeting to a five year contract) ü Ensure clear ground rules and objectives ü Ensure transparency ü Ensure consistent application of principles / rules 	<ul style="list-style-type: none"> û Ignoring the perceptions of employees around fairness 	<ul style="list-style-type: none"> • Vague or inconsistent communication easily trigger the perception of unfairness • Underestimating past change experiences and the perceived fairness that can influence current perceptions

Tip: Increase levels and consistency of communication and involvement in the change.



- Distracted
- Anxious
- Think less clearly
- Reduced memory
- Poorer performance
- Weakened immune system
- Cortisol / stress

- Positive
- More focused
- Willing to collaborate
- Innovative
- Creative
- Willing to get involved
- Increased resilience

What are the implications of what you have learnt for :

- 1. Your Wheel of Life**
- 2. Your Engagements with your team**
- 3. How you show up as a mentor & coach**

Changing our Brains

Super highway
of habitual
patterns

VS

New Neural Pathways



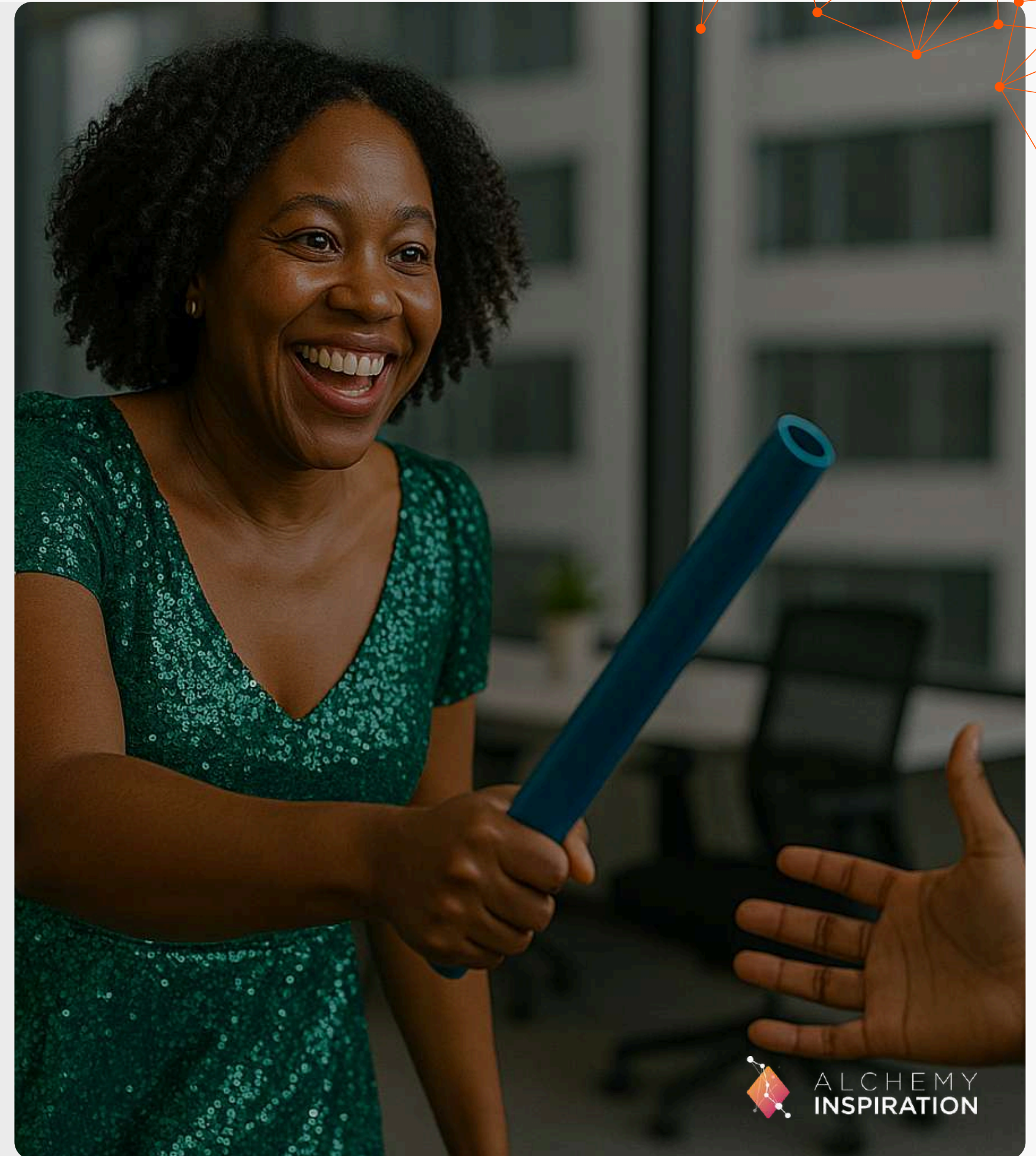


INDIVIDUAL

Check-in

Which of these statements best reflect how you feel this morning? Come-on tell us honestly.....

- 5 - I am super excited and really enjoying this programme!
- 4 - I am not sure yet - let's see how it goes.....
- 3 - I have concerns about this programme??
- 2 - To be honest I am not sure if I have the energy for this..
- 1 - Do I really need to be here?



10 principles of neuroplasticity

1. **Use it or lose it.** Learning something once doesn't mean you'll know it forever. If you don't use a skill, odds are it will deteriorate and weaken over time.
2. **Use it and improve it.** To use an old phrase, "practice makes perfect."
3. **Specificity.** Be tactical in your approach. Focus on the exact skill you want to learn.
4. **Repetition.** Doing a task repeatedly can eventually make it feel second nature. "Repetition is extra practice for your brain," says Dr. Tworek.
5. **Intensity matters.** Go all-in. A half-hearted effort often brings halfway results.
6. **Timing matters.** Don't delay on trying to rebuild pathways. Early action typically brings better results.
7. **Saliency matters.** You'll do better at something if it's truly meaningful to you. Commit yourself to the effort.
8. **Age matters.** Anybody at any age can benefit from neuroplasticity, but the process goes a bit easier when you're younger. "If you're older, it may take a bit more time and patience,".
9. **Transference.** Everyone likes a 2-for-1 deal, right? Well practicing one skill can bring side benefits when you do related tasks.
10. **Interference.** Something you learn may interfere with the next thing you have to learn. This is especially true if you take shortcuts and must undo bad habits.



Brain hack

- Feed Your Brain

- **Brain foods:** Omega-3s (salmon, walnuts), antioxidants (berries, dark chocolate)
- **Hydration:** Dehydration impairs focus and memory—drink water regularly.

- Exercise Regularly

- **Why it works:** Physical activity boosts blood flow to the brain and supports neurogenesis.
- **Hack:** Even 20 minutes of brisk walking can improve mood and cognition.

Learn Something New

- **Neuroplasticity:** Learning new skills strengthens neural connections.
- **Hack:** Try a new language, musical instrument, or puzzle game.

Be in nature

Practice Mindfulness & Meditation

- **Benefits:** Reduces stress, improves attention and emotional regulation.
- **Hack:** Start with 5–10 minutes daily using apps like Headspace or Insight Timer.

Digital Detox

- **Why it helps:** Reduces cognitive fatigue and improves attention span.
- **Hack:** Schedule screen-free hours or use apps to stay focused.

TED
Ed

Try something new for 30 days - Matt Cutts

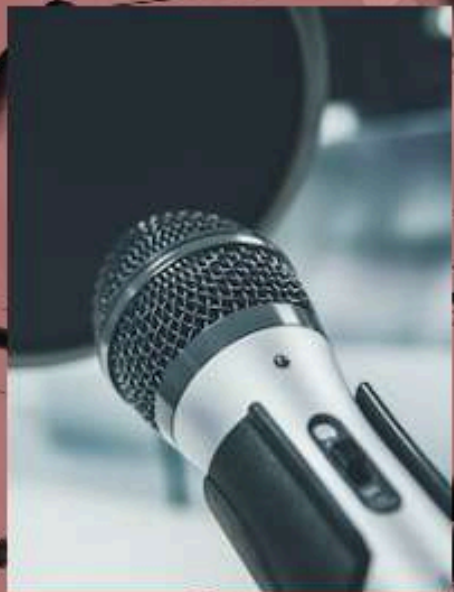
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Watch on  YouTube

Three way listening activity

A Talker



Share from the heart.
Explore your thoughts
out loud



B. Listener

Assure the talker
that you are
listening



C. Scribe

Capture insights –
One per post-it
note as a HWM...
How might we...

Three way listening activity



B. Talker

Share from the heart.
Explore your thoughts
out loud



C. Listener

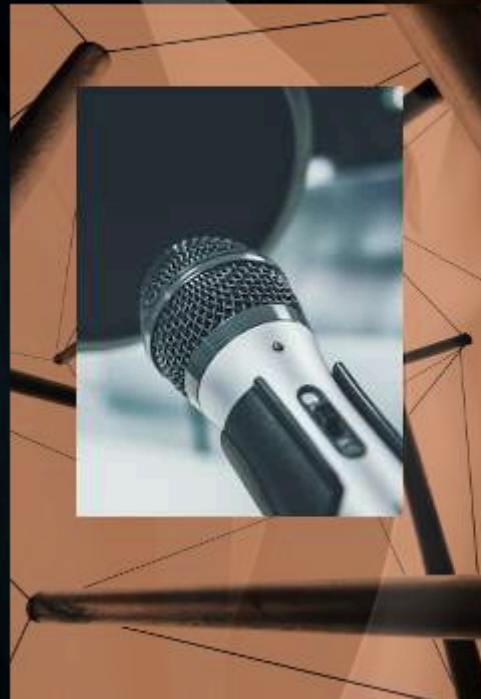
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Capture insights –
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How might we...

Three way listening activity



C Talker

Share from the heart.
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A. Listener

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B. Scribe

Capture insights –
One per post-it
note as a HWM...
How might we...



Back to the B.A.T.O.N. Framework



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Making Lesokoana Coaching and Mentoring Practical

BATON Model

Begin with intent

Align

Trial

Own it

Navigate

**Using the 3-5 things you identified
this morning that you would like to
handover/LESOKOANA
and who to handover to..**

**And remembering the
B.A.T.O.N. Framework....
Please focus in on
“Begin with Intent”
and put together LEG 1**

Making Lesokoana Coaching and Mentoring Practical

The LEG Lesokoana Execution Gameplan



**For your LEG 1 please define the following
(in preparation for the virtual session on the 2nd of July and
Block 2 on the 29th & 30th July) :**

- 1. What are the pieces of work that I would like to hand over?**
- 2. Who do I plan to hand it over to?**
- 3. What is needed for me to start the B.A.T.O.N. process?**
- 4. What is my plan for :**
 - Inviting the person into the process & co-creating the process**
 - What & how will you communicate what this is about?**
 - Being very clear about expectations both way**
 - What could get in the way and what can I do about it?**
- 5. What are the immediate actions/next steps?**



Passing the Baton in practice

**Thank you
for a great day!**

