Session 712
Mirror and Model: Dual-purpose Video for Leadership Development

Eric Kammerer, Domino’s

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“O wad some Power the giftie gie us
To see oursels as ither’s see us!”

- Robert Burns
Rate this guy’s coaching.

Criteria

• States issue
• Asks open-ended questions
• Solves mutually
• Gets commitment.

1 = poor  5 = good  10 = great
Me / Domino’s

Help people get better at their jobs.
Love pizza.

> Lead specialist, instructional design – leadership development

> Past: Training video writer/producer; technical writer

> 12,600 stores

> 80 international markets

> 1,000 corporate team members outside stores

@ 97% independent franchise owners

> 1,000 corporate team members outside stores
Today

- Use video to assess and improve soft skills -- research and practice
- Effective ways to quantify and evaluate performance with checklists and notes
- Ways to incorporate video into learning experiences
- Tips on efficient workflows for capturing and processing video
- How to set up team members to successfully capture usable video
Using video to assess and improve soft skills
Developing multi-store supervisors

Developing new people managers
   Video of skill assessment simulations provided through a coach with written feedback
   Successful skill assessment videos repurposed as video and elearning models for future participants

Developing strategic leaders
   Before and after videos of presentation skills with feedback on the baseline video provided by an external consultant.
A model for using video in leadership development

- Record in-person practice or performance
- Provide video and feedback
- Better performance
- Use poor, mediocre and great performances to calibrate evaluators
- Use best performances as learning models
“Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.”

- Albert Bandera
“The aggregate effect of VF on professionals’ interaction skills is ES = 0.40, a medium effect size that is statistically significant. For the verbal, non-verbal, and paralingual domains, the effect sizes are 0.42, 0.35, and 0.39, respectively.”


A research finding: Video Based Self-Recording (VBSR)

Watch self > On task? Y/N > Points and prizes

Why does it work?
• Delay = more objectivity
• Evidence reduces defensiveness and argumentation

Video of skill assessment simulations – direct report wants a raise

an increase or a role change in 18 months. When it came to the increase and coaching scenarios, would benefit by being more direct in the opening of the conversation. That being said, once she progressed in the conversation she got stronger and used a proper blend of questions and setting of expectations. When talking about increases and budgets, should watch that she doesn’t place all the blame on not getting an increase or a getting a small increase on just the budget. Bring in the other items that are taken into consideration. Finally, being a people person, should watch that she doesn’t do all the talking in these scenarios but get the team member involved with more open-ended questions.
Try it out: What’s your rating?

Coaching (2 pts. each)

• States the issue
• Asks “Why is that?”
• Open-ended questions
• Asks for solutions
• Asks for commitment/follow-up

Total: ________
Try it out: What’s your rating?

Our Feedback

_______ Worked effectively in the model, getting the TM involved, being supportive and even suggesting a role play to increase the TM’s competence and confidence. To ensure results from her coaching, it will help if she ensures that the TM commits to a course of action and a timeline, then sets follow up steps.

Coaching (2 pts. each)

• States the issue
• Asks “Why is that?”
• Open-ended questions
• Asks for solutions
• Asks for commitment/follow-up

Total: 8
He came across as pleasant and knowledgeable, but the core and lower half of his body was off-balance. His hands/arms remained close to his body and he clasped/fidgeted with his hands. This made him appear unsettled and pulled away. We worked on relaxing and opening the core of his body in order to get forward to the listener. Then, we worked on pause and intention in his speech pattern to eliminate the filler/repetitive words. His focus should be kept on the audience so they feel involved and engaged in his presentation.
Incorporating video into learning experiences
An assessment used as a model for coaching
An assessment used as a model for making a job offer
Assessment audio used for a class exercise

Try This: Critique a No-Increase Discussion

• Likes?
• Comments?
• Suggestions?

5 minutes
Ways to quantify and evaluate performance
A sample scoring form

MCOLYMPICS SCORESHEET - COACHING

PARTICIPANT NAME: ________________________

<table>
<thead>
<tr>
<th>MCO/T</th>
<th>Your Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ States issue</td>
<td>Tell them standard in crew meeting but they aren’t doing</td>
</tr>
<tr>
<td>□ Asks “Why is that?”</td>
<td>Don’t know how to say it in a way that won’t offend them.</td>
</tr>
<tr>
<td>or</td>
<td>Start lecturing</td>
</tr>
<tr>
<td>□ Open-ended questions</td>
<td>Don’t want to be the bad guy</td>
</tr>
<tr>
<td>or</td>
<td>Ask yes/no questions</td>
</tr>
<tr>
<td>or</td>
<td>No questions</td>
</tr>
<tr>
<td>□ Asks for solutions</td>
<td>I could tell them why I care about image</td>
</tr>
<tr>
<td>or</td>
<td>Tell you what to do</td>
</tr>
<tr>
<td>□ Asks for commitment/follow up</td>
<td>I would explain how it affects customers</td>
</tr>
<tr>
<td>or</td>
<td>Doesn’t receive</td>
</tr>
<tr>
<td>□ Doesn’t receive</td>
<td>I can speak to those who don’t comply</td>
</tr>
<tr>
<td>or</td>
<td>I can warm and document team members who don’t comply</td>
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<tr>
<td>or</td>
<td>I can make an image agreement for them to sign</td>
</tr>
<tr>
<td>Agree and commit</td>
<td></td>
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</tbody>
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Multiply total checkmarks above x 1 for “almost” x 2 for “good job”

| Bonus Points (Scorer's discretion) | 0 1 2 3 4 5 6 7 8 9 10 |

| Total Points for this event | 0 .25 .50 .75 |

Comments on Strengths

Comments on Opportunities/Suggestions
Use rubrics to quantify

**MCOiT**

- States issue
- Asks “Why is that?”
  - or Starts lecturing
- Open-ended questions
  - or Asks yes/no questions
    - or No questions
- Asks for solutions
  - or Tells you what to do
- Asks for commitment/follow up
  - or Doesn’t resolve

<table>
<thead>
<tr>
<th>Multiply total checkmarks above x 1 for “almost” x 2 for “good job”</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
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<tr>
<td>Bonus Points (Scorer’s discretion)</td>
<td>0</td>
<td>.25</td>
<td>.50</td>
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<tr>
<td>Total Points for this event</td>
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Provide prompts for qualitative feedback

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Package video + written feedback + coaching

MCOT FEEDBACK

ASSESSMENT FOR:

DEVELOPMENT HIGHLIGHTS:
Strengths:
- [List of strengths]

Improvements:
- [List of improvements]

Focus Area: [Describe focus area and how it impacts overall effectiveness]

OVERALL DEVELOPMENT FEEDBACK:

Coaching

Influencing

Next and Greet

PSL Skills

Presentation Skills

Problem Solving

Selection
Tips on efficient workflows
“It profits a man little to see either his sausages or his laws being made”

- Ben Franklin
Our current vs. evolving workflow

Shoot
- Download
- Compress
- Title

Process

Distribute
- Place on network drive
- Send email notification

Shoot to Cloud
- Title
- Set permissions

Distribute
Tools - now

- Adobe Media Encoder
- Handbrake
- Camtasia Studio – Batch or shoot compressed: Swivl (iPad), Camera 360 (Windows 8/10)

Shoot

Process

USB, chips

Download

Compress

Title

Place on network drive

Send email notification

Distribute

Tablets, phones
Tools – future (?)

Tablets, phones
DVR.webcam app
MS 365 Video

Curious about:
Verbally annotate, telestrate?
I.e. Techsmith Coach’s Eye
Set-up participants and coaches for success
Allay participant fears but use them, too

Emma Stone
"I hate watching myself on screen because I only see flaws I wish I could change,"

Justin Timberlake
"It is wildly uncomfortable [to watch myself in a film]."

Frame it as a positive experience:
- Used for learning
- It’s about behavior

Maybe it’s good that it’s stressful:
- Promotes attention
- Does creating pressure make it seem more true to life?
Help people capture usable video – selfie guidelines
Help people capture usable video – detailed instructions
Calibrate on performance expectations – use past videos + scoresheets

This is a 1.  This is a 5.  This is a 9.
Wrapping up
Participant reactions: How did you feel being recorded while you were trying out the skills?

“As this has become more incorporated in our training (2-3 events for me) the more I have been able to remove the fact that I was being videotaped which allowed me to focus on the skill itself.”

“I didn’t mind being videotaped. It was strange at first, but I forgot about it after a few minutes.”
Participant reactions: What was your reaction seeing yourself on video?

“The video made the written feedback more “real.” It makes me think about it more in real life situations because I can picture myself doing the behavior.”

“I’m more critical of myself, than anyone else could ever be of me. There were spontaneous moments where I could smile and say “nailed that”, and there were spontaneous moments where I shivered out of horror because of my approach.”

“It’s very valuable because I never get to see or think about my posture, facial expressions, nodding habits, physical gestures, how often I smile, etc. ”
Participant reactions: What impact does reviewing the video have on your professional development?

“I was able to review with my Team Leader and evaluate (essentially do a start-stop-continue). This has allowed me to feel more confident in my communication.”

“This has helped to create an increased self-awareness of how I act/react under higher pressured situations, specific filler words that I may overuse, and an increased awareness of how someone may have reacted to my messaging.”

“I think the combination of visual and written feedback is more powerful than any one component alone and has helped make that feedback more actionable.”
Resources

Research links
Sample scoring form
Tools

http://bit.ly/1NM6wXb
Questions and thoughts?
Thank you!

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