

JAY PEAK LEADERSHIP SERIES 2025



DEVELOPING THE NEXT GENERATION OF JAY PEAK LEADERSHIP

CONNECTING TO OUR VISION, MISSION, AND VALUES

VISION

We strive for an authentic, community driven Resort that derives its vitality from the on-mountain experience, respect for its history & what has come before it, and its team members whose energy and spirit are its foundation.

MISSION STATEMENT

Our focus and responsibility is to our guests and to our family of team members. All that we do is centered toward making them comfortable, safe and valued. We do this when we make decisions in alignment with our core values. We take special pride in helping our guests create unique memories by virtue of offering them a wide variety of recreation options, the highest level of authentically-great service, and honestly welcoming them to what we feel is the most special corner of the world.

CORE VALUES

Forethought and thorough analysis precede each and every decision we make at the resort. We benchmark decisions and actions in the context of these following six core values.

ROOTS & GROWTH

Our greatest strengths are rooted in the people who make up the Jay Peak team of employees. And while our unique past informs our future, it is guided by each person's dedication to growing and learning. Our commitment to always search for improvement, both personally and professionally, sets the Jay Peak team apart.

MAKING CONNECTIONS

We are about nurturing relationships, understanding and appreciating differences and tying individual stories into the larger one we are building together. Our interests, motivations and collective sense of wellbeing are inextricably linked to the feeling that we all belong to a greater narrative.

CREATING EXPERIENCES

Jay is a unique and special place and we want to share it with everyone who values unique and special places. We go beyond simply offering services; we aim to enhance experiences and create memories with genuine, quality engagement.

SAFETY & WELLBEING

It's more than just keeping you safe. The resort has an uncompromising dedication to the welfare of our employees and guests. We work hard to challenge industry standards and constantly improve upon our own internal benchmarks. We believe that any definition of our own success must connect to safe work spaces for employees, the safest possible environment for our guests and a belief that the wellbeing of both is something that requires constant focus.

COMMUNITY – INSIDE & OUT

The Raised Jay attitude is at our core, steeped in deeply Vermonter values (hard work, authenticity, respect, generosity) and extends beyond the resort footprint to encompass regions that make up the broader Jay Peak community. As our circles of community widen, so do our successes.



JAY PEAK LEADERSHIP SERIES 2025

✓ Session I (January)	✓ Session II (February)	✓ Session III (April)	Session IV (June)	Session IV (TBD)	Session IV (TBD)	Example Future Sessions
Leading with Authenticity Through Emotional Intelligence <ul style="list-style-type: none"> ○ Self-Awareness ○ Self-Management ○ Social Awareness (Empathy) ○ Relationship Management (Social Skills) 	Fostering Engaged Employees by Connecting to Purpose <ul style="list-style-type: none"> ○ Setting Goals & Expectations ○ Recognizing Success ○ Giving Constructive Feedback ○ Receiving Feedback 	Communicating and Influencing with Impact <ul style="list-style-type: none"> ○ Verbal Communication ○ Active Listening ○ Written Communication 	Coaching for Success <ul style="list-style-type: none"> ○ Delegating for Development ○ Growing Employee Capability ○ Enabling a Learning and Continuous Improvement Culture 	Creating a Fearless Team <ul style="list-style-type: none"> ○ Building trust ○ Psychological safety ○ Dependability ○ Structure & clarity ○ Meaning ○ Purpose 	Managing Productive Conflict <ul style="list-style-type: none"> ○ Conflict Model principles. ○ Separate people from problems and focus on interests ○ Brainstorm creative solutions and use objective criteria 	<ul style="list-style-type: none"> ▪ Solving Problems to Root Cause ▪ Making High Impact Decisions ▪ Driving Change Through Personal Resilience

RECAP FROM PREVIOUS SESSIONS

99% responded favorably to: "The session provided actionable tactics that I can immediately apply in my role."

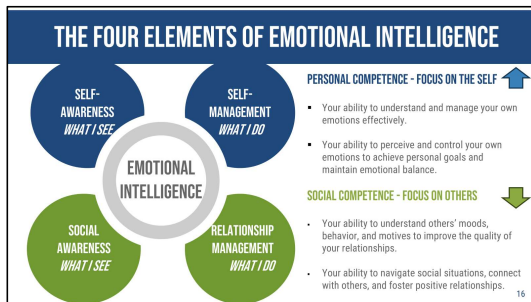
Leading with Authenticity & Emotional Intelligence Session #1

98% responded favorably to: "The session provided actionable tactics that I can immediately apply in my role."

Fostering Engaged Employees Session #2

95% responded favorably to: "The session provided actionable tactics that I can immediately apply in my role."

Communicating and Influencing with Impact Session #3



EXERCISE: EMOTIONAL INTELLIGENCE ASSESSMENT

SEE HANDOUT

Instructions: For each statement, rate yourself on a scale from 1 to 5
1 = Rarely 2 = Occasionally 3 = Sometimes 4 = Often 5 = Always

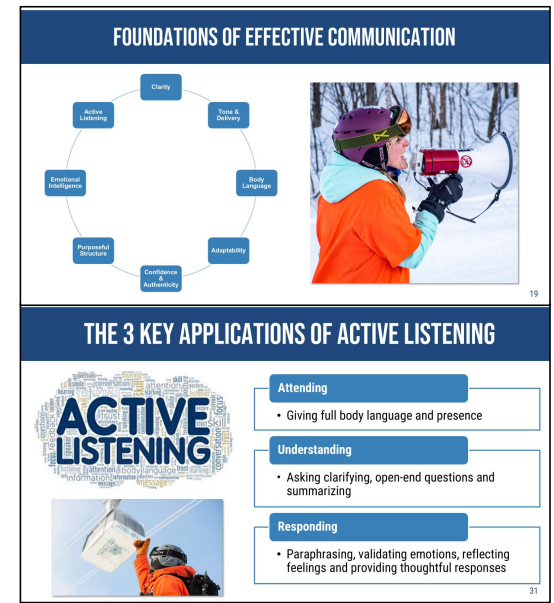
Self-Awareness	Self-Management	Social Awareness	Relationship Management
— I recognize how my emotions affect my thoughts and actions.	— I stay calm under pressure and manage my emotional responses effectively.	— I can easily sense how others are feeling, even when they don't express it.	— I build and maintain strong, positive relationships with others.
— I can identify what triggers my emotions in different situations.	— I avoid impulsive reactions and consider the consequences of my actions.	— I make an effort to understand the perspectives and needs of others.	— I resolve conflicts effectively and strive for win-win outcomes.
— I understand my strengths and limitations clearly.	— I adapt well to unexpected challenges or changes.	— I adjust my communication style based on the emotions and preferences of others.	— I inspire and influence others with my communication and leadership abilities.
Score: _____	Score: _____	Score: _____	Score: _____

Total Score: _____



THE GALLUP 12 ... 12 ELEMENTS OF GREAT MANAGING

- (1) I know what is expected of me at work.
- (2) I have the materials and equipment I need to do my work right.
- (3) At work, I have the opportunity to do what I do best every day.
- (4) In the last seven days, I have received recognition or praise for doing good work.
- (5) My supervisor, or someone at work, seems to care about me as a person.
- (6) There is someone at work who encourages my development.
- (7) At work, my opinions seem to count.
- (8) The mission or purpose of my company makes me feel my job is important.
- (9) My associates or fellow employees are committed to doing quality work.
- (10) I have a best friend at work.
- (11) In the last six months, someone at work has talked to me about my progress.
- (12) This last year, I have had opportunities at work to learn and grow.





Coaching for Success: Developing My Team

Session #4

TODAY'S SESSION OBJECTIVES

After this leadership session, you will be able to:

- ☐ Describe which of the 12 behaviors of great managing (the Gallup 12) relate to developing, coaching, and growing your team
- ☐ Describe and apply three frameworks for developing, coaching, and growing your team
 - Growth Versus Fixed (Performance) Mindset
 - 70-20-10 Learning Model
 - Coaching Versus Directing using the GROW Coaching Model
- ☐ Apply what you learn back on the job by practicing using realistic, work-based scenarios

12 ELEMENTS OF GREAT MANAGING (THE GALLUP 12)

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What questions focus on how you're developing, coaching, and growing your team?

THE GALLUP 12 ... DEVELOP, COACH, GROW

At work, I have the opportunity to do what I do best every day.

In the last six months, someone at work has talked to me about my progress.

My supervisor, or someone at work, seems to care about me as a person.

There is someone at work who encourages my development.

This last year, I have had opportunities at work to learn and grow.

Three Frameworks to Develop, Coach, & Grow My Team

**Growth vs.
Fixed
Mindset**

**70-20-10
Learning
Model**

**Coaching vs.
Directing**

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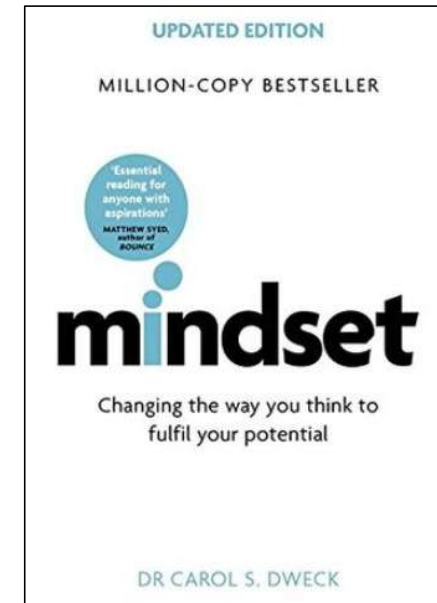
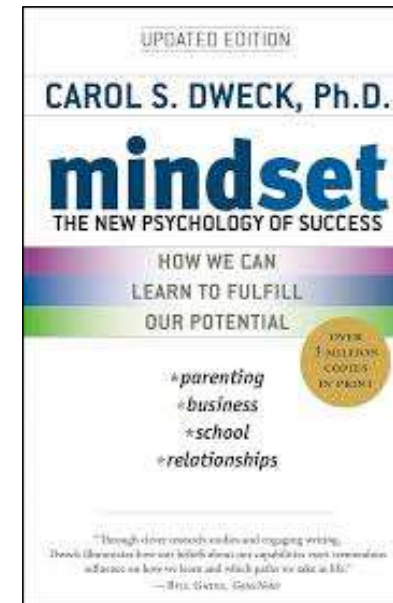
MINDSET ASSESSMENT

Instructions: For each statement, rate on a scale from 1 to 5 ... 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree; 5 = Strongly Agree

Questions (As Individual)	Rating	Questions (As Manager)	Rating
I believe that my abilities and intelligence can be developed through effort, learning, and feedback.		I believe that team members can develop new capabilities through coaching, effort, and support—even if they struggle at first.	
I welcome challenges that stretch me—even if I’m not sure I’ll succeed right away.		When an employee makes a mistake, I see it as a chance to guide learning—not as a reflection of their ability.	
When I fail at something, I see it as a signal to adjust, practice, or try a new approach.		I prioritize helping employees reflect and problem-solve, rather than always giving them the right answer quickly.	
I’m more focused on improving over time than on always looking competent in front of others.		In performance conversations, I focus on improvement over time, not just immediate results or fixed traits.	
I seek out feedback, even when it’s uncomfortable, because it helps me grow.		I openly share my own learning moments or failures to create a culture where growth is safe and expected.	
TOTAL		TOTAL	

GROWTH VS. FIXED (PERFORMANCE) MINDSET

- ❑ Mindsets are the beliefs we hold about ourselves, others, and our capacity to learn and adapt.
- ❑ As leaders, the mindset we operate from directly influences how we coach, motivate, and respond to employees—especially under pressure.
- ❑ Over the years, this theory has been widely adopted in educational and organizational settings.
- ❑ Empirical research suggests its positive associations with mental health and personal development.
- ❑ Two common mindsets can define how we handle challenges and development



GROWTH VS. FIXED (PERFORMANCE) MINDSET

Believe:

People can learn, develop, and grow through effort, feedback, and perseverance

Abilities can be developed through dedication and hard work



Believe:

Performance defines ability and abilities are fixed traits

People are either good or not good at what they do—and mistakes show weakness



GROWTH VS. FIXED (PERFORMANCE) MINDSET

With effective strategies & time, people can improve their skills, abilities, and aptitudes

Value the effort and progress as a key element of gaining knowledge and mastery

Seek out new challenges and see obstacles as problems to solve and ways to grow

Takes ownership of mistakes and understands that failure often leads to learning and long-term success

Appreciates the perspectives of others and welcomes candid feedback and experimentation

Success is possible in many areas, once individuals create their own learning pathways, coaches for growth

Beliefs About Human Potential

Effort & Difficulty

Challenges & Obstacles

Mistakes & Failures

Feedback, Criticism, & Suggestions

Outlook on the Future

Everyone is born with certain skills, abilities, and aptitudes

Believe abilities and knowledge that come easily indicate natural talent, and that if something isn't easy, it cannot be learned

Generally avoid challenges and see obstacles as signs they are in the wrong direction

Hides or makes excuses for mistakes; becomes discouraged and frustrated by failure

Rejects negative feedback and can become defensive; likely focuses on positive feedback

Success is limited to a few specific areas along a firmly defined pathway, coaches for results

WHY THIS MATTERS FOR JAY PEAK LEADERS?

Working at Jay Peak demands adaptability ... weather shifts, staffing gaps, and fluctuating guest volume ... What else?

Growth Mindset

❑ Leaders with a growth mindset:

- Retain talent by coaching through mistakes
- Improve systems and processes by encouraging experimentation
- Build resilient teams that own their development

Fixed (Performance) Mindset

❑ Leaders with a fixed (performance) mindset:

- Create fear-based cultures
- Drive short-term compliance but long-term disengagement
- Limit learning by punishing failure

EXAMPLES

Growth Mindset

- ❑ A **ski lift operator** struggles to troubleshoot a technical issue.
 - A growth mindset leader says, *“Let’s review what happened and figure out how we can get better prepared next time.”*
- ❑ A **rental technician** misfits several guests’ boots, slowing down service.
 - A growth mindset leader holds a coaching conversation: *“What did you notice about the bottleneck? What could help you feel more confident during the next rush?”*

Fixed (Performance) Mindset

- ❑ **Hotel guest services** receives multiple complaints.
 - ❑ A performance mindset leader says, *“You need to figure this out—guest satisfaction is too important to keep slipping.”*
- ❑ A **food & beverage team** struggles during the lunchtime rush.
 - ❑ A performance mindset leader criticizes: *“We can’t keep having these breakdowns—other resorts don’t have these issues.”*

MINDSET ASSESSMENT

21-25

Strong growth mindset

You view challenges and effort as central to success.

You coach for development and create learning-rich environments

16-20

Moderate growth mindset

You embrace growth but may avoid risk or discomfort at times.

Look for ways to more consistently reinforce learning in your leadership.

11-15

Mixed mindset

You may see some abilities as fixed—reflect on where you're holding back.

Reflect on where fixed beliefs may be limiting your team's growth

Below 10

Performance mindset dominant

You may prioritize appearing capable over developing new capabilities.

Consider strategies to shift toward a growth-focused leadership approach

EXERCISE ... UNDERSTANDING MY ASSESSMENT RESULTS

Assessment of Myself (Score: ____)

- ☐ What did I learn?
- ☐ What was surprising?
- ☐ What should I keep doing?
- ☐ How should I adjust?

Assessment of Others (Score: ____)

- ☐ What did I learn?
- ☐ What was surprising?
- ☐ What should I keep doing?
- ☐ How should I adjust?

STEPS TO DEVELOPING A GROWTH MINDSET IN YOU



STEP 1:
Recognize
Your Fixed or
Performance
Triggers

STEP 2:
Reframe Your
Self-Talk

STEP 3: Invite
Challenge and
Feedback

STEP 4: Track
Effort and
Progress, Not
Just Results

STEP 5: Model
Growth
Thinking Out
Loud

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- ❑ Common triggers include:
 - Failure or mistakes: “I’m not cut out for this.”
 - Comparison: “They’re just naturally better.”
 - Feedback: “This means I’m not good enough.”
 - Pressure to perform: “If I don’t do this perfectly, I’ll lose credibility.”

STEPS TO DEVELOPING A GROWTH MINDSET IN YOU

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- “I’m just not good at this.” >>> “I’m not good yet—but I can improve with effort.”
- “I hate being wrong.” >>> “Being wrong helps me learn faster.”
- “If I ask for help, I’ll look weak.” >>> “Asking for help is how I get stronger.”
- “This failure proves I’m not capable.” >>> “This is data. What can I do differently next time?”

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- Seeking feedback intentionally (ask: “What’s one thing I could do better?”)
- Taking on something you’re not sure you’ll ace
- Asking for coaching—not just praise
- Mini-goal: Choose one area this month where you’ll prioritize learning over performance (e.g., public speaking, mentoring, analytics).

STEPS TO DEVELOPING A GROWTH MINDSET IN YOU

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**Challenge and
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**Effort and
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Just Results**

STEP 5: Model
**Growth
Thinking Out
Loud**

- Celebrate effort (“I practiced 3x this week”)
- Reflect on learning (“What did I do differently this time?”)
- Acknowledge growth (“I used to avoid this task—now I’m improving.”)

STEPS TO DEVELOPING A GROWTH MINDSET IN YOU

STEP 1:
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STEP 2:
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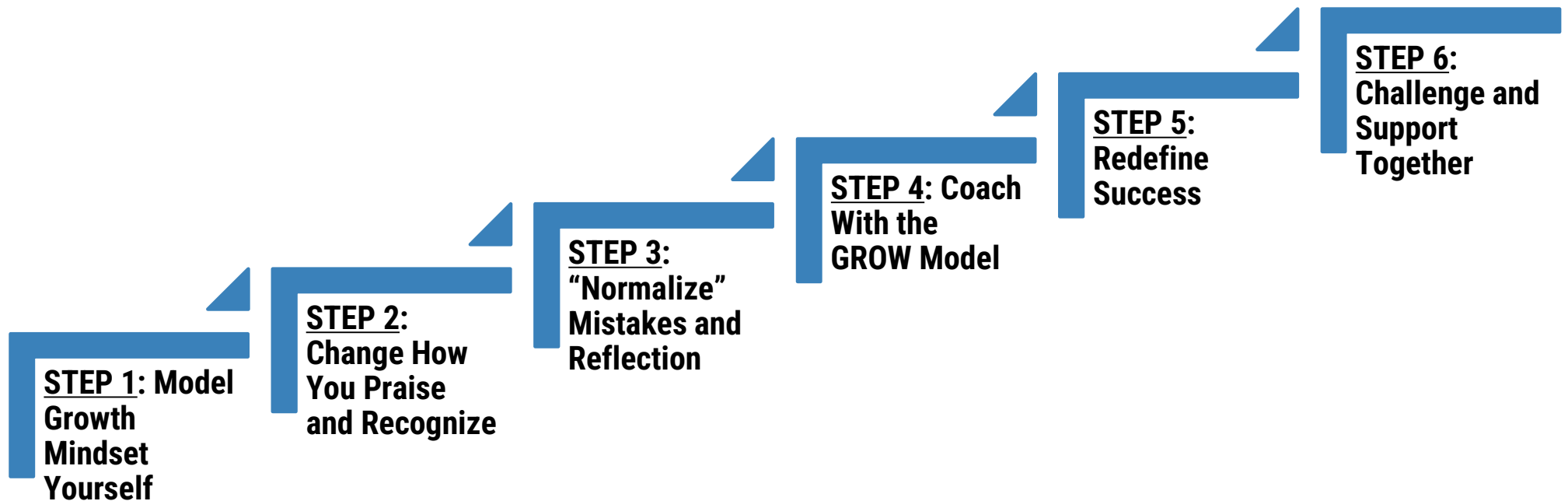
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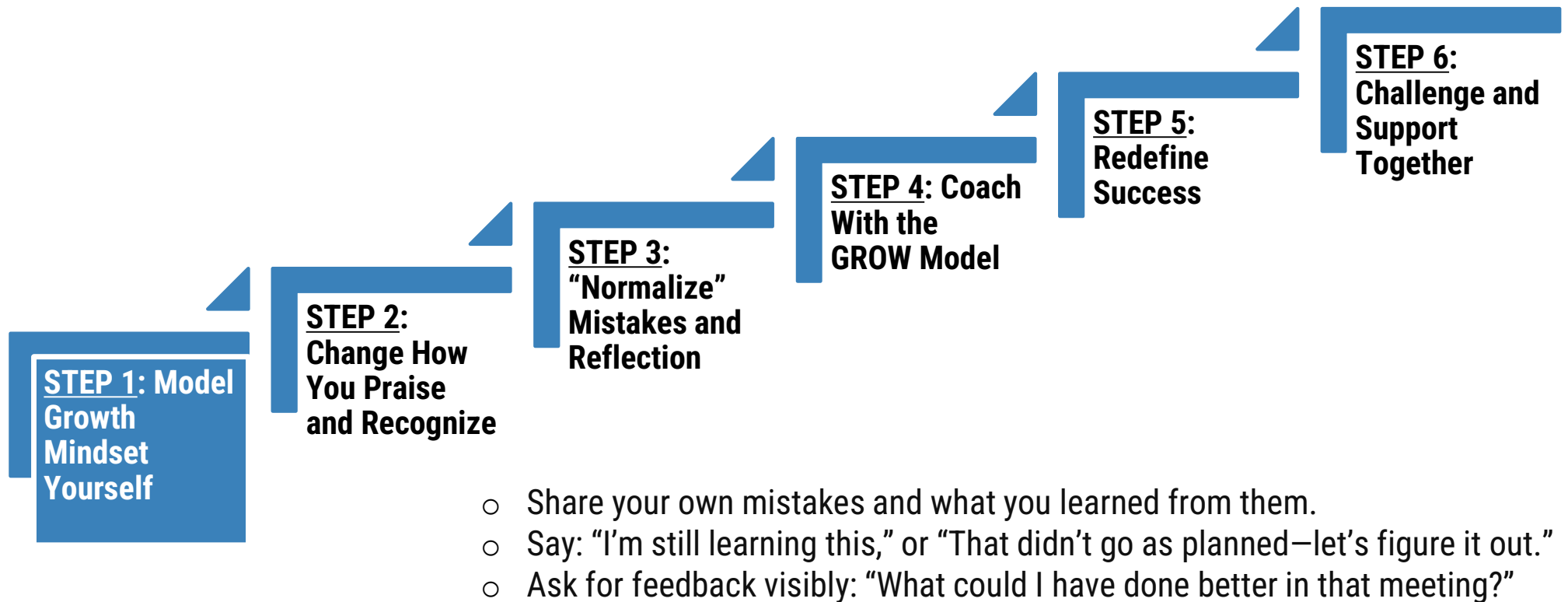
STEP 5: Model
Growth
Thinking Out
Loud

- “I’m figuring this out, and it’s taking some trial and error.”
- “This didn’t go the way I hoped—what can we learn from it?”
- “I’ve never done this before, but I’m going to give it a shot.”

STEPS TO DEVELOPING A GROWTH MINDSET IN OTHERS



STEPS TO DEVELOPING A GROWTH MINDSET IN OTHERS



STEPS TO DEVELOPING A GROWTH MINDSET IN OTHERS

**STEP 1: Model
Growth
Mindset
Yourself**

**STEP 2:
Change How
You Praise
and Recognize**

**STEP 3:
“Normalize”
Mistakes and
Reflection**

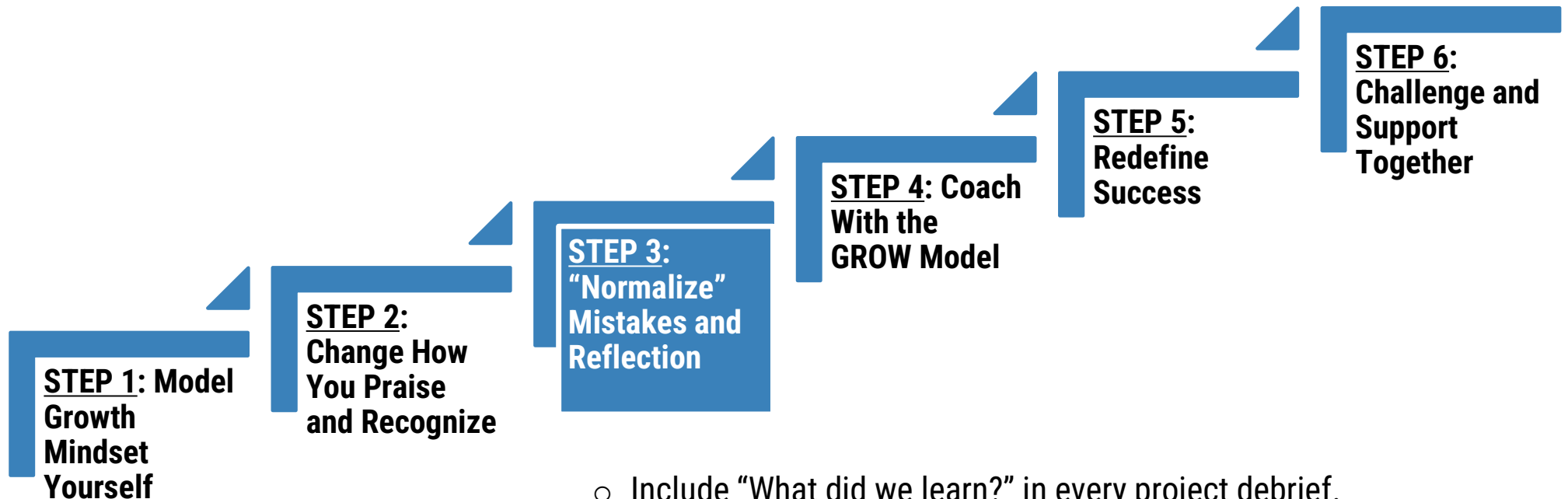
**STEP 4: Coach
With the
GROW Model**

**STEP 5:
Redefine
Success**

**STEP 6:
Challenge and
Support
Together**

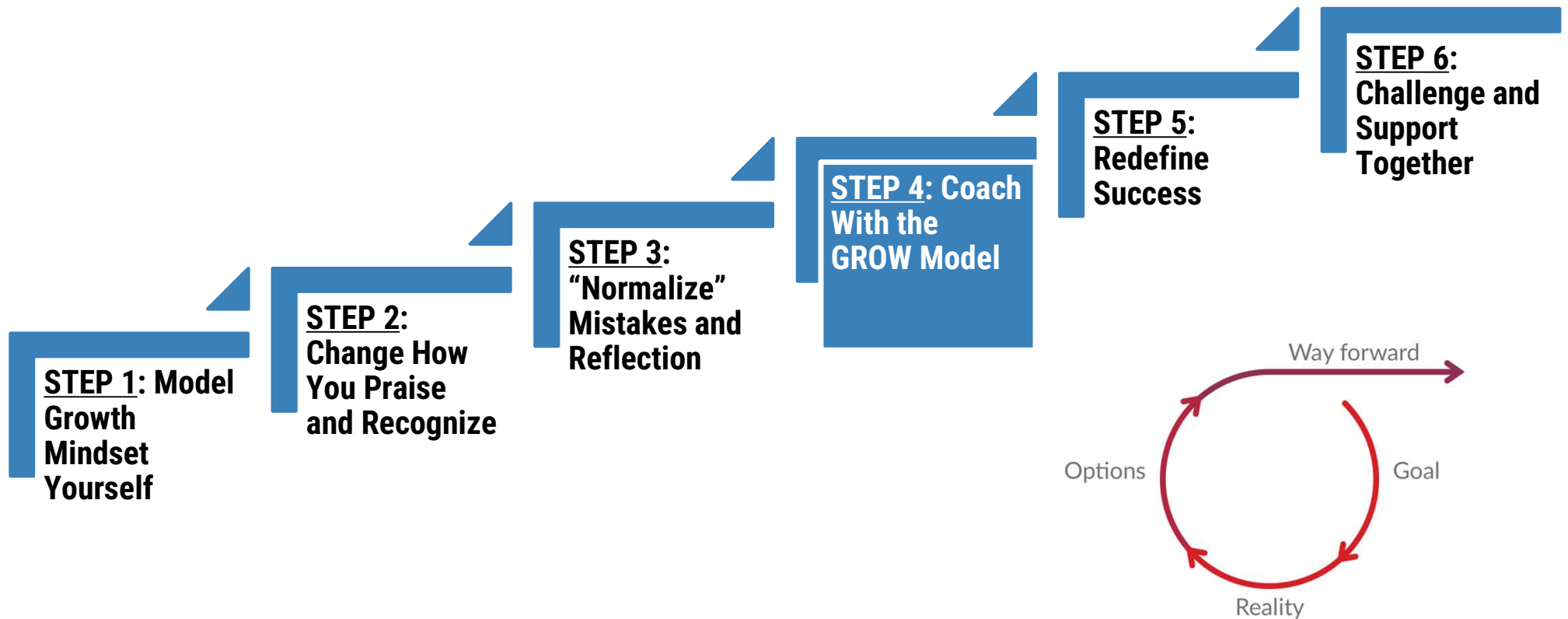
- ☐ Instead of:
 - “You’re naturally great at this.”
 - “You nailed it—no mistakes.”
- ☐ Say:
 - “I saw how much effort you put into learning that.”
 - “You stuck with it even when it was hard—that paid off.”
 - “The way you handled feedback shows real growth.”

STEPS TO DEVELOPING A GROWTH MINDSET IN OTHERS

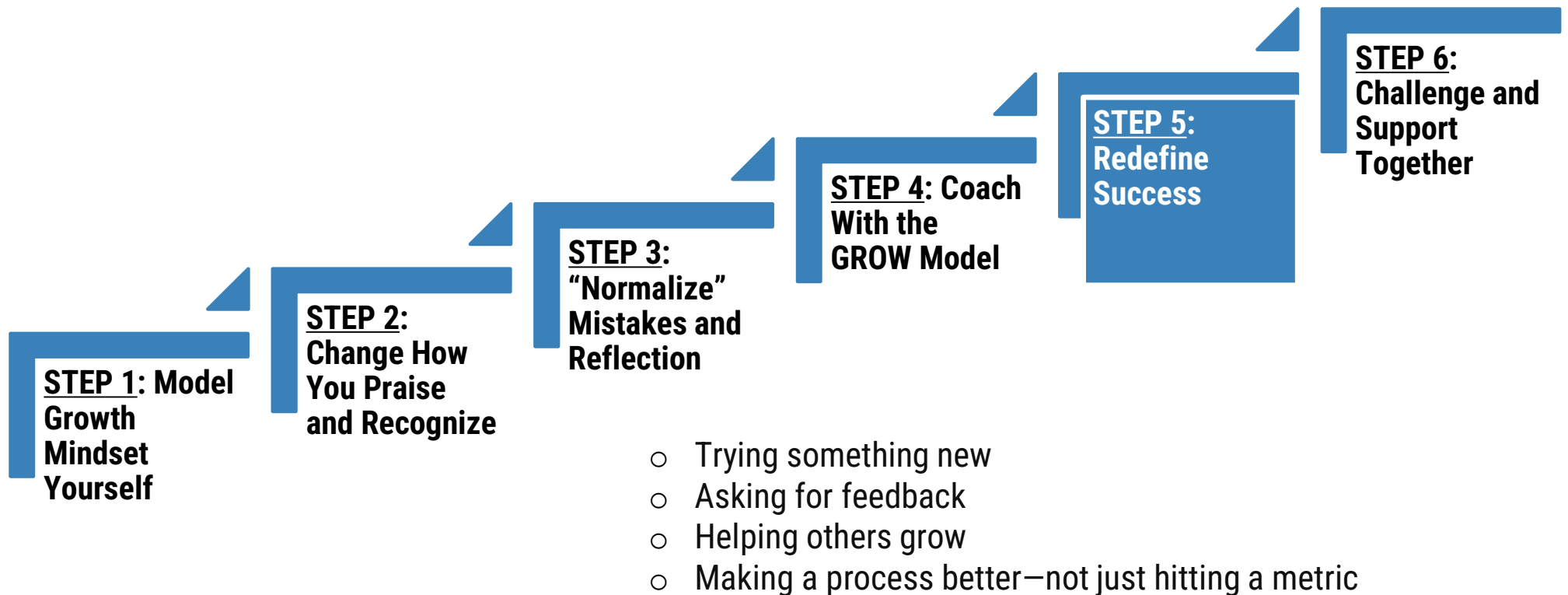


- Include "What did we learn?" in every project debrief.
- Talk about "fast fails" as learning experiments.
- Ask: "What didn't work—and what do we try next time?"
- Every team meeting includes one story of a lesson learned.

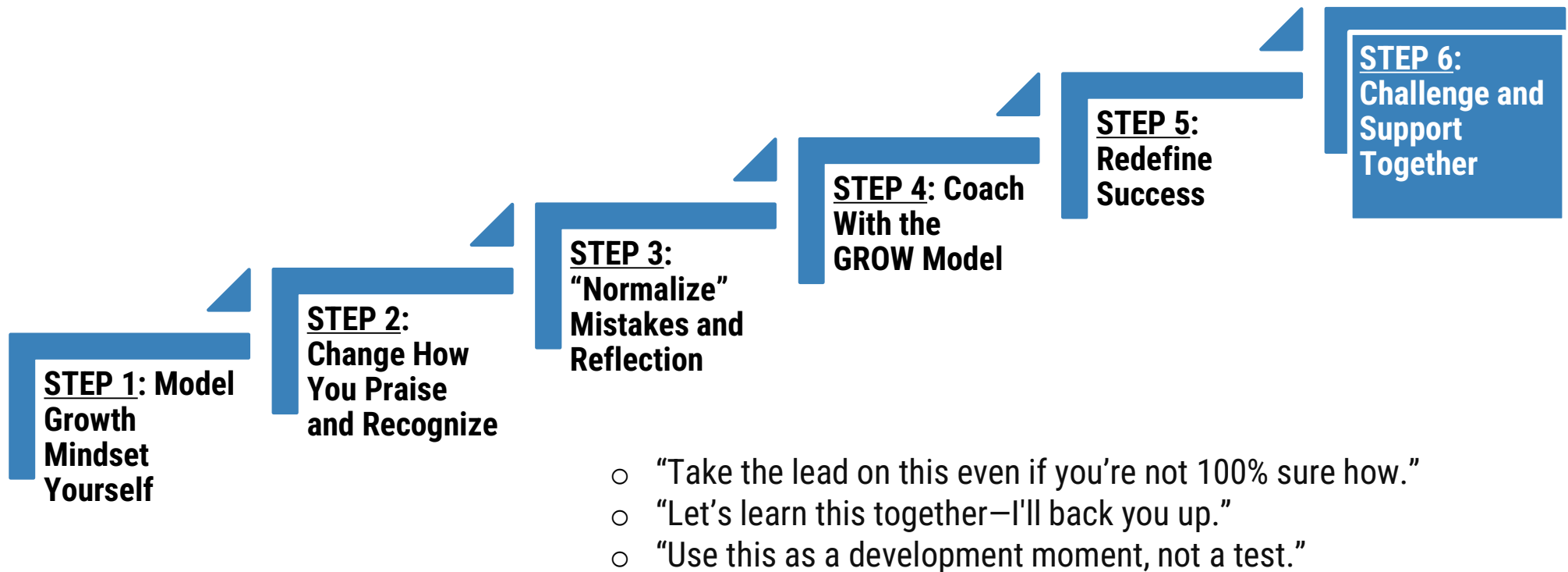
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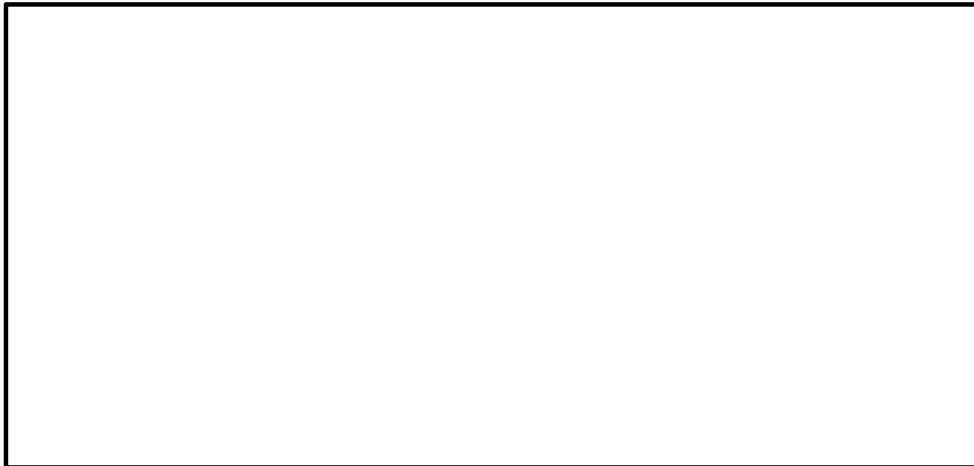
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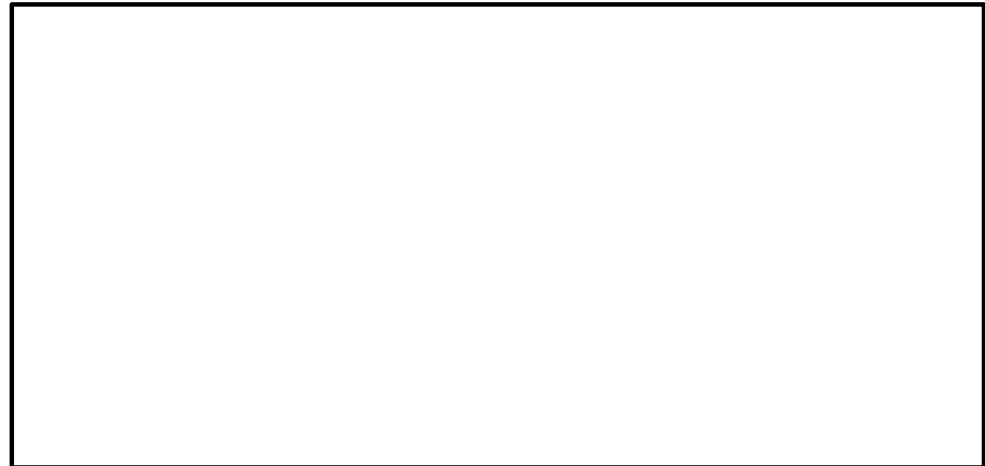
EXERCISE ... BECOMING MORE GROWTH MINDED

Based on what I learned in my two assessments and how to develop a growth mindset in myself and my team, what specific actions will I commit to doing over the next 2-4 weeks?

Myself

A large, empty rectangular box with a black border, intended for writing specific actions for oneself.

My Team

A large, empty rectangular box with a black border, intended for writing specific actions for the team.

“After the Storm” Case Study

EXERCISE ... HELPING THE SILVER SUMMIT TEAM

Growth

How would you help one of the team members using a growth mindset approach?

What would you say?

Fixed (Performance)

How would you help one of the team members using the fixed (performance) mindset approach?

What would you say?

COACHING WITH A GROWTH MINDSET AT SILVER SUMMIT SKI RESORT

- ❑ A major snowstorm hit Silver Summit over the weekend, creating operational chaos and overwhelmed resort operations.
- ❑ Guests faced long lift lines, equipment shortages, and understaffed services.
- ❑ Guest satisfaction scores dropped, and several departments failed to meet expected service levels.
- ❑ The General Manager meets with department managers to debrief and help key employees from Lift Operations, Rentals, Guest Services, and Food & Beverage reflect, recover, and grow from the experience using growth mindset principles.



Nico

Lift Operations Lead

Frustrated by mechanical issues and team mistakes



Ava

Rental Supervisor

Embarrassed by the long delays in fitting guests



Liam

Guest Services

Overwhelmed by guest complaints and felt helpless



Maya

F&B Shift Manager

Struggled to coordinate her team during high-volume lunch rush

EXERCISE ... HELPING THE SILVER SUMMIT TEAM

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Three Frameworks to Develop, Coach, & Grow My Team

**Growth vs.
Fixed
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**70-20-10
Learning
Model**

**Coaching vs.
Directing**

70-20-10 MODEL OF DEVELOPMENT

Experiences

70%

On-the-Job

Connections

20%

Mentors, Coaches,
SMEs, Peers

Programs

10%

Programs,
Workshops,
Courses

70-20-10 MODEL: F&B EXAMPLE

Experiences

Oversees a double-booked lodge lunch rush, reallocates team members, and deals with a food inventory shortage

Resource management, cross-training, service recovery

Connections

Participates in a post-shift debrief with kitchen and service staff to identify what worked and what didn't

Reflective learning, team feedback culture

Programs

Takes an online course on inventory optimization or seasonal scheduling through a vendor

Technical skills, operational efficiency

70-20-10 MODEL: LIFT EXAMPLE

Experiences

Manages lift ops during peak weekend with a mechanical delay. Must delegate tasks, communicate updates, and make quick operational decisions.

Crisis response, delegation, real-time decision-making

Connections

Participates in a bi-weekly coaching session with the Resort GM focused on strategic staffing.

Big-picture thinking, people strategy

Programs

Completes annual safety and certification training (e.g., ANSI/OSHA)

Safety compliance, operational standards

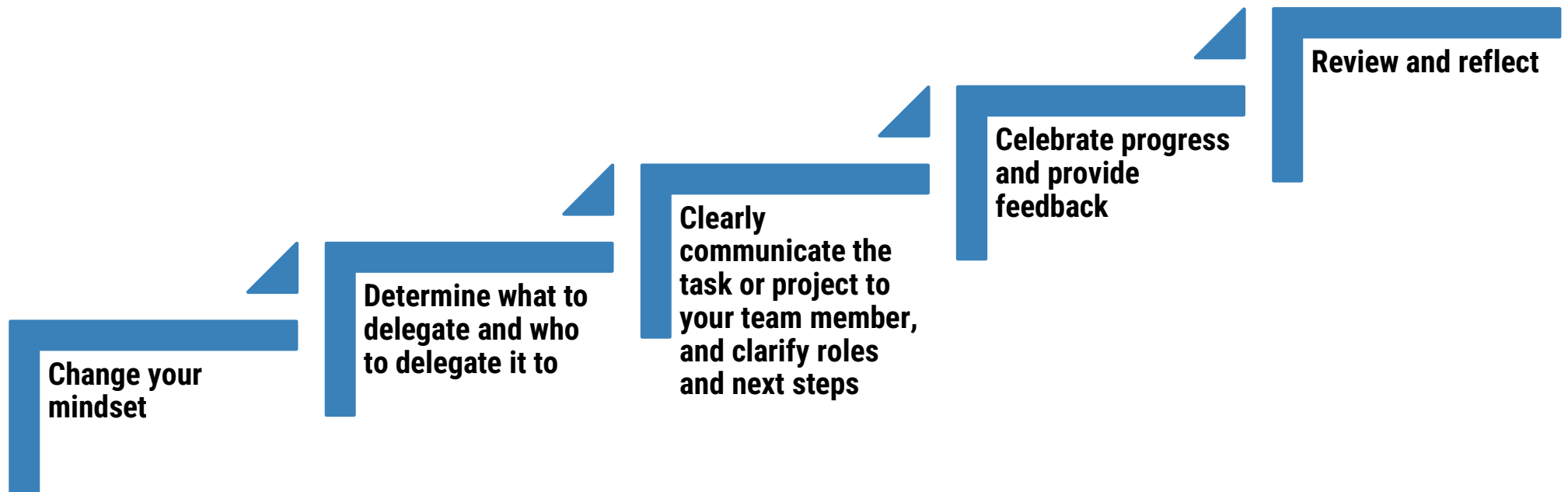
Delegating for Development “70 + 20”

SOME QUESTIONS TO ASK YOURSELF

- ☐ Which tasks or projects hamper my ability to work on the “high-level” projects that only I can carry out?
- ☐ Which tasks or projects are causing me stress because of my workload?
- ☐ Which tasks or projects might be learning opportunities that can help my team develop?
- ☐ Which pieces of a project might leverage someone else’s strengths?



DELEGATION 101



Source: Learning to delegate as first-time manager (HBR_2024)

EXERCISE: CREATE A 70-20-10 DEVELOPMENT PLAN

- ☐ Choose a common development need one (or more than one) of your team members has (e.g., becoming more strategic, improving team leadership, learning a new system, etc.).
- ☐ Create a development plan using the 70-20-10 framework to help that employee grow.

Action	Result
Developmental Need	
2-3 Experiential Actions (70%)	
2-3 Coaching / Mentor / Feedback / Peer interactions (20%)	
2-3 Formal Training or Resource (10%)	

Three Frameworks to Develop, Coach, & Grow My Team

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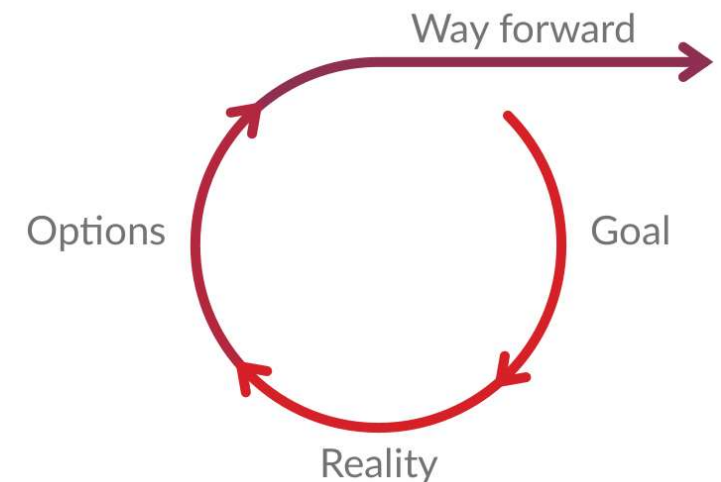
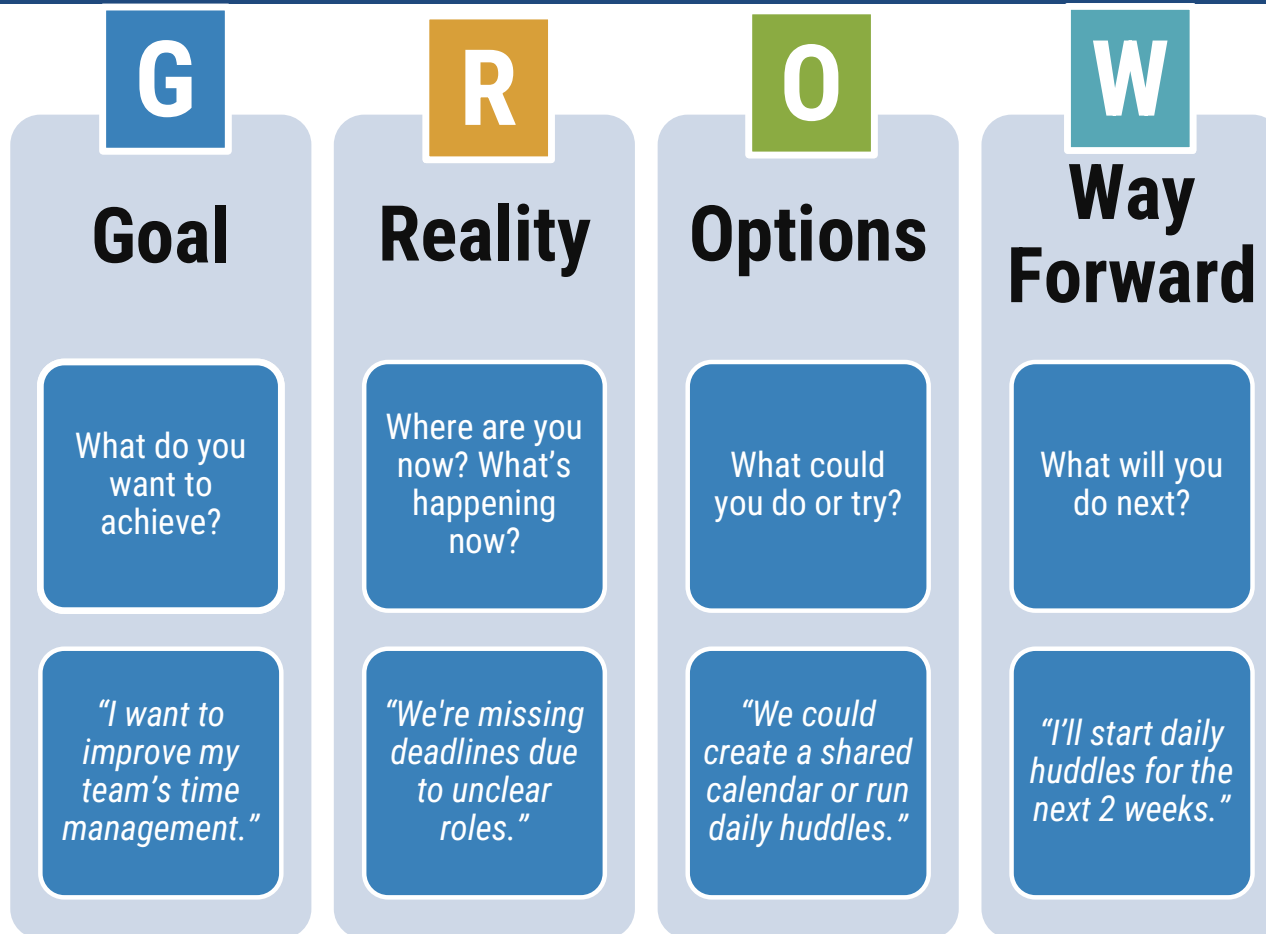
COACHING VS. DIRECTING

- ❑ Shift your mindset from
 - Giving direction and answers to guiding growth and development
 - Telling vs. asking
 - Problem solver to capacity and capability builder
 - Giving advice to unlocking potential
 - Being efficient to unleashing learning



GROW Model of Coaching

GROW MODEL OVERVIEW



DON'T FORGET ... THE BIF FEEDBACK MODEL

B

☐ **BEHAVIOR** ... Describe the specifics ... the situation, the behavior, the results

i

☐ **IMPACT** ... Describe the impact to ... the individual, the team, the guest, you as the manager, etc.

F

☐ **FUTURE** ... Describe how to be more effective moving forward ... Stop, Start, Continue

COACHING QUESTIONS VIDEO



COACHING QUESTIONS

- ☐ What does success look like for you in this situation?
- ☐ What do you see as the biggest challenge here?
- ☐ What is an alternative perspective to this issue?
- ☐ What is preventing you from moving forward?
- ☐ What's the most important thing to focus on right now?
- ☐ How can I support you?



“Sarah and the Snow School Team” Scenario

“SARAH AND THE SNOW SCHOOL TEAM”

- ❑ Sarah is the Assistant Ski School Director at Silver Summit Ski Resort. It's her second season in the role, and she's managing a team of 20 instructors. Recently, guest feedback scores have dropped, and Sarah has noticed inconsistent lesson delivery across her team. She feels frustrated and unsure of how to raise performance without micromanaging.
- ❑ Your Role: You are Sarah's manager. Use the GROW coaching model to guide her toward a solution that builds team consistency and strengthens her leadership.



EXERCISE: USE GROW TO STRUCTURE YOUR COACHING CONVERSATION

G**R****O****W**

Goal	Reality	Options	Way Forward
Clarify what the person wants to achieve	Explore the current situation and barriers	Brainstorm possibilities and strategies	Create a commitment and action plan
What does Sarah want to improve or achieve?	What's really happening now with her team?	What are possible ways Sarah could address this?	What's one action Sarah will take this week?

GROWTH MINDSET AND GROW COACHING MODEL

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Goal	Reality	Options	Way Forward
Clarify what the person wants to achieve	Explore the current situation and barriers	Brainstorm possibilities and strategies	Create a commitment and action plan
<ul style="list-style-type: none"> • “What would success look like for you in this situation?” • “What’s the most important outcome you’re aiming for?” • “How would you know this challenge is fully resolved?” • “If you could make one change, what would it be?” • “What do you want to be different six weeks from now?” 	<ul style="list-style-type: none"> • “What’s happening right now that’s getting in the way?” • “How have you approached this so far?” • “What’s working? What’s not?” • “How do others see this situation?” • “What patterns do you notice about how you respond here?” 	<ul style="list-style-type: none"> • “What are some ways you could approach this?” • “If you had no limitations, what might you try?” • “Who could help you with this?” • “Have you seen someone else handle something like this?” • “What’s one idea you haven’t tried yet?” 	<ul style="list-style-type: none"> • “What’s one step you’re willing to take this week?” • “How committed are you to doing this on a scale of 1–10?” • “What might get in your way—and how will you handle that?” • “When will you take action on this?” • “How will you hold yourself accountable?”

Three Frameworks to Develop, Coach, & Grow My Team

**Growth vs.
Fixed
Mindset**

**70-20-10
Learning
Model**

**Coaching vs.
Directing**

BRAINSTORM KEY TAKEAWAYS FROM SESSION #4



- ☐
- ☐
- ☐
- ☐
- ☐

Backup

COACHING NICO (LIFT OPERATIONS)

Growth

- ☐ *"You seemed really frustrated after the lift team couldn't reset the gondola. What did you learn from how they handled it—and how can we prepare them differently next time?"*
- ☐ Growth Mindset Prompt: Focus on process and improvement, not judgment.
- ☐ Coaching Behavior: Encourage him to see skills as buildable and leadership as a teachable challenge.

Fixed (Performance)

- ☐ *"How could you and your team let the gondola stay down that long? We've trained for this. It shouldn't have happened. You're supposed to be ready for mechanical contingencies."*
- ☐ Impact: Nico becomes defensive. He avoids taking initiative in the future to escape blame. No learning occurs.
- ☐ Message Sent: If you can't get it right the first time, you've failed.

COACHING AVA (RENTALS)

Growth

- ❑ *"You handled 2x the usual rentals with a smaller team. That's intense. Instead of focusing on what went wrong, what's one system you'd change next time?"*
- ❑ Growth Mindset Prompt: Shift from "I'm bad at this" → "What can I try next time?"
- ❑ Coaching Behavior: Reinforce that abilities grow with experimentation and adaptation.

Fixed (Performance)

- ❑ *"Guests waited over 40 minutes for boots and skis. That reflects poorly on your leadership. We can't afford that kind of bottleneck again."*
- ❑ Impact: Ava internalizes the blame and becomes more risk-averse. She focuses on appearances rather than systems improvement.
- ❑ Message Sent: Your value is based on not making visible mistakes.

COACHING LIAM (GUEST SERVICES)

Growth

- ❑ *"I know Saturday was rough. Guests were upset, and that's hard to absorb. What's one conversation you handled well—and what script or support would help next time?"*
- ❑ Growth Mindset Prompt: Extract learning from success and struggle.
- ❑ Coaching Behavior: Help Liam separate emotions from performance and build emotional agility.

Fixed (Performance)

- ❑ *"You need to be better at handling pressure. Complaints were sky-high. It's your job to calm people down and represent the brand."*
- ❑ Impact: Liam feels ashamed and inadequate. He avoids seeking help and becomes emotionally withdrawn.
- ❑ Message Sent: If you can't perform perfectly under pressure, you're the problem.

COACHING MAYA (F&B)

Growth

- ❑ *“You kept things running with 3 team members out—how did you triage priorities? What would ‘next-level coordination’ look like in that moment?”*
- ❑ Growth Mindset Prompt: Encourage strategic thinking and celebrating progress.
- ❑ Coaching Behavior: Praise effort, adaptability, and creative thinking.

Fixed (Performance)

- ❑ *“Every other resort figured out lunch rush issues by now. Why are we still struggling? You need to step up.”*
- ❑ Impact: Maya feels unsupported and alone. She avoids creative problem solving and over-controls her team out of fear of criticism.
- ❑ Message Sent: Good leaders don’t struggle—they deliver, no matter what.