

The KTS Success Factor® Model

1. **Who?** Mid-career professional women at the first- and second-line management level or mid-level professionals.
2. **Why?** Providing a scalable coaching experience even if there are few senior female mentors. This enables recipients to increase clarity, confidence, and commitment to big business and career goals.
3. **What?** Teaching women how to use the KTS Success Factor® Model and to self-coach



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- Unique Interests
- Unique Strengths
- Unique Motivational Needs



Accountability Partner

Peer Coach

Mastermind Group

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Role of the Peer Coach

Goals Clarification.

Obstacles handled.

Accountability reminder.

Limiting Belief Elimination.

Support and Cheerleader.

4. Mentoring versus Coaching.

Coaching. "Support to Report." Provided primarily through peers.

The primary purpose of a coaching relationship is to help the coachee gain clarity in and commitment to her goals, confidence in her ability to overcome obstacles, and accountability for taking the necessary action to achieve goals.

Mentoring. "Share to spare." Provided primarily through more senior or experienced executives. The primary purpose is to learn from the mentor's experiences. In a mentoring relationship, the mentor does a lot more talking than in a coaching relationship because the mentor is sharing information, experiences, and perspectives.

5. Making efficient use of mentor's time. Participants are being taught various means to take efficient advantage of mentor's time. Here are some examples:

- a. **Goals.** Participants are being taught how to use their peer coaches to get clarity on goals and how those goals align with their unique interests, strengths, needs, and values. Therefore, when a participant is talking with a mentor, she should be able to share concisely her vision, goals, and action steps she has considered. Mentors should feel free to share perspective on the goals, particularly about how the **mentor sees the goal lining up with his/her perception of that participant's interests and strengths and demonstrated behavior.** This is valuable feedback. But the mentor should not have to spend a lot of time clarifying goals.
- b. **Feedback.** A valuable service a mentor can provide is sharing feedback. That feedback is particularly valuable when it relates to current performance or attainment of stated goals. Some of the questions that participants will be armed with include:
 - i. **On a scale of 1-10, how do you see me currently _____(performing, behaving, presenting, etc.).** What do I do well to warrant that score? What would make it a 10?
 - ii. **In light of my goals, how do you see me limiting myself? (behavior, risk taking, presenting to others, etc.)**
 - iii. **What might I do to make my accomplishments and aspirations more visible?**
- c. **Asking for help.** Participants are being taught to ask for help where they need it, but the help they ask for from mentors should be in the form of bite-size, doable asks. Examples:
 - i. **Who else would you suggest I talk to?**
 - ii. **Would you review this presentation and give me some feedback on where I can improve?**
 - iii. **Who do I need to share my vision and goals with?**
 - iv. **Could I attend _____ meeting with you to learn how it is done?**
- d. **Experiences.** Sharing a personal experience with your mentee on a point she has raised is very helpful. This enables her to ask even more targeted questions.
- e. **Ideas.** Participants will likely ask, "Do you have ideas on _____?"