



Coach the Mindset If You Expect to Change the Behavior

by Mike Hawkins
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Julie is a solid performer in her role as project manager. Since joining the company two years ago, she has consistently met expectations. She manages project personnel, ensures work is completed on schedule, and provides timely updates to the company's executive team. However, there is one area in which Julie doesn't do well—listening. She is good at talking and telling people what to do, but not so good at letting them have a voice.

During the past year, Julie's boss, John, received several complaints about her from the project team. In various ways her team said they didn't feel heard or valued by her. John shared the complaints with her when he received them. As part of their discussions, he and Julie talked about the importance of giving her team a voice and her need to be more empathetic to their needs. The conversations ended with Julie agreeing to be a better listener. Yet, Julie continued to use her telling-style of management.

John didn't know that Julie's habit of not making people feel heard was something she had done for many years. In prior jobs, she had been the target of similar complaints. Despite the complaints, she continued with full awareness of what she was doing. Even more perplexing, she not only knew she needed to improve her listening skills, she wanted to improve them.

Entrenched behaviors like Julie's are difficult to change. People can know they need to change, but don't. They can even want to change, but don't. There are examples everywhere. People want to improve their fitness, but consciously don't make adjustments to their lifestyle. They want to eat less, but ask for second helpings. They want to exercise, but make up excuses not to. Employees want to earn more money, but don't invest in their development. Managers want to better delegate, but don't let go. Homeowners want to make long-overdue home repairs, but spend time instead on social media or watching television.

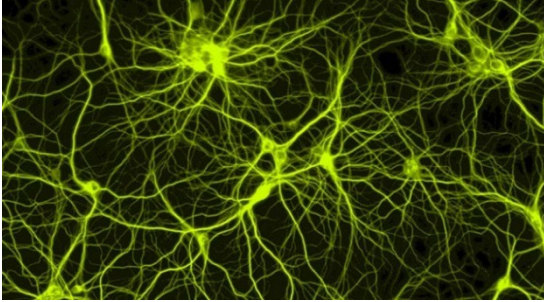
People remain complacent with the status quo even when it doesn't take them in the direction they aspire to go. Clearly, intentions are good, but insufficient when it comes to moving people out of established habits.

If you had a dollar for every time you or someone else said they knew what to do, yet didn't do it, how much money would you have? Probably millions of dollars. Of course, there are situations where people don't know what they should be doing, but these are few compared to those where people know what they should do. Most know, and even want, the needed change. They want to improve in some way, but don't do what they want to do.

Crossing the chasm between knowing what to do and actually doing it is difficult. People struggle to cross it in countless ways. People come up with just about every excuse not to cross it. "I don't have the time." "I don't have the energy." "I just can't do it right now." "I'll do it later." Yet later never comes.

Why don't people do what they want to do to improve themselves and their circumstances? Is it a lack of self-control? Is it a lack of knowledge or ability? Laziness or lack of prioritization? Absence of motivation or belief? Innate personality limitation? Limited time, resources, or support from others? Yes, it could be any of these and many more, but at the most basic level, not changing what we do is a result of how our brains work.

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Habits are networks of interconnected neurons in our brains. When we do something repetitively, these networks form and strengthen. When we change a behavior, like writing our name with our non-dominant hand, we no longer use our existing network. We start a new network which has to compete with our old network. Depending on the change, not only does our brain have to create a new network, our cognitive decision-making brain (lateral prefrontal cortex) has to compete with our instinct brain (amygdala, ventromedial prefrontal cortex, and ventral striatum). Change therefore requires controlled effort, attention, and repetition.

Too bad doing what you should isn't as simple as taking a pill or undergoing a procedure. Or attending a course, joining a gym, or hiring a coach. These can help, but often fall short of making lasting change to people's underlying behaviors. Yet people spend a lot of money in hopes that external means will do for them that which they can't do for themselves.



How many times have you tried to help someone develop or change in some way? How many times have you visited a family member, met a friend at a coffee shop, or had a discussion with a colleague at work to help them improve themselves or their circumstances? Maybe you worked with a free-spirited friend who needed to better manage her finances? An underperforming employee who struggled to meet his job expectations? A manager who micromanaged instead of led? A relative who drank too much? A parent who wasn't parenting? A coworker who outsourced her self-esteem to social media? How did it go? If you are like most people, helping others change produces limited sustainable success. In fact, it rarely works.

Yet people do change. Addicts quit smoking and stop drinking. Kids learn to behave, at least eventually. Employees develop new skills. People learn self-control and make permanent changes to their lifestyle. Spouses learn to be more compassionate, respectful, and patient with each other. What is the difference? Why do people successfully change in some ways but not in others? Why do some people change and others don't?

Think for a minute about your successful experiences with change—either personally or professionally. When have you or others in your circle of influence made a sustained change in behavior? When did someone make a permanent change to their lifestyle? Or in their people skills? Or in overcoming a significant shortcoming? Can you think of a lasting change that someone made? What was it?

Now, think about what enabled the change. Was it due to the likelihood of dire consequences if the change wasn't made like getting fired or divorced? Or was it due to a formative experience like barely avoiding bankruptcy, going to jail, or almost dying? Yes, for sure consequences and formative experiences foster change. But does change only happen through truly adverse events? The answer is "no". There are other change agents as well.

Change is possible and there are many agents of change, but unfortunately most formative change agents are not in your control. As a boss, colleague, friend, or coach, most life changing events and consequences are not of your making. As a parent, some consequences might be in your control, at least while your children are at home, but that time also passes. For the most part, you don't control people and you can't force people to change.

So, what can you do? How can you influence people you don't have control over? How can you help people make lasting change when they are free to do whatever they want? You have five options. Like a heavy equipment operator, you have five levers to work with in your cab. Or like a surgeon, you have five instruments on your operating room stand from which to choose.

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- Genetics
- Environment, nurturing, examples, stories
- Experiences, events
- Physical fitness
- Adversity, prosperity
- Feedback
- Role, responsibilities
- Incentives
- Available resources, teamwork, facilities, equipment, tools
- Weather, mkts, PEST

On one extreme of the five options is the option to change people’s circumstances that you do control. For the alcoholic in your house, you might remove all the alcohol to which they have access. For the underperforming employee, you might reduce their responsibilities, add to the resources they can utilize, or change the basis on which their compensation is paid. You might take away the keys from your teenager so they can’t drive irresponsibly. If you are dealing with an abusive spouse, you might move out, at least temporarily. In other words, you do something significant to change the environment in which people live or work.

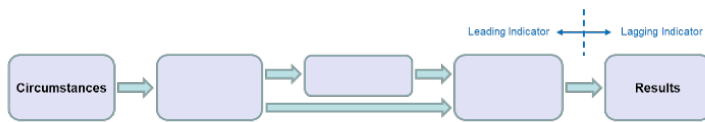
As part of this option, there are also circumstances that impact people that are not changeable by you or anyone else. For example, you can’t change people’s genetics, parenting, or past experiences. You can’t change the weather, politics, or the economy. Nonetheless, these are very influential circumstances that limit as well as enable what people can realistically do.



- Outcomes
- Successes, failures
- Financials
- Projects completed
- Value delivered
- Client experience
- Quality
- Safety
- Team identity
- Team morale
- Relationships
- Wellbeing
- Culture

On the other extreme of the five options is the option to dictate a desired result. You do nothing other than set a clear expectation of a desired outcome. You give an ultimatum. You define a boundary. For the alcoholic, the boundary might be to stop going to bars or drinking altogether. For the underperforming employee, the desired outcome might be to achieve a certain level of productivity, sales, quality, or safety. For your misbehaving teenager, the ultimatum might be zero tolerance for a certain behavior. In other words, you set an expectation of performance that people have to achieve and sustain ... or else.

This option is often measurable as results are typically tangible, although not always. Culture, for example, is a result, but not easily measured. But in terms of what is measurable, typical organizational measures include customer satisfaction, employee engagement, employee wellbeing, profit, revenue, and other financial measures. These measurable results are lagging indicators of performance. These are outcomes as opposed to leading indicators of performance which are elements that produce outcomes.



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Between these two extremes are the three other options. These three options are leading indicators of performance meaning that they produce results. When attention is given to these, the results take care of themselves. These options, when properly utilized, produce sustainable change. They take more effort, however, because they are not based on merely changing circumstances, dictating results, or telling people what to do. They are not based on extrinsic motivators such as recognition. Instead, they are based on developing people’s intrinsic motivators and utilizing principles that help people create new neural networks.

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These three options rely on your ability to influence people rather than control people. They are based on your ability to pull people to a desired result instead of push them away from a current habit. They utilize your ability to persuade which is a tremendous source of power within you once you develop and use it. Just like leading volunteers who do work by choice, your influence can be a change agent even when people aren't beholden to you. Your influence can cause people to change their mindsets, make new choices, and adopt new behaviors.

There are many dimensions to effectively influencing people. Fundamentally, influence involves reading people, showing empathy, asking questions, facilitating conversation, uncovering root causes, building people's motivation, gaining buy in, making change believable, and helping people assume ownership for their course of action. If that sounds complex, it can be. It certainly isn't simply telling people what to do. Telling doesn't work. But even counselors, coaches, parents, and bosses who understand these elements often miss one subtlety. They miss the reality that change isn't about changing behaviors.

Changing behaviors is most fundamentally a result of changing people's thinking. Behavior change doesn't happen just because people know how to do something or have an ability. If change were as simple as knowing what to do, people wouldn't fail at their New Year's resolutions. All diets would be effective. Alcoholics Anonymous, prisons, and many books wouldn't be needed. Many counselors, doctors, coaches, and managers would be out of a job.

Thinking precedes doing. Our mindset precedes our abilities. Or, as the clichés go, "attitude precedes aptitude" and "will precedes skill." Still, many people who recite these statements don't know how to apply them. Here are statements from some of my most capable friends, clients, and colleagues:

- "I told my husband to stop drinking and he still drinks."
- "I showed my employee the approach to follow and she still doesn't follow it."
- "I sent my manager to a training class and he still doesn't get it. I'm going to have to terminate him."

Embedded in all three of these statements is the same target—behavior. Yes, behaviors produce results, but they are not the primary means to reaching an end result. Changing people's thinking is the primary means. People's thinking is what drives their behaving.

Let's get into some of the details of how you change people's thinking so that desired behaviors follow. As mentioned earlier, change involves reading people, showing empathy, asking questions, facilitating conversation, uncovering root causes, building motivation, gaining buy-in, fostering believability, and imparting ownership. But where do you start? What is the first step or challenge to overcome?

The first step is uncovering the real problem for which to solve. This may be counterintuitive, but effecting change, at least initially, has nothing to do with the change itself. It has nothing to do with solving the problem. It has everything to do with ensuring you are solving the right problem. Change starts with an accurate diagnosis of what needs to be changed.

If you typically spend 5 minutes out of an hour understanding a problem and then 55 minutes solving it, these remaining three options will challenge you. They may require that you reverse your approach. Given an hour, great problem solvers spend as much as 55 minutes discovering the real problem to solve for and the remaining 5 minutes deliberating the solution. The philosophy underlying these three options is that you first ensure you are solving the right problem before solving the problem.

In my experience, nine times out of ten, when I first encounter a problem, it is a symptom of something else. It isn't the real problem. For example, if an executive says they struggle to delegate, their fundamental issue isn't delegation. The real problem to address is their fear of letting go, fear of losing control, or perfectionism. If someone says they are a procrastinator, their issue isn't a need to quit putting things off. Their issue is that they like to keep their options open for too long. Or they don't place value on planning or care enough about the impact their lack of action has on others. In these and most situations when first encountered, the obvious behavior to be changed is not the core issue to be addressed.

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Here are a couple of other examples. Organizations espouse innovation and put resources in place to enable innovation. But their real issue isn't how to innovate. It's the need for people to be more curious. Managers complain that employees don't get enough done so managers focus on processes and procedures that increase efficiency. But the real issue is that people lack a sense of urgency. In these and most situations, the issue preventing the desired behavior isn't that which is easily observed. It isn't the behavior. The real problem to solve for is a mindset shift.

In defense of many bosses, parents, and others in positions of influence, they visually see other's behavior so they give attention to what they see. They focus on what they can physically observe. But what they can't see is the real culprit. People's unseen thinking causes the seen behaviors.

If you are a leader of change who focuses more on people's thinking than on people's doing, good job. You are undoubtedly influential and successful. But here is one last test. What are your values? What are your organization's values? If your values are attributes like innovation, teamwork, or quality, check yourself. These are behaviors and unless you have the mindset that precedes these behaviors, you're missing the target. Focusing on people's mindset is a subtle difference from focusing on people's behaviors.

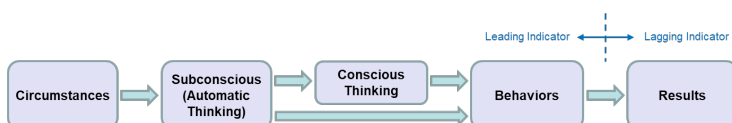
In the course of influencing change, understanding how people think is the start, not the end. The next step is doing something with that understanding. It is shaping people's mindsets. Great coaches, leaders, and parents lead people down a path of discovery that shapes how people think. They cause people to reflect, inspect, question, discover, and understand new ways of viewing their past experiences, current circumstances, issues, and opportunities.

If you know anything about psychology, you know that people's mindset includes their conscious and unconscious thinking. Therefore, to change people's mindset, you generally have to tap into both—their conscious and subconscious. You have help people deal with thoughts and beliefs they themselves might not be consciously aware of. If you didn't think change was hard already, you may now think it is impossible. Not true.

People's subconscious includes forgotten memories, core beliefs, values, fears, personality traits, and embedded abilities. Some call these elements "muscle memory" because they cause people to react instinctively. Just like muscles, they can also be engaged consciously. You can bring these subconscious elements into people's consciousness. We humans have a unique feature in our brain that enables us to think about our thinking. We have the ability to question what we do and exercise self-control. We have the ability to override our instincts and deeply held beliefs. We have the ability to recognize our biases and overcome them.

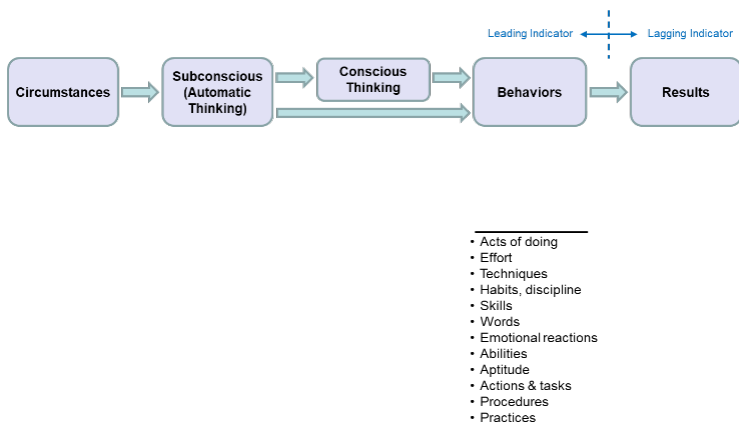
For example, even though we might drive our vehicles without conscious thought while having a conversation with someone in the passenger seat, with some intentionality, we can stop and think about how we are driving. We can decide to go a different way to work from how we normally go. Or, we can intercept our subconscious tendencies such as judging people or thinking less of ourselves and replace them with healthier thoughts. We can choose to accept people as well as ourselves even though our subconscious may pull us in a different direction. With effort, we can even override our innate personality traits. While some traits are virtually impossible to change regardless of how much effort is applied, some traits can be overridden, at least for short durations. For example, strong introverts can be more social. Highly conscientious people can ruminate less.

Let's get specific about the other three options in your toolkit. These sit between the two extremes of changing people's circumstances and dictating results. Unlike merely focusing on circumstances or results, these options provide the best chance of producing lasting change. The problem with focusing on circumstances is that once they are gone, old behaviors come back. The problem with focusing on results is that once they are no longer expected, old behaviors also come back.

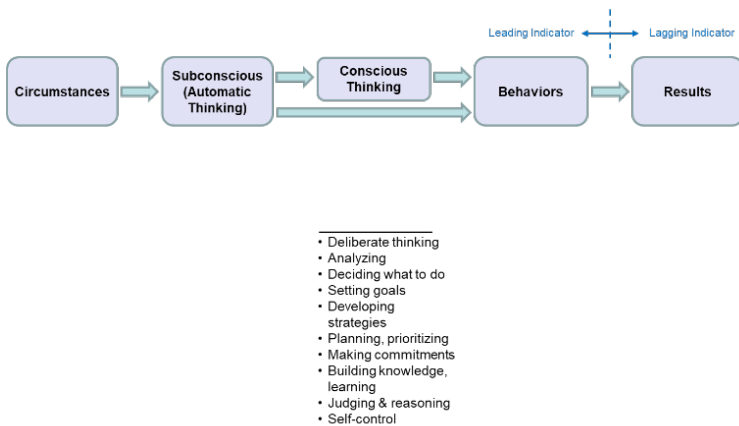


The three areas on which great leaders, parents, counselors, coaches, mentors, and friends focus when helping people change are people's subconscious, conscious thinking, and behaviors.

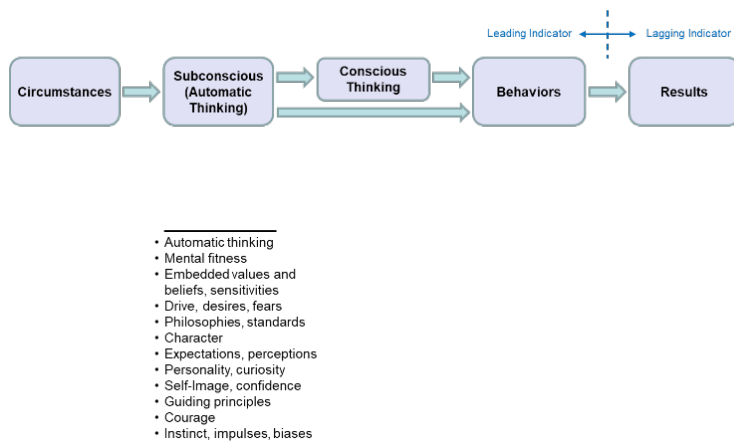
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People's behaviors are the actions they take that are observable. Actions include what people say as well as what they do. They are skills, abilities, techniques, and habits. They are levels of effort. They are word choices and voice inflections. They are observable physical and emotional reactions. People's *behaviors* are what most directly produce people's *results*. Because behaviors are observable, they are generally the easiest of these three remaining areas to target, but not necessarily the best one. Effective influencers generally only target behaviors once a person's proper mindset is in place.



People's behaviors are preceded by their *conscious thinking*. Conscious thinking includes people's approach to deliberate decision-making. This includes framing problems, identifying alternatives, doing analysis, and making decisions. Conscious thinking includes setting goals, formulating strategies, planning, and prioritizing. It is learning, building knowledge, reasoning, judging, and exercising self-control. It is making mental commitments. Conscious thinking is deliberate and intentional. For the most part, this occurs in what neuroscientists call the executive function of our brain.



People's conscious thinking is preceded by their automatic or *subconscious thinking*. Many behaviors also happen as a direct result of subconscious thinking. Subconscious thinking includes people's core values, beliefs, and sensitivities. It includes people's fears, courage, desires, and inner drive. It includes people's inherent personality—the extent to which they are extroverted, conscientious, agreeable, neurotic, and open to experience. It includes their character, confidence, and self-image. It includes their tendency to be curious, adventurous, controlling, and perfectionistic. It includes people's biases, instinct, and impulsiveness. It includes people's inherent expectations, perceptions, philosophies, and standards.

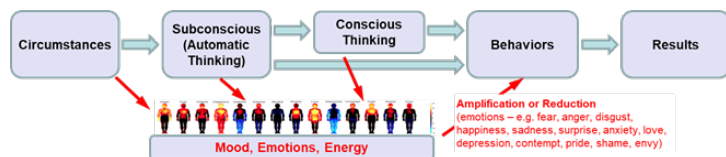
As you can tell by the long list of attributes contained in people's subconscious, this area plays a significant role in people's thinking which in turn drives people's behaving which in turn drives the results that people get. Psychological studies find that over 95 percent of people's thinking is done subconsciously.

So, what should you target if you want to truly help people change? Where should you focus if you hope to genuinely help people transform their engrained habits into new ones? Their circumstances? Their results? Their

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behaviors? Their conscious thinking? Or their subconscious? The obvious answer is people’s thinking—both their conscious and subconscious with people’s subconscious being the place where you make the most impact.

Other than luck, which isn’t a very dependable strategy, the path from circumstances to achieving desired results involves people’s subconscious, conscious thinking, and behaviors. These are the three areas on which to focus if you expect to help people make lasting change. These are your tools of choice. These are the main levers to use in your operator’s cab.

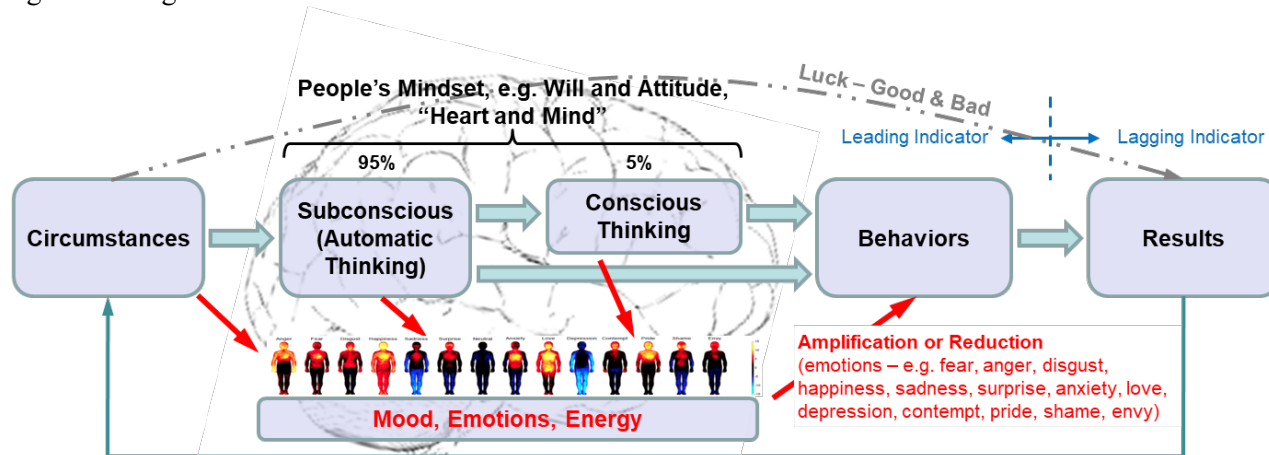


But wait, there is one more area to know about and leverage. There are actually six areas, not five, that you can target when coaching people through change. The other area is people’s emotions. People’s emotions, including their moods and energy levels, don’t always drive behaviors, but

often do and are a key part of the human brain (limbic system). Emotions are created by people’s circumstances as well as people’s conscious thinking and subconscious. Especially for those who tend to be more emotional than logical, appealing to people’s emotions can be a source of strong influence. People who are effective at influencing others, appeal to both logic and emotion. They appeal to both reason and feelings. They appeal to the heart as well as the mind.

For example, when people encounter adversity, they usually get mad, sad, or anxious. Or they become disgusted, embarrassed, or determined. These emotions along with others like happiness, excitement, envy, and regret drive people to change. These emotions either subtract from or add to people’s thinking. They also impact people physically by either subtracting from or adding to people’s hormones. These changes in hormones then reduce or amplify people’s behaviors. For example, when ski racers listen to music before their ski run, their adrenaline goes up which makes them ski faster.

Here is a recap of six areas of influence with the three areas that make up people’s *mindset* highlighted by a background image of a brain:



- Genetics
- Environment, nurturing, examples, stories
- Experiences, events
- Physical fitness
- Adversity, prosperity
- Feedback
- Role, responsibilities
- Incentives
- Available resources, teamwork, facilities, equipment, tools
- Weather, mkts, PEST

- Automatic thinking
- Mental fitness
- Embedded values and beliefs, sensitivities
- Drive, desires, fears
- Philosophies, standards
- Character
- Expectations, perceptions
- Personality, curiosity
- Self-Image, confidence
- Guiding principles
- Courage
- Instinct, impulses, biases

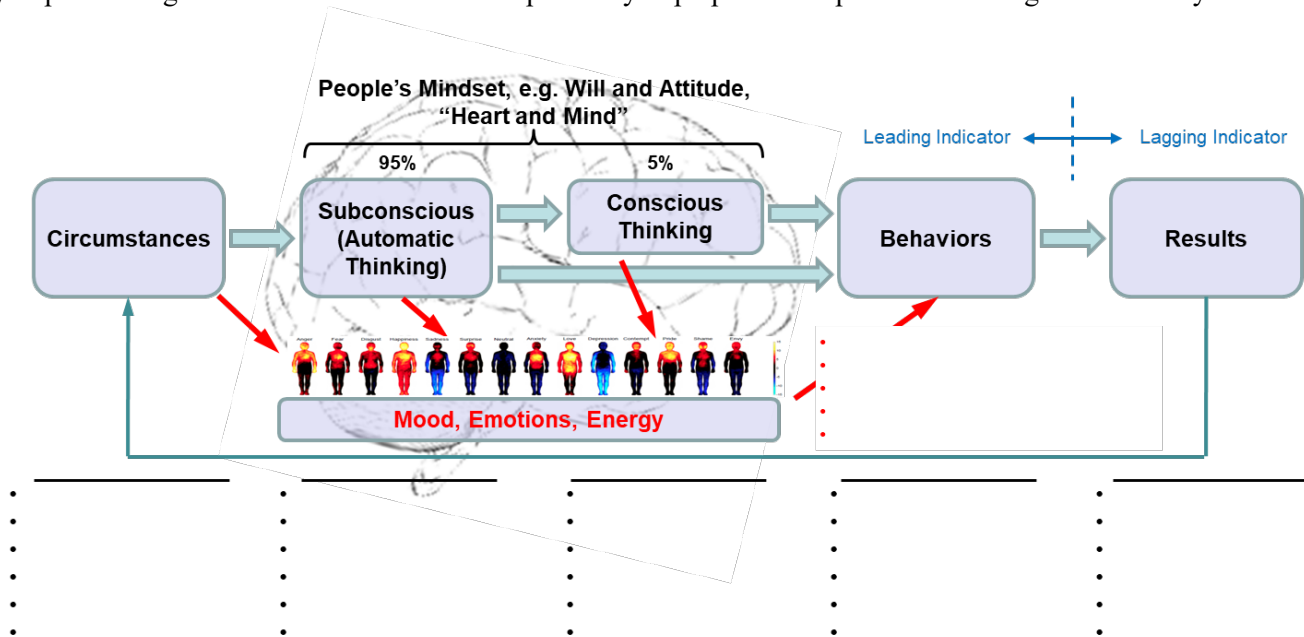
- Deliberate thinking
- Analyzing
- Deciding what to do
- Setting goals
- Developing strategies
- Planning, prioritizing
- Making commitments
- Building knowledge, learning
- Judging & reasoning
- Self-control

- Acts of doing
- Effort
- Techniques
- Habits, discipline
- Skills
- Words
- Emotional reactions
- Abilities
- Aptitude
- Actions & tasks
- Procedures
- Practices

- Outcomes
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What are the results you are trying to achieve? Or the results you are trying to help someone else achieve? Here is a template to use in recording the results, behaviors, conscious thoughts, subconscious, emotions, and/or circumstances you plan to target and influence. Use this template as you prepare to help someone change in some way.



Let's put all this together into a straightforward coaching approach you can use to help others change, with an emphasis on shaping people's thinking. As we go through these dozen principles, consider which ones you do well and which ones you need to further develop.

1. **Prepare.** First, decide if the issue is truly worth engaging. Ask yourself, by generally accepted standards, is the issue worth engaging? Is the issue having a sufficiently negative impact? If the answer is yes, prepare for your conversation. Record the issue(s) to be discussed. Make them as clear and concise as possible. For each, make a list of observations and facts that make the issue objective as opposed to an opinion. Make note of the negative impact that each issue is having on people, relationships, goals, assets, circumstances, and whatever else is being impacted. Prepare questions that move the conversation beyond symptoms to root causes. Give particular attention to questions that target people's mindset—their subconscious, conscious, and emotions. Here is a list of questions, a to z, you might ask depending on which of the six areas you plan to target:

Results:

- a. What are your top priorities? Goals?
- b. What do you aspire to become or achieve?
- c. What are your top challenges, issues, or opportunities at the moment?
- d. In what areas would you like to produce better results?

Behaviors:

- e. What are you doing to achieve your goals?
- f. What might you do to pursue your passions and utilize your capabilities?
- g. If you had more time, what would you do with it?
- h. In what area would you like to grow, develop, or improve?

Conscious Thinking:

- i. What is your strategy to achieve your goals?
- j. What alternatives have you considered?
- k. How did you arrive at your decision to?
- l. What are you hoping to achieve when you?

Subconscious Thinking:

- m. What prevents you from?
- n. What drives you to? What happened to make you?
- o. What happens when you? What is the impact on?
- p. What is your philosophy on? What is your attitude toward?
- q. Why is it important for you to?

Mood, Emotions, Energy:

- r. How do you feel when you?
- s. What gives you energy to be able to achieve your desired results?
- t. What might remove any fear or anxiety you have?
- u. What would make you most excited and happy?

Circumstances:

- v. If you could change one thing about your circumstances, what would it be?
- w. What do you need to be able to achieve?
- x. What resources do you need to achieve your desired results?
- y. If you could be granted one wish, what would it be?
- z. How can I best help you?

2. **Agree on Desired Outcomes.** Meet one-on-one and start the conversation beginning with the big picture. Talk about the vision of the great future that lies ahead and how the other person fits in the vision. Talk about their dreams and ambitions. Discuss and agree on a compelling future, desired outcomes, and the benefits to be enjoyed by everyone involved. Build people's motivation to achieve something better and start gaining their buy-in for change.
3. **Discuss the Situation.** Once you have agreement on the desired future, talk about what is working and not working in terms of achieving the desired future. Talk about the attitudes and behaviors that are helping as well as the ones inhibiting progress. Provide feedback. Share your observations. Describe the situation(s), issue(s), and the impact they have on the desired outcomes. Present facts and examples. Be respectful, constructive, objective, and balanced.
4. **Clarify and Understand.** Ask for their thoughts regarding the situation and observations you provided. Ask what is going on from their perspective. Give them a chance to provide an explanation. Let them vent, blame, defend, and clarify. Invite their feedback about you if you are part of the situation. Seek to understand without judgement. Let them retain dignity. Ask questions to clarify any extenuating circumstances with which they are dealing.

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5. **Empathize.** Make them feel heard. Relate to what they are feeling and thinking. Provide a little self-deprecation if appropriate to show that you have also experienced what they are dealing with. Take responsibility for whatever you are responsible. If applicable, admit that parts of their ecosystem are partially to blame for the issues being discussed. Let them know you are hearing them in terms of the frustrations, challenges, and uncertainties they are facing.
6. **Agree to Proceed.** Once you have given them a chance to explain their perspective and feel heard, redirect the conversation to what can be controlled or influenced. Identify and discuss the attitudes, behaviors, capabilities, decisions, and circumstances that can realistically be changed. Talk about the resources available that might help the situation. Gain agreement to work on the part of the issue to which they are contributing as well as any part to which you are contributing.
7. **Inquire Deeply.** Get out your arsenal of questions. Based on what has been said so far, ask questions that target the areas you think are most likely causing their issues. Rather than tell them what you think, ask what they think. Guide their self-discovery. Help bring their subconscious beliefs and fears into their consciousness. Help them assess their thoughts, emotions, circumstances, and forgotten experiences to the extent these influence their current mindset and behaviors.
8. **Analyze.** Take a break at this point if needed. You may need to do more fact finding on the situation or research where to go next in your conversation. Review what you have uncovered in terms of contributing factors and mindsets that are driving the undesirable behaviors. Restock your toolkit with more questions if needed. Find analogies, stories, statistics, and quotes that might help them understand their situation and think about it from other perspectives. If applicable, determine the changes you are willing to make along with any relevant conditions. Seek the counsel of others as needed.
9. **Confirm the Issues.** Restart your conversation where you left off. Review the list of circumstances, mindsets, and behaviors that inhibit the results being pursued. Add to the list any others that are uncovered. The list might be ten, twenty, or more potential root causes. Discuss and funnel them down to the ones they agree are the most important to address. Reframe and merge them as needed. Validate that if these inhibitors are addressed that the desired results can be achieved. Share any analogies, stories, statistics, or quotes that help reinforce and gain buy-in for taking the next step. Make clear the issues that need to be addressed, why change is needed, and why change is needed now.
10. **Brainstorm Solutions.** Now turn your attention to solutions. After identifying a manageable list of issues inhibiting the desired behaviors, brainstorm solutions to each. For some, the solution may be implied in the issue and a brief review of the lesson(s) learned is all that is needed. For other inhibitors, identify what needs to be done. Identify new ways of thinking that create the desired emotions, thoughts, and behaviors that address the inhibitors. Discuss and agree on the new mindsets and behaviors the mindsets will drive. Make the new mindsets and behaviors believable by giving examples of others who have successfully adopted them.
11. **Agree to a Plan.** After agreeing to the desired mindsets and behaviors, discuss how to achieve them. Identify what to start doing as well as stop doing to acquire the new mindsets and develop the new behaviors. Include any changes to their ecosystem that can and need to be changed. Identify any learning and development resources such as books, programs, or courses to be utilized. Agree on any counselors, coaches, mentors, or others to be engaged. Include actions that help them avoid old habits and temptations. Include actions that free up the time needed to do the work that is needed. Make a record of what you agree to so the next steps are clear. Here is a link to an individual development planning (IDP) planning template to use if helpful: https://alpinelink.com/Docs/Individual_Development_Planning_template.docx
12. **Coach.** Provide ongoing support, encouragement, and accountability as the actions are implemented. Follow up with the person as often as necessary to track their progress. Recognize and reinforce the positive progress they make. Ask questions to identify any obstacles impeding their progress. Create new actions to overcome any new obstacles. Provide ongoing coaching to sustain their motivation, hold them accountable, and provide course correction as necessary.

Coach the Mindset If You Expect to Change the Behavior

I've logged over 20,000 hours of executive coaching in the last 17 years. In my work as well as in my personal life I use this coaching approach every day. It works great—for me and my team. I hope you find success with it as well.

People who are most successful in life don't stagnate. They continually learn and grow. They have an accurate self-awareness and embrace change as they strive to be the best they can be. Use your influence to help people grow and be the best they can be. Help them with their self-awareness and ability to change. Help them acquire new mindsets and behaviors. Help them develop habits that take them in the direction of their desired results.

Continually develop yourself too. Develop your skills of influence. Learn how to read, understand, challenge, coach, and motivate people. If you expect to be the best parent, friend, family member, coach, boss, or coworker possible, acquire the skills and methods that enhance people's mindset as well as their behaviors.

PDF version of this article: https://alpinelink.com/docs/Coach_the_Mindset_If_You_Expect_to_Change_the_Behavior-Explanation.pdf

Narrated video version of this article:

https://alpinelink.com/docs/videos/Coach_the_Mindset_If_You_Expect_to_Change_the_Behavior_by_Mike_Hawkins.mp4

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