
BRITER™ EXPERIENTIAL LEARNING & DEVELOPMENT

The Reflective *Coaching* Method.

CEO QuickCoach™ is one model: QuickCoach is the leader's operating process — before, during, and after — and CEO (Cause · Effect · Own) is the conversation inside it.

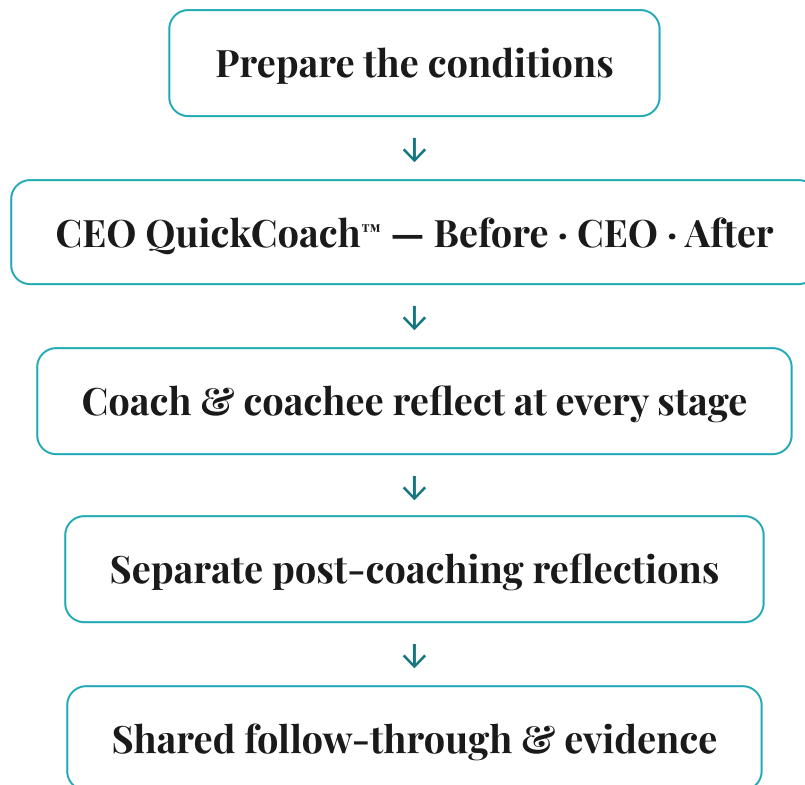
HOW I COACH

*“I don't begin with the answer. I begin by creating space for people to tell their story, reflecting on what emerges, and allowing meaning to develop **before reaching conclusions.**”*

WHAT IT IS

Reflection is not *saved for the end*.

It is a parallel process running through the entire coaching experience — before, during, and after — for coach and coachee alike.



The central line. Feedback names the behavior and impact. Coaching helps both people make meaning, identify ownership, and create new evidence through what happens next.

TWO THINGS PEOPLE GET WRONG

Reflection isn't the last step. *And a title isn't coaching.*

REFLECTION IS NOT SAVED FOR THE END

Most models reflect *after* — you have the conversation, then debrief. By then the moment has passed and the story has already hardened. Here, reflection runs in parallel the whole way through: the coach checks their own read at every stage, and the coachee makes meaning in real time, so the conversation can change course while it still matters.

End-loaded: Coach delivers the message → coachee defends → both reflect later, alone, on a conversation that already went sideways.

Continuous: Coach notices “I’m reacting to a story, not a fact” mid-conversation → asks instead of asserts → the coachee opens up → shared meaning forms in the room.

CALLING IT COACHING DOES NOT MAKE IT COACHING

Feedback names behavior and impact. Coaching helps both people make meaning and decide what happens next. A “coaching conversation” that is really a one-way verdict is just feedback wearing a nicer word — and people can feel the difference.

Example. “Let me give you some coaching...” followed by ten minutes of what the person did wrong and one instruction is *feedback*. It becomes coaching when the coach asks what happened, explores intent, names the behavior and its effect together, and distributes ownership for what comes next.

CONDITIONS BEFORE COACHING

Calling it coaching does not *make it safe*.

Coaching cannot begin by assuming the conversation is automatically safe. Before entering it, the coach considers the conditions. Self-awareness and social awareness are the price of entry.

Is this the right time and setting? Does the person understand the purpose?

Am I regulated enough to coach — rather than discharge frustration?

What observable information do I have? What assumptions am I carrying?

Is this a behavior, capability, role, relationship, process, or system issue?

Does the person have the authority and resources to meet the expectation?

What power difference may affect this conversation?

What does this person need to participate honestly?

A TITLE IS NOT SAFETY

What safe coaching *looks like — and doesn't.*

Safety is not comfort or agreement — it is the freedom to be honest without penalty. Calling a conversation “coaching” doesn’t create it; behavior does.

IT LOOKS LIKE

- The person can disagree without a cost
- The coach asks before concluding
- Both perspectives are on the table
- Behavior is named, identity is not
- Silence is checked, not assumed to be agreement
- The coach owns their share and the system’s
- Feedback is specific, kind, and evidence-based
- Time to think is offered, not ambushed

IT DOES NOT LOOK LIKE

- A verdict delivered as a “chat”
- “Just being honest” used to justify harshness
- Character labels: careless, difficult, not a fit
- Correcting in front of others
- Ranking or comparing to peers
- All ownership dumped on the coachee
- Warmth that avoids naming the real issue
- A conclusion reached before the person spoke

Watch for — pleasant conversations where nothing true is said, and “direct” conversations where nothing is heard. Neither is safe. **Tip** — if you can’t say what the person needs to participate honestly, you’re not ready to coach yet.

BEFORE IT BEGINS

Agree on what this *conversation is.*

A brief agreement prevents a performance verdict from being disguised as coaching. Clarify up front:

- Why are we having this conversation?
- Is this developmental coaching, performance feedback, or a formal corrective process?
- What is open for discussion?
- What expectation is non-negotiable?
- What will be documented, and who may see it?
- What can remain private?
- What does each person need to participate honestly?
- When will the conversation end or pause?
- When will follow-up occur?

A useful opening. “The purpose of this conversation is to understand what happened, examine the impact, and determine what each of us owns moving forward. I want to hear your perspective before we decide what this means.”

RUNS UNDERNEATH EVERY STAGE

Perception is not everyone's reality — *but it is the reality they respond from.*

A perception can be sincere and still incomplete. Coaching does not tell someone their perception is wrong; it helps both people examine what shaped it and build a fuller understanding together. This is not another model — it runs beneath CEO QuickCoach™.

LAYER	QUESTION BOTH PEOPLE EXAMINE
Observation	What could be described or documented without assigning motive, meaning, or identity?
Perception	What did I notice or experience?
Interpretation	What did I decide it meant?
Assumption	What did I believe without verifying?
Bias	What prior preference, expectation, identity, or experience influenced me?
Limiting belief	What belief narrowed what I thought was possible or true?
Alternative perspective	What might another person see differently?
Evidence	What information supports or complicates my interpretation?
Shared meaning	What fuller understanding can we build together?

The pathway. Something happens → I perceive it → I assign meaning → I create a story → the story influences my behavior. That is why two people leave the same meeting with two different stories.

BEFORE & DURING

Examine perception *before* *it becomes a conclusion.*

COACH — BEFORE THE CONVERSATION

- What did I actually observe?
- What meaning have I assigned to it?
- What story have I already created about this person?
- What am I assuming about their intent?
- Is a bias shaping what I notice or ignore?
- Am I interpreting difference as deficiency?
- What evidence would challenge my perception?

COACHEE — BEFORE THE CONVERSATION

- How did I experience the situation?
- What did I believe was happening?
- What meaning did I assign to others' behavior?
- What assumptions did I make?
- What past experience shaped my reaction?
- What evidence do I have?
- What other explanations could exist?

HOW IT APPEARS IN THE CEO CONVERSATION

Q	Separate what happened · what I perceived · what I felt · what I assumed · what I can verify.
U	Ask about meaning before assigning motivation: “How did you understand it? What might each of us see differently?”
I	“The report was submitted two days late” — behavior. Not “you are irresponsible” — a story about the person.
C	Hold both realities: “Your intent was accuracy; the impact was the next team couldn’t finish on time.”
K	What perception changed? What assumption is released? What behavior will create new evidence?

BOTH COMPLETE SEPARATELY, THEN COMPARE

Same prompts. *Two perceptions.*

Each person answers privately, then they compare — not to decide who wins, but to find where observations agree, where experiences differ, where assumptions entered, what was missing, and what shared meaning is possible.

FILL PRIVATELY

- What happened? What did I observe?
- How did I experience it? What did I decide it meant?
- What did I assume about the other person?
- What emotion influenced my interpretation?
- What past experience entered the present moment?
- What bias or limiting belief may be present?

FILL PRIVATELY

- What evidence supports my perception? What complicates it?
- What might the other person have experienced?
- What do I need to ask rather than assume?
- What fuller story is emerging?
- What do I understand differently now?

THEN TOGETHER

- Where do we agree? Where do we differ?
- What was missing · what each owns · what happens next?

The core teaching. Perceptions are not meaningless because they are incomplete — they are evidence of how someone experienced the moment. But a perception should be examined before it becomes a conclusion, a label, or an organizational narrative. BRITER moves Behavior → Perception → Meaning → Identity → Impact → Ownership — the goal is not forced agreement, but a fuller picture and a clearer next action.

Why reflect separately first. If both people talk before they think, the louder voice, the higher rank, or the first story told quietly sets the meaning — and the other person edits themselves to match. Private reflection first lets each person find their real perception before it can be overwritten, so the shared conversation compares two honest accounts instead of one dominant one. It protects the coachee's voice, surfaces the coach's own assumptions, and makes shared meaning something built together — not agreement pressured into the room.

THE SKILL THE METHOD ASSUMES

The method gives the path.

Facilitation is how you travel it.

Facilitation is the ability to guide a conversation so people can think, speak honestly, examine different perspectives, and develop shared meaning — **without the leader controlling every conclusion**. The coach stays responsible for purpose, boundaries, expectations, and follow-through, but does not dominate the meaning-making.

CORE FACILITATION SKILLS

- **Preparing the conditions** — clarify purpose, setting, time, boundaries, expectations before beginning.
- **Listening for meaning** — what is said, what is avoided, what assumptions shape the response.
- **Asking open questions** — that invite explanation, not confirm your conclusion.
- **Paraphrasing & summarizing** — reflect what you heard; let them clarify or correct.
- **Managing emotion** — recognize it without letting it take control.
- **Holding productive silence** — give time to think instead of filling every pause.
- **Balancing voice & power** — notice when rank or style is shaping who speaks and whose view carries.
- **Surfacing assumptions** — separate observation, perception, interpretation, and conclusion.
- **Reframing** — offer another lens without dismissing their experience.
- **Naming tension** — acknowledge disagreement or avoidance rather than moving around it.
- **Checking understanding** — confirm what each person heard before acting.
- **Guiding toward ownership** — what the coachee, coach, team, and system each own next.

Facilitation is not passive. It is structured without being controlling, curious without avoiding accountability, and human without losing the expectation.

FACILITATION IS THE HOW OF COACHING

Three different practices — *know which one you're using.*

FACILITATION SKILLS MATTER MOST WHEN

- Two people experienced the same event differently.
- The coachee goes quiet, guarded, emotional, or defensive.
- The coach holds significantly more organizational power.
- Intent and impact do not match.
- Assumptions are being treated as facts.
- The issue involves identity, belonging, trust, conflict, or relationships.
- Multiple people or departments contributed to the outcome.
- You notice you are doing most of the talking.
- The answer must be developed *with* the person, not delivered *to* them.

HOW FACILITATION HELPS

- Prevents the coach's interpretation from becoming the only story.
- Reduces defensiveness without removing accountability.
- Protects the coachee's voice when power differences are present.
- Surfaces context the coach may not possess.
- Creates clearer agreements and stronger ownership.
- Helps locate the issue — person, relationship, team, or system.
- Turns a conversation into learning that travels beyond the moment.

PRACTICE	PRIMARY PURPOSE	LEADER'S ROLE
Feedback	Name a behavior, result, or impact.	Provide clear, specific information.
Coaching	Develop awareness, capability, ownership, and action.	Help the person make meaning and decide what's next.
Facilitation	Create conditions and guide the process for productive dialogue.	Protect participation, inquiry, shared understanding, movement.
Formal corrective action	Address a documented policy or performance matter.	Follow the required organizational process.

Calling a verdict "coaching" does not make it developmental; asking questions is not facilitation if you've already decided which answers are acceptable. Facilitation directly activates **Shared-Meaning**

Facilitation — drawing also on Relationship Intelligence, Perspective Integration, Emotional Regulation, Cognitive Clarity, and Accountability Integrity.

WHAT MAKES THE PHILOSOPHY DIFFERENT

No two people start in *the same place*.

You cannot coach effectively until you understand where the person believes they are **starting**. The coach may see a performance gap while the coachee sees unclear expectations; the coach may believe the issue is capability while the coachee believes it is access, authority, confidence, trust, or conflicting priorities. Same situation — entirely different starting points.

FACILITATE ENOUGH DIALOGUE TO UNDERSTAND

- What does the person believe is happening?
- What do they understand the expectation to be?
- What experience, information, or assumption shaped that understanding?
- What do they believe they already know or do well?
- Where do they believe the gap exists?
- What support, clarity, practice, or authority do they believe is missing?
- What might they not yet recognize about their behavior or its impact?

WHY IT CHANGES THE CONVERSATION

If the coach starts from point D while the coachee believes they are at point A, the conversation feels disconnected. The coach reads the response as *resistance* — while the person is still trying to understand how the coach reached the conclusion.

Understanding the starting point does not mean accepting the coachee's interpretation as the complete picture. It means knowing where the coaching must **begin**. From there, both can compare perceptions, identify the actual developmental distance, and establish a shared starting point.

The BRITER principle — Do not coach from where you believe the person should be. Begin by understanding where they believe they are. Without a shared starting point, even strong coaching can solve the wrong problem.

WHY THE STARTING POINT MATTERS

The lion and *the starting point*.

A leader entered coaching believing other people were against him — misunderstood, constrained, repeatedly singled out. His attention pointed entirely outward: *they don't listen to me · they've already decided who I am · they're trying to control how I lead · nothing I do will change their opinion.*

THE COACH'S STARTING POINT — WHICH WAS NOT HIS

Others described him as guarded, abrasive, difficult. Starting from *their* assessment, the goal becomes: "make you less defensive and easier to work with." But he did not believe he had a relationship or self-awareness problem — he believed he was responding to an environment that didn't understand him.

WHY CORRECTION WOULD HAVE BACKFIRED

Beginning with correction would only confirm his narrative: *they think I'm the problem, and now the coach does too.* The first task was not to convince him his interpretation was wrong — it was to understand how he reached it.

Beginning where he was. Facilitation questions — "Walk me through what happened · what meaning did you assign to their response? · what evidence tells you it was directed at you? · is there another explanation? · how might others experience you when you feel this way? · what part can you influence?" — made room to examine his interpretation without feeling his identity was under attack.

FROM BLAME TO MOVEMENT

"I'm not a very good lion *chained up.*"

At first he stayed focused on what others were doing — useful information: it showed he wasn't yet ready to start with accountability. He was still testing whether his experience would even be heard. The coach listened, reflected, then gradually redirected from "*Why are they doing this to me?*" to "*How am I interpreting what they do, and how does that shape how I show up?*" That was the beginning of movement.

INTRODUCING ANOTHER PERSPECTIVE

Encouraged to ask how others experienced him, he heard "guarded and somewhat abrasive." Not delivered as proof the org was right — offered as evidence for reflection: *what was hard about hearing that? · what part might be useful? · what behavior could have created that experience? · can your intention and their experience both be true?* He didn't have to accept their perception as his identity — only examine that his behavior created an effect he hadn't intended.

EXPERIENCING THE CHAIN

Between sessions, a difficult team meeting: he felt publicly challenged, his body reacted before he could explain, and he shut down. Not treated as failed coaching — a live experience to examine: *when did you notice yourself shutting down? · what were you protecting? · what did you need? · what could you control, and what could you not?*

That is when he found his own language — **"I'm not a very good lion chained up. Give me a big room to walk and run and roar at times."** The coach did not create the metaphor. Facilitation created enough room for the leader to name what he had been experiencing.

WHAT THE LION REVEALED

The chain still exists — *the room can change.*

The metaphor reframed the work. What could have read as a flaw — *resistant, too intense, difficult to manage, needs to be less like himself* — became a question of fit: the lion was not necessarily the problem; the size of the room, the length of the chain, and the fit between leader and environment also mattered. He wasn't asking for unlimited authority — every role has boundaries — just enough autonomy to walk, run, contribute, and sometimes roar. The coaching question shifted from "*How do we make this leader more compliant?*" to "*What boundaries are necessary, what autonomy does he need, and how can he lead responsibly within what he can't control?*" Accountability wasn't removed — it was located more accurately.

FROM EXTERNAL CONTROL TO SELF-AUTHORSHIP

He couldn't control how others led or every decision about him. He could control how he interpreted ambiguity, whether he treated assumptions as facts, how he regulated when constrained, how he communicated his need for autonomy, how he followed up after conflict, and which environments let his strengths contribute. Eventually he chose work where his strengths had more room — not escaping accountability, but recognizing identity–environment fit.

THE ACTUAL PROGRESSION

1. Starting point — "Everyone is against me."
2. Perspective — "Others may experience me differently than I intend."
3. Interpretation — "I sometimes assign intent before I have evidence."
4. Agency — "I can't control how others lead, but I can control how I show up."
5. Identity — "I'm a lion who needs room to move."
6. Fit & ownership — "I'll say what helps me function while owning my effect on others."
7. Self-authorship — "I can choose how I lead and where my strengths are best used."

BRITER principle — the coach may see the open field, but first must understand the chain the coachee is experiencing. Coaching could not begin where the coach already was; it had to begin where the coachee could make meaning. Facilitation didn't tell the lion who he was — it built a room large enough for him to discover and name it himself.

BEST PRACTICE • TIMING

Give feedback while the moment is *still usable*.

BRITER operating standard — give meaningful feedback **within 24–48 hours** whenever reasonably possible. This is a practice standard, not a universal law: some situations need time for facts, regulation, or formal procedure.

WHY 24–48 HOURS MATTERS

- **Memory is clearer** — both recall the actual behavior, context, and sequence.
- **Behavior stays connected to its effect** — the person can see what it created.
- **Course correction happens sooner** — before it becomes a repeated pattern.
- **Positive behavior gets reinforced** — timely recognition shows what to repeat.
- **Stories have less time to harden** — assumption and resentment fill silence.
- **Trust is protected** — no one should learn months later you were collecting concerns.

WHEN NOT TO WAIT

Safety concerns, harassment, discrimination, threats, abuse, or serious policy violations enter the appropriate formal process **immediately**.

USE THE WINDOW WISELY

- **Within 24 hrs** — reflect, verify what was observed, separate fact from interpretation, choose the process.
- **Within 24–48 hrs** — hold the conversation while it is current and actionable.
- **If more time is needed** — acknowledge it inside the window and schedule.

"I want to discuss this while it's still current. I need time to gather the relevant information so I don't conclude too quickly. Let's reconnect tomorrow."

WHEN A BRIEF PAUSE IS RIGHT

Don't open a developmental conversation while dysregulated, in public, or without essential facts. Pause long enough to prepare — not long enough to avoid.

The BRITER principle — Prompt does not mean impulsive. Prepared does not mean postponed. Feedback delayed without explanation becomes a story of its own.

ONE INTEGRATED METHOD



Quick Scan

What happened? — begin identifying the Cause without deciding too quickly.

CEO connection — Begin identifying the Cause without deciding too quickly what it means.

COACH REFLECTION

- What did I actually observe?
- What part is fact? What part is my interpretation?
- What emotions am I bringing into the conversation?
- Am I reacting to this moment, or to a larger story I have created?

COACHEE REFLECTION

- What happened from my perspective?
- What did I notice?
- What context may the coach not have?
- How was I experiencing the situation?

“Walk me through what happened.” · “What were you noticing at the time?” · “What context should I understand?”

Example. A new hire says their first week was “a lot of forms and no one to ask.” Instead of concluding the manager doesn’t care, the coach opens with: “Walk me through your first week.”

Watch for — Leading with your story, or jumping to “why did you...” before you have the facts.

Tip — Separate observable fact from interpretation out loud before framing anything.

ONE INTEGRATED METHOD



Understand Intent

What was the person trying to accomplish, prevent, communicate, or protect?

CEO connection — Place the Cause within its context. Intent does not erase impact, but it helps make sense of the behavior.

COACH REFLECTION

- Have I asked about intent or assumed it?
- Am I remaining curious? What perspective may be missing?
- Is my preferred approach the only acceptable approach?
- Could the organizational system have contributed?

COACHEE REFLECTION

- What was I trying to accomplish?
- What influenced my decision?
- What did I believe was expected?
- What information or support did I have?
- What was I concerned might happen?

“What were you trying to accomplish?” · “What influenced the choice you made?” · “What did you understand the expectation to be?”

Example. The manager: “I front-loaded the checklist so they’d be productive fast.” The intent was speed — useful to understand before addressing the missed coaching.

Watch for — Assuming intent — or letting “good intent” excuse real impact.

Tip — Stay curious; intent explains the behavior, it doesn’t settle the effect.

ONE INTEGRATED METHOD



Identify Behavior

What specific behavior, choice, or pattern occurred?

CEO connection — Name the Cause clearly — without turning the behavior into the person's identity.

COACH REFLECTION

- Can I describe the behavior without using a label?
- Am I addressing what happened, or judging who the person is?
- Is the expectation clear and consistently applied?
- Have I acknowledged what worked as well as what needs attention?

COACHEE REFLECTION

- What did I specifically do or not do?
- What part of the situation belongs to me?
- What strength did I demonstrate?
- What behavior may need to change?
- Is there a gap between my intention and my behavior?

“The behavior I observed was...” · “The expectation was...” · “The difference between the two was...”

Example. “You completed all 12 checklist items, and the 7-day coaching conversation didn’t happen.”
Behavior and expectation named — not “you’re not a people person.”

Watch for — Turning behavior into identity: “careless,” “not a people person,” “difficult.”

Tip — Use behavior + expectation + gap, and name a genuine strength alongside it.

ONE INTEGRATED METHOD



Clarify Impact

What did the behavior create? This is the Effect.

CEO connection — The effect may show up in someone’s experience, trust, safety, service, mission, a KCI or KPI, workload, or culture.

COACH REFLECTION

- Whose experience was affected?
- What evidence supports the impact I am describing?
- Am I connecting the behavior to mission and expectations?
- What might the number show — or fail to explain?
- How did my leadership or the system contribute?

COACHEE REFLECTION

- How do I think my behavior affected others?
- What impact did I intend?
- What impact actually occurred?
- What surprised me?
- What do I understand differently now?

“What do you think that behavior created?” · “How might others have experienced it?” · “Where is the gap between intention and impact?”

Example. The new hire waited three days on a blocked task and rated “felt supported” 2 of 5. The number shows the slip; the story shows why — no one to ask.

Watch for — Overstating impact without evidence, or ignoring the coach’s and system’s contribution.

Tip — Bring evidence; say what the number shows and what it fails to explain.

ONE INTEGRATED METHOD



Keep Moving Forward

What happens next? Establish Ownership — shared and appropriately distributed.

CEO connection — Ownership is not automatically all on the coachee — it may include the coach, the team, and the system.

COACH REFLECTION

- What responsibility belongs to me?
- What coaching, clarity, resources, or follow-through must I provide?
- Does the person have the authority and capability to act?
- What system barrier must be addressed?
- How will I support progress without taking ownership away?

COACHEE REFLECTION

- What do I own?
- What behavior will I practice?
- What support or clarification do I need?
- What will I do next?
- What evidence will demonstrate progress?

“What do you own?” · “What do I own as your coach?” · “What support is needed?” · “What will progress look like?” · “When will we reconnect?”

Example. The manager owns scheduling the coaching conversation; the coach owns providing the coaching guide and protecting the time; the system owns a ramp timeline that was too tight.

Watch for — Dumping all ownership on the coachee and calling it accountability.

Tip — Distribute ownership, confirm they have authority and resources, and set a reconnect date.

CEO is embedded, not added afterward. Cause runs through Quick Scan, Understand Intent, and Identify Behavior · Effect is Clarify Impact · Own is Keep Moving Forward.

ONE INTEGRATED METHOD

How CEO runs *through it*.

CEO ELEMENT	CONVERSATION MOVE	CENTRAL QUESTION
Cause	Quick Scan · Understand Intent · Identify Behavior	What happened, and what contributed to it?
Effect	Clarify Impact	What did it create?
Own	Keep Moving Forward	What does each person — and the system — own next?

This keeps CEO and QuickCoach as one integrated coaching method — not two models awkwardly taped together.

CAUSE • EFFECT • OWN

CEO, *in depth.*

CEO is not a separate step — it is the spine that keeps every coaching conversation grounded. It answers three questions in order, and it holds the coach accountable too, not only the coachee.

ELEMENT	WHEN IT'S USED	HOW IT'S USED
Cause	Early — during Quick Scan, Understand Intent, and Identify Behavior.	Establish what happened and what contributed to it. Separate observation from interpretation; ask about intent before assigning it; name the behavior without turning it into identity.
Effect	Middle — during Clarify Impact.	Name what the behavior created, with evidence: on people, trust, safety, service, mission, a KCI/KPI, workload, or culture. Hold intent and impact as both true.
Own	Close — during Keep Moving Forward.	Distribute what happens next across coachee, coach, team, and system. Confirm authority, resources, follow-up date, and the evidence that will show change.

WHEN TO USE CEO

Any time behavior and impact must be examined together — a missed expectation, a recurring pattern, a conflict, or a strength worth repeating. **Not** for urgent safety, harassment, or formal discipline, which follow the formal process.

HOW TO KEEP IT HONEST

- Don't jump to Effect before Cause is understood — impact without cause becomes blame.
- Don't assign all Ownership to the coachee — the coach and the system usually hold a share.
- If the Cause traces to a system, coach the system, not just the person.

The test. If you can name the Cause, evidence the Effect, and say who owns what next, it's coaching. If you can only name what went wrong, it's still feedback.

WHY THIS IS A BRITER METHOD

Each stage activates *BRITER capacities.*

CONVERSATION MOVE	BRITER CAPACITIES ACTIVATED
Quick Scan	Reflexivity — separating observation, perception, emotion, and assumption
Understand Intent	Bridging & Identity — perspective, context, motivation, and meaning
Identify Behavior	Identity & Trust — addressing behavior without turning it into a label
Clarify Impact	Trust & Bridging — how behavior was experienced and what it created
Keep Moving Forward	Empowerment & Resilience — distributing ownership, support, authority, next action
Shared Follow-Through	All six — using new evidence to build shared meaning and sustained change

Shared Meaning sits at the center — every stage feeds it, and it feeds what happens next.

Why this matters. Any competent coaching model can improve one conversation. Activating BRITER at every stage is what turns a single conversation into organizational capacity: Reflexivity keeps the coach honest before they conclude, Bridging and Identity protect the relationship and the person while the hard thing is named, Trust makes truth safe to say, and Empowerment and Resilience make the outcome sustainable and owned. Skip a capacity and the conversation still happens — but the learning doesn’t travel, the person feels handled rather than developed, and nothing changes in the system that produced the moment. BRITER is what makes coaching build the organization, not just correct a person.

UNDER KEEP MOVING FORWARD

Understand the design, *not only the person.*

SYSTEM	COACHING DIAGNOSTIC QUESTION
Performance–Mission Fit	Were the role, expectation, authority, workload, and decision rights clear?
Human Capability System	Did the person receive coaching, feedback, practice, and developmental support?
Enterprise People System	Did a policy, process, technology, resource, or HR system contribute?
Enterprise Metrics	What do the numbers show — and what story beneath them still needs understanding?

The CEO conversation is directional, not rigidly linear. New information may send you back: Quick Scan → Understand → Identify → Clarify → Keep Moving — with a return loop whenever the story changes.

Prepare the coachee, don’t ambush them. When appropriate, send the purpose and reflection questions ahead. If that isn’t possible, introduce them during Quick Scan and give the coachee time to think before responding.

CAUSE · EFFECT · OWN — WORKED EXAMPLES

Same three moves, *different situations.*

SITUATION	CAUSE	EFFECT	OWN
Missed onboarding coaching	Manager front-loaded the checklist for speed; skipped the 7-day conversation	New hire waited 3 days on a blocked task; “felt supported” 2/5	Manager: schedule the talk · Coach: give the guide + time · System: fix the tight ramp
Sharp email to a peer team	Under deadline, sent a blunt “this is wrong, redo it”	Peer felt dismissed; collaboration cooled; rework doubled	Sender: repair + rephrase · Coach: model the ask · System: unrealistic deadline
Quiet high performer	Stopped raising risks in meetings	A known issue surfaced late; trust and safety dipped	Person: name concerns early · Coach: make it safe to · System: how bad news is met
Exceptional member experience	Employee noticed a new member alone, introduced them around, followed up before they left	Member felt welcomed, returned, and brought a friend	Employee: name what made it work · Coach: recognize it & remove barriers to repeating · System: build it into onboarding

HOW TO USE IT

Run Cause → Effect → Own inside a CEO QuickCoach™ conversation. Name the Cause without labeling the person, ground the Effect in evidence and experience, and distribute Ownership across coachee, coach, and system.

WHEN TO USE IT

Any time behavior and impact need to be examined together: a missed expectation, a recurring pattern, a strong result worth learning from, or a conflict — **not** for urgent safety, harassment, or disciplinary matters, which follow the formal process.

Rule of thumb. If you can name the Cause, evidence the Effect, and say who owns what next, it’s coaching. If you can only name what went wrong, it’s still feedback.

NOT FORCED AGREEMENT

Shared meaning is *not sameness*.

Shared meaning does not require identical perceptions or forced agreement. It means both people understand what happened, how it was experienced, what evidence matters, what impact occurred, and what each person owns next.

- Perceptions are meaningful but not automatically factual.
- Not all interpretations carry equal evidentiary weight.
- Power, policy, safety, ethics, and documented facts still matter.
- Understanding someone's perspective does not excuse harmful behavior.
- Accountability and curiosity can exist together.

THE BRIDGE TO CHANGE

Our coaching *commitment*.

A concise record of what was agreed — the bridge from reflection to measurable change.

- Behavior or strength being addressed
- Effect we are trying to change or repeat
- What the coachee owns
- What the coach owns
- What the team or system owns
- Support or resources required
- BRITER competency being developed
- Behavior to practice
- Evidence of progress
- KCI, KPI, or mission indicator
- Follow-up date
- What success will look and feel like

Competency-selection question: “Which one or two BRITER competencies will help close this developmental gap?” — never all 15 at once.

AFTER THE CONVERSATION

Reflect *separately* first.

COACH

- What was the central coaching issue? What did I observe?
- Was I regulated? Did I listen to understand?
- Did I separate behavior from identity? Ask before assuming?
- Did I create enough safety for honesty?
- Did we identify Cause, Effect, and Ownership?
- Did we name both individual and system responsibility?
- What do I own? What did I commit to provide?
- What needs documented or escalated? When do I follow up?
- Where did my perception differ from the coachee's — and did I confuse interpretation with objective reality?

COACHEE

- What was the central message? What surprised me?
- What story did I first tell myself about the conversation?
- What part of the feedback is useful?
- What do I understand differently now?
- Is there a gap between my intention and others' experience?
- Which part belongs to me?
- What behavior will I practice? What support do I need?
- What evidence will show progress? When do I reconnect?
- What was my initial perception, and what new evidence expanded it?

THEN COME BACK TOGETHER

New evidence, *made together*.

The coach and coachee reconnect to develop shared meaning — deepening the original reflection (*what happened? what worked? what would we change?*) by answering separately first, then together.

What happened after the conversation? What worked? What would we change?

What behavior has changed? What support was provided?

What evidence of progress exists? What are people experiencing differently?

What do the KCI or KPI show? Is the original issue improving?

What happens next?

The number is the surface; the story reveals the roots. Coaching is measured by what changes after it.

PRIMARY COMPETENCIES ACTIVATED THROUGH REFLECTIVE COACHING**COACH**

- Cognitive Clarity
- Reflective Capacity
- Emotional Regulation
- Ethical Discernment
- Relationship Intelligence
- Perspective Integration
- Shared-Meaning Facilitation
- Contextual Intelligence
- Accountability Integrity

COACHEE

- Cognitive Clarity
- Reflective Capacity
- Emotional Regulation
- Cultural Congruence
- Relationship Intelligence
- Perspective Integration
- Adaptive Leadership
- Accountability Integrity

WHAT MAKES IT BRITER — NOT EPAS WITH DIFFERENT LETTERS

- CEO QuickCoach™ is one integrated model; reflection is continuous, not a final step
- Separates observable behavior from narrative and identity
- Includes the coach's contribution — not only the coachee's performance
- Separate reflection spaces, then shared meaning; examines individual vs. systemic
- Connects stories with KCIs, KPIs, and mission; measures what changes after coaching; ownership is shared

SAME METHOD • RISING SCOPE

What coaching reflection looks like *at each level.*

LEVEL	WHAT THE COACHING REFLECTION EXAMINES	KEY QUESTION TO ASK
Frontline	My own behavior and its effect on the person in front of me; what I own vs. what I escalate.	“What did the person experience because of me — and what’s mine to fix vs. raise?”
Manager	The daily conditions I create; whether my feedback and clarity helped the team succeed.	“What are my people experiencing because of how I lead — and where did I set them up or let them down?”
Director	Patterns across the team; whether the managers I develop can coach without me.	“What does this pattern say about the conditions I’ve built — and am I coaching or rescuing?”
Senior / Multi-Dept Director	How the same issue shows up differently across teams; where alignment or a system fix is needed.	“Is this one person, one team, or a system producing this across areas?”
Executive / VP	Which organizational system produced the result; how strategy and capacity actually landed.	“What system condition created this — and what truth needs to travel up or down?”
C-Suite	What the pattern reveals about the organization we designed; culture, governance, and decision rights.	“What does this say about the conditions we’ve created — and what will we change at the top?”

At every level, always: name the behavior and its effect · distribute ownership (coachee · coach · team · system) · confirm a follow-up date and what evidence will show change. Coaching is never finished at the conversation — it’s finished when the follow-up happens.

APPENDIX • DEFINITIONS

Self & Values *Systems.*

Cognitive Clarity	Thinking clearly under complexity; separating signal from noise, fact from assumption.
Reflective Capacity	Examining experience after it happens to extract a transferable lesson.
Emotional Regulation	Noticing and metabolizing your own state before it drives a decision or a room.
Biological Regulation™	Tending sleep, recovery, and nervous-system load so regulation is possible.
Integrated Well-Being Intelligence™	Holding cognitive, emotional, and biological regulation as one system.
Cultural Congruence	Living the organization's stated values in behavior, not only language.
Ethical Discernment	Choosing well among competing legitimate goods, not just right vs. wrong.

APPENDIX • DEFINITIONS

Relational & Organizational *Systems.*

Relationship Intelligence	Reading what a relationship needs — trust, repair, boundary, candor — and supplying it.
Perspective Integration	Synthesizing multiple legitimate perspectives without reducing them to one.
Shared-Meaning Facilitation	Surfacing interpretations and building shared understanding for coordinated action.
Contextual Intelligence	Reading the specific conditions of a moment rather than a generic playbook.
Adaptive Leadership	Leading where the answer must be built, not retrieved.
Systemic Co-Creation™	Redesigning systems with the people inside them, not for them.
Accountability Integrity	Fair, behaviorally grounded accountability — expectations, authority, evidence aligned.
Strategic Operational Intelligence™	Connecting daily decisions to long-range strategic intent, both directions.

OPTIONAL TAKE-HOME • COMPLETE ON YOUR OWN

Reflect privately, *then choose what to share.*

This is an optional take-home worksheet — not something to complete during the session. Each person reflects privately in their own time, then chooses what is relevant to bring into the shared conversation. Private reflection is not an official performance record; neither person must surrender every private note. Formal documentation follows organizational policy — shared meaning comes from honest dialogue, not compulsory disclosure.

COACH

CENTRAL ISSUE • WHAT I OBSERVED

WAS I REGULATED? DID I SEPARATE BEHAVIOR FROM IDENTITY?

WHAT DO I OWN • WHAT WILL I PROVIDE

DOCUMENT • ESCALATE • FOLLOW-UP DATE

COACHEE

CENTRAL MESSAGE • WHAT SURPRISED ME

THE STORY I FIRST TOLD MYSELF

WHAT I OWN • BEHAVIOR I'LL PRACTICE

SUPPORT I NEED • EVIDENCE OF PROGRESS • RECONNECT DATE

Tip — Don't skip straight to shared meaning; the private pass is where the real story surfaces. **When to use** — immediately after any coaching conversation, before the follow-up reconnect.