Emerging Leaders Executive Training

ACEC of Kansas is excited to announce Session III of the Emerging Leaders Executive Training (ELET)! The program is for graduates of the ACEC of Kansas Emerging Leaders Program (ELP) who are committed to expanding their knowledge and developing their leadership abilities to create opportunities both in their career and company. There are two modules included in the 2017 Sessions: *Creating a Culture of Excellence* and *Expanding our Ability to Effectively Communicate through Strengths Based Teams, Coaching, and Adaptive Leadership*. Both modules are included in the cost of registration. As with all ACEC activity, the focus of this program is entirely business. This training will help improve your performance and business acumen. There are few training options to be found anywhere with such a focused business approach, and most of those would normally require heading to Chicago, Atlanta, etc., and attending your training with people you will likely never see again. ELET and the blue chip speakers that will be presenting will allow you the very best business growth opportunities right here in Kansas, tremendous networking opportunities among your peers, and will cost significantly less in travel and time. Firms are welcome and encouraged to send multiple attendees. Unlike ELP, where we limit it to one person per firm/per year, this training is a one-time-only program. This ELET program and all succeeding programs will be entirely different. This will be the only opportunity for each ELP grad to receive this specific training, so we hope firms will strongly consider having multiple ELP graduates attend.

Attendees must be a graduate of the ACEC of Kansas ELP program to participate, but are not required to still be employed with an ACEC of Kansas member firm.

REGISTER NOW!
Creating a Culture of Excellence

Monday, May 22, 2017 (1:00 p.m. - 5:00 p.m.) and
Tuesday, May 23, 2017 (9:00 a.m. - 12:30 p.m.)

Hotel TBD
Kansas City

WHY IS THIS SESSION SO IMPORTANT?

- Creating a successful culture cannot be done by simply hiring/retaining good people. There is a process and a plan that must be in place to ensure a culture of success.
- Culture trumps strategy every time: If your culture is not right, all the strategy in the world will not take you to the top.
- If asked, could you positively identify your current vision and plan for quality and performance? After you attend this session and implement these tools, that answer will always be “yes”.
- Does your current culture work with equal effectiveness across all the different types of leaders in your firm? We will show you how to make this answer “yes” as well.

PROGRAM OUTLINE

Speakers:
Kathryn A. LeRoy, Ph.D., CQM/OE

Session Objectives

- Develop an understanding of the importance of the system in creating a culture of excellence
- Identify key leadership characteristics to support leading and managing for excellence
- Explore the role of leadership in creating an environment that promotes engagement
- Understand the role of employee engagement in creating a high performing team
- Examine a tool to assess the organizational structure to support change
- Define the vision for quality and performance excellence

Session Topics

Understanding the System

The term “systems thinking” and the concept of “systems” is nothing new. We toss the word around and begin to improve the system, but do we really know how to “see the system?”

Problems are created and exacerbated when leaders, or any of us, simply do not recognize or know how to respond to events as “systems thinkers.” Although some people appear more adept at seeing the whole and the interrelationship of parts, we can all learn how to become system thinkers. Participants will learn three actions to transform how they can approach their work, organization, and life from a systems perspective.
**Leading from Within for Excellence**

To lead from within means everyone is both a leader and a follower, and many times have both roles. An individual’s power to create change lies in being part of a team that knows and trusts each other. This rarely, if ever, occurs without the commitment and dedication of an engaged workforce.

Senior leaders set the tone for engagement through communication and building trust. They clearly communicate expectations and empower the workforce to take ownership of their work and actively pursue innovation. Excellent leaders make a commitment to the organization and employees modeling values and performance excellence.

Leaders in the middle have an equally important role in developing a culture of excellence. These leaders align effort to strategy, empower team members, promote and encourage teamwork, help build competency, and provide support and recognition of each employee.

Leading for performance excellence can begin at any time at any level of the organization, but it does require a commitment to take action. The first step begins with assessing current skills and attitudes, a plan for improvement, and accountability to execute the plan.

**Engaging the Workforce for Excellence**

Many studies have shown that high levels of workforce engagement have a significant, positive impact on organizational performance. Engagement is characterized by performing meaningful work; having clear organizational direction and performance accountability; and having a safe, trusting, effective, and cooperative work environment. In many organizations, staff members and volunteers are drawn to and derive meaning from their work because it is aligned with their personal values.

Although satisfaction with pay and pay increases are important, these two factors generally are not sufficient to ensure workforce engagement and high performance. Continuous improvement, quality initiatives, and achieving performance excellence are most successful if the workforce is fully engaged in the mission, vision, and goals of the organization and committed to personal, team, and organizational success. While senior leaders and managers hold the greatest responsibility for engaging employees, everyone has the ability to influence and lead for engagement regardless of position or level.

**Excellence and Change Management**

Change is inevitable and an inherent component of quality management systems and process improvement. Without change, excellence may be nothing more than an illusion. Effective leaders at all levels intentionally promote lasting or deep change in themselves and their organizations to effectively implement opportunities and avoid risks. The session examines change and provides a tool that can help navigate in a dynamic and complex world to create a culture of excellence.

**Quality and Performance Excellence**

Excellence requires a commitment to doing something different and going beyond what is expected every day. That commitment demands not just meeting the standard, but setting the standard. Setting the standard implies the ability to look at what you do from new perspectives and develop the processes that create a road map to excellence.

The difference between those who think about excellence and those who strive toward it appears to lie in two key areas, habit and change. Both involve fearlessness and tenacity to
remain focused so that excellence truly becomes the expectation and the habit of how we do our work.

**Delivery and Engagement Methodology**

All sessions are interactive and include discussions, learning activities, and working in pairs and small groups. Adult learners benefit from reflection and sharing learning and insights. Everyone comes with experience and expertise that can support and expand the concepts of the session. The opportunity to connect the practical to concepts or new ideas adds meaning and strengthens the transfer of new knowledge to the work of the participants.

**Monday Night Dinner as a Group:**  
**Location**  TBD  **5:45 pm**

**Expanding our Ability to Effectively Communicate through Strengths Based Teams, Coaching, and Adaptive Leadership**

**Monday, June 26, 2017 (1:00 p.m. – 5:00 p.m.) and Tuesday, June 27, 2017 (9:00 a.m. – 12:30 p.m.)**  
**Hotel TBD**  
**Kansas City**

**WHY IS THIS SESSION SO IMPORTANT?**

- How we think about leadership influences how we practice leadership. These sessions will provide you with an opportunity to think critically about your leadership education and leadership development.
- How confident are you in your ability to build and establish meaningful relationships with your co-workers, clients, and business partners? Research shows that your inability to communicate and build relationships (caring, showing interest, fairness, demonstrating trustworthiness and understanding) will contribute to 45.3% of your derailment.
- Communication is the transfer of information and understanding. How effective are we at communicating purpose or exercising leadership so those around us can thrive?
- To what extent does our form fit our function? Are we aligned to tackle the challenges of tomorrow? Do we see a distinction between leadership and authority?
- How do you keep your employees fully engaged in the change process? How are you communicating change within your organizational culture?

**PROGRAM OUTLINE**

**Speaker:**

Mike Finnegan, Ph.D.
PROGRAM OUTLINE

Speaker: Mike Finnegan, Ph.D., Staley School of Leadership Studies, Kansas State University

Monday

1:00-2:00 p.m. Building Community

Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (J. Rost, 1993). If we are not modeling what we are teaching, we are teaching something else. This opening session will ask us to connect with one another and explore how we view our work, where we get our energy from, and what leadership challenges we are currently facing.

2:15-3:15 Coaching

Changing our approach from being the boss to being the coach. Coaching is about partnering with your colleagues in a thought-provoking and creative process that inspires them to maximize their personal and professional potential (International Coach Federation).

3:30-5:00 p.m. StrengthsFinder

Understanding the Strengths philosophy & building strengths-based teams. Building a common language around strengths. Reviewing your signature theme reports.

Tuesday

9:00–10:00 a.m. Navigating Change – Thinking through the form and function of our work

10:15-11:00 a.m. Introduction to Adaptive Leadership

Differentiating between leadership and authority. Communicating across factions and creating adaptive cultures within our work teams.

11:15-12:30 Immunity to Change

Exploring the challenges of the change process. Identifying our priorities, loyalties, and beliefs. Speaking to loss.

CONCEPTUAL FRAMEWORK

Strengths Philosophy. StrengthsQuest™ is grounded in over three decades of studying success across a wide variety of industries and organizations in more than 30 countries. According to Clifton, “A strength is the ability to provide consistent, near-perfect performance in a given activity. The key to building a strength is to first identify... dominant themes of talent, then to discover... specific talents within those themes, and to lastly refine them with knowledge and skills” (Hodges, Clifton, & Hodges, in press). StrengthsQuest™ identifies peoples’ talents, which can be developed into strengths when supplemented with relevant knowledge and skills (Hodges, Clifton, & Hodges, in press; Hodges & Clifton, 2004).
Four Domains of Strengths

From authors, Tom Rath & Barrie Conchie, February, 2009

As we worked with leadership teams, we began to see that while each member had his or her own unique strengths, the most cohesive and successful teams possessed broader groupings of strengths. So we went back and initiated our most thorough review of this research to date. From this dataset, four distinct domains of leadership strength emerged: Executing, Influencing, Relationship Building, and Strategic Thinking.

We found that it serves a team well to have a representation of strengths in each of these four domains. Instead of one dominant leader who tries to do everything or individuals who all have similar strengths, contributions from all four domains lead to a strong and cohesive team. Although individuals need not be well-rounded, teams should be.

This doesn’t mean that each person on a team must have strengths exclusively in a single category. In most cases, each team member will possess some strength in multiple domains. A tool like Gallup’s StrengthsFinder assessment can be useful in determining how all team members can maximize their contribution to the group’s collective goals.

According to our latest research, the 34 StrengthsFinder themes naturally cluster into these four domains of leadership strength based on a statistical factor analysis and a clinical evaluation by Gallup’s top scientists. As you think about how you can contribute to a team and who you need to surround yourself with, this may be a good starting point.

<table>
<thead>
<tr>
<th>Executing</th>
<th>Influencing</th>
<th>Relationship Building</th>
<th>Strategic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHIEVER</td>
<td>ACTIVATOR</td>
<td>ADAPTABILITY</td>
<td>ANALYTICAL</td>
</tr>
<tr>
<td>ARRANGER</td>
<td>COMMAND</td>
<td>DEVELOPER</td>
<td>CONTEXT</td>
</tr>
<tr>
<td>BELIEF</td>
<td>COMMUNICATION</td>
<td>CONNECTEDNESS</td>
<td>FUTURISTIC</td>
</tr>
<tr>
<td>CONSISTENCY</td>
<td>COMPETITION</td>
<td>EMPATHY</td>
<td>IDEATION</td>
</tr>
<tr>
<td>DELIBERATIVE</td>
<td>MAXIMIZER</td>
<td>HARMONY</td>
<td>INPUT</td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td>SELF-ASSURANCE</td>
<td>INCLUDER</td>
<td>INTELLECION</td>
</tr>
<tr>
<td>FOCUS</td>
<td>SIGNIFICANCE</td>
<td>INDIVIDUALIZATION</td>
<td>LEARNER</td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>WOO</td>
<td>POSITIVITY</td>
<td>STRATEGIC</td>
</tr>
<tr>
<td>RESTORATIVE</td>
<td></td>
<td>RELATOR</td>
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</table>
Four Domains of Strengths

Leaders with dominant strength in the Executing domain know how to make things happen. When you need someone to implement a solution, these are the people who will work tirelessly to get it done. Leaders with a strength to execute have the ability to “catch” an idea and make it a reality.

Those who lead by Influencing help their team reaching a much broader audience. People with strength in this domain are always selling the team’s ideas inside and outside the organization. When you need someone to take charge, speak up, and make sure your group is heard, look to someone with the strength to influence.

Those who lead through Relationship Building are the essential glue that holds a team together. Without these strengths on a team, in many cases, the group is simply a composite of individuals. In contrast, leaders with exceptional Relationship Building strength have the unique ability to create groups and organizations that are that much greater than the sum of their parts.

Leaders with great Strategic Thinking strengths are the ones who keep us all focused on what could be. They are constantly absorbing and analyzing information and helping the team make better decisions. People with strength in this domain continually stretch our thinking for the future.

Rath & Conchie (2008) Strengths Based Leadership

Adaptive Leadership Theory

Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive.

Adaptive Leadership is a practical leadership framework that helps individuals and organizations adapt and thrive in challenging environments. It is being able, both individually and collectively, to take on the gradual but meaningful process of adaptation. It is about diagnosing the essential from the expendable and bringing about a real challenge to the status quo. When you realize that your organization’s aspirations—the innovations and progress you want to see—demand responses outside the current capacities, Adaptive Leadership is a framework to effectively close the gap and make your aspirations a reality. It provides a disciplined approach to do more for what you care about most. Adaptive Leadership is purposeful evolution in real time.

Below is a list of terminology that describes elements of the adaptive leadership theory in action.

Distinguishing Technical Problems from Adaptive Challenges

The most common cause of failure in leadership is produced by treating adaptive challenges as if they were technical problems. So, what is the difference? While technical problems may be very complex and critically important (like replacing a faulty heart valve during cardiac surgery), they have known solutions that can be implemented by current know-how. They can be resolved through the application of authoritative expertise and through the organization’s current structures, procedures, and ways of doing. Adaptive challenges, on the other hand, require new learning because there is no clear or known solution. Adaptive challenges can only be addressed through changes in people’s priorities, beliefs, habits and loyalties.

Problems do not always come neatly packaged as either “technical” or “adaptive.” When you take on a new challenge at work, it does not arrive with a big T or A stamped on it. Most problems come mixed, with the technical and adaptive elements intertwined.
**Technical Problems**

<table>
<thead>
<tr>
<th>Problem Definition</th>
<th>Problem Solution</th>
<th>Whose work is it?</th>
<th>Type/Kind of Work</th>
<th>Expectation</th>
<th>Timeline</th>
</tr>
</thead>
</table>

**Adaptive Challenges**

- If the solution requires operating in a different way than you do now... you may be facing an adaptive challenge!
- If the problem AND the solution requires learning... you may be facing an adaptive challenge!
- If the solution requires shifting the authority and responsibility to the people who are actually affected... you may be facing an adaptive challenge!
- If the solution requires some sacrifice of your past ways of working or living... you may be facing an adaptive challenge!
- If the solution requires experimenting before you're sure of the answer... you may be facing an adaptive challenge!
- If the solution will take a long time... you may be facing an adaptive challenge!
- If the challenge connects to peoples deeply held values... you may be facing an adaptive challenge!

**Identifying a Primarily Adaptive Challenge** (Table 5-1, p. 74, Heifetz, et al)

<table>
<thead>
<tr>
<th>Concept</th>
<th>Identifying flag</th>
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<tbody>
<tr>
<td>Persistent gap between aspirations and reality.</td>
<td>The language of complaint is used increasingly to describe the current situation.</td>
</tr>
<tr>
<td>Responses within current repertoire inadequate.</td>
<td>Previously successful outside experts and internal authorities unable to solve the problem.</td>
</tr>
<tr>
<td>Difficult learning required.</td>
<td>Frustration and stress manifest. Failures more frequent than usual. Traditional solving-</td>
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problem methods used repeatedly, but without success.

<table>
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<tr>
<th>New stakeholders across boundaries need to be engaged.</th>
<th>Rounding up the usual suspects to address the issue has not produced progress.</th>
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<tbody>
<tr>
<td>Longer time frame necessary.</td>
<td>Problem festers or reappears after short-term fix is applied.</td>
</tr>
<tr>
<td>Disequilibrium experienced as a sense of crisis starting to be felt.</td>
<td>Increasing conflict and frustration generate tension and chaos. Willingness to try something new begins to build as urgency becomes widespread.</td>
</tr>
</tbody>
</table>

**Four Adaptive Challenge Archetypes**

1. *Gap between Espoused Values and Behaviors.* How you behave can at times differ from what you say you value and what you believe about yourself.
2. *Competing Commitments.* When our (or an organization’s) many commitments come into conflict with one another.
3. *Speaking the Unspeakable.* Three types of conversations – the one in our heads, the one that is actually happening, and the one we have at the water cooler. Most of the time the public discourse consists primarily of polite banter and debate that falls short of naming the conflict.
4. *Work Avoidance.* People (and organizations) develop elaborate ways to prevent the discomfort that comes when the prospects of change generate intolerable levels of intensity. Two common ways are: diverting attention (focus only on the technical parts) and displacing responsibility (shoot the messenger, externalize the enemy, or attack authority).

**Distinguishing Leadership from Authority**

People have long confused the notion of leadership with authority, power and influence. We find it extremely useful to see leadership as a practice, an activity – to view leadership as a verb, not a job. Authority, power, and influence are critical tools, but they do not define leadership.

The powers and influence that come from formal and informal authority relationships have the same basic structure. The social contract is identical: Party A entrusts Party B with power in exchange for services. Sometimes this contract is formalized in a job description or an authorization establishing a task force, organizational unity, or organizational mission. Sometimes the contract is left implicit, as it is with charismatic authorities and their constituents, or with subordinates and lateral colleagues, who may to varying degrees trust, respect, and admire you, and give you informal authority. However, all authority relationships, both formal and informal, appear to fit the same basic definitional pattern: power entrusted for service – “I look to you to serve a set of goals I hold dear.”

Authority, then, is granted by one or more people on the assumption that you will then do what they want you to do: promptly provide solutions to problems. People will confer authority or
volunteer to follow you because they are looking to you to provide a service, to be a champion, a representative, an expert, a doer who can provide solutions within the terms that they understand the situation. And if life presented exclusively technical problems, people would get what they need looking routinely to authorities for solutions and problems.

Take a closer look at the difference between authority and leadership. In your organizational life, your authorizers (those who grant you authority) include deans, department heads, colleagues, students, and even people outside your organization, such as the citizens of San Antonio. An authorizer is anyone who gives you attention and support to do your job of providing solutions to problems.

In any of your roles, whether dean, department head, faculty, graduate student, or even as a parent, you have a specific scope of authority that derives from your authorizers’ expectations and that defines the limits of what you are expected to do. As long as you do what is expected of you, your authorizers are happy. If you do what you are supposed to do really well, you will be rewarded in the coin of the realm, whatever it is: a pay raise, a bonus, more DRA funding, a bigger job, a plaque, a more impressive title, a better office, etc.

And, one of the most seductive ways your organization rewards you for doing exactly what it wants – to provide operational excellence in executing directions set by others – is to call you a “leader.” Because you, like most people, aspire to have that label, conferring it on you is a brilliant way of keeping you right where the organization wants you, in the middle of your scope and authority and far from taking on adaptive leadership work.

When your organization calls you a leader, it is rewarding you for doing what your authorizers want you to do. Of course, meeting authorizers’ expectations is important. In medicine, doctors and nurses save lives every day fulfilling the hopes of patients who entrust them to provide trustworthy service. But doing an excellent job usually has nothing to do with helping your organization deal with adaptive challenges. To do that, you have to possess the will and skill to dance on the edge of your authority/position on behalf of a purpose you care deeply about. We all want to believe that we can exercise leadership just by doing really, really well at the job we are expected to carry out. But the distinction between exercising leadership and exercising authority is crucial. By practicing adaptive leadership beyond authoritative management, you risk telling people what they need to hear rather than what they want to hear. But, you can also help your organization, community, or society make progress on its most difficult challenges by exercising this leadership.

We believe that exercising leadership is radically different from doing your job really, really well.
Illusion of the Broken System

There is a myth that drives many change initiatives into the ground: that the organization needs to change because it is broken. The reality is that any social system (an organization, family, or country) is the way it is because the people in that system (at least, those individuals and factions with the most leverage) want it that way. “There is no such thing as a dysfunctional organization, because every organization is perfectly aligned to achieve the results it currently gets.” Organizations prefer the current situation to trying something new where the consequences are unpredictable and likely to involve losses for key parties.

Diagnosing the Situation

Exercising leadership requires you to question your and others’ assumptions about what is really going on, digging deeply beneath the issue to uncover the real competing values and complexities at hand. Making observations and testing various interpretations of what is going on in the system can help you design and choose interventions that are more likely to lead to progress on the issue you care about.

• Explore adaptive and systemic interpretations
• Distinguish the technical and adaptive elements
• Distinguish the process challenges from the content challenges
• Test multiple interpretations
• Read temperature in system
• Identify locus of the work
Productive Zone of Disequilibrium

Controlling the Temperature (Table 11-1, p. 160)

<table>
<thead>
<tr>
<th>To raise the temperature...</th>
<th>To lower the temperature...</th>
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<tbody>
<tr>
<td>- Draw attention to the tough questions.</td>
<td>- Address the aspects of the conflict that have the most obvious and technical solutions.</td>
</tr>
<tr>
<td>- Give people more responsibility than they're comfortable with.</td>
<td>- Provide structure by breaking the problem into parts and creating time frames, decision rules, and role assignments.</td>
</tr>
<tr>
<td>- Bring conflicts to the surface.</td>
<td>- Temporarily reclaim responsibility for the tough issues.</td>
</tr>
<tr>
<td>- Tolerate provocative comments.</td>
<td></td>
</tr>
<tr>
<td>- Name and use some of the dynamics in the room at the moment to illustrate some of the issues facing the group – ex: getting the authority figure to do</td>
<td></td>
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</table>
| the work, scapegoating an individual, externalizing the blame, and tossing technical fixes at the solution. | - Employ work avoidance mechanisms such as taking a break, telling a joke or a story, or doing an exercise.  
- Slow down the process of challenging norms and expectations. |

**Running Experiments vs. Working for a Quick Solution**

- There is no recipe, guidebook or solution. Framing everything as an experiment offers you more running room to try new strategies, to ask questions, to discover what’s essential, what’s expendable, and what innovation can work. An experimental frame creates permission and therefore some protection when you fail.

- **Take More Risks**: Summon up the courage to engage in riskier behavior on behalf of issues you care deeply about. Confront the fear that understandably has been holding you back and test the limits for your tolerance and your concerns about worse-case scenarios.

- **Exceed Your Authority**: Dance on the edge of your scope of authority.

- **Turn Up the Heat**: Using phrases like “Given the purpose of this meeting...” “The team is committed to the values of ____. So how do we address.” Techniques that help the group focus on the message rather than you.

- **Name Your Pieces of the Mess**: Demonstrate that you are taking responsibility for your piece of the mess and that you are willing to make tough sacrifices, just as you are asking them to do.

- **Display Your Own Incompetence**: You need to make the first move to foster a culture of learning.

**Five Distinguishing Characteristics of an Adaptive Culture**

What helps organizations thrive and make progress on adaptive challenges? These five characteristics can enable a group to move forward.

1. Elephants in the room are named
2. Responsibility for the organization is shared
3. Independent judgment is expected
4. Leadership capacity is developed
5. Reflection and continuous learning are institutionalized

**Conclusion**

- **Adaptive Challenges are difficult because their solutions require people to change their ways.**

- Unlike known or routine problem solving for which past ways of thinking, relating and operating are sufficient for achieving good outcomes, adaptive work demands inventing new ways of thriving.

“Adaptive Challenges can only be addressed through changes in people’s priorities, beliefs, habit, and loyalties.”

Staying in diagnosis can be difficult when addressing adaptive challenges because we are compelled to jump into action, find a solution, and solve the problem or issue. Using metaphors to explore our adaptive challenges can help us unpack or uncover new learning that could challenge our current way of thinking.

Our peers may not use the same shared language that we use to increase communication, minimize misunderstandings, and provide security through our understanding of adaptive language. Therefore, metaphors can become a powerful way to move people onto the balcony, providing an avenue to step back and gain a new perspective without using the same language that prevents us from making progress.

The Adaptive Cycle (observe, interpret, intervent)

What is Coaching?

Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

International Coach Federation

Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.

Timothy Gallwey

Core Values of Coaching

- Confidentiality
- Non-judgment
- Curiosity
- Truth telling

Coaching Cornerstones

1. People are naturally creative, resourceful and whole.
2. The most powerful coaching agendas come from the client.
3. Coaching addresses the whole life.
4. Coach and client share responsibility for the relationship.

Coaching is Not:

- Facilitating – because facilitating is a process of moving a group through specific content to a desired outcome.
- Mentoring – because mentoring is imparting knowledge onto another to guide him or her based on personal experience of the mentor.
- Counseling – because counseling examines how the past relates to the present, providing sympathy and empathy.
- Consulting – because consulting is gathering, assessing, and evaluating information to reach a recommendation on behalf of another.
- Advising – because advising is providing specific counsel within a particular area of expertise.
- Telling or directing – because telling and directing mean dictating what others should do, regardless of their own wishes, desires or personal wisdoms.