





## Argh! There's Someone In A Viking Helmet At My Door

The advantage of the B.E.E.F Model is that it's so intuitive you can adopt it right away. You don't need to read on.

Suppose that you're about to be visited by an unmanageable employee five minutes from now. You could conceivably take out a pencil and complete the worksheet on the following page right now with no further training. Address each of the four fields in the following way:

- **Behaviour:** Identify the difficult behaviour and jot down a few notes so you can tell your seemingly unmanageable employee exactly what the problem conduct is.
- **Example:** Offer your unmanageable employee two or three specific examples of their behaviour.
- **Effect:** Return the conversation as often as possible to the effect that the employee's actions have.
- **Future:** Once the employee has accepted that there is a problem with an effect on others, then it's time for them to look for help in co-creating a future plan of action.

We'd like to think that you'd discover that your conversation would be vastly more focused and productive.

Once you finish your conversation you can return to the book and compare our detailed breakdown of the B.E.E.F. Model with your own course of action. You can compare your experience with those of our fictional characters in Act One and Two, (which have in turn been based on dozens of dialogues that have taken place in our workshops.) Watching the B.E.E.F Model applied to a number of scenarios, might expand your thinking and prompt you to apply this model to multiple circumstances.

# MANAGING THE **UN**MANAGEABLE

## **BEHAVIOUR**

What happened?

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## **EXAMPLE**

Be specific.

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## **EFFECT**

How it affects the team.

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## **FUTURE**

What can they change?

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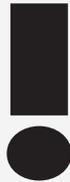
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## What's The Problem Behaviour?

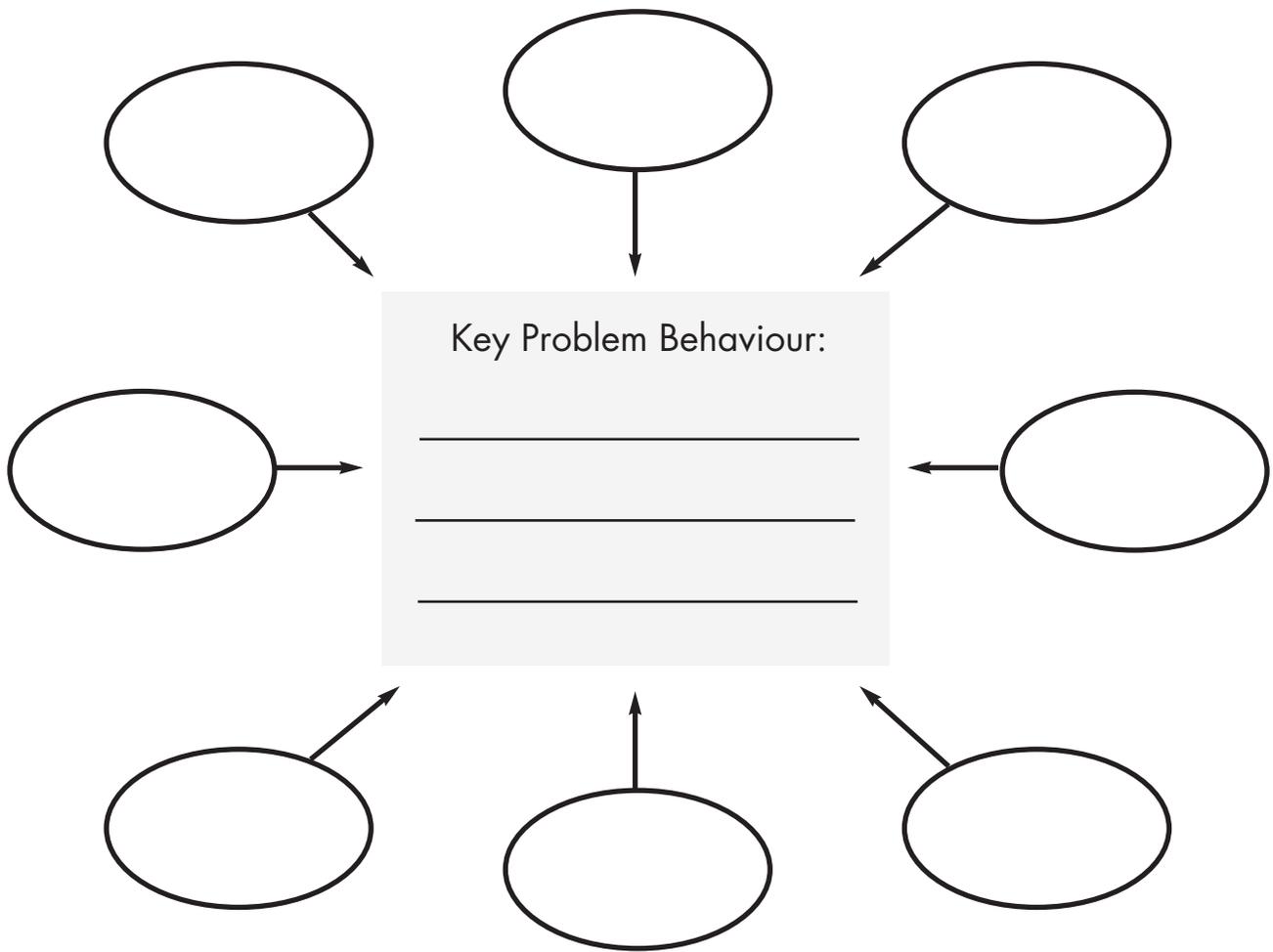
If you can't get away from the laundry list, or if there are so many problems that you can't figure out where to start, write a list of the multiple problem incidents beforehand, using the worksheet on the next page.

- Write as many problem behaviours as you can think of in each circle. Use only one or two words, at most three. Don't elaborate. That'll just get you even more frustrated.
- Write out all the examples you can think of. Don't edit at this stage. Just dump your grievances on the page.
- Got it all out? Good. Because you're not going to take that anger into the meeting with you.
- Ask yourself, *if they could change one thing that would have the greatest impact on them, on me and everyone else, what would that be?*
- Place it in the centre of the worksheet.



### KEEP THIS PAGE HANDY

Keep this page handy. After you address this central problem behaviour, you're going to return to this page in the coming weeks and start working on the other issues. That way you know that the problems won't be later forgotten (or glossed over with a sigh of relief once you see minor progress.)



If they could change one thing that would have the greatest impact on them, on me and everyone else, what would that be? Rewrite that behaviour in the centre.

## Identifying The Root Of Behaviour

1. Think about someone exhibiting Sun Hat behaviour in your organization. List as many of the behaviours you have observed as you can.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Rewrite the list, grouping behaviours into as few categories as possible. Try to group like behaviours together. When you're done, try to give each category a title that we'll call a "master behaviour".

Master behaviour	Master behaviour
_____	_____
_____	_____
_____	_____
_____	_____
Master behaviour	Master behaviour
_____	_____
_____	_____
_____	_____
_____	_____

3. If your employee were to change only ONE of the Master Behaviours you've identified above, which would transform your working relationship most?

_____
_____
_____
_____





## Preparing for a Coaching Conversation

Describe the **CURRENT** situation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Define the **OUTCOME** you desire.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Identify what **ACTIONS** are possible.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Ask **CRITICAL** questions that lead to making an informed **CHOICE**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Ask **HOW** they plan to be accountable for success.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now take away one question for each category. This ensures that your questions are focused, and you are being intentional in your coaching.

## Evaluation A (Dan)

Now that you've had the opportunity to watch the C.O.A.C.H. Model in action, let's analyse what we've observed.

First, let's take a look at Dan:

1. On a scale of 1–10 how successful do you feel Dan was in coaching Mario?

1    2    3    4    5    6    7    8    9    10  
Not Successful Very Successful

2. Re-read Act Three, Scene Two looking just at Dan's lines. Try to mark out the points when Dan is:

- describing the CURRENT situation.
- defining the OUTCOME.
- identifying what ACTIONS are possible.
- asking CRITICAL questions about those actions to prepare Mario to make an informed choice.
- asking Mario HOW he plans to be accountable for success.

3. Compare Dan's questions with the ones you chose before you read the scene. Who chose better questions?

- Me  
 Dan

4. Why did Dan choose to ask the questions he did?

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5. What would have happened if you'd asked your questions instead?

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6. What else could Dan have done that would have helped matters?

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## Evaluating Your Own Hard Hat

Have you always been coachable? Being coachable means being open to feedback.

**1.** Has there ever been an occasion when you have not been open to feedback or took feedback personally?

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**2.** Were you wearing your Sun Hat on the beach or in the Tiki Bar? What behaviours did you demonstrate?

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**3.** If you had the opportunity to go back in time and coach your old boss on how to call you out on your behaviour, what is the one piece of advice you'd give her/him?

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**4.** Was there a time when you were VERY coachable? What did you or others do that made you open to receiving feedback?

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## Recognizing Power Bases at Work in Your Workplace

Having read an overview of Power Bases, take some time now to reflect on your own workplace. Think about your own team or, if you don't have a team, consider your co-workers or a group you've worked with previously.

1. Which Power Bases do you feel you operate from in your workplace? Place an estimated percentage to indicate how much of this power you have access to:

- % Formal Power—its part of your job description.
- % Reward Power—you can offer an incentive.
- % Resource Power—you control access.
- % Coercive Power—you can punish.
- % Connection Power—who you know.
- % Charismatic Power—who you are.
- % Expert Power—what you can do.
- % Information Power—what you know and can share.

2. Knowing that you have access to power is different from exercising it. Circle which of the above power bases you have access to but use most rarely.

3. Why do you think you use it less often?

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4. Identify three individuals in your workplace, either on your team or elsewhere, and identify the power base they most consistently operate from.

i.	_____	_____
ii.	_____	_____
iii.	_____	_____

## Evaluation

Now that you've had the opportunity to watch a Graduate Cap in action, let's analyze what we've observed and how it differs from the other hats.

1) In your opinion was Luis:

- The Graduate Cap Grad Student?    The Graduate Cap with a PhD?

List three behaviours you observed which convinced you of your choice.

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2) Which power bases did Andrea operate from? Place an estimated percentage, indicating how much of each she used.

- |  |   |
|--|---|
| <input type="checkbox"/> Formal Power ___%   | <input type="checkbox"/> Connection Power ___%  |
| <input type="checkbox"/> Reward Power ___%   | <input type="checkbox"/> Charismatic Power ___% |
| <input type="checkbox"/> Resource Power ___% | <input type="checkbox"/> Expert Power ___%      |
| <input type="checkbox"/> Coercive Power ___% | <input type="checkbox"/> Information Power ___% |

3. Identify three things that Andrea could do to help Luis be more effective.

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4. If you had the opportunity to coach Andrea on how to approach Luis about his behaviour, what is the single most important piece of advice you'd give?

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## Evaluating Your Own Graduate Cap

Have you always been coachable? Being coachable means being open to feedback.

**1.** Has there ever been an occasion when you have not been open to feedback or took feedback personally?

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**2.** Were you wearing your Sun Hat on the beach or in the Tiki Bar? What behaviours did you demonstrate?

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**3.** If you had the opportunity to go back in time and coach your old boss on how to call you out on your behaviour, what is the one piece of advice you'd give her/him?

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**4.** Was there a time when you were VERY coachable? What did you or others do that made you open to receiving feedback?

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## Recognizing Four Directions of Influence in Your Workplace

Thinking of your own organization, try to identify individuals internally whom you receive commands from and those you give commands to. Continuing to think internally, who are peers whom you cannot simply give commands to and must instead make requests of? Finally, who is external to the organization whom you cannot simply give commands to and must instead make requests of?

Who **INSIDE** of the organization do you receive **COMMANDS** from?

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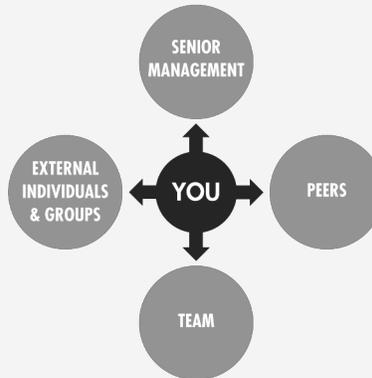
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Who **OUTSIDE** of the organization do you make **REQUESTS** of?

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Who **INSIDE** of the organization do you make **REQUESTS** of?

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Who **INSIDE** of the organization do you give **COMMANDS** to?

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