



Lesokoana Senior Managers Coaching Programme

**BLOCK 3 DAY 1
26 August 2025**

Dr. Puleng Makhoalibe and Christine Williams

**Welcome back
to Block 3, Day 1**

**Who is ready
to get moving?**



A 2-MINUTE **S.T.O.P.** PRACTICE TO EASE A WORRIED & CLUTTERED MIND

Creating space in the day to stop, come down from a worried mind, and get back into the present moment. When we drop into the present, we're more likely to gain perspective and see that we have the power to regulate our response to pressure.

S.T.O.P. is an easy way to practice being mindful in the face of stress :

1. Slow down
2. Take a breath
3. Observe: what are you feeling in your body? What are you thinking? What other possibilities exist? If you had to rate how you felt out of 100% - what would it be?
4. Proceed to release and let go of what ever might be worrying you or stressing you out, and visualize what you want from the next 2 days

It helps to bring an attitude of kindness to this practice, accepting your thoughts and feelings as they are. It also helps to bring curiosity to explore the situation with new eyes....



[fallenZephyrArt.tumblr.com](https://www.tumblr.com/fallen-zephyr-art)



What is your Why?



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How will Coaching and Mentoring help me as a Leader?



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Skill Mentoring conversation

Technical 1:1 conversations with your Direct Report e.g. what to do - skills, performance

Talent & Succession Planning conversations

1:1 conversations with High Potential Direct Report in order to get them ready to “step-up”

Behavioral Coaching

1:1 conversations with your Direct Report e.g. values, behaviour and teamwork

Team coaching

Team intervention to build team cohesion, collaboration, team dynamics and ways of working
Can be internal or external coach

Transition coaching

Specialised form of executive coaching designed to support leaders stepping into new or expanded roles, particularly at senior or executive level.

On-the-job Skill Mentoring

Technical guidance & Just-in-time coaching during project milestones with your Direct Report e.g. what to do - project deliverables

Performance Management conversation

1:1 conversation Performance Feedback and development discussion

Cross-functional and Project Coaching

Just-in-time coaching on broader skills during project milestones e.g. stakeholder management, communication, conflict resolution etc

Pier coaching

1:1 coaching and mentoring of colleagues at a similar level that are in different roles or parts of the organisation

Executive Coaching

Qualified coach working with leaders/ executives in order to maximise their impact and influence

Wellness coaching

Coaching focussed on wellbeing, resilience, stress management and sustainable performance. Can be done by internal or external expert

Executive Thinking Partner/Advisor

Qualified mentor coach acting as thinking partner or sounding board for leaders/ executives on role related opportunities and challenges



**A quick reminder of what
we have covered...**



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Making Lesokoana Coaching and Mentoring Practical

BATON Model

B
A
T
O
N

Making Lesokoana Coaching and Mentoring Practical

BATON Model

Begin with intent

Align

Trial

Own it

Navigate

Making Lesokoana Coaching and Mentoring Practical

The LEG

L
E
G



Making Lesokoana Coaching and Mentoring Practical

The LEG

Lesokoana
Execution
Gameplan





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G	Goal	The Goal is the end point, where the client wants to be. The goal has to be defined in such a way that it is very clear to the client when they have achieved it.
R	Reality	The Current Reality is where the client is now. What are the issues, the challenges, how far are they away from their goal?
O	Obstacles	There will be Obstacles stopping the client getting from where they are now to where they want to go. If there were no Obstacles the client would already have reached their goal.
	Options	Once Obstacles have been identified, the client needs to find ways of dealing with them if they are to make progress. These are the Options.
W	Way Forward	The Options then need to be converted into action steps which will take the client to their goal. These are the Way Forward.



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?



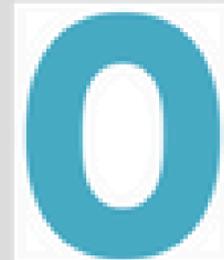
Reality

- 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?

The TORCH Reflection Framework

T –

O –

R –

C –

H –



The TORCH Reflection Framework

T – Trace your journey (reflect on the session/the day)

O – Own your learning experiences

(how did you show up and what did you learn about yourself)

R – Reflect on lessons learned

(what were your key learnings and take-aways)

C – Connect with the coach / mentor in you

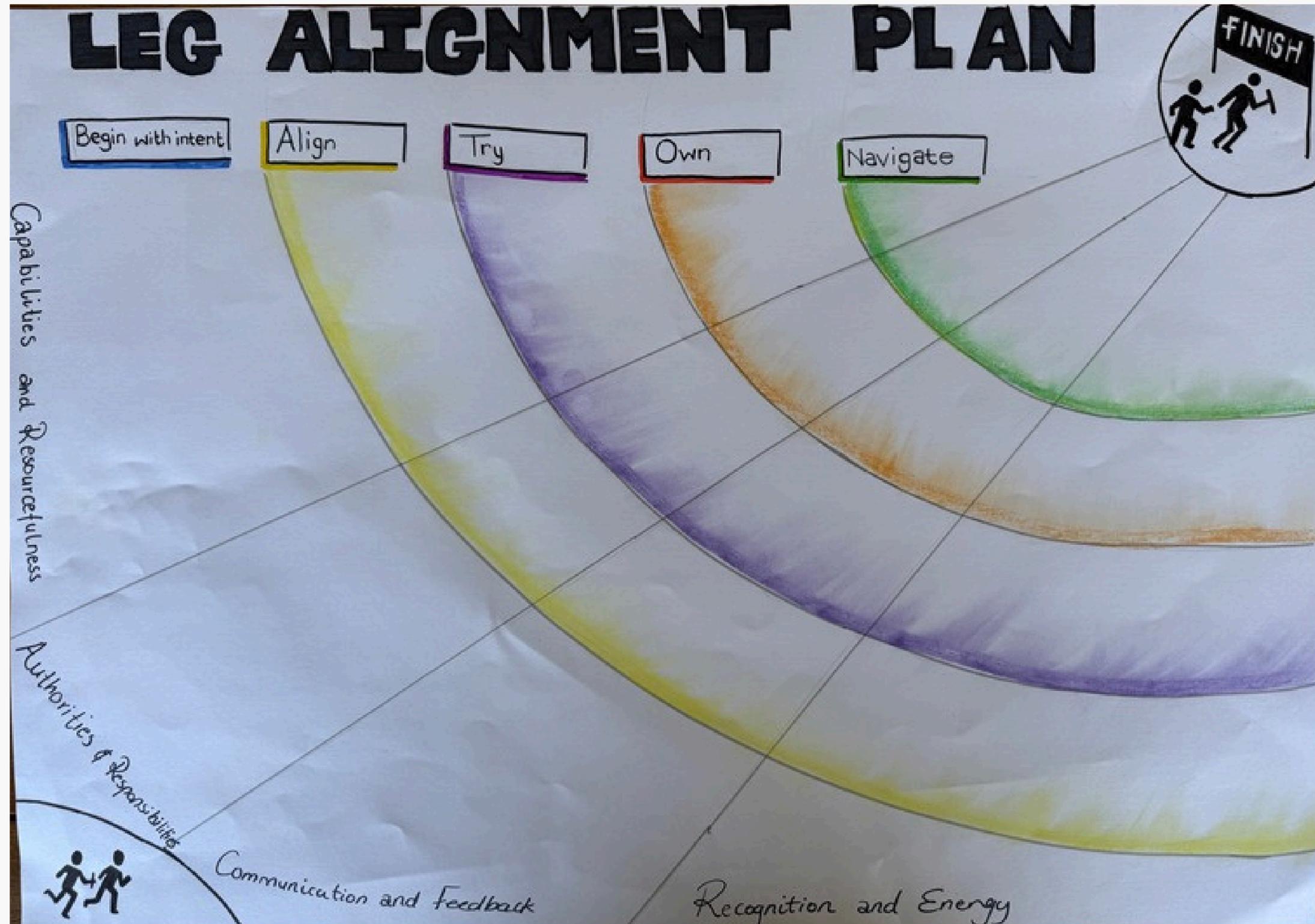
(how did you do in your paired discussions and what new insights did you get about coaching and mentoring)

H – Hand over the light with energy

(who should I share my learnings with and how did the session impact my thinking regarding my B.A.T.O.N. journey)



LEG ALIGNMENT PLAN





Adam Grant ✓
@AdamMGrant

A mark of an open mind is being more committed to your curiosity than to your convictions.

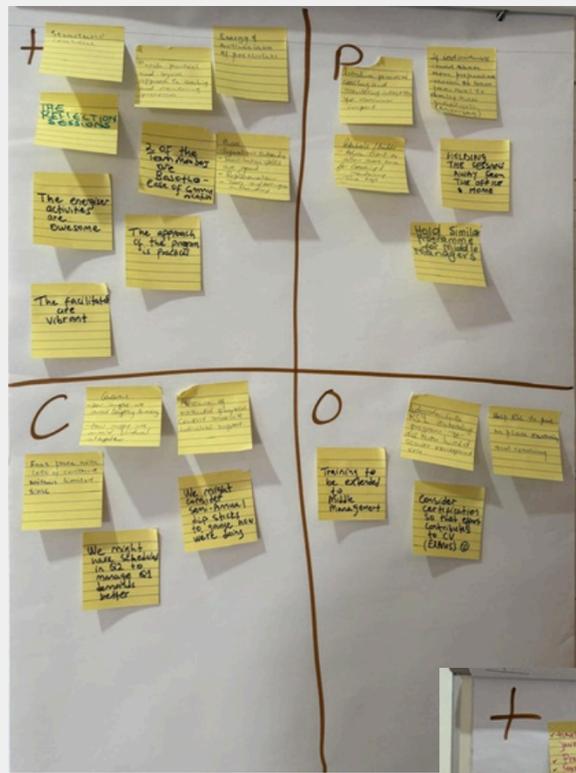
The goal of learning is not to shield old views against new facts. It's to revise old views to incorporate new facts.

Ideas are possibilities to explore, not certainties to defend.



What you told us at the end of Block 2

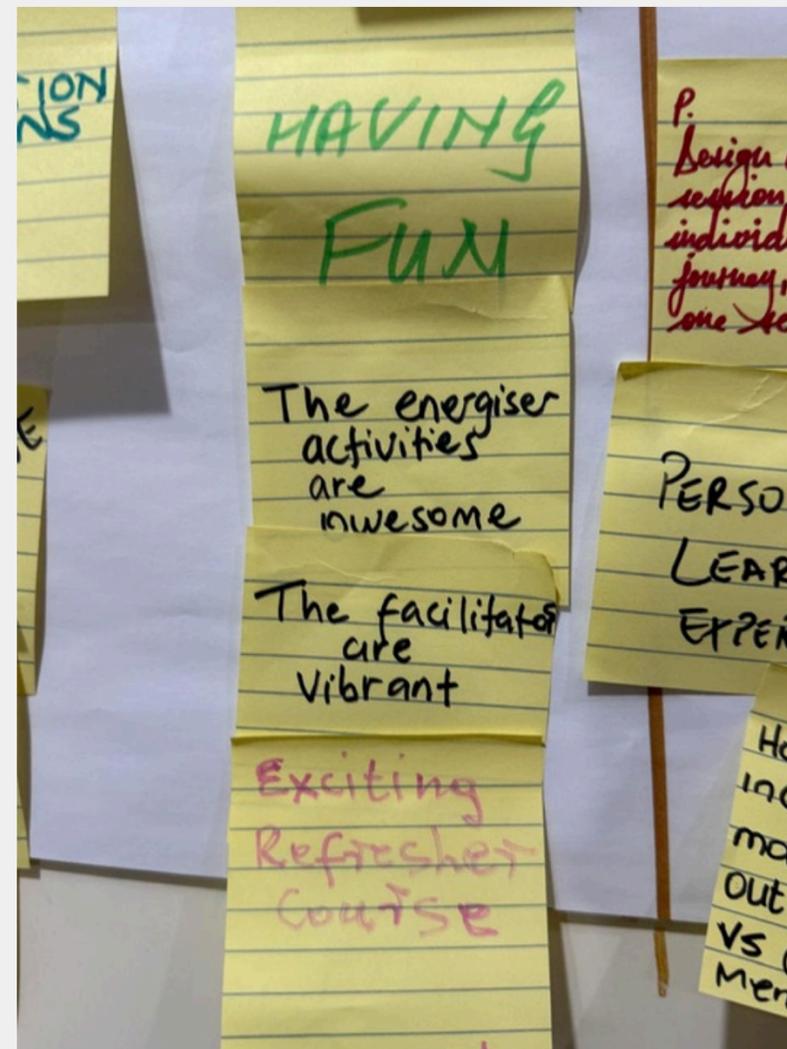
Feedback from the delegates using the PPCO methodology



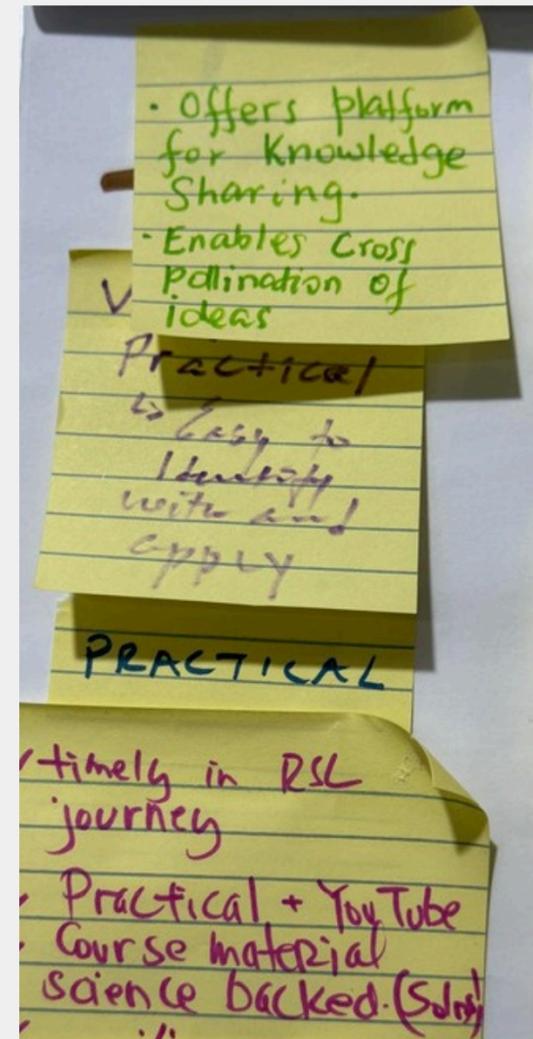
Positives - what you love about the programme



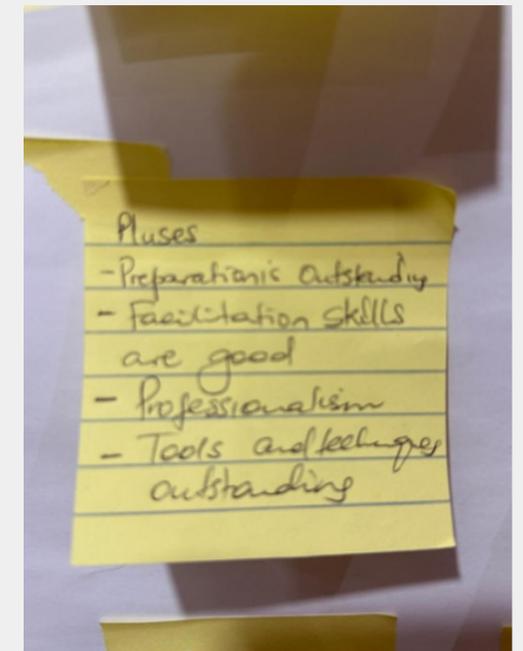
Interactivity



Fun



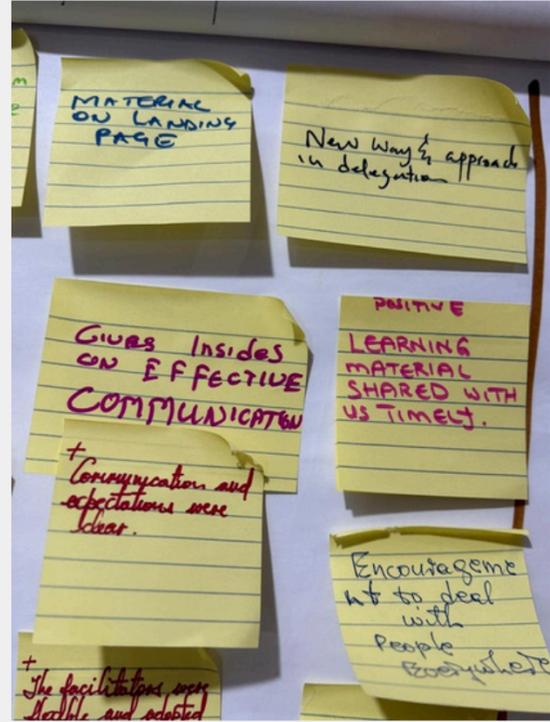
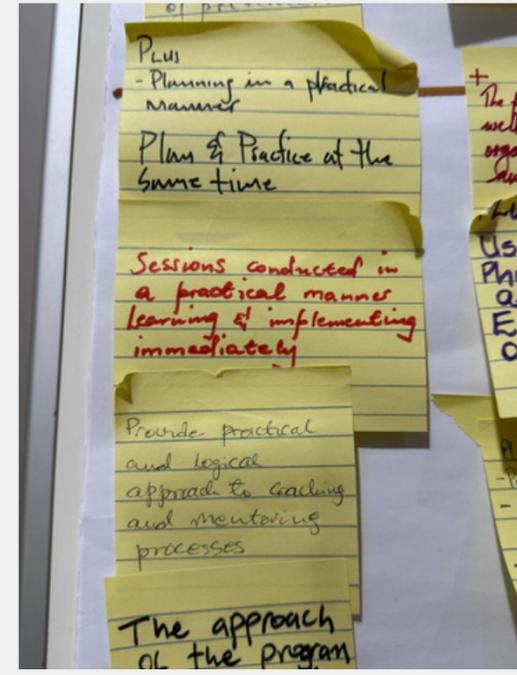
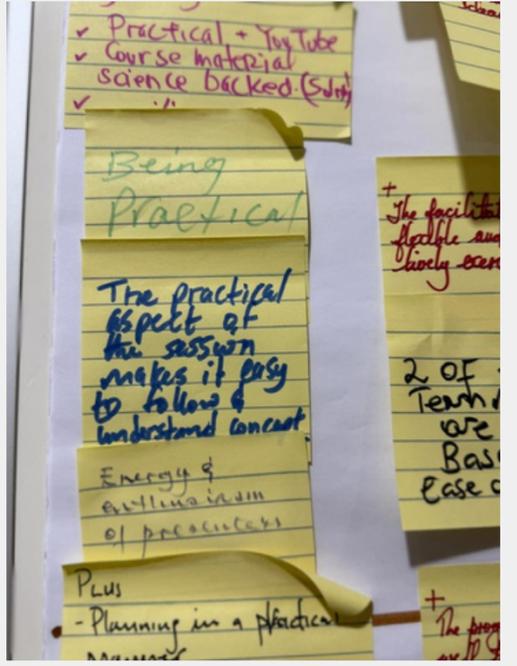
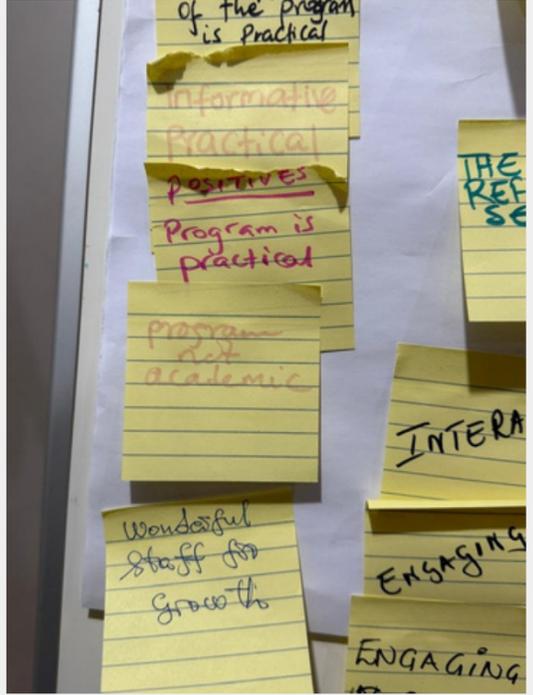
Sharing



Positives cnt'd...

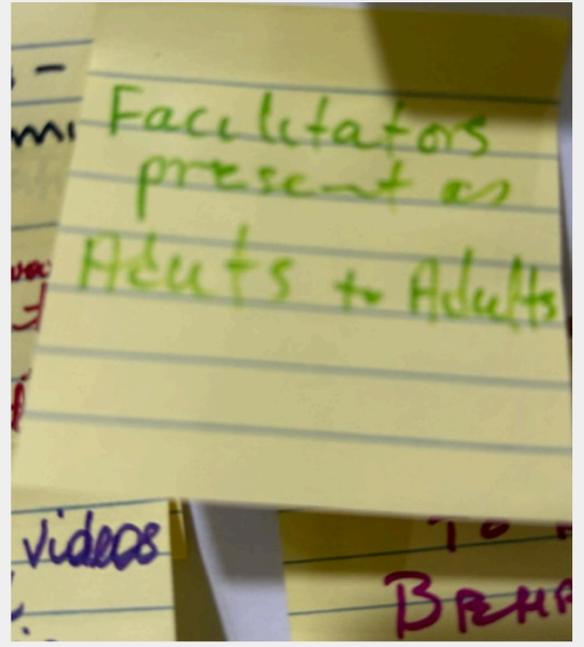
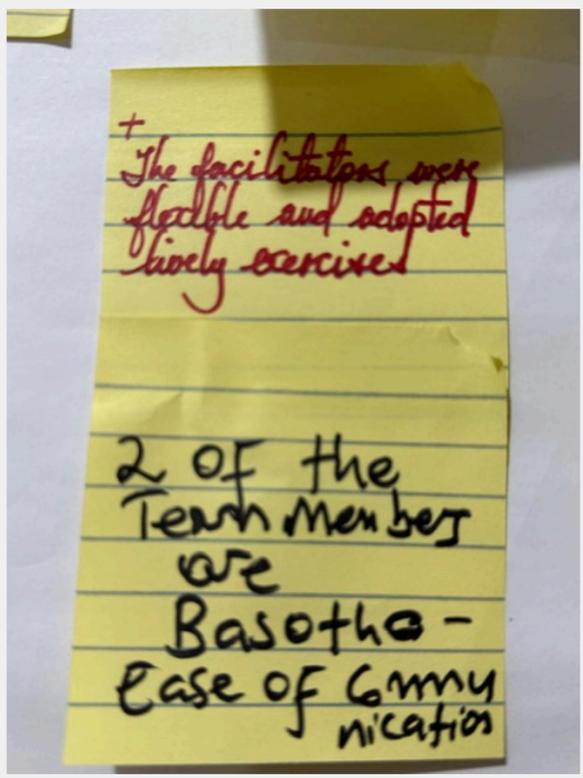
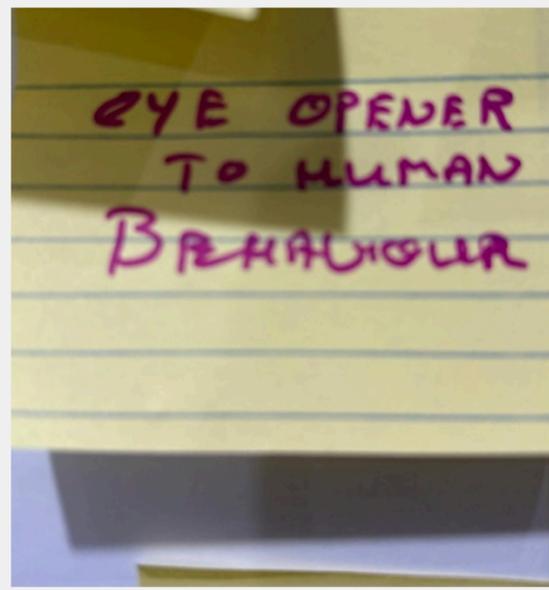
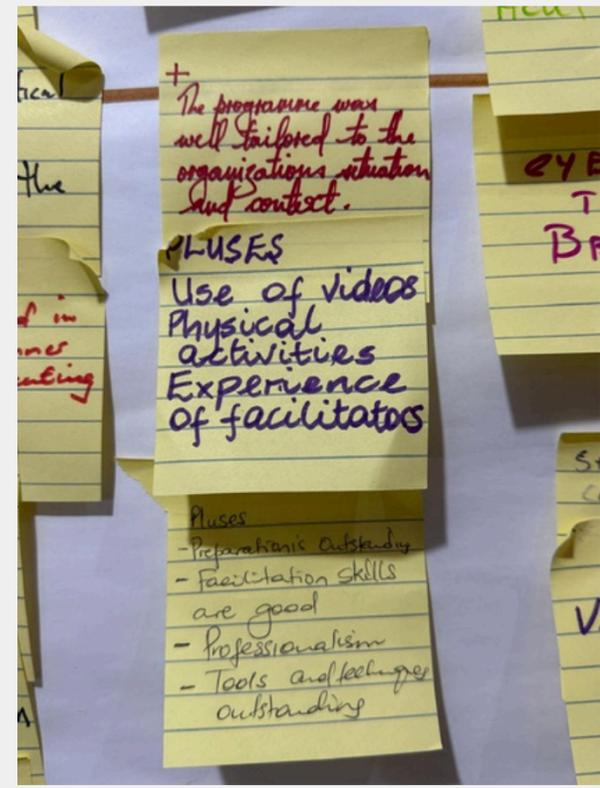
Plan & Practice

Knowledge sharing & Landing Page



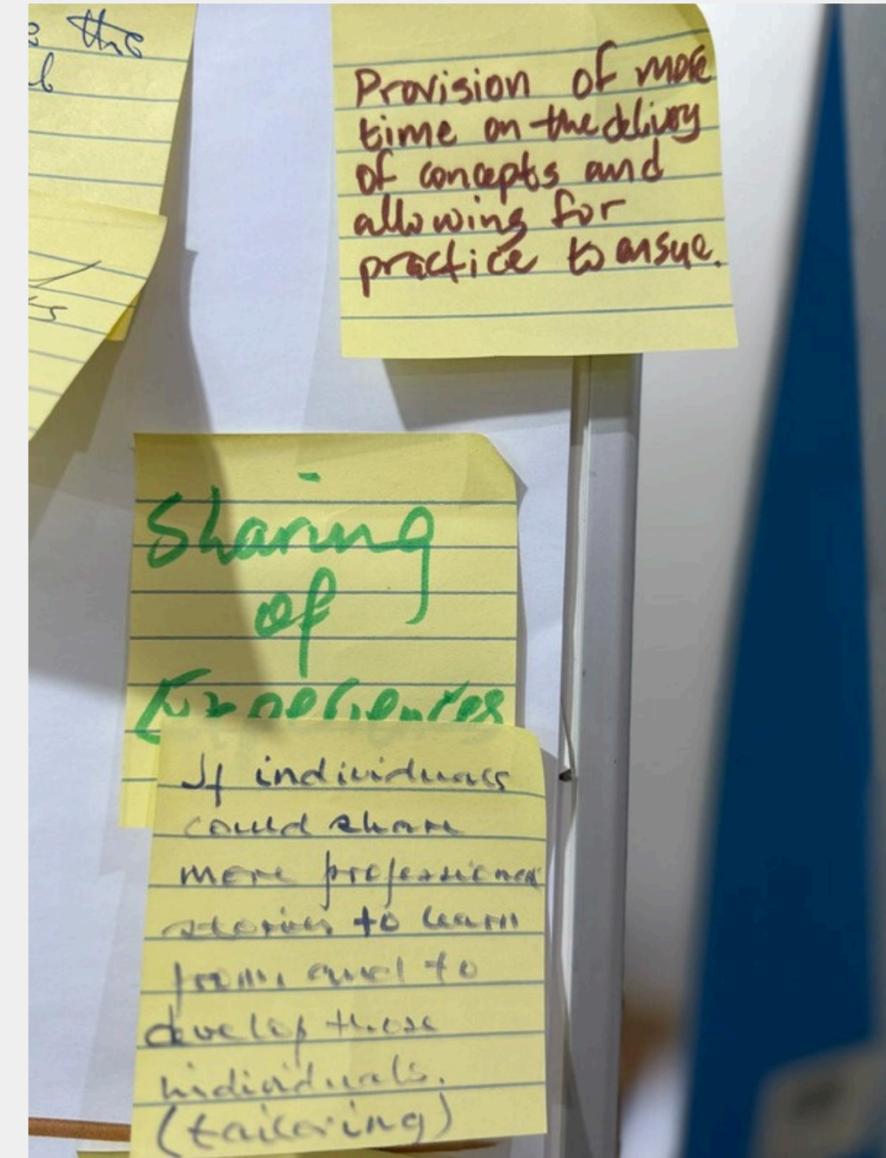
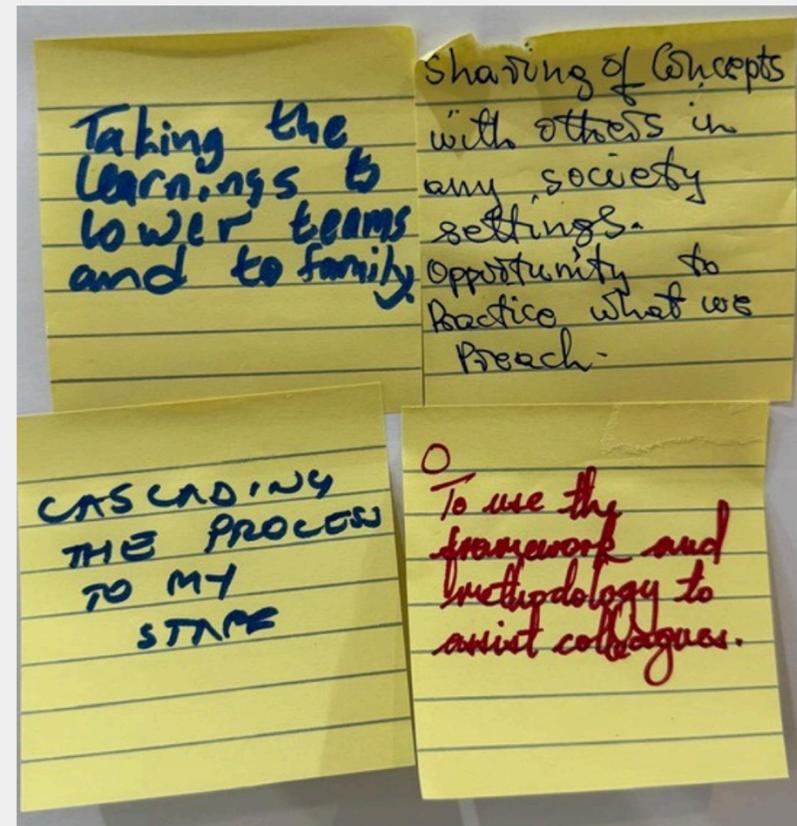
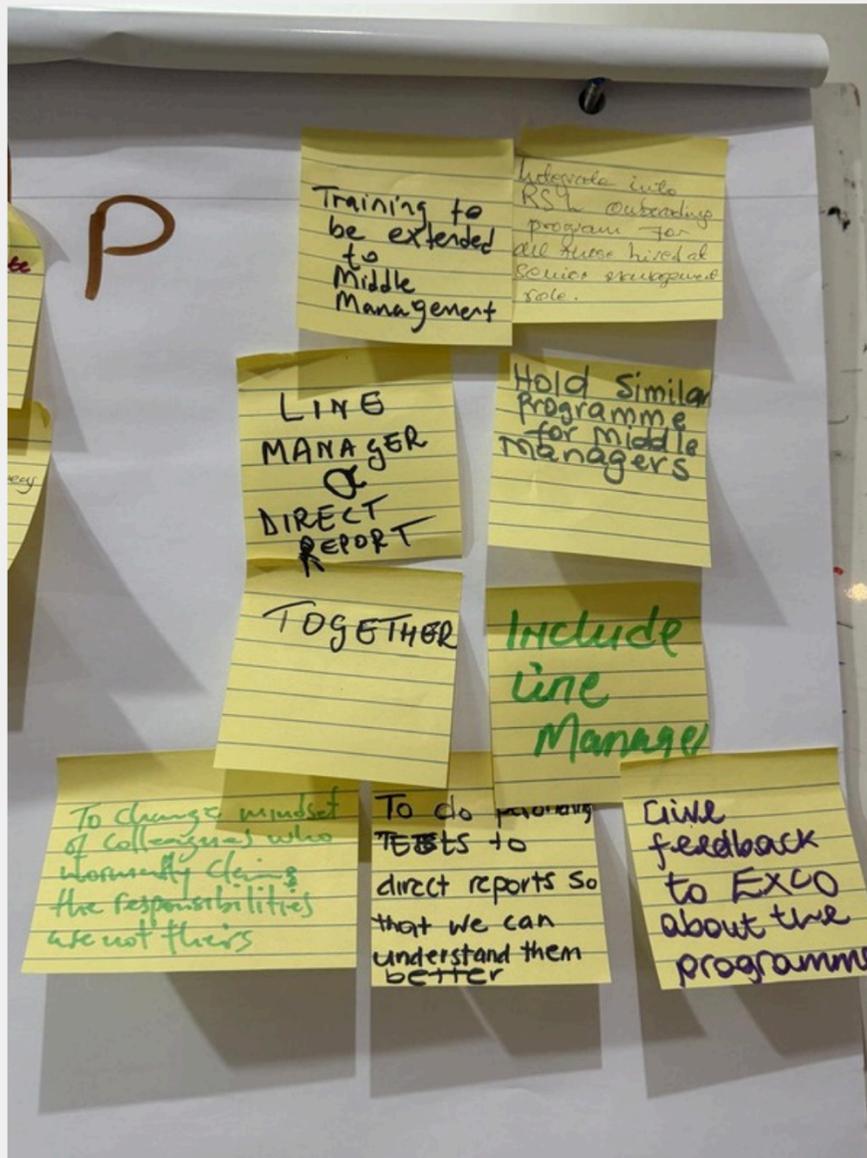
Practicality

Various format



Potentials... what more could be done?

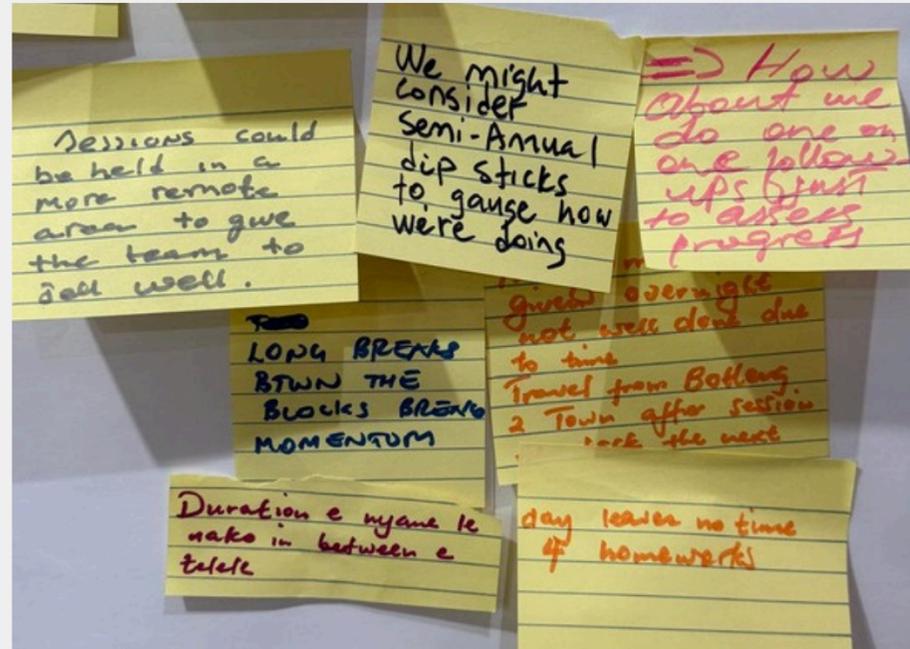
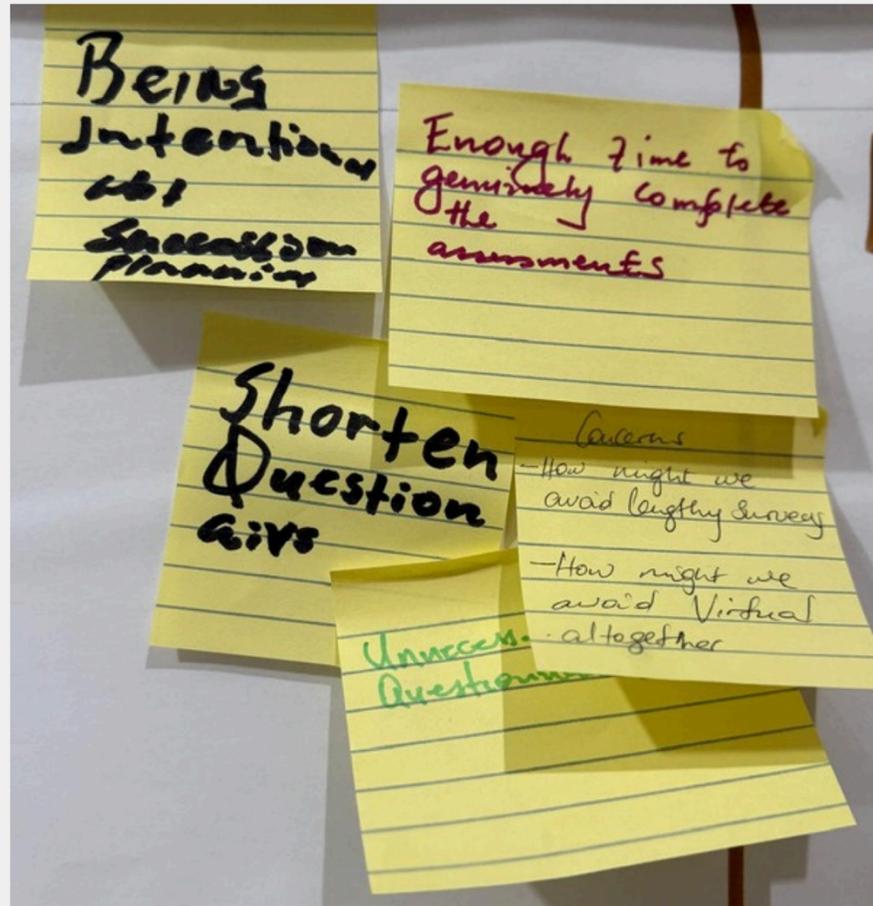
Cascading



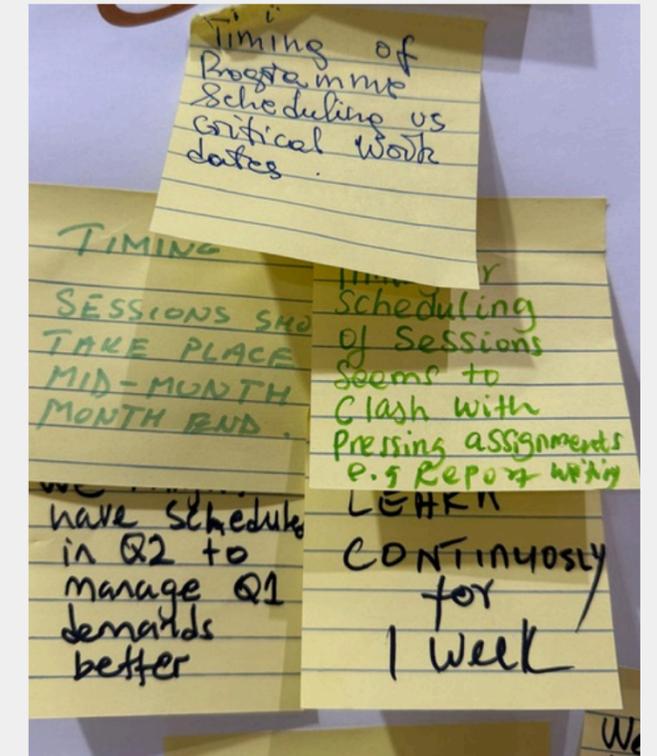
Line Manager support

More time to practice

Concerns... What doesn't sit well with us about the programme...



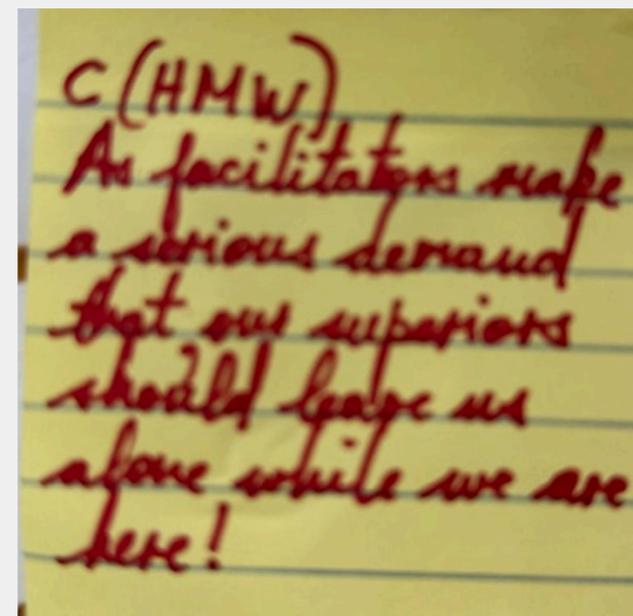
Follow-on's



Timing of program

Length of "surveys"

Being given time to focus



Some observations

Focus on the
Wheel of life..
BATON is a
lever for this

Reference to
"Complete"
delegation..
Pacing of
hand-overs

Challenge of
time and
workload

Generally very
positive where
process has been
followed

Some got real
tractions while
others are
struggling to get
going

Surveys
too long..
Feedback
updates
Accountability
Reflection

More than just 1:1
conversations
everyday
opportunities

Not much
on skills gap

Allow time for
rewiring and
embrace
discomfort

Mechanisms
for dealing
with "fear"

What we heard you say....

No more virtual sessions

Time to implement

**Survey's too long
Accountability
Ownership**

**More on
Managing
Upwards**

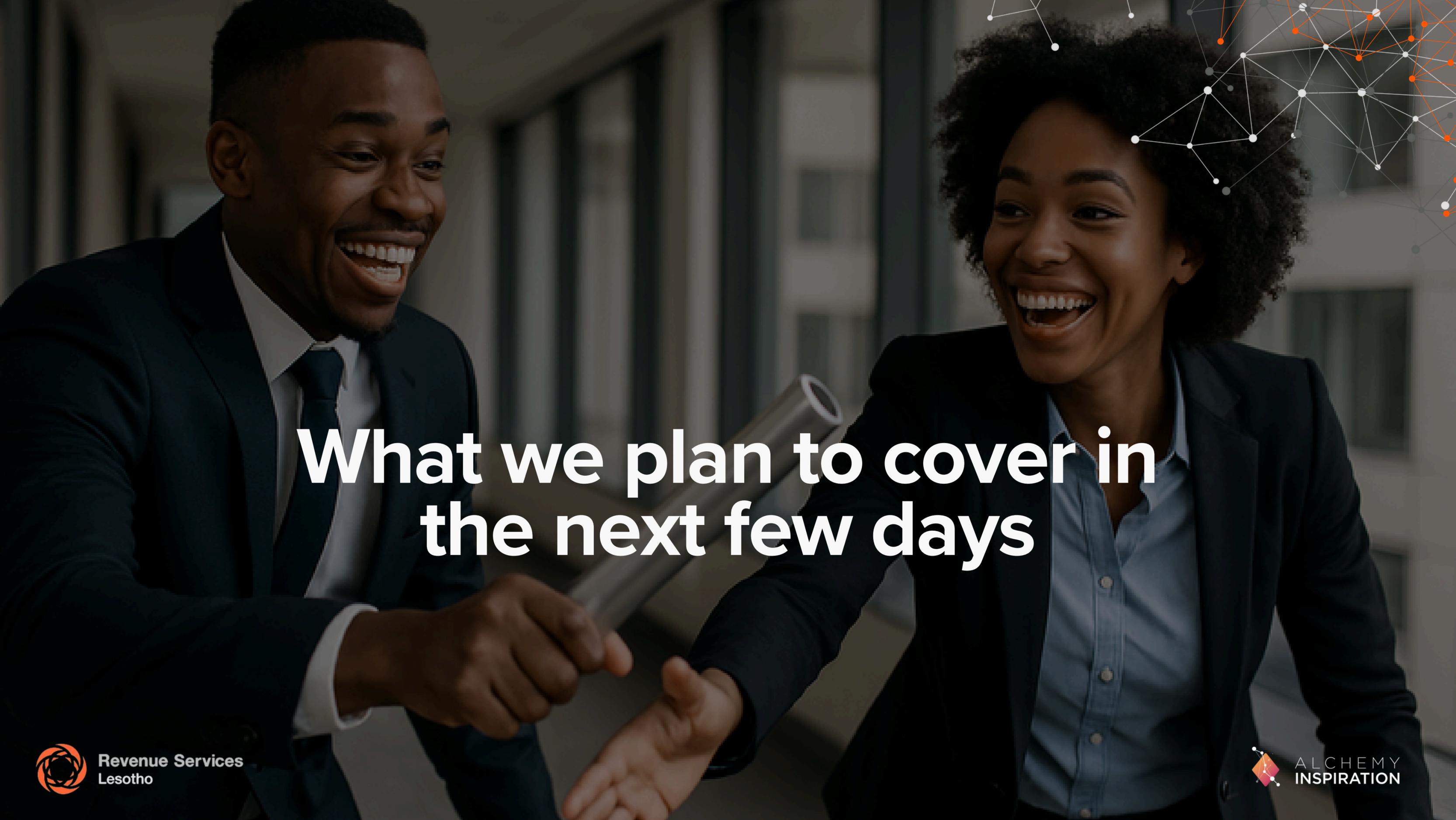
**More time to share
and practice**

**Difficult to
rewire**

**Revisit coaching
and personality
types**

**Way to manage
my brain**

**More sharing of
experiences**



**What we plan to cover in
the next few days**

DAY 1

Overview for today

- 08:30 - 09:00 Block 3 Check-in - What is your Leadership Headline?
- 09:00 - 09:15 How will Coaching & Mentoring help me as a Leaders
- 09:15 - 09:30 What we have covered and what you told us at the end of Block 2
What we plan to cover in the next few days
- 09:30 - 10:00 Revisiting some of the Coaching and Mentoring principles and what Coaching is
- **10:00 - 10:15 Break**
- 10:15 - 12:00 Practicing our Coaching skills - conversations in Three's
- 12:00 - 12:15 Reflecting on the exercise and your learnings
- 12:15 - 12:45 Checking back to your Enneagram type and how it might be influencing you as a coach and a mentor
- 12:45 - 13:00 Group check-in - Feedback and learnings
- **13:00 - 14:00 Lunch**
- 14:00 - 14:30 Looking at where you are in you B.A.T.O.N. journey - your updates and feedback
- 14:30 - 15:15 Thinking Pair conversations about “What is getting in the way” or “What I can do better”
- **15:15 - 15:30 Break**
- 15:30 - 16:30 TORCH reflection and Check-out

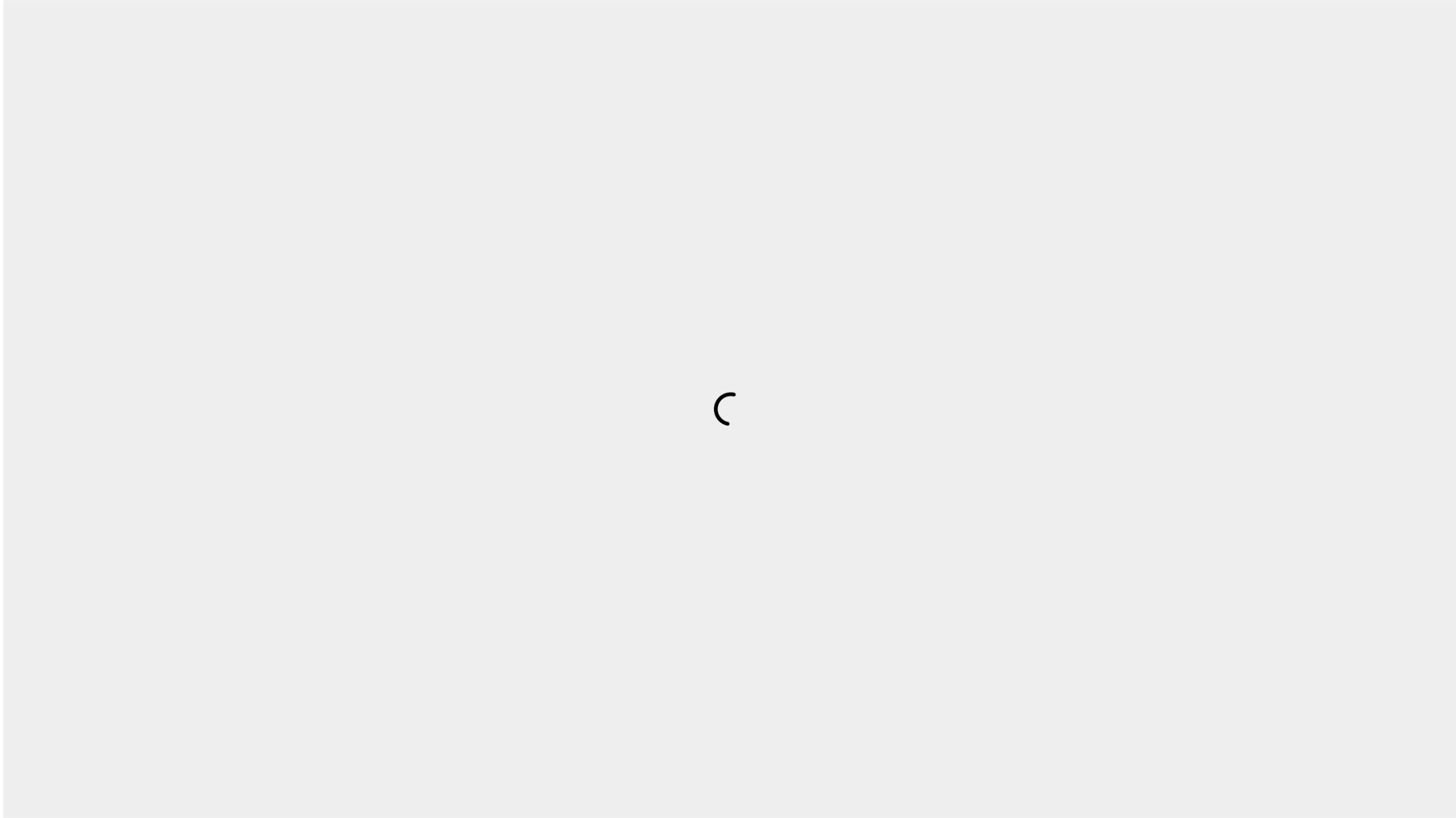
DAY 2 Overview for tomorrow

- 08:30 - 09:00 Day 2 Check-in
- 09:00 - 09:30 Introducing the T in B.A.T.O.N. - TRY
- 09:00 - 12:00 An interactive toolkit with skills to tackle what might be getting in the way
 - A bit more about managing our brains
 - Control & Letting Go
 - Building Trust - BRAVING
 - Setting Boundaries
 - More on managing upwards
 - Allowing for not getting it right first time
- 12:00 - 13:00 Group check-in and personal reflection - Feedback and learnings
- **13:00 - 14:00 Lunch**
- 14:00 - 14:30 Getting back to your B.A.T.O.N. journey and refining your LESOKOANA ALIGNMENT MAP
- 14:30 - 15:15 Developing a clear action plan for LEG 3
- **15:15 - 15:30 Break**
- 15:30 - 16:30 TORCH reflection and Check-out





Revisiting some of the Coaching and Mentoring Principles



C

Embodies a Coaching Mindset

Develops and maintains a mindset that is open, curious, flexible, and client-centered.

Key Practices:

- **Approaches coaching with curiosity and openness**
- **Commits to ongoing learning and self-reflection**
- **Maintains a non-judgmental attitude**
- **Supports client autonomy and growth**

Establishes and Maintains Agreements

Partners with the client to create clear agreements about the coaching relationship, process, plans, and goals.

Key Practices:

- Clarifies roles and responsibilities
- Co-creates goals and outcomes
- Establishes confidentiality and boundaries
- Reviews and revises agreements as needed

Cultivates Trust and Safety

Creates a safe, supportive environment that allows the client to share freely and take risks.

Key Practices:

- Demonstrates respect and empathy**
- Acknowledges client strengths and efforts**
- Maintains confidentiality**
- Responds with compassion and understanding**

Maintains Presence

Is fully conscious and present with the client, employing a style that is open, flexible, grounded, and confident.

Key Practices:

- Stays focused and attentive
- Manages emotions and distractions
- Adapts to client needs in the moment
- Uses silence and intuition effectively

Listens Actively

Focuses on what the client is and is not saying to fully understand and support the client.

Key Practices:

- Listens beyond words to tone and emotion**
- Reflects and summarizes accurately**
- Avoids interrupting or judging**
- Clarifies and confirms understanding**

Evokes Awareness

Facilitates insight and learning by asking powerful questions and offering observations.

Key Practices:

- Uses open-ended and thought-provoking questions
- Challenges assumptions and perspectives
- Encourages reflection and exploration
- Supports new insights and actions

Facilitates Client Growth

Partners with the client to transform learning and insight into action and achieve desired outcomes.

Key Practices:

- Supports goal setting and planning
- Encourages accountability and follow-through
- Celebrates progress and success
- Helps integrate learning into life and work

**Explore an area in your professional life
that could benefit from coaching**



Time
for
Lunch



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Revisiting some of the Coaching and Mentoring Principles





**Time to get
practical**

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

Assure the talker
that you are
listening



A. Scribe

Capture insights –
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How might we...

Three way listening activity



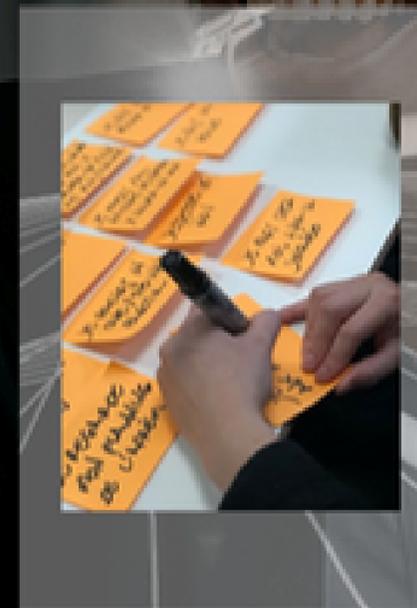
C Talker

Share from the heart.
Explore your thoughts
out loud



A. Listener

Assure the talker
that you are
listening



B. Scribe

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

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's 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):

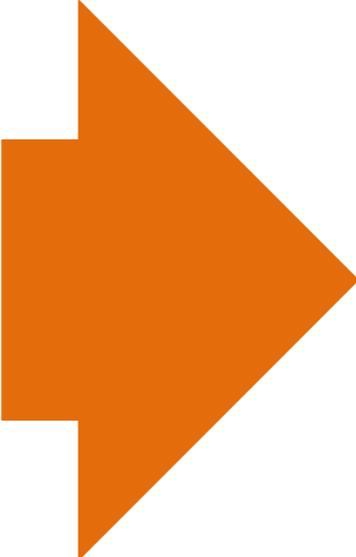
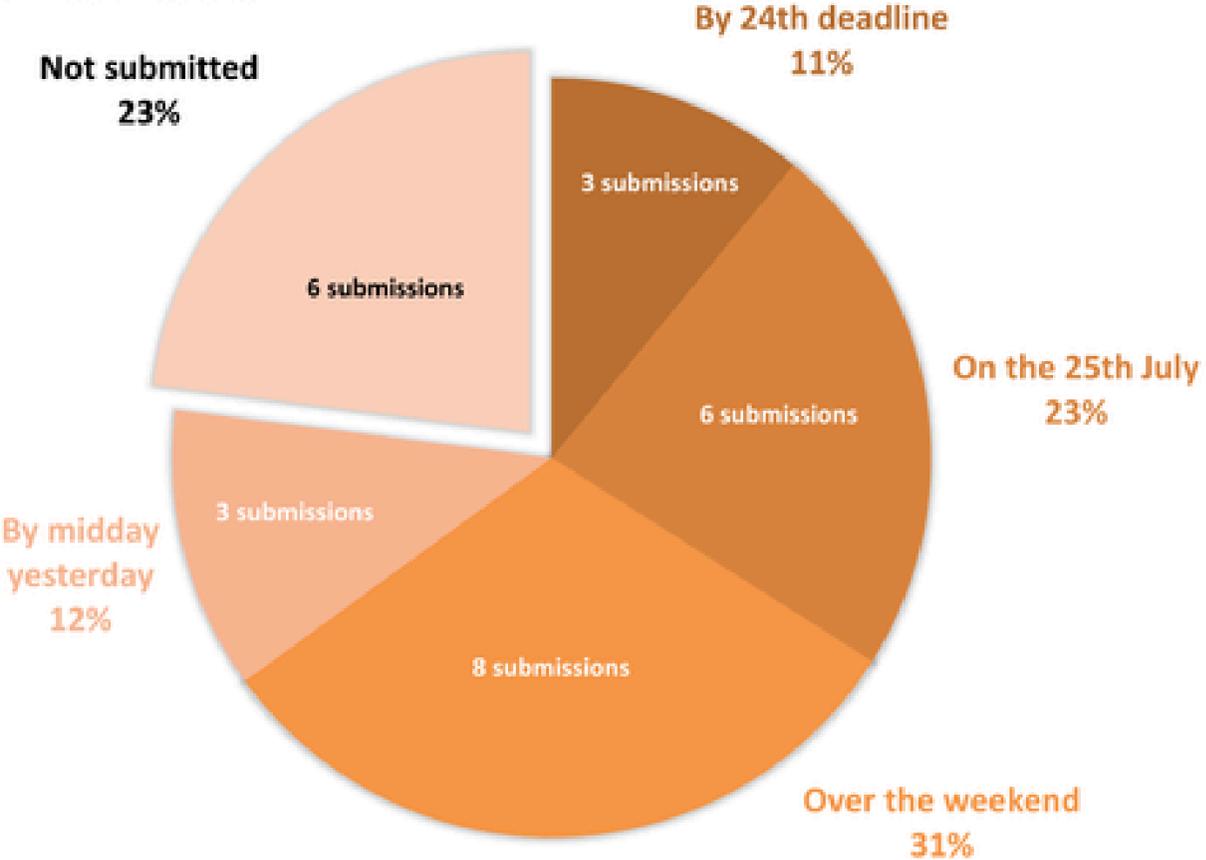
As a Nine, you likely bring a sense of calm and harmony to your coaching practice, helping clients find common ground and resolve conflicts. You may be skilled at helping clients connect with their inner peace and find common ground. However, you may need to be mindful of your tendency to avoid conflict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

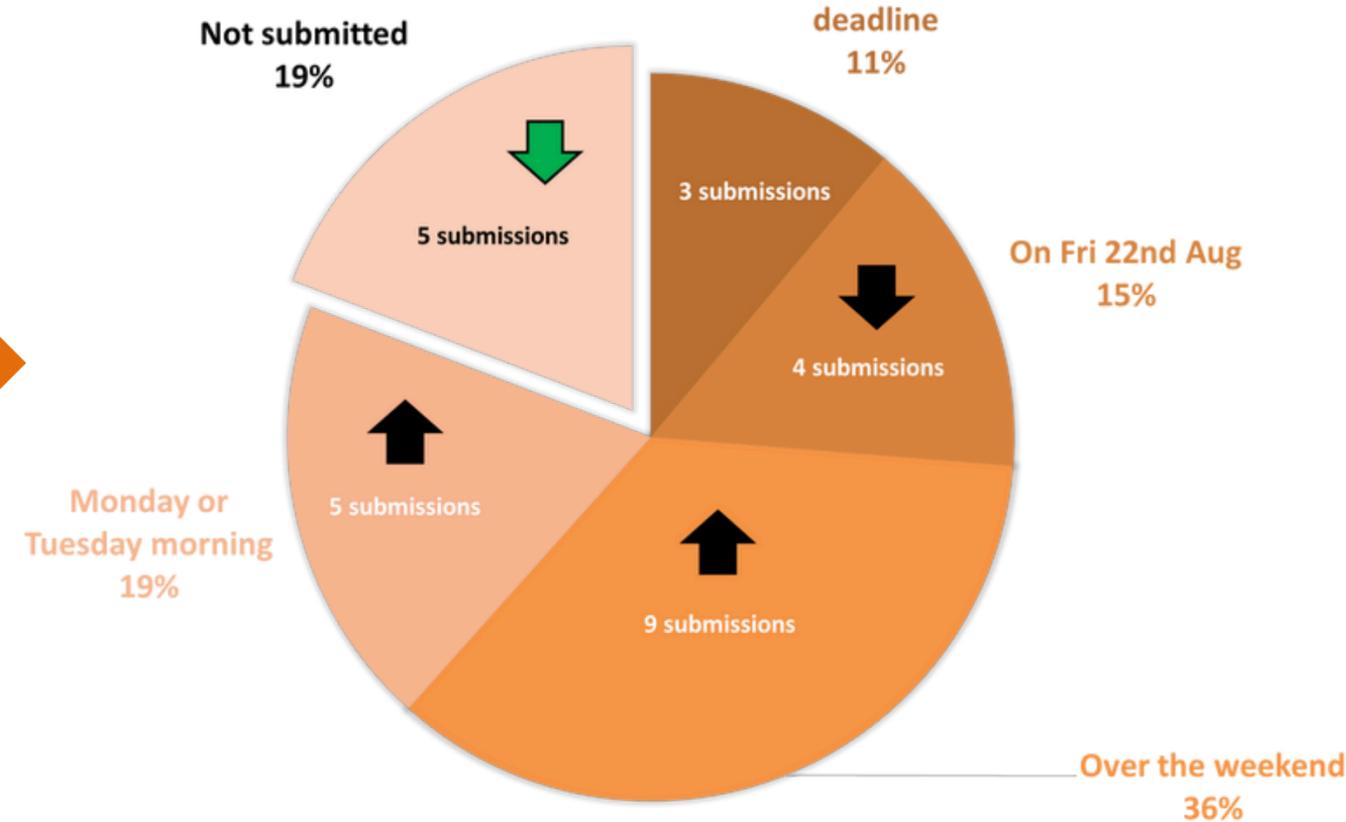


Submission Rate

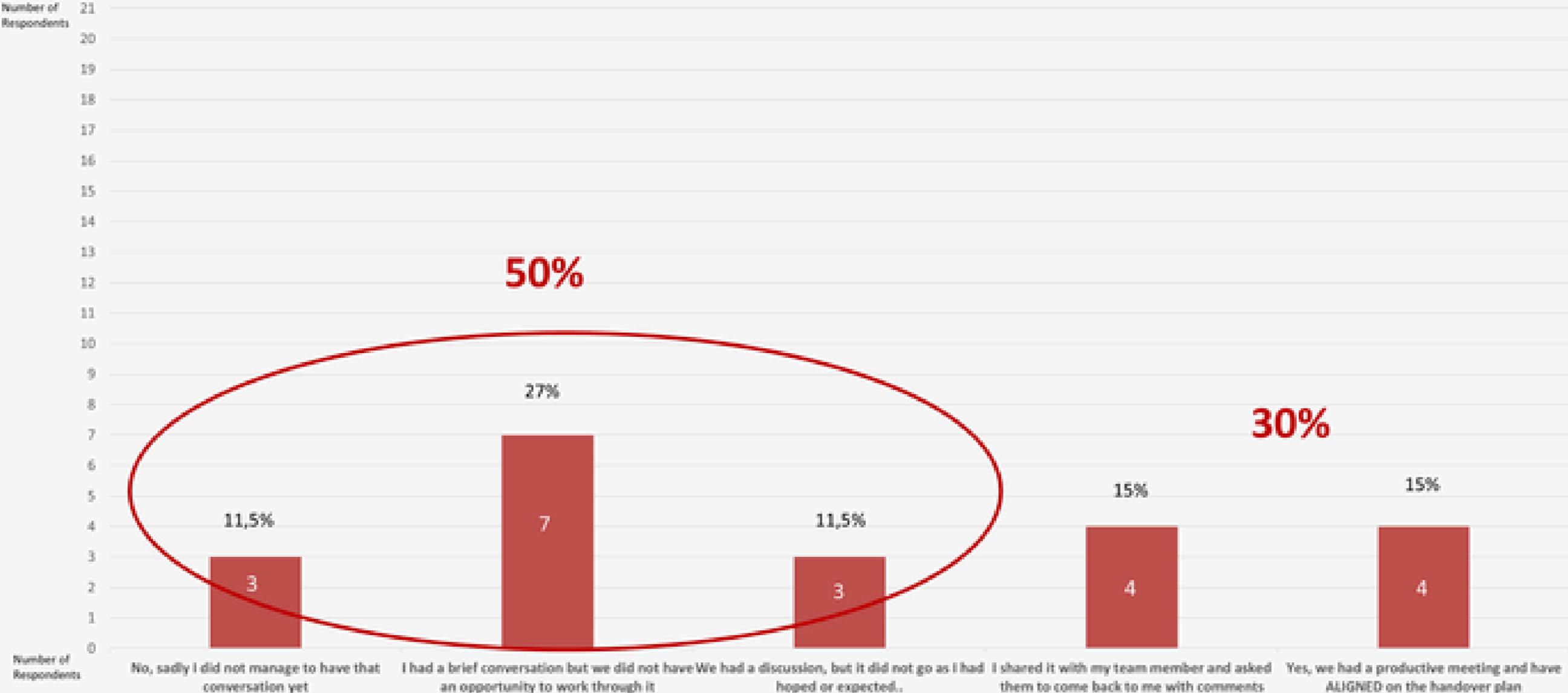
LEG 1 UPDATE SUBMISSIONS



LEG 2 UPDATE SUBMISSIONS

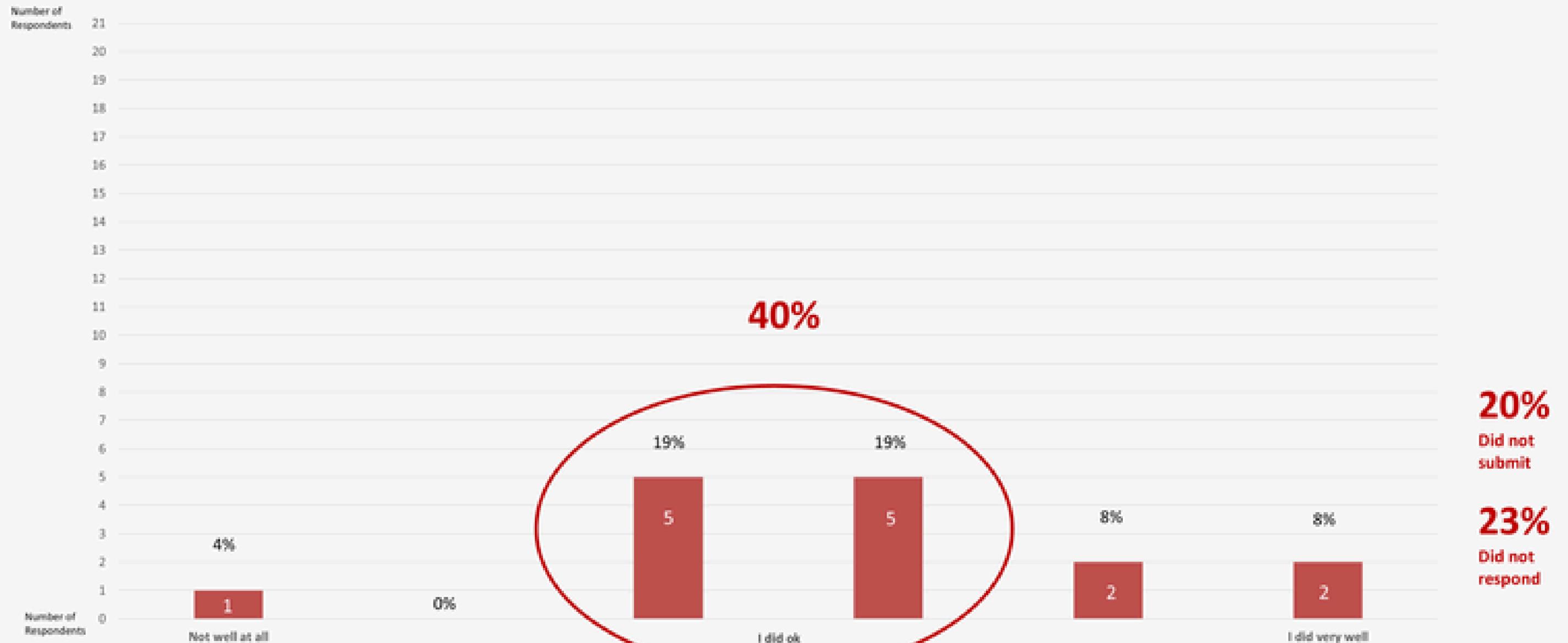


Did you manage to share/ refine your FIRST LEG ALIGNMENT PLAN that you developed in BLOCK 2 with the relevant team member?*



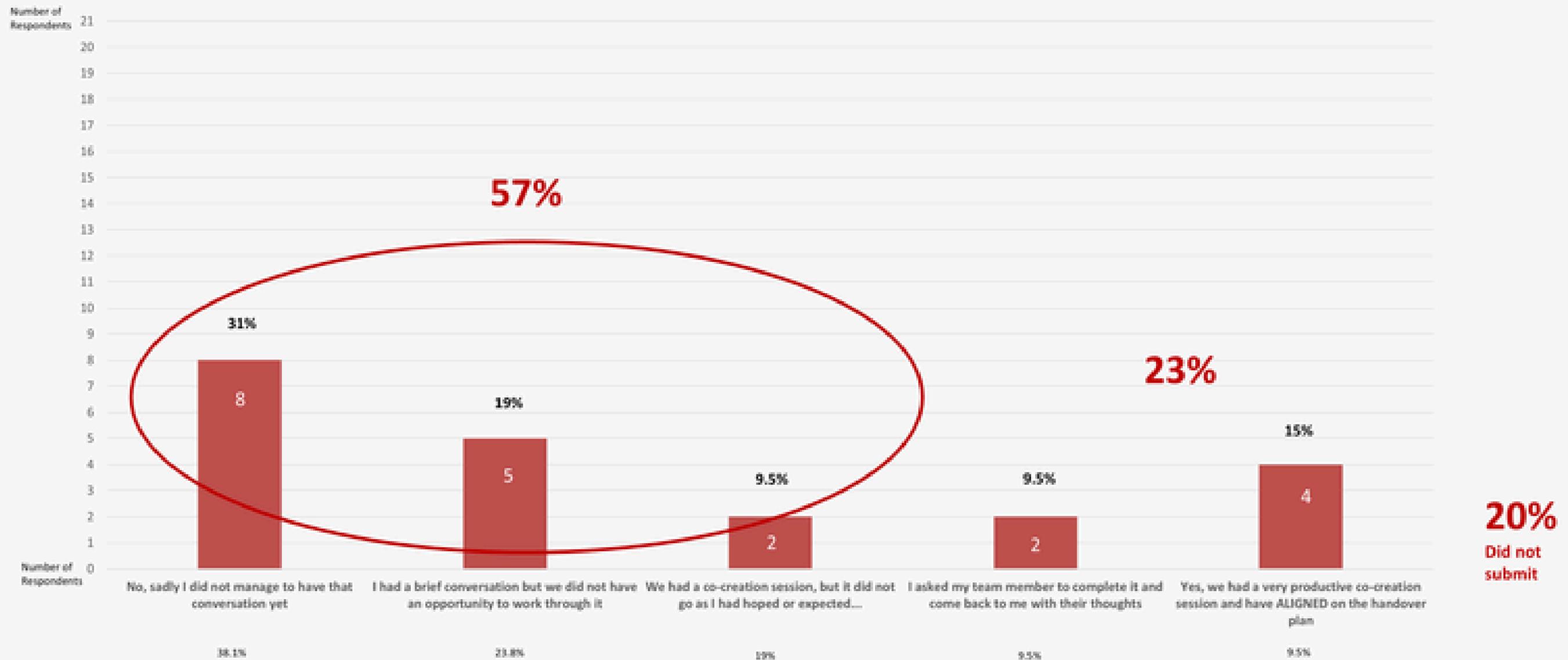
*21 respondents out of 21 answered this question

How do you feel you did as a mentor or coach, or how do you feel you showed up in the FIRST session?*



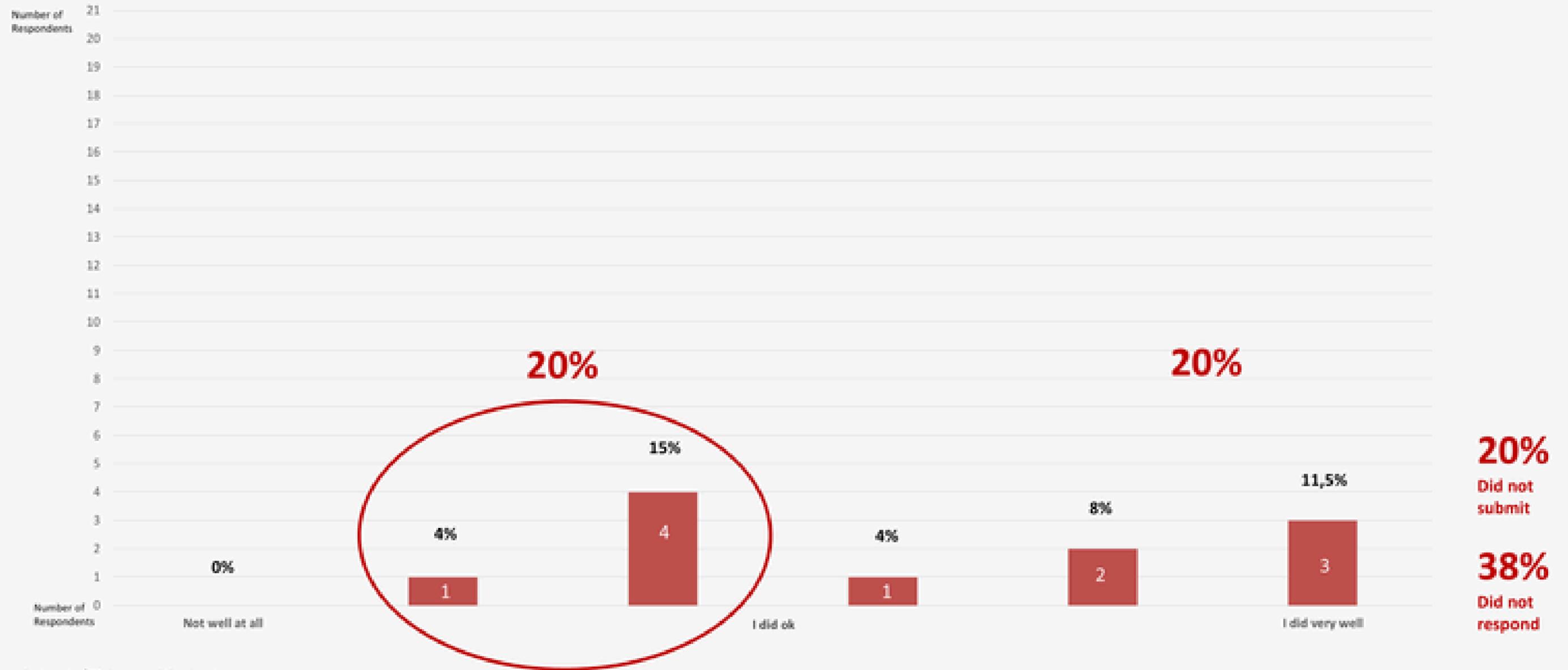
*15 respondents out of 21 answered this question

Did you manage to co-create your SECOND LEG ALIGNMENT PLAN that you had NOT developed yet, with the relevant team member?*



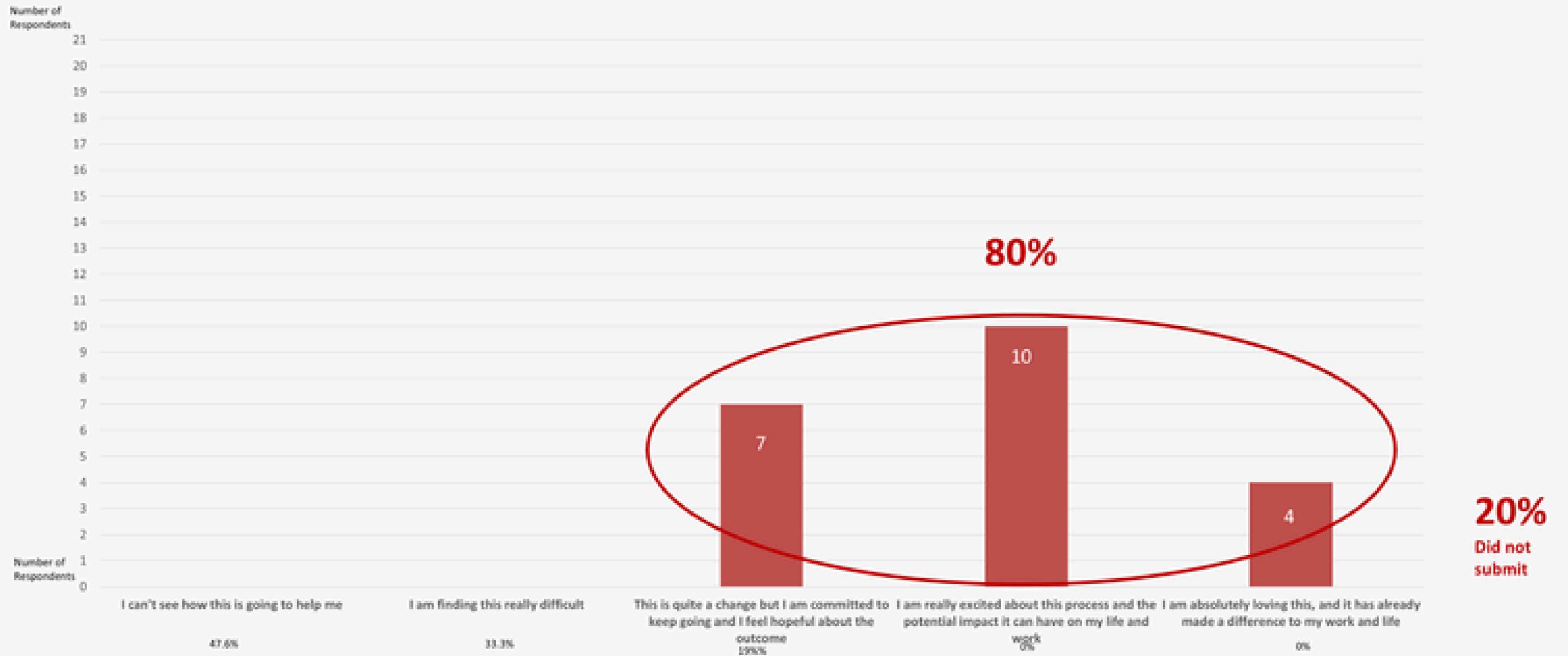
*21 respondents out of 21 answered this question

How do you feel you did as a mentor or coach, or how do you feel you showed up in this session?*



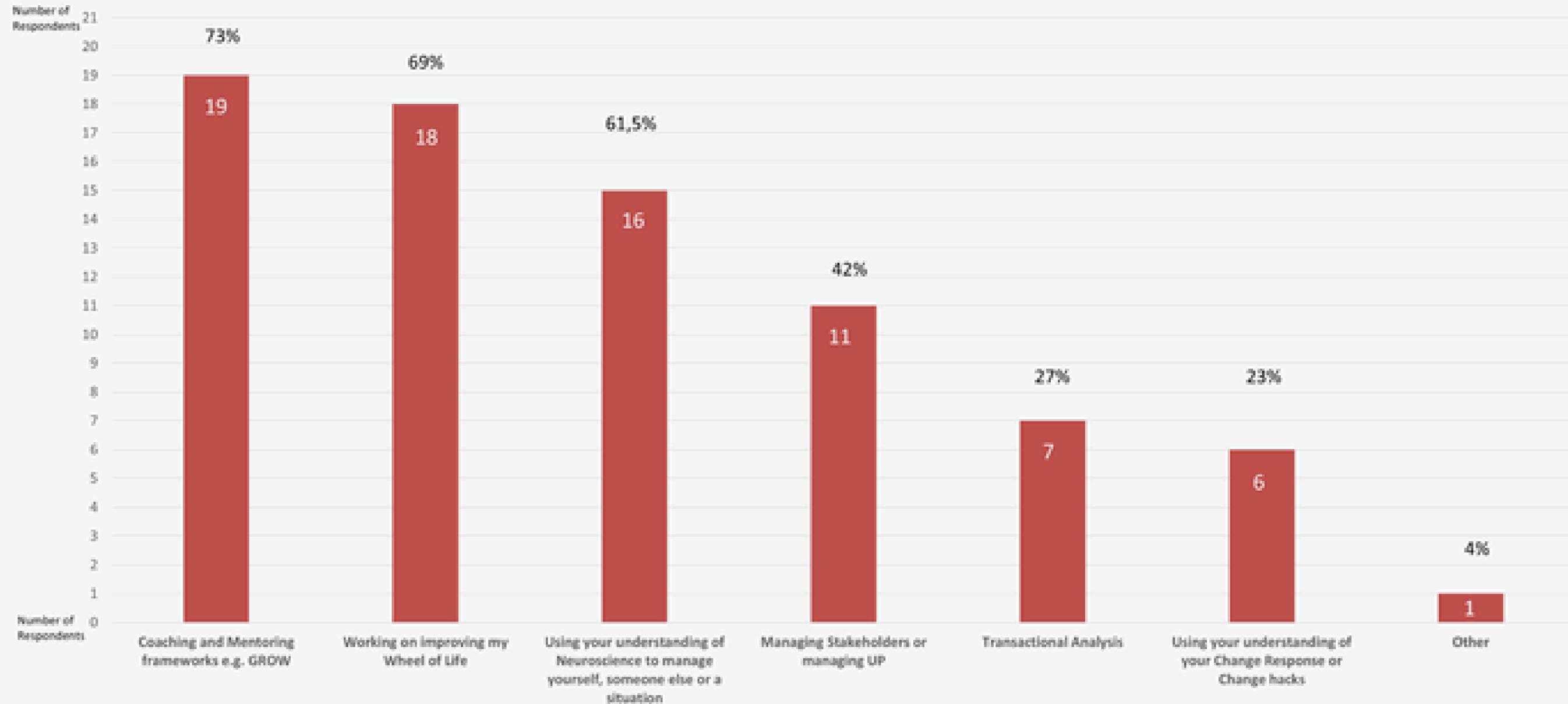
*11 respondents out of 21 answered this question

Finally, please share how you are feeling about the process to date?*



*21 respondents out of 21 answered this question

Which of the following concepts from Block 1 and 2 have you tried, used or applied since last BLOCK?*



*21 respondents out of 21 answered this question

Be kind to yourself....

**If you are not where you want to be
with this process..**

**You are not necessarily lazy or unmotivated
Your days are packed & your brain is constantly on.
Your calendar has no white space
And now you are supposed to change
the way you do things too!**

**When your nervous system is overwhelmed even
good change feels threatening!**

Your brain does not want “better”!

It wants familiar and safe

So if you are feeling stuck, frozen

or if you have checked out

in trying to do things differently

This is not a failure... it is a stress response



**We think we need to fix our “not coping”
with more effort**

More planning, more pushing & more perfection

Bur what do you actually need?

More Safety

More Sensitivity

More Space

Change does not happen when you are feeling ready

It happens when you are feeling safe enough to try

It happens when you start doing things

even if it is just the next step

So start SMALL and just TRY

- take one thing off your plate this week

-Move one meeting you don't need to attend

In your Accountability Pairs (in the garden)

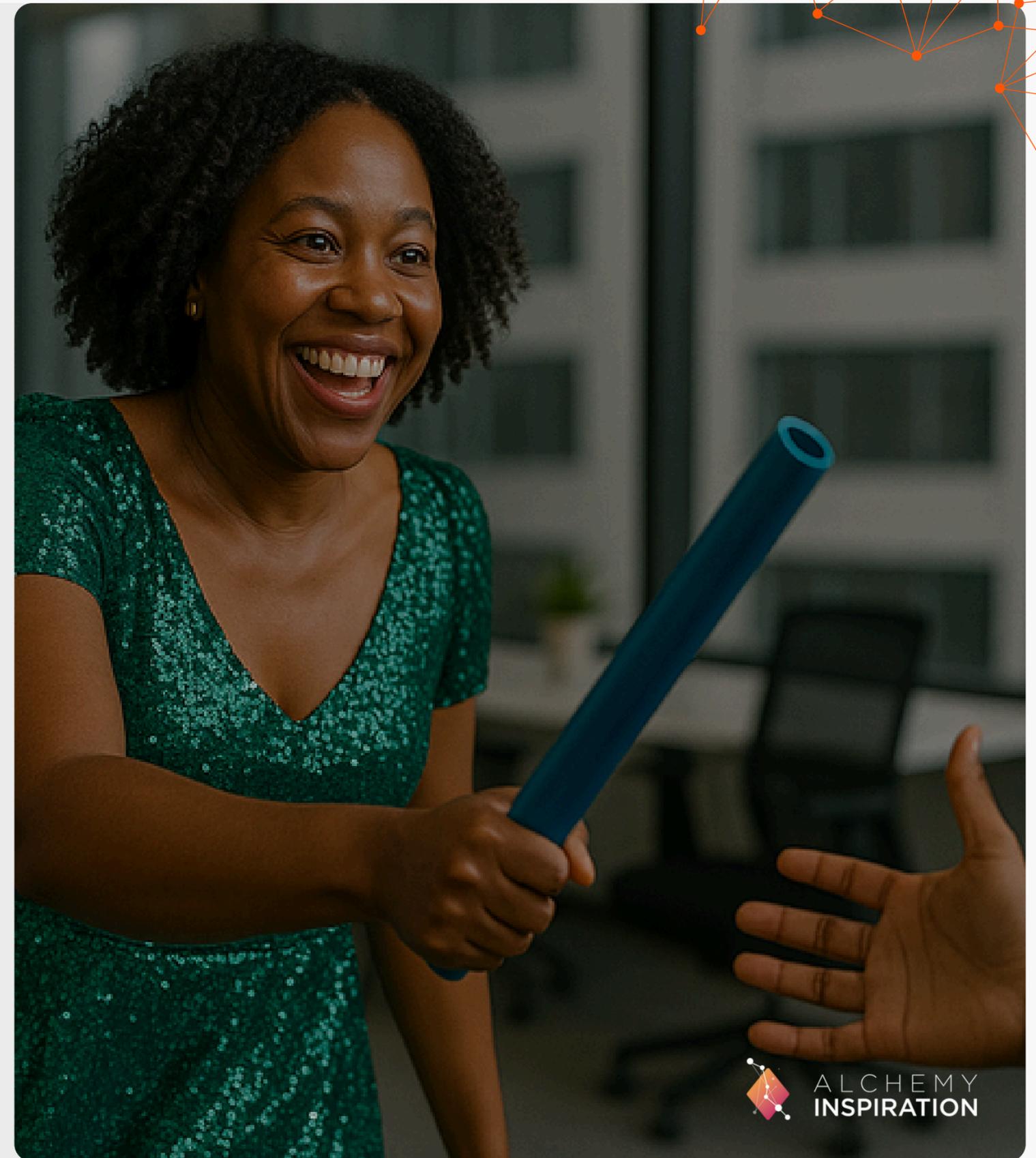
**What is getting in your way
or What could I do better?**

INDIVIDUAL

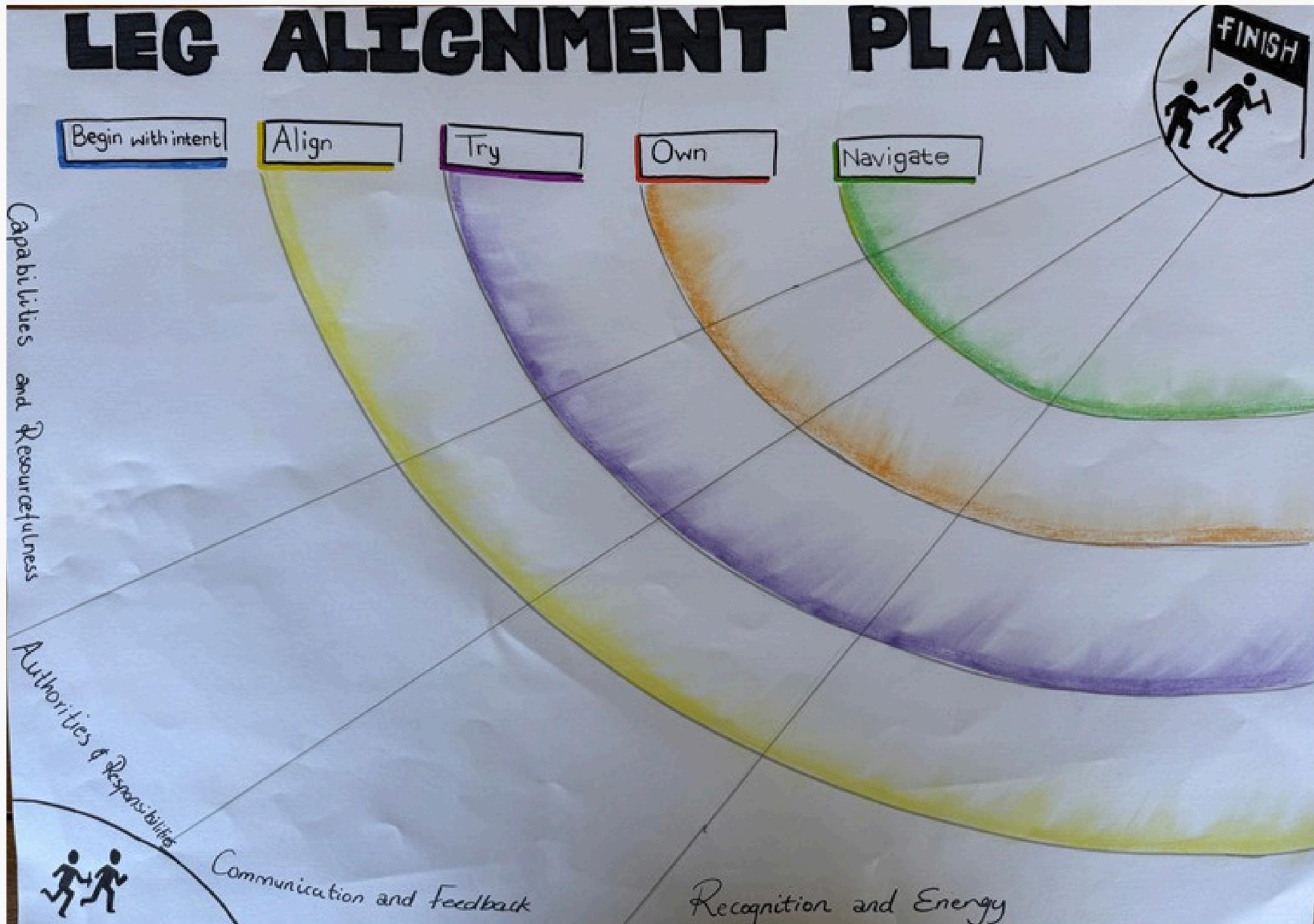
Check-in

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

- 5 - I am super excited and I am learning lots!
- 4 - I am not sure - 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?



LEG ALIGNMENT PLAN



The TORCH Reflection Framework

T – Trace your journey (reflect on the session/the day)

O – Own your learning experiences

(how did you show up and what did you learn about yourself)

R – Reflect on lessons learned

(what were your key learnings and take-aways)

C – Connect with the coach / mentor in you

(how did you do in your paired discussions and what new insights did you get about coaching and mentoring)

H – Hand over the light with energy

(How did the session impact my thinking regarding my B.A.T.O.N. journey)



BLOCK 3
DAY 1
is
DONE!!



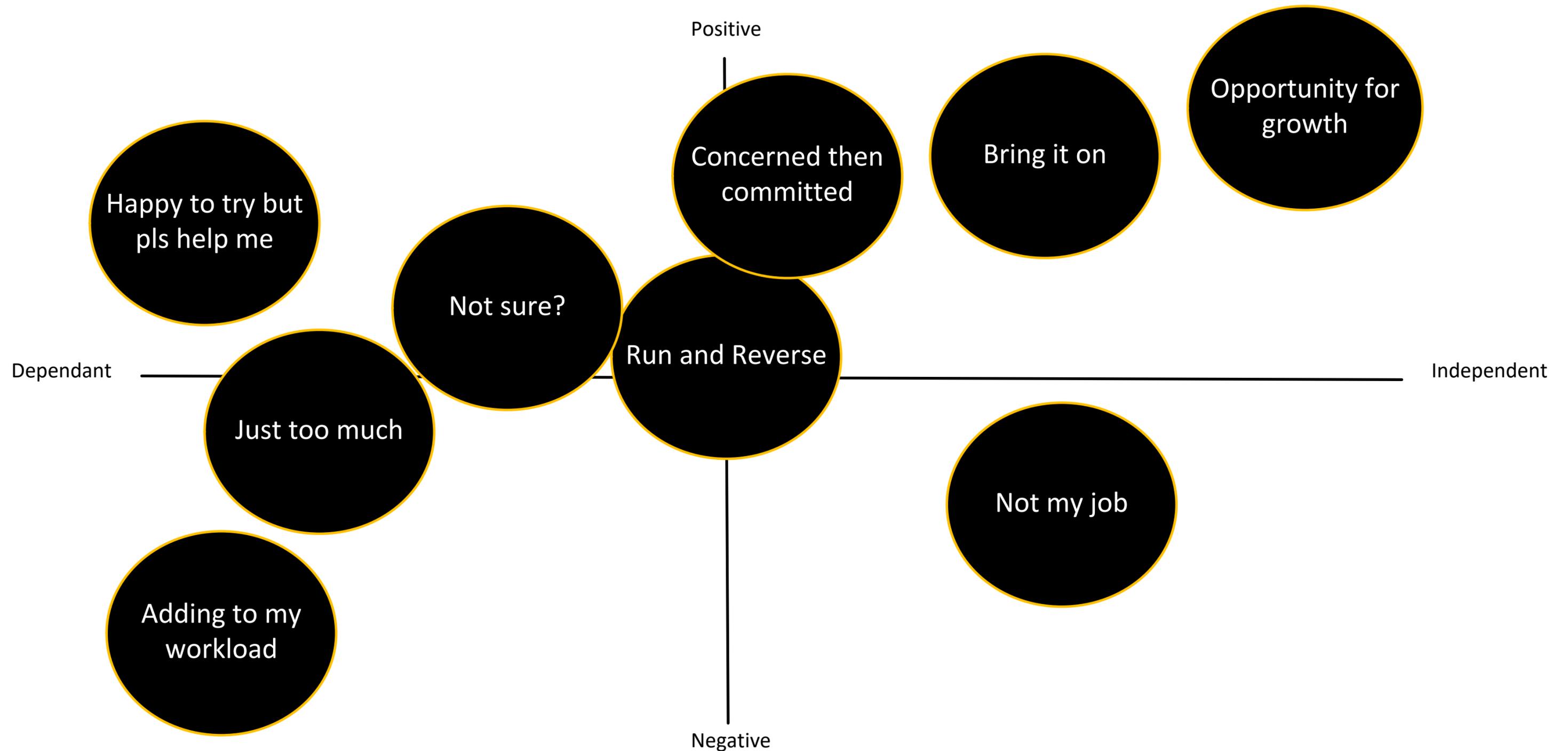
**Thank you
for a great day!**



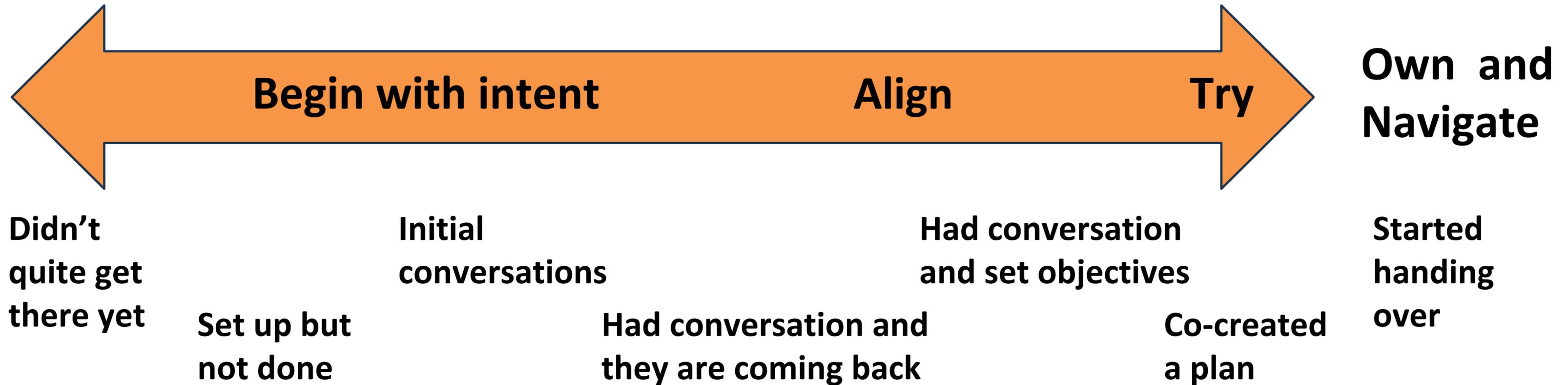
GROW Model (Adapted for Mentoring)

- **Goal** – What does the mentee want to achieve?
- **Reality** – What's their current situation?
- **Outcomes** – What paths are available?
- **Will** – What actions will they take?
- **◆ Best for: Goal-setting and progress tracking in mentoring.**

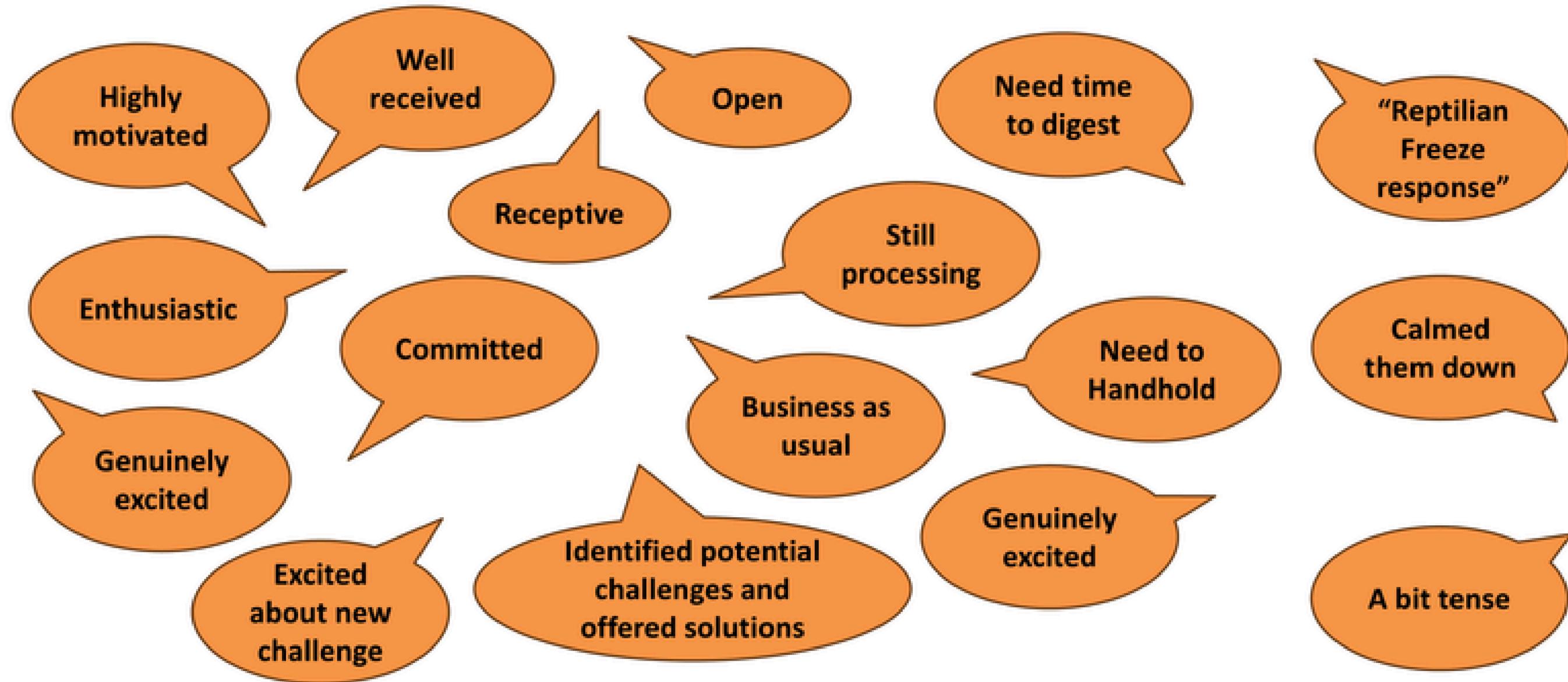
Response Groupings for Team Members



Full Range of Progress



Responses to BATON from Team Members



Coaching and Mentoring skills used

SETTING
CLEAR GOALS
& EXPECTATIONS

COMMUNICATION
ACCOUNTABILITY

DELEGATION

REFLECTION

WHY
CONTEXT
CONTRIBUTION

HANDOVER PROCESS

ASSURANCE
OF SUPPORT

GROW

ACTIVE
LISTENING

CLEAR

CONTINUOUS
LEARNING &
DEVELOPMENT

CONSTRUCTIVE
FEEDBACK

WHAT 'S IN IT
FOR THEM

WHAT
THEY
WANT

INDIVIDUAL
STRENGTHS
& CHALLENGES

What did we enjoy

- Connecting with colleagues and understanding them better
Communicating clearly
- Agreeing on clear objectives
- Reigniting Passion
- “The surprise when I sat quietly & waited for the answer...”

What did we find hard

- Doing things differently
- Learning new habits
- Reluctant Team members
- Coaching one of my peers
- Getting everything into my head
- Application of theory
- Process falling between the cracks

Please note that it is likely to get harder before it gets easier but don't give up as it will be worth it!

What worked well

- Providing clear context and answering the WHY – elaborating on goal-created purpose
- Creating a safe and relaxed space – Psychological Safety
- Understanding self
- Honesty and creating Trust
- Consciously planning a conversation
- Listening to their views
- Co-creating approach and clarifying expectations
- Having more than one conversation and giving them time to digest
- Ask how they would like to benefit
- Breaking down tasks and making it concrete
- Accepting and acknowledging emotions
- Consciously settling the Reptilian and Limbic
- Allowing them to come up with even better ideas
- Gradually assigning responsibilities
- Acknowledging that mistakes will happen but that it is needed for learning
- Room for open conversation without judgement

What could have been done better?

- Starting to build capabilities earlier
- Option to ask for volunteers vs identifying specific individuals
- Discussing the meeting agenda before the meeting
- Being candid about the purpose
- Asking team member which pieces of work they would like to do for their development?
- More Emotional awareness
- Creating confidence
- Listening more and not jumping in with solutions
- Need to postpone, pivot or have more than one session
- Managing perception that Senior Managers might be overloading direct reports
- Handing over more work
- Making more progress to date

Some possible concerns

Lack of trust might hinder the process

Patience and Pacing

Letting go of control

Quality of the deliverables

Accept it won't be perfect first time round

Managing Team member's workload

Stakeholder perceptions and Politics

Decision making

What we learnt about ourselves as coaches and mentors

- Not a coach or Mentor yet
- Need to still internalise some of the theory
- As a Line manager, I need to combine Coaching and Mentoring
- Mentoring is easier than Coaching
- Need for intentional coaching and mentoring
- The importance of emotions
- Empathy combined with the knowledge of the brain
- Manage expectations and don't overwhelm them
- Need for patience and EQ
- Getting better at listening but still struggling to ask tough questions
- Discovery of new strengths
- Need to listen even more and solve less
- Not sure if I am asking the “right questions

What else did we learn...

- I am keeping too much on my plate at the expense of my team's growth
- That different team members are at different levels of readiness
- That colleagues want to contribute meaningfully to the work we do and be recognised for it
- People are eager to learn new things
- People want to take part and need opportunities to deliver.
- They need a sense of control over their work
- Connecting through coaching conversations develop trust and improves relationship
- Uncertainty creates fear
- Co-creation results in ownership and creativity
- Ownership and buy-in is instrumental
- It gets easier every time you do it
- My people are much better than me at this job but they just don't know it...my job is to help them realise and believe it...
- Letting go of some of my work freed me up, reduced my stress and allowed me to focus on other things
- I should let myself GROW....

What we would like to understand even better...

- How to prepare myself before going into a C&M session
 - Fostering self awareness and self reflection
- Balancing empathy and quality of goals
- When to use mentoring and when to use coaching
- How to sustain “handholding”
- Managing Stakeholders
- Empowering others
- How to unlock people’s potential
- Adapting Coaching styles to different personality types to get the best out of everyone
- Situational Leadership in relation to coaching and mentoring
- Ideal allocation of time for C&M sessions in fast-paced environment
- How to train my brain how to learn and unlearn
- Unlearning old practices
- Taming my advice monster
- How do I take it to the next level
- Managing upwards
- Videos of actual coaching and mentoring sessions
- Coaching contract template
- Apply coaching & mentoring to family & friends
- Growing our kids
- Reinventing our lives

What we would like to understand even better...

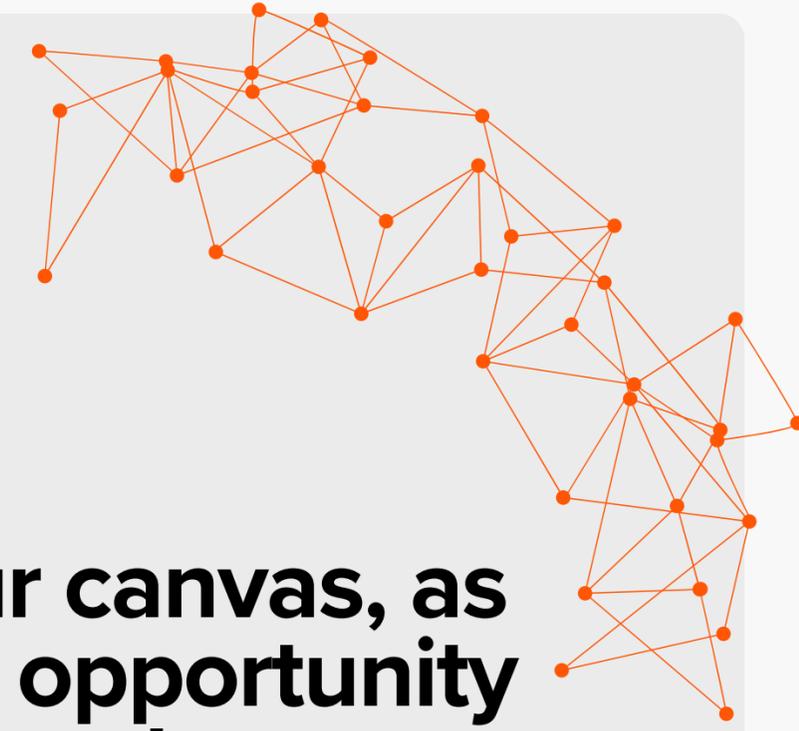
- How to prepare myself before going into a C&M session
- **Fostering self awareness and self reflection**
- **Balancing empathy and quality of goals**
- **When to use mentoring and when to use coaching**
- **How to sustain “handholding”**
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- **Coaching contract template**
- Apply coaching & mentoring to family & friends
- Growing our kids
- Reinventing our lives

ONE behavioural shift that you would like to make as a result of yesterday's learnings....

- 1. Adopt & apply reflective practices and frameworks not only on professional life, but in personal space as well 🙏**
- 2. Intensional mental debugging**
- 3. To plan the art of handing over the baton in terms of capacity, recognition/ energy. Those were blindspots on my side**
- 4. A mismatch between expectations and reality is not a failure but a window of opportunity, a chance to reflect, recalibrate, and try again with greater insight.**
- 5. Already discussed, but the brain is like a navigation system; when I make mistakes it recalculates and tries again towards the correct route - however, I need to be open and be reflective for this to happen so that I grow/have breakthroughs.**
- 6. Mistakes can contribute positively to the process, by presenting useful information.**
- 7. Many breakthroughs happen when things don't go as expected**
- 8. The impact of reflections for one's assessment / learning stages on C&M.**
- 9. Practise more assurance and support to direct reports**
- 10. Delegation should not be the end, otherwise it amounts to relegation. The end should be empowerment.**
- 11. Delegation vs Abdication of Responsibility where to draw the line!**



Objective setting & Expectations



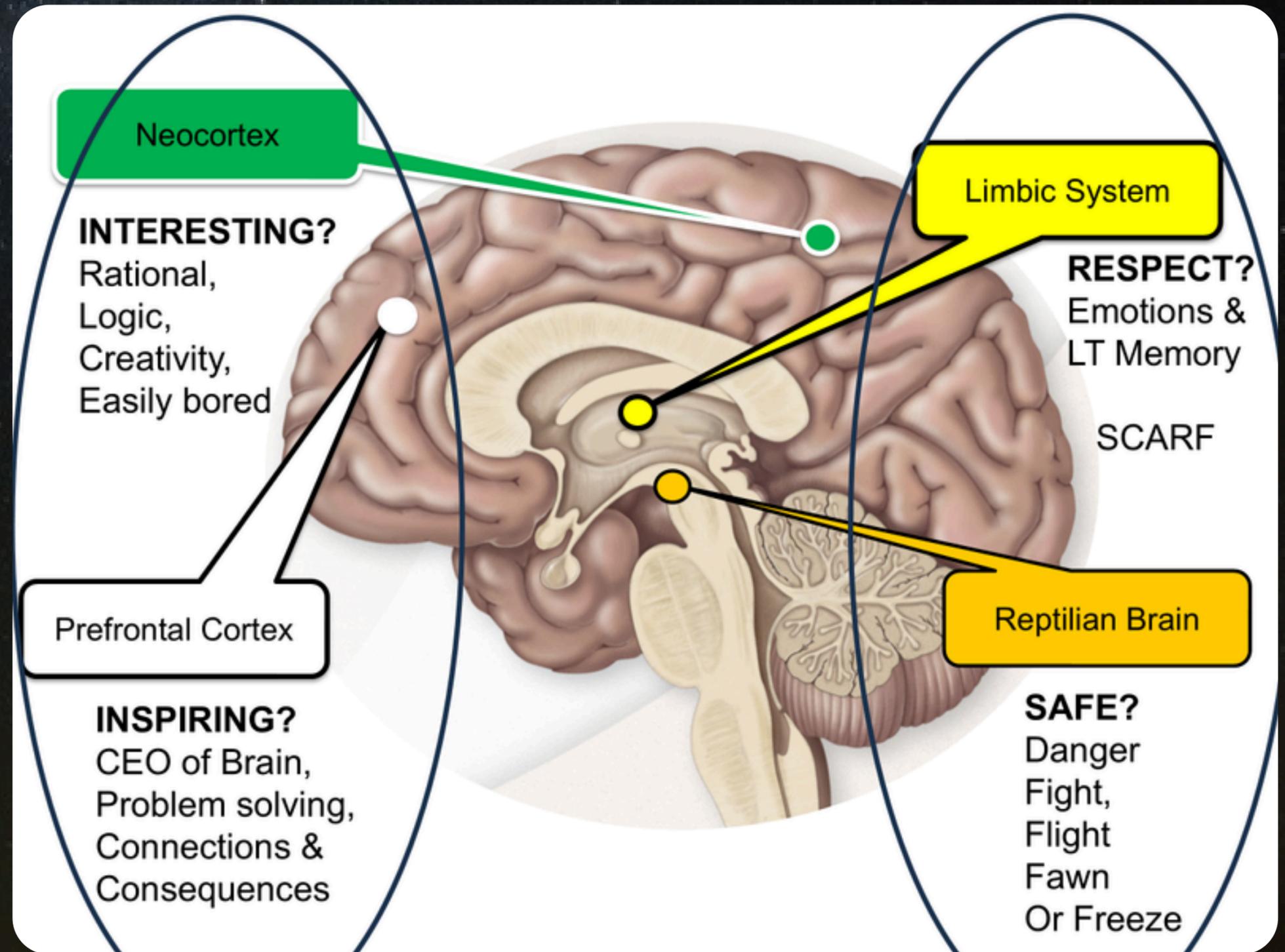
Anything that emerged for you as you built your canvas, as a critical step, missed, that you could use as an opportunity for a vulnerable conversation with your team member.

Check-out...

1. **What is the most significant thing you have learnt?**
2. **List 2 things that you can apply immediately?**
3. **What did you learn that surprised you?**
4. **What part did you enjoy most?**
5. **What did you learn about yourself?**
6. **Throw again or choose a question to answer**

3.2.1

Understanding other's and our Brains



FIGHT :

The reptilian response to fight takes many forms in relationship as well. Unlike the other forms of lizard behavior, fighting is one person doing something that will intentionally cause pain or distress in the other.

This often looks like one person blaming, criticizing, yelling, or being physically aggressive. There are too many ways of fighting to name. Just remember that fighting always makes sense to the primitive brain which is trying to protect itself.

If the primitive brain doesn't feel threatened, it stops fighting. This also takes time.

FLEE :

The reptilian response to flee takes many forms as well.

**Here are some of the behaviours
that can sometimes be a sign of being in Flee mode :**

Avoiding eye contact

Changing the subject

Isolating yourself

Staying where you feel safest

Distractions e.g. Watching TV or Phones

It is not wise to chase someone if you want them to stop fleeing.

The person is “fleeing” because they don’t feel safe

Even if you catch someone that is Fleeing, they will just Freeze.

This is a mistake, as the person will just revert to Fleeing as soon as they can.

If the person knows they won’t be chased, they will stop running/fleeing..

They might even move closer to you if they feel safe.

This might however take time



FREEZE :

The Freeze behaviour is easy to see in animals

However in people this is a bit harder.

Think of Freezing as “trying to make others think I am not here”

There are all sorts of ways that our brains get us to do this...

**The most common is when someone is physically present
but emotionally shut down.**

**It might even be so typical for some people to Freeze
that it is considered part of their “personality”**

Ignoring questions is also a way of freezing.

**Sometime we might not go as far as to ignore others
but might just say “I don’t know”**

Any kind of “lying” is the primitive brain keeping you safe.

People don’t generally lie if it is safe to tell the truth.

**Remember that the brain going into Freeze behaviour is not a conscious
choice and so getting upset with him/her will not help.**



FAWN :

Fawn was added by Pete Walker and refers to people-pleasing at the expense of your own sense of self.

**It is characterised by violating your own boundaries and “self abandoning”
Over time your tendency to accomodate other’s needs and sacrifice your own
can lead to deep resentment which ultimately erodes relationships.**

Signs of Fawning include :

Fear of failure

Fear of rocking the boat

Difficulties in being assertive

Fear of hurting others

Fear of rejection

Fear of saying something is “wrong”

Fear of own anger and conflict

Agreeing and then being passive aggressive or suddenly exploding

Disconnecting from your own wants and needs

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

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
<p>Tip: Increase levels and consistency of communication and involvement in the change.</p>		



@goodneuroscience

YOU DON'T JUST OUTGROW OLD PATTERNS, YOUR BRAIN HAS TO PHYSICALLY REWIRE THEM. NEUROPLASTICITY IS WHAT HELPS YOUR BRAIN UNLEARN THE HABITS THAT KEEP PULLING YOU BACK.

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. **Salience 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.

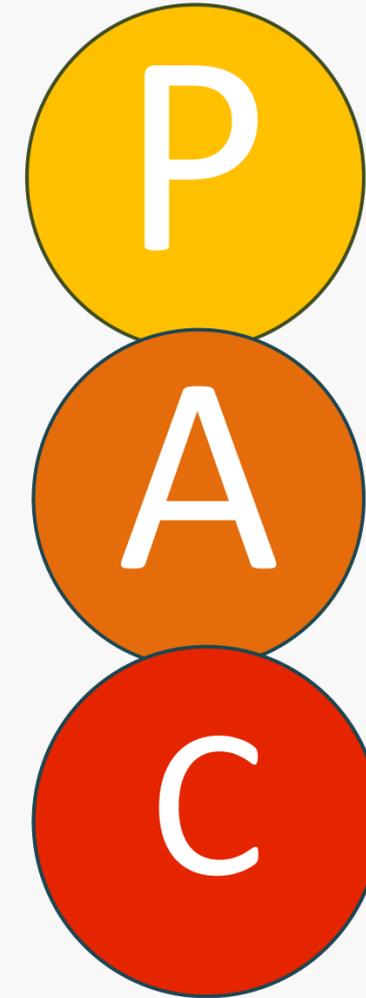
So what are Ego States?

Set of consistent and coherent patterns of thinking, feeling and behaving – Berne

1. Parent Ego State
2. Adult Ego State
3. Child Ego State

Later on Parent and child stages have been subdivided into two subgroups

- Parent
 - Nurturing or Controlling
- Child
 - Free or Adaptive



Thematic Insights from Participant Feedback



Session Pacing and Depth

- **Professional, respectful facilitation:** Consistently strong ratings for the Alchemy team's presence and tone (**avg 4.88**).
- **Clear communication & structure:** Pre/during/post-session communication felt timely and clear (**avg 4.64**).
- Participants described the session as thought-provoking and useful for both self and others (insight 4.64, engagement 4.60).
- **Tools with practical value:** The Lesokoana Alignment Canvas was seen as a helpful way to visualise and guide a BATON handover (canvas 4.56). Many indicated intent to apply learning (**apply 4.60**).

Opportunities / Suggestions

- **Build confidence with LEG handover:** LEG inspiration scored 4.28, suggesting leaders want more reps and worked examples.
- Do next: Short LEG role-plays (5–7 mins) + one-page cheat sheet showing a strong vs. weak LEG handover.
- **More time for practicals & discussion:** Qualitative prompts surfaced requests for more time, examples, and practicals.



Summary of Quantitative Feedback

Category	Day 1	Day 2
Facilitator Engagement	4.9 ●	4.9 ●
Communication and Clarity	4.6 ●	4.6 ●
Session Insightfulness	4.6 ●	4.6 ●
Self-Awareness Tool Effectiveness	4.6 ●	4.5 ●
Overall Session Engagement	4.6 ●	4.6 ●
Peer Learning and Connection	4.6 ●	4.6 ●
Motivation to Apply Learnings	4.5 ●	4.5 ●
Clarity on Personal Development	4.6 ●	4.6 ●

- 1 - Strongly Disagree (Indicates dissatisfaction)
- 3 - Agree (Meets expectations)
- 2 - Disagree (Below expectations)
- 3.8+ - Strongly Agree (Exceeds expectations)

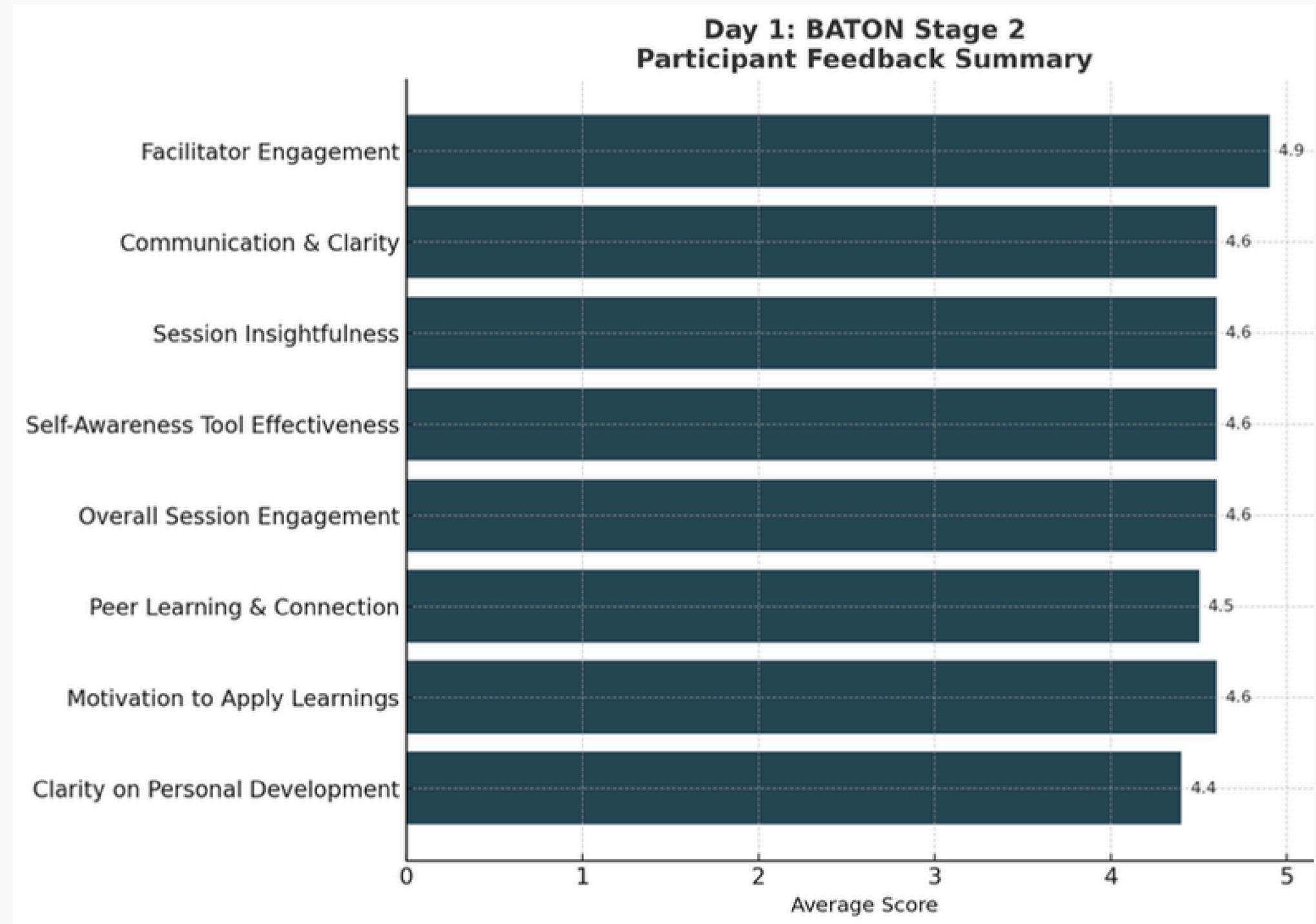


Baton Stage 2

Day 1: BATON Stage 2 Participants Feedback Summary

Key Learning Themes

- Participants highlighted the Canvas as a valuable tool for visualising and structuring the BATON handover process.
- It provided a way to identify gaps in alignment and strengthen clarity between leaders and their teams.
- Many participants indicated a strong intention to apply insights immediately in their roles, especially around coaching, mentoring, and handovers.
- The session reinforced the importance of reflection and self-awareness in leadership transitions

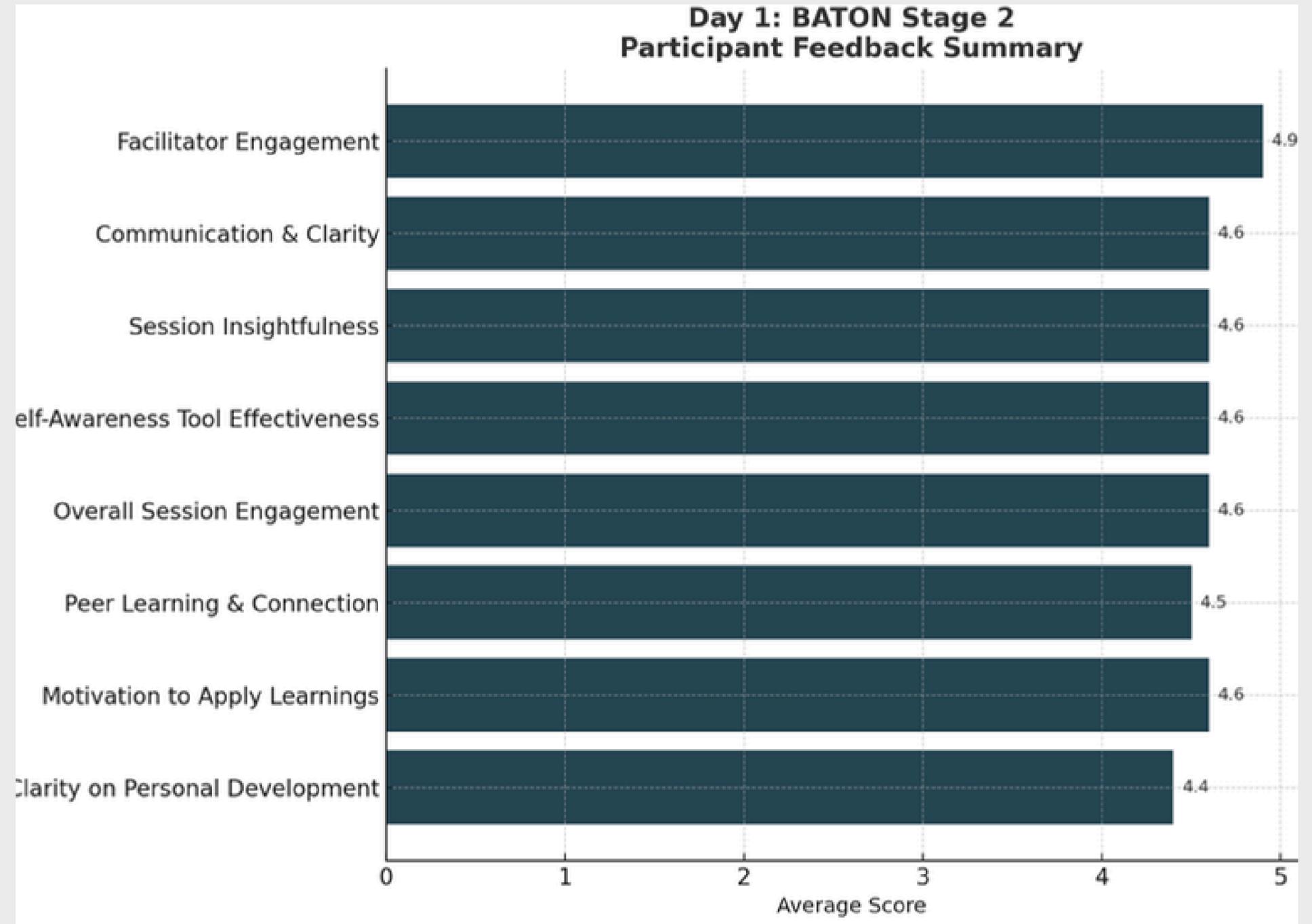


Baton Stage 2

Day 2: Participant Feedback Summary

Key Learning Themes

- Confidence in Using the LEG Navigation Tool
- Day 2 centred on applying the LEG framework for effective baton handovers.
- Participants noted that while inspiring, the tool requires more practice and confidence-building to apply seamlessly in real contexts.
- Importance of Listening & Clarity in Handover
- Leaders recognised that successful handovers are less about giving instructions and more about listening actively and ensuring clarity on expectations.
- Many acknowledged that misalignment comes from assumptions, and the session helped them see ways to close those gaps.
- Participants appreciated seeing the practical steps of handover mapped out through examples.



What Worked Well

Thematic Insights from Participant Feedback

1. Facilitation and Environment of Trust

- Participants consistently praised the Alchemy Inspiration Team for maintaining professionalism, warmth, and respect throughout.
- The facilitators created an environment where participants felt safe to explore challenges and share openly, which enhanced peer learning and reflection.

2. Introduction and Application of the LEG Navigation Tool

- Many described the LEG framework as both practical and inspiring. It provided structure for handing over responsibilities in a way that felt intentional rather than mechanical.
- Participants appreciated that LEG gave them a new language for accountability and a clear framework to use in everyday leadership contexts.

3. Clarity on Importance of Expectations in Handover

- A strong theme was the recognition that assumptions often undermine handovers.
- Participants found value in exploring how explicit clarity around roles, timelines, and accountability can prevent misunderstandings and strengthen team trust.

4. Engaging and Thought-Provoking Content

- The session was seen as insightful and engaging, holding participants' attention and prompting meaningful self-reflection.
- The blend of models (BATON + LEG) with lived examples resonated well, with leaders noting that they could see themselves using the tools immediately.



Thematic Insights from Participant Feedback

Session Pacing and Depth

Some participants expressed that a few sessions felt rushed, especially those involving neuroscience or deeper reflections. There was a desire for more spaciousness in the agenda to allow for richer conversation and digestion of complex content.

Suggested Action: Consider slightly extending the duration of key modules or adding dedicated reflection breaks after major frameworks (e.g. BATON, LEG) to allow for deeper integration. More Real-World Use Cases and Examples

While the theoretical models were appreciated, several participants asked for more case studies or examples of coaching and mentoring success in actual workplace scenarios—especially from banking or related sectors.

Suggested Action: Integrate mini case studies or invite guest speakers to demonstrate how they've applied BATON or FUEL in real leadership settings.

Pre-Session Preparation

Participants noted that having pre-reading material, short videos, or self-assessments ahead of the sessions could enhance engagement and allow them to arrive with more context—especially for frameworks like GROW or FUEL.



What Worked Well

Participant Voice Highlights



On Coaching Foundation and BATON (Day 1):

“Increase number of days for this stage!”



On Facilitator Impact (Day 2):

“So far so good. Change is on me, The session was far and I cannot pin point a specific area. ,Happy with the session, Today I noticed that I can do coaching to my direct reports as it seems I can only mentor



On Deep Listening, FUEL & LEG (Day 2):

“To engage more in Adult - Adult interactions as opposed to Parent - Child engagements”



On Deep Listening, Fuel & LEG (Day 2):

“,Stick to the plan and schedule provided earlier. Getting feedback from partners on progress. Mistakes are part of learning.”

What was your highlight of the Baton Stage 2?



To engage more in Adult - Adult interactions as opposed to Parent - Child engagements"



"The Alchemy Inspiration Team engaged with me in a professional and respectful manner."
"Communication regarding the session was clear, timely, and informative." "The session offered meaningful insights into both myself and others".



"The transactional, it provided clarity on self awareness and required traits in leadership, further, it provided tips on understanding human behaviour which is important on coaching",. I found the timing of activities too crammed, canvas required ample time to develop nonetheless we were given a head start",
"When i fail i would normally beat myself about it and mull over it, and this tainted my confidence, but now I know how to quieten the emotional side of it and treat that as learning. Also i would like to sharpen my habit for journaling, i just did it at ad hoc not understanding how deep it is so now I am going to do it with purpose"



The Lesokoana Alignment Canvas is a valuable tool for understanding the Baton Hand over process. , "The session was engaging, thought-provoking, and held my interest throughout." "I appreciated the opportunity to learn more about my colleagues and myself." "feel inspired to hand over the baton using the LEG Navigation tool plan to apply these insights to grow further as a coach and mentor