

Managing For Success

Monday 18 - Tuesday 19 January 1999

for

BUSINESS OBJECTS

COPYRIGHT NOTICE

© Copyright Leadership Development Ltd 1999. Unauthorised copying of this handout is prohibited. All rights reserved. No part of this publication may be photocopied or reproduced in any form or by any electrical or mechanical means including information storage or retrieval systems without permission in writing from the copyright owner.

15 MANAGEMENT PRINCIPLES

1. If we want above average results, we must first become an above average person.
2. Management of people is a sales process.
3. We don't discover our greatest potential. We DECIDE on it.
4. Delegate the end result, not the method of achieving it.
5. Catch people doing something right, or nearly right.
6. People who feel good about themselves produce good results.
7. Regard everyone as a potential winner.
8. Success by the inch is a cinch, by the yard it is hard.
9. Keep the leaders leading.
10. Success is often dependent, not on doing amazing brilliant things, but on doing the commonplace unusually well.
11. Recognise the attitude demotivators.
12. Avoid making threats.
13. Work with the new people.
14. Be FOR things not against them.
15. LAUGH. Diffuse confrontations with humour, laughter.

UNDERSTANDING LEADERSHIP

Leadership and Teambuilding Imperatives

There are many ways to analyse effective leadership. The LDL approach is based on six imperatives:

- I CREATE A VISION**

- II PROVIDE INSPIRATION**

- III GROW YOUR PEOPLE**

- IV THRIVE ON CHANGE**

- V BE A LEARNER**

- VI FOSTER COLLABORATION**

UNDERSTANDING LEADERSHIP - CONTINUED

MANAGEMENT AND LEADERSHIP

These are some of the observations made during LDL training courses on the differences between management and leadership.

MANAGEMENT

“A science”

“Leadership without inspiration”

“Control”

“Short term results”

“Plans and budgets”

“Standards”

“You can appoint a manager leaders must be accepted”

“Direction”

“People need managersthey long for leaders”

“I’m not going to have the monkeys running the zoo”

“Cost walked in on two legs”

“Even though we had reservations about this we needed to show support for the manager”

LEADERSHIP

“An art”

“Empowerment”

“Long term vision”

“Change and risk”

“Values”

“Support and learning”

“Powerlessness corrupts. Absolute powerlessness corrupts absolutely”

“The difference is people”

“The manager was wrong this time. It happens. We reversed the decision”

UNDERSTANDING LEADERSHIP - CONTINUED

ACTION-CENTRED LEADERSHIP

There are three main approaches to Leadership which have been pursued by researchers.

1. QUALITIES

This approach concerns itself with identifying the traits or inner qualities which leaders must possess. Instinctively we know leaders have special qualities, but it is often difficult to pin these down.

Fortune Magazine in the USA questioned seventy five top executives on leadership and they initially identified one hundred and seventy qualities. They then reduced these to the most important fifteen, which were:

judgement, initiative, integrity, foresight, energy, drive, human relations skills, decisiveness, dependability, emotional stability, fairness, ambition, dedication, objectivity and co-operation.

However when asked to define these qualities, it emerged that there was no generally accepted meaning.

Qualities are vital to good leadership but they take time to identify and acquire.

2. SITUATIONAL LEADERSHIP

This approach proposes that it is the situation which determines the leader and the style of leadership he has to adopt.

It is true that leaders do emerge to meet special circumstances as is well illustrated by James Barrie in his play 'The Admirable Crichton', and Churchill emerging at the start of the Second World War. Also special leaders are brought in during crises in industry. However most managers are expected to lead in a variety of changing circumstances and would be reluctant to accept change in the hierarchy for each change of circumstance.

UNDERSTANDING LEADERSHIP - CONTINUED

Like the qualities approach, situational leadership skills take time to acquire.

The session on Management Style later in the course will look at certain aspects of Situational Leadership.

The book 'Leadership and The One Minute Manager' by Ken Blanchard provides an excellent insight into the situational approach.

3. FUNCTIONAL LEADERSHIP

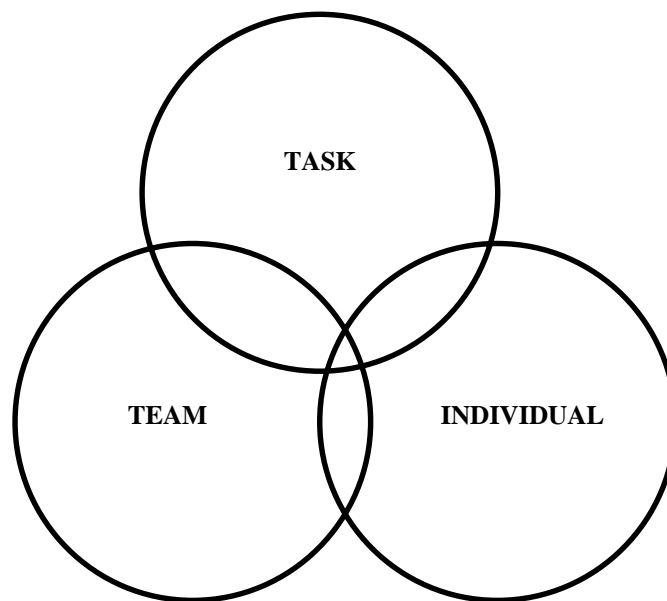
Professor John Adair observed that the most practical way to regard leadership was to observe what a leader DOES. Whilst qualities and situations were undoubtedly important, in terms of developing leaders we made most progress when we concentrated on the actions leaders needed to take.

He narrowed these to three critical areas:

1. Achieving the Task
2. Building the Team
3. Meeting the needs of and developing the individual

UNDERSTANDING LEADERSHIP - CONTINUED

These were depicted by three overlapping circles



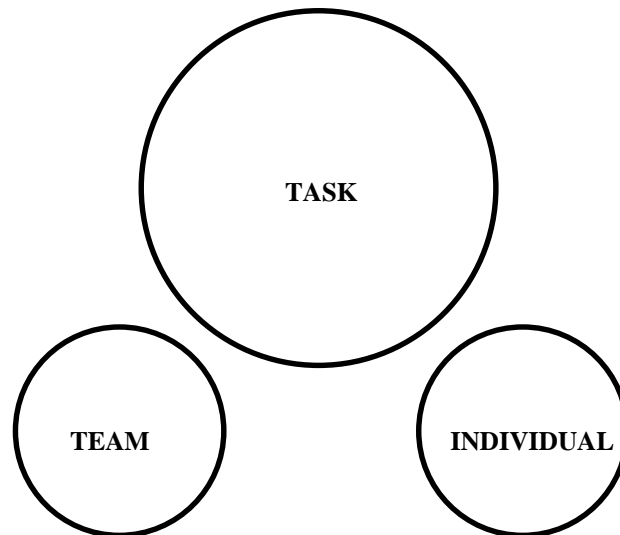
The circles overlapped in order to indicate that for leadership to be effective **ALL THREE SETS OF ACTIONS** had to be in harmony.

If they were out of balance permanently or for a very long period of time then for that leader there would be severe adverse consequences.

UNDERSTANDING LEADERSHIP - CONTINUED

Take three extreme situations:

1.

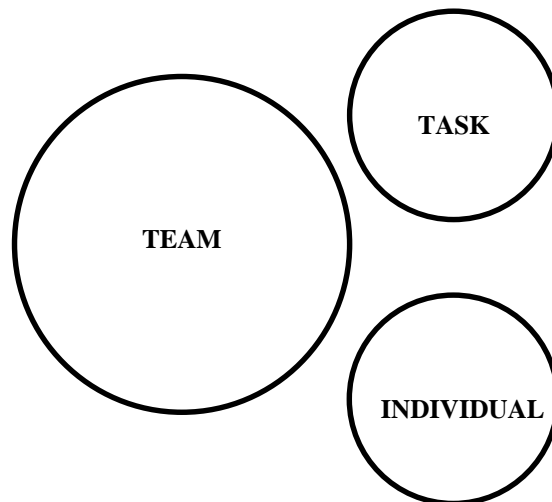


The TASK oriented leader :

1. Loses support of his subordinates.
2. The subordinates feel they don't matter (low morale).
3. They feel manipulated and therefore resentful.
4. They feel their skills are not utilised or recognised.
5. They don't communicate amongst themselves.
6. There is little feedback.
7. They resent making any special efforts.
8. Wherever possible they leave.

UNDERSTANDING LEADERSHIP - CONTINUED

2.

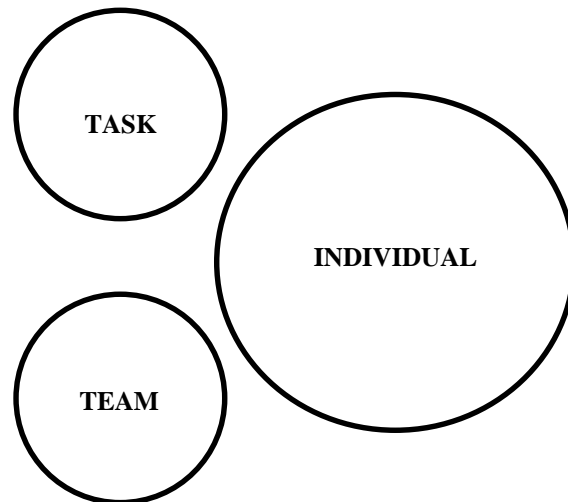


The TEAM oriented leader creates:

1. An easy going atmosphere.
2. Many meetings.
3. Few decisions.
4. Little criticism.
5. Discussions which are about problems not solutions.
6. Excessive socialising.
7. Targets are not achieved. No-one gets blame. Always an excuse.
8. Talented individuals get frustrated because it takes so long to get action.
9. An atmosphere where new ideas are slow to emerge because they need everyone's agreement.
10. Talented people move on.

UNDERSTANDING LEADERSHIP - CONTINUED

3.



The INDIVIDUAL orientated leader creates:

1. Blue-eyed boys.
2. Particular individuals blamed for everything .
3. Back biting amongst his or her subordinates. Politics.
4. Poor co-operation amongst team members.
5. Poor communication.
6. Poor utilisation of talent. People are selected for tasks on the basis of likes and dislikes not suitability.
7. Turnover of the 'people they don't favour'.
8. Sometimes promotion for unsuitable 'blue-eyed boys'.

THE ACL CARD IN ACTION

Leadership is the most challenging of all managerial tasks and the ACL card is a simple and effective guide, which tells us what to do and when.

The ACL card is a pocket size matrix which provides us with a structure and a check list of key leadership actions.

There are three typical sets of circumstances in which we might use our ACL cards.

1. At the beginning of a task or project

We use the card as a step by step guide to leadership. As a check that we have not overlooked any key stages.

eg:

1. defining the task
2. planning
3. organising and briefing
4. controlling
5. review and evaluation

and we ensure that our actions have taken account of the three key circles

1. Defining the task
2. Building the team
3. Developing the individuals concerned

At certain times it may be difficult to cover all the necessary actions. In these circumstances we must make a conscious decision to correct the imbalance at a later stage.

A circle can be neglected temporarily, but not long term.

THE ACL CARD IN ACTION - CONTINUED

2. Whilst under pressure in the middle of a task or project

We are always able to step back, whilst in the midst of pressure, and examine our check list, even if only for five minutes. This will allow us to reassess our leadership. Oversights will become apparent and sometimes we will be able to diagnose, eg why our people are tending to be slow to co-operate - *too individual orientated*. By taking remedial action we might save ourselves considerable effort and energy and bring the project back on course.

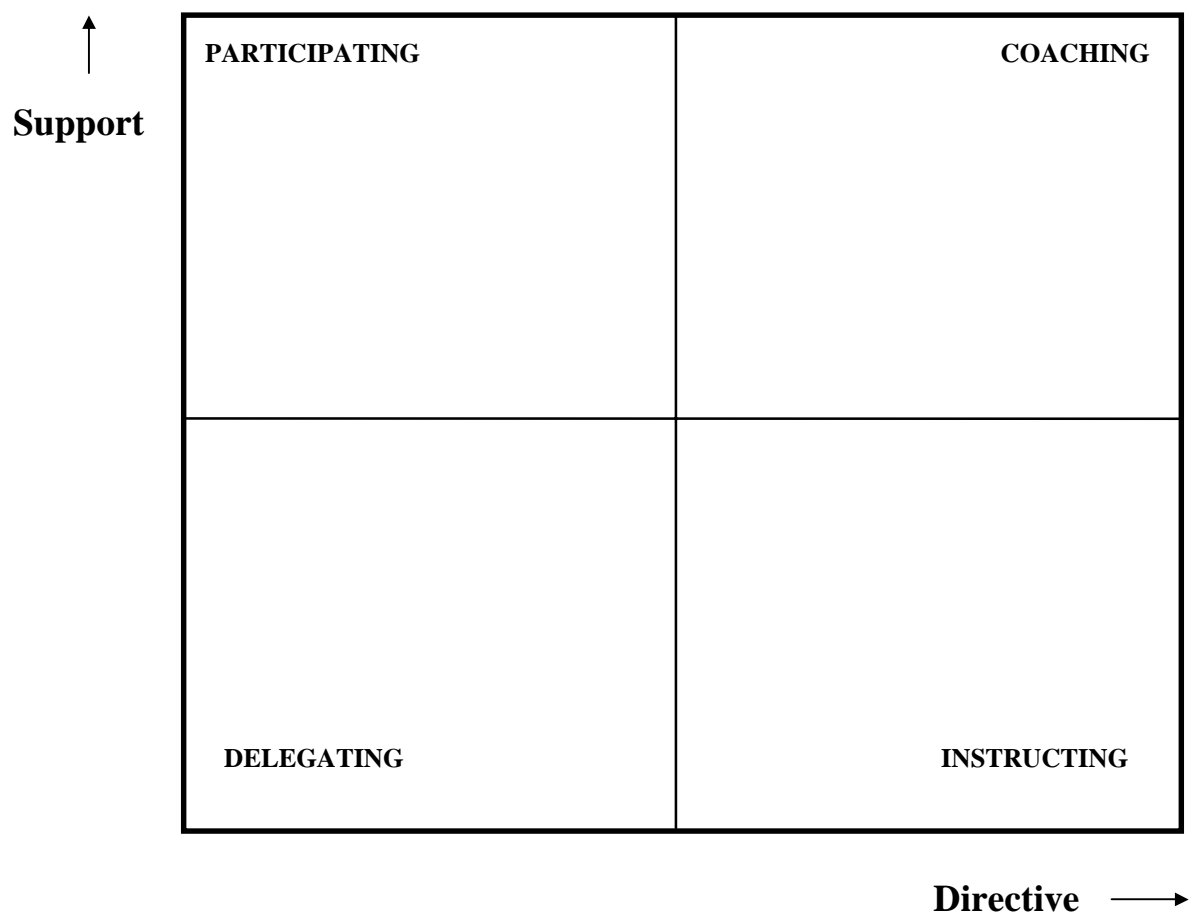
3. As a corrective to any imbalances in our leadership style

The Personal Leadership Profile might have revealed certain imbalances in our styles which we wish to correct. The ACL card provides a check list of the remedial actions we need to take, eg if we are falling short under the heading of Team Building, then we know we need to bring our people together more. The Team Building column consists of the actions, in chronological order, which we need to take (with our people as a group) if we are to improve the effectiveness of our leadership.

The ACL card on its own is no substitute for training and improving key leadership skills. What it can do, if used diligently, is enable us to maximise our use of all the skills which we already possess.

UNDERSTANDING LEADERSHIP - CONTINUED

Management writers Hersey and Blanchard represented directive and supportive behaviour in their model of situational leadership.



DELEGATION

Here is a seven step system which is designed to overcome the reservations we may have over delegation.

1. Explain **W**hy you are delegating
2. Define the **O**utcome you desire
3. Explain what **R**esources are available
4. Set **D**eadlines
5. Check **U**nderstanding
6. **S**et controls
7. Offer support and **E**ncouragement

This step by step system will always remind you what WORD to USE

WHY

OUTCOME

DELEGATION - CONTINUED

RESOURCES

DEADLINES

UNDERSTANDING

DELEGATION - CONTINUED

SET CONTROLS

ENCOURAGEMENT

FUNDAMENTALS OF PERSUASION

1. The Definition of PERSUASION

'Helping other people to get what they want.'

'The best way to get what you want is to help a lot of other people get what they want.'

Zig Ziglar

2. What Persuasion Involves

Successful persuasion involves understanding the other person's wants and needs and tailoring the presentation or argument in line with their opinions, beliefs and values. This requires careful preparation and audience research. By developing an emotional match with the audience we are more likely to successfully influence and persuade. Small changes to our communication approach can make a big difference to the results we get.

FUNDAMENTALS OF PERSUASION - CONTINUED

3. How to Fail Fast

Many people approach persuasion in the wrong way ie:

- they assert their own opinion without listening or understanding the other person's position
- they fail to realise that persuasion is about working towards a shared solution

4. Four Persuasion Traps

From a study in the Harvard Business Review the results included the four most common mistakes made by business people who are attempting to influence or persuade others.

The four traps:

1. Attempt to make your case with an upfront hard sell.
2. Resist compromise.
3. Think that the secret of persuasion is to present great arguments.
4. Assume persuasion is a one-shot effort.

FUNDAMENTALS OF PERSUASION - CONTINUED

5. The Essential Ingredients of Effective Persuasion

- discovery, preparation
- plan your audience
- consider your position from every angle
- supporting evidence
- knowledge of audience opinions, concerns and perspectives
- negotiation and compromise
- invite feedback
- listen actively
- shared solution
- willing to adjust your view point and incorporate others'

FUNDAMENTALS OF PERSUASION - CONTINUED

6. Personal Power Versus Positional Power

If today's businesses are run more by cross-functional teams of peers, then gone are the command and control days of executives managing by decree.

What are the key differences between positional and personal power?

(i) Positional Power

- relies on authority
- commands and demands
- little or no justification or explanation of delegated tasks
- tell style
- rigid, non-flexible

(ii) Personal Power

- wins hearts and minds
- sells rather than tells
- involves others in decision process
- earns respect and credibility

FUNDAMENTALS OF PERSUASION - CONTINUED

7. People Buy People First

People buy people first and most other things second, so if this is the case, before we can sell our idea or persuade others to follow a certain route we must be able to sell ourselves first.

People buy people who are like they are:

- use your identification skills to build rapport

- find out about the person's:
 - opinions
 - beliefs
 - values
 - requirements

- AGREE, EMPATHISE and UNDERSTAND LIFE AS THEY SEE IT

This will say to the other person, at a subconscious level:

“This person thinks like I think”

“This person feels the same as me ...”

“This person is on my wavelength ...”

We are now beginning to build rapport and credibility and therefore will be in a stronger position to persuade or influence.

FUNDAMENTALS OF PERSUASION - CONTINUED

8. The Art of Persuasion

To successfully persuade another person we must remember our selling skills.

Consider the features and benefits of your presentation.

What does your audience want to hear?

- WIIFM? - What's in it for me?
- Remember to link features to benefits with 'which means that...'
- Tell your audience how they will benefit - what the value is, what problems this will solve and so on.
- If we can ask 'so what?' to any part of your presentation we are NOT selling.

9. Questions not Reasons

Use your questioning skills to find out as much as possible about your audience in advance, and throughout the persuasion process.

Without constant feedback and input from others you will find it difficult to precisely match THEIR needs and therefore may not achieve the support you are seeking.

FUNDAMENTALS OF PERSUASION - CONTINUED

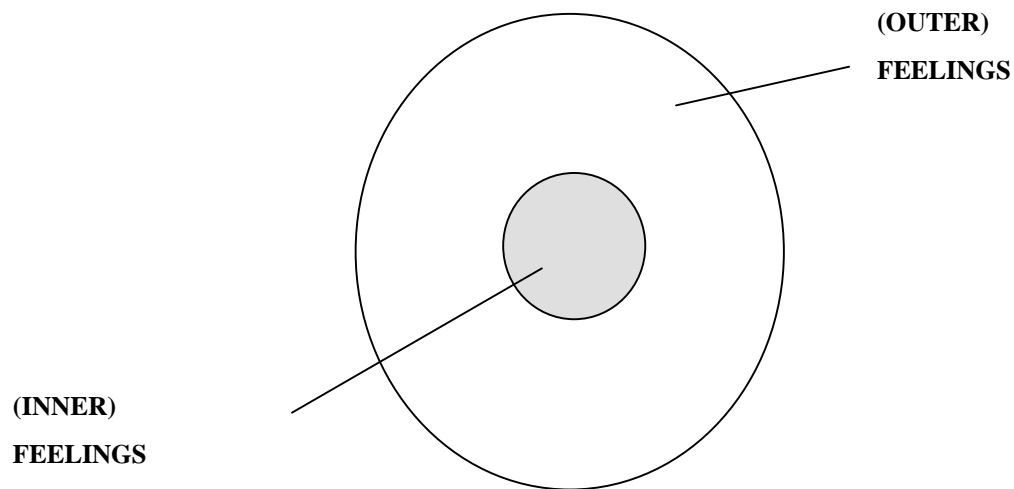
10. Energy is Important

We must be able to show that our commitment to a goal is not just in the mind but in our heart and gut as well.

Without this demonstration of feeling, people may wonder if you actually BELIEVE in the position you're championing.

FUNDAMENTALS OF PERSUASION - CONTINUED

Questioning Skills



Questions to Identify Values

Level 1 Questions

These are questions which obtain basic facts and information (who, where, what, when etc):

“What do you do?”

“Tell me about your new job.”

“What products do you sell?”

FUNDAMENTALS OF PERSUASION - CONTINUED

Level 2 Questions

These questions identify values, interests and feelings:

“How do you feel about ...?”

“What’s important to you?”

“What do you value in a job?”

“If you had to choose between ‘X’ and ‘Y’, which would you choose?”

THE SALES MEETING

Attach due importance to this activity. Done correctly it is an outstandingly worthwhile management tool, however it must be planned carefully.

The sales meeting has FIVE prime objectives:

1. To deal with sales administration.
2. To train
3. To inform
4. To give plans
5. To motivate

SUGGESTED FORMAT:

- Welcome
- Handle any obvious negatives
(If none delete this step)
- Sales administration
- HOW TO - training
- Attitude reinforcement
- Give recognition
- Sell impending events and close

DO'S & DON'TS

- Do change venue
- Do change layout
- Do check layout and equipment
- Don't be late or start late
- Don't have top table
- Don't have A.O.B.!

SALES MEETING CYCLE TRAINING

IMPERATIVE I - CREATE A VISION

The degree to which we can succeed is first of all determined by the degree to which we understand what is required.

It has been said that, for a person who does not know where he/she is going, any road will do.

Vision derives from the word meaning “see”, and relates in leadership to the capacity to look to the future, and create a picture of what that could be.

Not much more than a decade ago the highest level aspirations of businesses were expressed in “corporate plans” or “strategy documents”. Today many businesses try to convey to employers and customers their version of excellence through “missions” and “visions”. These changes are indicative of the way business is embracing leadership ideals.

WHY HAVE A VISION?

A vision stimulates actions which take us towards our goals and sustains people through difficult times. Consider this extract from an inspirational speech.

“Our march to freedom is irreversible. We must not allow fear to stand in our way. Universal suffrage on a common voter’s roll in a united, democratic and non-racial South Africa is the only way to peace and racial harmony.

In conclusion I wish to go to my own words during my trial in 1964. They are as true today as they were then. I quote:

“I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunity. It is an ideal which I hope to live for and to achieve, but if needs be, it is an ideal for which I am prepared to die!”

Nelson Mandela, on his release in February 1994, describing a vision which sustained him and his followers for 30 years.

CREATE A VISION - CONTINUED

Some businesses have experienced periods of great success by galvanising their people through clear visions.

Komatsu - “Encircle caterpillar”.

Jack Welch at General Electric - “Speed, simplicity and self-confidence”.

Motorola are admired around the world for their achievements in quality.

Mentor Graphics - “Designing something people want to buy”.

Honda reversed a desperate decline by redefining a manager’s job as being focused on continuous improvement.

These examples come from visions created by people at the very top of businesses. Is creating a vision a part of the role of intermediary managers? What sort of pictures can a manager within an organisation create in the imaginations of his / her team?

CREATE A VISION - CONTINUED

STEPS IN CREATING A VISION

1. Involve others.
2. Identify stretching challenges.
3. Determine what you want.
4. Incorporate your values and passions.
5. Write an article about your team's achievements - 12 months from today.
6. Write a short vision statement.
7. Express it in a slogan.

A slogan is not a substitute for the full vision, but it can communicate powerfully and memorably.

When the chief executive of Rolex was asked, "How is the watch business?", he surprised his audience when he said he didn't know. He went on to say, "I'm not in the watch business, I'm in the luxury goods business".

Similarly Edward Goeppner who runs a chain of florists said, "We don't sell flowers, we sell beauty".

On hearing these statements, one LDL course participant said, "I don't send out invoices, I fuel the company's investment".

What is it your team "doesn't do?" In your vision what do they do?

IMPERATIVE II - PROVIDE INSPIRATION

Communication creates change

Effective communication creates change.

This leads us to identify the two cornerstones of an effective communication.

- Know the objective

What is the change you are seeking?

What will start happening?

What will stop happening?

What will things be like when I succeed?

- Recognise receivers

Who are you seeking to influence?

What's in their hearts and minds?

Is this a big change for them?

What are the requirements you are placing on them?

What support will they need?

The emphasis on “receivers” in this view of communications is encapsulated in the expression -

‘Seek to understand before you seek to be understood.’

The premium skills in communication are questioning and listening and there are expanded notes on these skills in Appendix I.

PROVIDE INSPIRATION - CONTINUED

THE SEARCH FOR ONE GOOD IDEA - PRESENTATIONS

In a short presentation (3/4 minutes) you are asked to present a good idea from your personal business experience. You have two purposes in giving the presentation.

1. Put across an idea people can use.
2. Get your idea chosen by the other course participants as the one they are most likely to adopt.

PROVIDE INSPIRATION - CONTINUED

“Two thousand years ago the proudest boast was ‘civis Romanus sum’. Today in the world of freedom the proudest boast is ‘Ich bin ein Berliner.’

There are many people in the world who really don’t understand - or say they don’t - what is the great issue between the free world and the Communist world. Let them come to Berlin.

There are some who say that Communism is the way of the future. Let them come to Berlin.

And there are some who say in Europe and elsewhere ‘we can work with the Communists.’ Let them come to Berlin.

And there are even a few who say that it’s true that Communism is an evil system but it permits us to make economic progress. Let them come to Berlin.

Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our people in, to prevent them from leaving us.

I want to say on behalf of my countrymen who live many miles away on the other side of the Atlantic, who are far distant from you, that they take the greatest pride that they have been able to share with you, even from a distance the story of the last eighteen years.....

Freedom is indivisible and when one man is enslaved, who is free? When all are free, then, we can look forward to that day when this city will be joined as one and this country and this great continent of Europe in a peaceful and hopeful globe.

When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.

All free men, wherever they may live, are citizens of Berlin. And therefore, as a free man, I take pride in the words ‘Ich bin ein Berliner’.”

JOHN F KENNEDY

PROVIDE INSPIRATION - CONTINUED

Key point summary

Content:

- Easy to understand
- Straightforward to adopt
- Obvious relevance
- Credible evidence
- Contribution to personal goals
- Move from difficulties to solutions

Delivery

- Sincere conviction
- Enthusiasm
- Personal experience
- Feelings
- Repetition
- Vivid pictures
- Shift from “I” to “We”

IMPERATIVE III - GROW YOUR PEOPLE

For every pair of hands you hire, you get a brain free, so why not use it?

Empowerment helps people to:

- take more control over their situation
- make more significant decisions
- make a bigger contribution
- increase their willingness to take responsibility
- achieve personal growth

There are barriers to overcome for managers who wish to embrace the concept of empowerment.

1. Resistance among followers. Not everybody readily seeks more responsibility.
2. Organisational barriers. In its fullest sense empowerment might require structural, cultural and system changes within an organisation.

There are steps managers can take, whatever their situation, to reap some of the advantages that come when people are empowered.

Fundamental Steps To Empowerment

1. Give people the big picture
 - why they're here, not what to do.
2. Get to know individuals
3. Educate
 - add to their knowledge.
4. Build competence
 - add to their skills.
5. Progressively increase their freedom to act
 - if you stretch people, they grow.
6. Be tolerant of mistakes
 - emphasise learning.

GROW YOUR PEOPLE - CONTINUED

GOAL SETTING

Achievement is about GOALS.

- i) **Man is a goal striving animal**
We are engineered mentally to go from one goal to the next.
- ii) **A goal can give us energy**
Real energy comes from exciting goals. Goals that inspire, energise and motivate.
- iii) **A goal unlocks our potential**
It's not possible to realise even a fraction of our potential until we have learned to set and achieve goals.

A goal is a vision of the future that pulls us through tough times.

When “why we are here” can be addressed through a set of measurable goals we provide the opportunity for motivation, achievement and fulfilment.

Goal Setting Process

1. Define the area/activity on which we need a goal and its context.
2. Get the other person's view of what can be achieved.
3. Discuss and agree standards and targets.

For a mature employee

4. Ask them to write up the agreed goal for your confirmation.

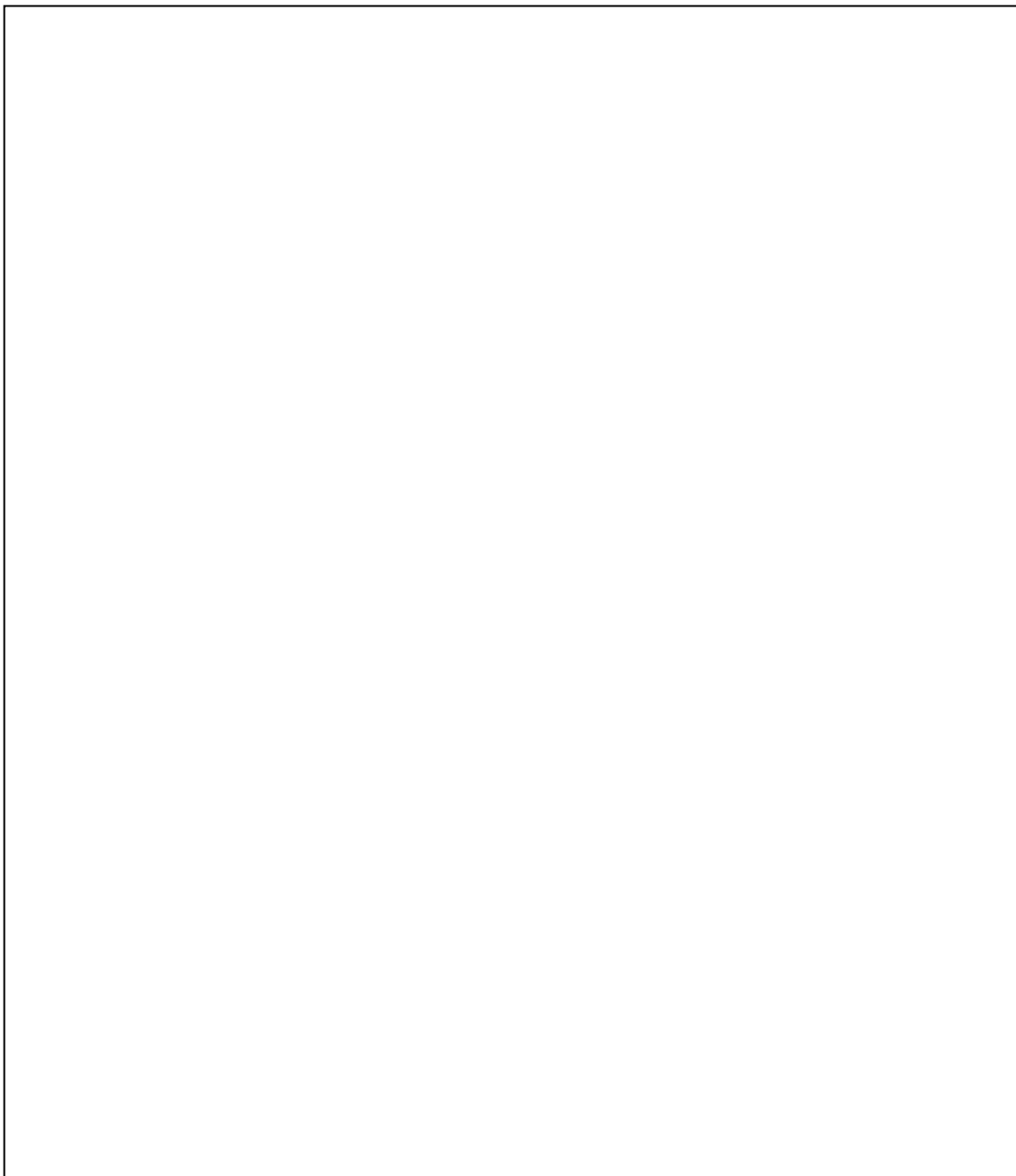
For an immature employee

4. You write up the agreed goal and seek their confirmation.

GROW YOUR PEOPLE - CONTINUED

Goal Setting Exercise

Write an objective from your actual work environment, as it might have been agreed with one of your people.

A large, empty rectangular box with a thin black border, intended for the user to write an objective from their work environment.

GROW YOUR PEOPLE - CONTINUED

OBJECTIVE SETTING

Key Point Summary

Determining Objectives

Ideas for setting objectives come from:

- Key Responsibility Areas
- Anticipated Projects
- Supervisory Management Tasks
- Personal Development

Features of well written objectives

CLARITY - Easily communicated and understood

ACCEPTABILITY - Motivation v. manipulation

MEASURABILITY - Standards and Targets

Quantity How much, how many, at what cost?

Time By when, how frequent, how long after?

Quality Rate of success or failure, avoidance of errors

ACHIEVABLE - Do not set or agree to unattainable goals

Words to avoid:

Adequate	Sufficient	Reasonable
Optimise	Maximise	As soon as possible

In Summary

There are two components in an objective:

1. **An end result**
2. **An indicator of success**

COACHING AND COUNSELLING

These are two key processes for improving people's job performance.

COUNSELLING

A process of helping a person to decide their own action plan that will help them resolve a problem or take them forward in achieving their goals.

- In counselling the client leads the way to a goal
- In coaching the coach leads the way to a goal

CHARACTERISTICS OF COUNSELLING

- Clear Thinking About The Issue
- Suspending Judgement
- Integrity And Openness
- Empathy
- Coping With Discomfort
- Tenacity
- Concern

COUNSELLING IN ABSENCE CONTROL

COACHING - CONTINUED

Coaching Preparation

COACHING for competence is an instructor led process aimed at developing skills, knowledge and ability in an individual or team.

In coaching we must pay attention to the three Ps:

PERSON

PLAN

PROPS

The Person

- What is the person like?
- Is it the right person for the job?
- What is the extent of their knowledge?

The Plan

- The job context
- The job breakdown

The Props

- The correct equipment
- ... that works!

COACHING - CONTINUED

The Job Context

- Give enough detail
- Take nothing for granted
- Sell the benefits

The Job Breakdown - Stages

- Set out the sequence
- Logical stages
- Not too large nor too small

The Job Breakdown - Key Control Points

- Crucial to quality
- Could cause injury
- Makes job easier
- Provide special information

A STRUCTURED APPROACH

Here are eight steps in a coaching for competence process. They are the right steps in the wrong order. Discuss the process in your syndicate group and reach agreement on the right order for these eight steps:

- Work together on each stage
- Leave them to try it alone
- Be available
- Describe the finished effect
- Monitor and review
- Describe task stage by stage
- Ask them to demonstrate complete task
- Give feedback

The correct order is:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

A STRUCTURED APPROACH - CONTINUED

The Eight Point Structure

KEY POINT: A structured approach helps us repeat our success more regularly and avoid repeating mistakes.

We consider there are eight stages in a training/coaching event. These stages may be completed in one session on a straightforward task or part-task. Other times the stages may be spread over several sessions.

The first situation to consider is one where the trainee is new to a task and we are training them in something they will need to be able to repeat frequently in the future. It is a discrete task and fairly straightforward.

Stage One

Describe the finished effect.

KEY POINT: The degree to which we can succeed is first of all determined by the degree to which we understand what is required. If we wanted to coach someone to make the perfect cup of tea, we would start by showing them the perfect one - the colour, the steam rising, the taste and presentation.

Stage Two

Describe the task step-by-step. In order to get one like this ... the finished effect ... these are the essential steps.

This is the core skill in coaching. The coach can break a task down into its component parts and help people work on each part ... then put all the parts together effectively.

Stage Three

Work together on each step. Here the coach is highly active and progressively gives the trainee more scope.

“You do a bit ... I’ll do a bit”

“Are we ready to go on? ... What about ...?”

“You go first this time”

A STRUCTURED APPROACH - CONTINUED

Stage Four

Ask for a demonstration for the complete task.

Here the coach is passive and avoids intervening even as things go wrong. The temptation is to cut in and correct mistakes or join in to help.

KEY POINT: The coach needs to see that the trainee can perform the task when the coach is not present.

At this stage, the coach’s interventions may:

- spoil the learning
- knock confidence
- conceal a shortcoming
- cover up a lack knowledge
- create confusion

We will be confident that a trainee can successfully repeat a task in our absence if we see them begin to go wrong, identify it for themselves and recover to achieve the finished effect. A coach that intervenes quickly to correct a mistake will not know if the trainee could recover for themselves or avoid the same error when alone.

KEY POINT: There must be exceptions to the above - eg bomb disposal!

KEY POINT: Because we are in business we must grow people, however we are not in business to grow people.

Obvious examples where we cannot allow trainees to make mistakes for the sake of learning are bomb disposal, airline pilots and of course commercially sensitive situations upsetting customers, missing a sale, promising too much, breaking contracts and other legal obligations.

A STRUCTURED APPROACH - CONTINUED

How do the bomb disposal people get over this? *Dummy Bombs*

How do airlines cope? *Flight Simulators*

Simulations, role plays and exercises have their flaws, but handled the right way are essential tools for a coach. Nick Faldo hits 2000 golf balls every day in practice when he is not competing. What would he have achieved if there were no practice grounds? The only chance to learn would be on the course in championship play.

One of the great differences in skill development between the armed forces and business is this matter of practice. The army practise and practise and practise at something they rarely, if ever, get to do for real. In business most people are so busy doing stuff every day they rarely ever get to practise!

The demonstration can be viewed like a driving test. Learners have to prove their competence without the commentary from their instructor.

A STRUCTURED APPROACH - CONTINUED

Stage Five

Give feedback

We give feedback and continually loop around the first five stages until we believe they are ready to be left alone.

Stage Six

Leave them to do it alone. So that they can practise.

Stage Seven

Be available.

Coaching is high in directive behaviour and high in supportive behaviour. Anyone taking on a new task alone for the first time needs to know where they can go for help if they come across situations for which they are not prepared.

Stage Eight

Monitor and review.

‘Monitor and review’ is the way managers influence many people performing many tasks, some of them in remote locations all at the same time.

Monitor and review involves identifying the main measures of performance or the key indicators of success, and regularly checking them.

A STRUCTURED APPROACH - CONTINUED

Some managers find themselves predominantly reacting to circumstances. They find the business world a volatile place and are frequently the victim of circumstances. These managers get a lot of bad luck and are caught out by the unforeseen.

Other Managers seem to have a sixth sense of when and where to become involved. They are often active in areas in time to avoid problems and setbacks. Lucky? Perhaps. More likely using monitor and review - whether consciously or not.

The first manager sees a blip in a key indicator. They are very busy. "It's probably just a blip". "This happens from time to time", they say, "no real rhyme or reason". The blip becomes a hole and they fall in it. Occupied by the current crisis, they miss the next blip ... and so it goes on.

The second manager sees a blip in a key indicator of performance. They become involved to check it out. It may just be a blip, but they believe all things are caused and they see if any action is required. They find that a light hand on the tiller early on avoids drastic realignment at a later point.

If you were the General Manager of a small hotel you may have coached the new staff to make the perfect cup of tea. They have reached the required standard and you have to work with the restaurant, reception, housekeeping, maintenance, suppliers etc. You cannot see all the cups of tea that are made, but it would be foolish never again to check them.

A manager as coach knows the key success criteria of their people and monitors their output in these areas from time to time.

COACHING FOR COMPETENCE

Giving Feedback

A Structured Approach:

1. Self-analysis
2. Positive points
3. Improvements
4. Encouragement

1. Self-analysis

The golden rule in feedback is **THEY TALK FIRST** so we ask questions to get them to assess how they performed. Use open questions.

(Firstly positive) “What went well?”
“What are you pleased with?”

(Secondly critical) “How will you improve it next time?”
“Which things would you do differently?”

This should be about 80% of the conversation.

2. Agree The Positive

Here we confirm their thoughts about what went well. Sometimes people need to hear it from someone else to truly believe that they did things well.

Next we add in our own observations of things that we think they did well. There is no limit on how many of these, but it will depend on the ‘character being coached. The fact that you’ve observed things that they didn’t mention builds your credibility as a coach.

COACHING - CONTINUED

3. Confirm the Improvements

Agree the critical observations they made about their own performance and suggest some techniques or sources of information.

Add in ONE or TWO observations of your own of areas for improvement. Always give tips or suggestion on how to improve - don't just point out that they need to "get better".

4. Encourage

It's important that people leave feeling motivated and committed to go away and work on improvement. So, the last thing they should hear from us should be words of encouragement and praise. It is often useful here to recap the good stuff that you both observed during the performance.

COACHING SEASONED PROFESSIONALS

Why should we?

Why don't we?

Long term consequences if we don't?

COACHING SEASONED PROFESSIONALS - CONTINUED

Often the hardest thing is to raise the topic of coaching with a 'seasoned professional'.

Opening the conversation

In your group work out the opening words you would use to let an experienced member of staff know that you intend to be their coach. . . .

COACHING SEASONED PROFESSIONALS - CONTINUED

Responding To Mistakes

In an environment where people are asked to stretch themselves mistakes will occur. The manager's response to mistakes directly determines people's willingness to stretch themselves in the future.

Key Points

- Fix the problem, not the blame.
- Primacy vs recency.
- Keep a sense of proportion about the mistake.
- Keep a sense of proportion about the person.
- Ask about consequences.
- Get commitment to improvement.
- Encourage persistence.
- Build competence and confidence.
- Set new parameters.
- Match willingness and ability.
- Be intolerant of complacency.
- Be intolerant of unacceptable behaviour.

GIVING FEEDBACK

First we need to understand how feedback may be received in ways which create barriers to learning and improvement.

JUSTIFICATION people say things like

“That would not normally happen ...”

“What should have happened is”

“That’s not what I meant ...”

“This is not a real situation so I”

DENIAL we hear

“No, I didn’t say that”

“ I would not have put it that way ...”

“That wasn’t the tone I used”

DISQUALIFICATION ... people say

“How would you know?”

“You don’t know what it’s like here ...”

“You don’t understand”

“You don’t have to deal with xyz ...”

“Who are you to judge me ...?”

Prior to a coaching session, especially in group work, it is sometimes worth running through these responses. Pre-handling them will make people hold back and check themselves before commenting on our feedback.

The responses we are seeking are as follows:

ACCEPTANCE ... the feedback is well intended and is coming from someone trying to help. Their motivation is honorable so their observations should be accepted for what they are. The behaviour or effect the coach is describing may not be what was intended, but it is how it looked to the person giving feedback.

GIVING FEEDBACK - CONTINUED

The person receiving the feedback needs to see it this way ...

“... I didn't mean it that way and it didn't seem that way to me; but if that's how it came across I must at least consider what I need to do to stop it coming across that way ...”

COACHING MORE EXPERIENCED PEOPLE INPUT AND OUTPUT

Let us say a Manager is using monitor and review, and observes a blip in a performance indicator. Using the eight stage coaching structure - if we do not like what we see at stage eight which stage earlier in the process do we return to?

Ask for a demonstration.

KEY POINT: To monitor performance we use OUTPUT, to improve performance we use INPUT.

To seek improvement in performance by addressing OUTPUT leaves us simply urging better results.

Could Glen Hoddle get the best out of England's football team if the only tool he had was to read the morning papers?

Could Tony Pickard get Greg Rusedski to world no 1 if he had access to nothing except a complete record of Greg's results for the last 12 months.

Clearly not. Hoddle would be limited to exhortations to improve, eg "We've got to score more goals". Pickard would be stuck with "Come on Greg, win more games".

Yet many Managers seek improvement in experienced people with just exhortations addressed at output.

We've got to sell more.

You have to get the reject level back down.

More orders have got to be delivered on time.

We need to get ideas out of people.

The change has to be implemented faster.

COACHING - CONTINUED

The unspoken response from people managed this way is - I KNOW THAT !!!

To improve performances Glen Hoddle has to be at the game. Tony Pickard watches hundreds of hours of videos of Greg playing tennis just to identify - “Greg, it’s the return of service, the ball is getting too low before you move in. Let’s go and work on it.”

Experienced people may resist or resent us taking a close interest or watching what they do. This would have to be handled sensitively, but must be overcome.

If a direct report says to their boss, who wants to watch them, “Are you checking up on me?”, the best response from the boss may be to smile warmly and say, “That’s right, it’s my job.”

KEY POINT: The coach seeks improvement by addressing input, not just output. The coach must be ‘at the game’, and cannot be effective if limited to reading the results.

INFLUENCING PERFORMANCE - CONTINUED

GIVING PRAISE

3-STEP CHECKLIST FOR GIVING PRAISE

- Step 1 Refer to situation deserving praise
- Step 2 Highlight specific skill or personal quality used
- Step 3 Explain overall benefit

We need to use this structure because we want the person to know exactly why they are being praised. All too often we say to someone 'you did a good job', and although they may feel pleased with that comment, they don't know what has pleased us in particular and what the overall benefit is. Sometimes if we tell someone they did a 'good job', they may consider the praise is relevant to their whole performance when we may have a concern about a separate aspect of their work.

Step 1 Refer first of all to the situation deserving praise

Check: Does the person know exactly what situation we are referring to?

eg: "It's good to see you have cleared the backlog."

or: "I like the way you handled the ABC visitors."

Step 2 Make reference to any skill or personal quality used

Check: What specifically did he or she do well. Did they use any particular skill or personal attribute?

eg: "I particularly appreciate how you tackled the re-wiring. It demanded a great deal of persistence."

or: "You presented yourself very well and controlled the question and answer sessions with considerable skill."

INFLUENCING PERFORMANCE - CONTINUED

Step 3 Explain the overall benefit

Check: Does the person know the benefits of his actions?

eg: “Which means that our department have exceeded target by 20% and we will be highlighted in the company newspaper.”

or: “They now completely understand the benefits of our system and see us as the leader in our field.”

INFLUENCING PERFORMANCE - CONTINUED

CONSTRUCTIVE CRITICISM

We should recognise that for criticism to be constructive, the person must be motivated to change their performance. This means we must find some good in their performance.

5 STEPS

- | | |
|--------|--------------------------|
| Step 1 | Ask back and confirm |
| Step 2 | Look for the good |
| Step 3 | Explain our concern |
| Step 4 | Ask for / offer solution |
| Step 5 | Summarise and agree |

Step 1 Ask back and confirm

Ask eg: “Why has your activity schedule been so late over the last two weeks?”

Possible response:

“Because I’ve been concentrating on increasing my accuracy and I haven’t had time.”

Confirm: “So what you’re saying is that you haven’t had time because you’ve been too busy increasing your accuracy, is that right?”

INFLUENCING PERFORMANCE - CONTINUED

Step 2 Look for the good

We now look for the good in their performance or attitude and let them know we appreciate their efforts over that aspect. This is motivational and vital in making the criticism constructive.

eg: “I understand that you want to increase your accuracy and I think it’s great that you **are** concentrating on this area.”

Step 3 Explain our concern

We let them know what we dislike or disagree with.

eg: “However, I’m concerned that your activity schedule isn’t being given to Jane in enough time. She often finds you difficult to locate when a customer has called in with questions.”

Step 4 Ask for / offer solution

eg: “Well, what do you think you can do to get your schedule to Jane on time?”

or: “Why not complete your activity schedule every Thursday afternoon in order to get it here for first thing on Monday. You can always call in for any last minute changes.”

Step 5 Summarise and agree

We should always summarise and agree any actions that have been decided.

e.g: “OK, so you will be completing them every Thursday and sending them back in time for Monday, can you agree to that?”

INFLUENCING PERFORMANCE - CONTINUED

In order to change behaviour we must be able to describe the behaviour we want to change. It is necessary to be specific and not to use vague judgmental conclusions.

For example

Avoid: You do not show enough commitment

Use: You left early yesterday although you knew I was waiting for the results

Avoid: You are not cooperative

Use: We could have avoided that journey if you had told us what you knew

Avoid: I cannot rely on you

Use: We had agreed you would man the site from 10am, and you were not there at 10.25am

FOR POOR PERFORMERS WE USE:

- short lead times
- simple stages
- ‘A light grip on the throat’

IMPROVING WORK HABITS

CONFRONTING POOR PERFORMANCE

1. Describe in detail the poor work habit you have observed.
2. Indicate why it concerns you.
3. Ask for reasons and listen openly to the explanation.
4. Indicate that the situation must change and ask for ideas for solving the problem.
5. Discuss each idea and offer your help.
6. Agree on specific action to be taken and set a specific follow-up date.

MAINTAINING IMPROVED PERFORMANCE

1. Describe the improved performance.
2. Explain the importance of this improvement to you and the company.
3. Listen empathetically to the their comments.
4. Ask them if there is anything you can do to make it easier to do the job.
5. If appropriate, indicate your intention to take such action.
6. Thank them for the improved performance.

TAKING EFFECTIVE FOLLOW-UP ACTION

1. Review previous discussion.
2. Indicate insufficient improvement and ask driver for reasons.
3. Discuss possible solutions to the problem.
4. Indicate consequences of continued lack of improvement.
5. Agree action to be taken and set a follow-up date.
6. Indicate your confidence in the driver.

Important:

Keep a note of the date and details of the discussion for future reference. Use the review sheet.

HANDLING DISCIPLINE

TWO KEY PRINCIPLES:

- **FAIRNESS**
- **CONSISTENCY**

Fairness is a judgement. A reasonable view, given all the circumstances. In order to take such a view a thorough investigation is necessary.

Consistency. This applies to the process for investigating and deciding an action. The principle of consistency does not require the same outcome. The outcome, in fairness, must depend on the circumstances. It is the procedure which must be consistently applied.

Make notes below on the two cases we will discuss to illustrate fairness and consistency.

HANDLING DISCIPLINE - CONTINUED

Some people's behaviour creates particular difficulties for us. When confronted with behaviour we find difficult, these are the key points to recall.

- Keep behaviour separate from personality
- Behaviour creates behaviour
- Beware of what you expect - you will get it
- Prepare for difficult interviews
- Use the "broken record" technique
- Work on your confidence
- Sometimes tell yourself - "I am the boss"
- Keep trying different approaches
- Reinforce desired behaviour
- Make sure unacceptable behaviour does not succeed

IMPERATIVE IV - THRIVE ON CHANGE

We Need To Adopt A Positive View of Change

- Change is inevitable.
- Better to lead change than chase it.
- When we stand still, others do not.
- Fix things before they break.

Generating Ideas

From the writings of Edward de Bono, we take two concepts to help you and your people understand change and the way we think.

The Sequence Trap

The Open Block

THRIVE ON CHANGE - CONTINUED

Generating ideas (continued)

Use the space below to draw your ideas in the cake cutting exercise.

THRIVE ON CHANGE - CONTINUED

NINE WAYS IN WHICH WE AND OUR PEOPLE CAN BE STIMULATED TO CREATE CHANGE

1. **Eliminate the dumb things**
In Wal-mart they dub this E.T.D.T. They encourage people to identify the out-dated or unnecessary things that people do from habit, yet add little or no value.
2. **Send people shopping for ideas**
Look at competitors, or other departments, to see what ideas can be imported.
3. **Eliminate N.I.H.**
“Not invented here”. People tend to find fault with suggestions from outside the group.
4. **Listen to the new person**
Tell them “why we are here”, not what to do, and listen keenly to their naive questions.
5. **Imagine it’s illegal**
What if the way a task has always been done is no longer viable. What would we do?
6. **Use brainstorming**
Suspend evaluation while collecting ideas.
7. **Use po thinking**
Use a random unrelated word to stimulate thinking outside the box.
8. **Allay the fear of change**
Inform, train, support, encourage.
9. **Avoid implied criticism**
Ideas that were once good do not become bad; they pass their best before date. Remember the old way was a good idea in its time.

THRIVE ON CHANGE - CONTINUED

MANAGING THE INTRODUCTION OF CHANGE

1. Educate yourself about the proposed change. This may include:
 - Your boss.
 - Specialists.
 - Representatives.
 - Rules, agreements, structures.

2. Inform your workgroup:
 - Tell them the What and the Why of the change.
 - Sell the benefits.
 - Don't hide problems.
 - Emphasise common ground.
 - See your workgroup's point of view.
 - COMMUNICATE; early and often.

3. Consult your workgroup:
 - Seek views and ideas.
 - Allow thinking time.
 - Use their ideas.

4. Organise the introduction of change
 - Provide warning.
 - Introduce change gradually.
 - Test ideas.
 - Run in tandem with previous methods.
 - Maintain effective partnerships.
 - Enlist the enthusiasts.
 - TRAIN, COACH, COUNSEL.

IMPERATIVE V - BE A LEARNER

We cannot be empowered by another person, unless we choose to empower ourselves.

Here are 10 key points on personal development:

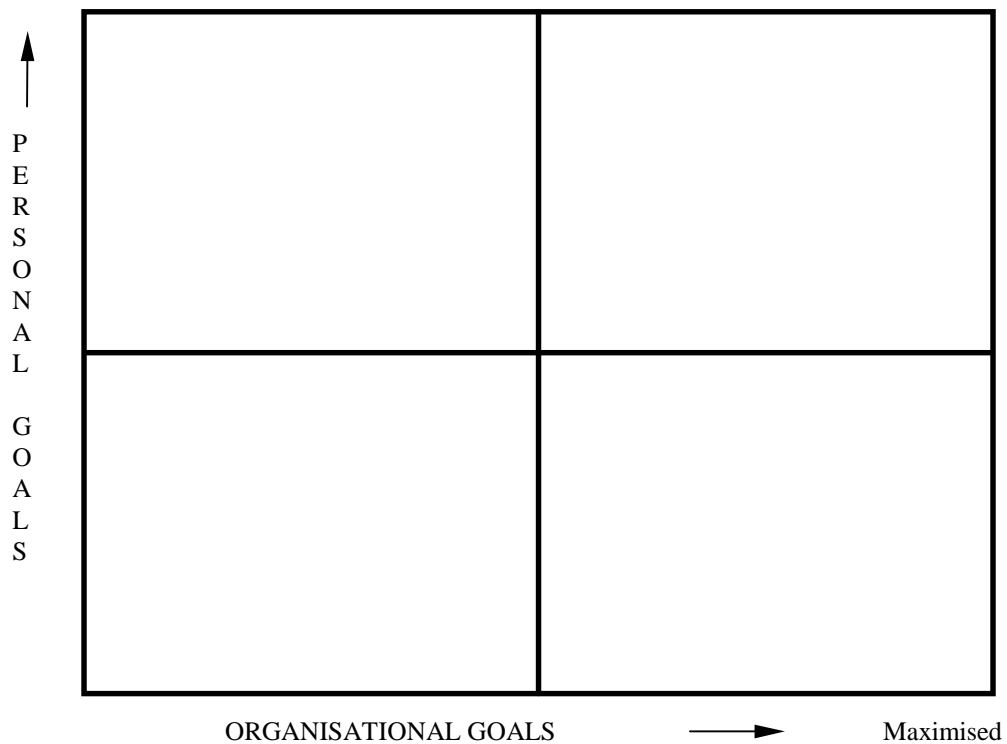
1. **Know the mission**

... or the vision or the goal or however else the overall purpose of your organisation is expressed. Some highly able, highly energetic people fail to get the pay off they deserve because they direct themselves wrongly.

2. **Align your personal goals and organisational goals**

In order to sustain your energy and motivation you need to be in the top right hand quadrant of this model.

Maximised



BE A LEARNER - CONTINUED

3. **Know yourself**

“... regular scheduled self-examination is a must for building and sustaining leadership.”

General William G. Pagonis

What are the skills, knowledge, attitudes and habits that it takes to be outstanding in your role? How do you stand against these requirements?

4. **Work on the weak link**

We all enjoy working on areas of personal strength to further enhance our performance. The opportunity to develop a new skill is often intriguing and appealing.

The biggest payoff in personal development often comes from working on a weakness that is holding you back.

5. **Regularly ask - “how can I do better?”**

In Daley Thompson’s view the best form of competition is competition with yourself.

An empowered person constantly stretches themselves and seeks personal improvement and development.

6. **Use insight and oversight**

Alexander Dumas said, “Men have sight, women have insight”. In leadership and teambuilding, managers of both sexes need insight. They also need oversight.

Outsight involves looking in to see us as others see us. An empowered person has the confidence to listen to others and gain from their observations.

Listen to your boss, colleagues, your team members, customers, family, friends and anybody else with an opinion.

BE A LEARNER - CONTINUED

When you get feedback, AVOID

- Justification.
- Denial.
- Disqualification.

Instead, concentrate on

ACCEPTANCE - you may not agree with their view, but what they said is what they think.

ACTION - what can you do to shift their view?

7. Use personal benchmarking

Find role models in your organisation, in your private life and in public life. It is unlikely that one person embodies all you would want to be, so find people who excel at specific things you want to be good at.

Observe those people you regard as being excellent. Copy what they do. Many times there is no great or complex secret to excellence, just a set of behaviours and skills which we can reproduce in us.

Certainly, if you wanted to be a brain surgeon, it may take some time! On the other hand, take as an example, business presentations. Many people are daunted by the thought of giving a presentation. Yet, by observing and copying the behaviours and acquiring the skills of excellent presenters we can achieve enormous improvement.

BE A LEARNER - CONTINUED

PERSONAL BENCHMARKING CHECKLIST

- a) Choose a specific aspect of your job performance in which you would like to improve.

- b) Who is excellent at this?

- c) Do you have access to meet them? YES / NO

- d) **If YES**, ask them to work with you on your improvement. Tell them openly what you admire in them and find out what they did to get to be so good. What did they read? Where did they learn?

- d1) Write down your action plan, with time commitments.

- e) **If NO**, are you prepared to write to them seeking ideas, as in point 4 above. Most people would be complimented and pleased to help with suggestions.

- f) If you will not write, **READ**. Find articles and books by or about your role model. Find out what they did.

BE A LEARNER - CONTINUED

8. **Develop a network**

Mix with positive people in and around your organisation and share information and influence.

9. **Find ways to make a difference**

Identify potential improvements and test them out in ways which are within the scope of your authority. Present your ideas with evidence of their practicability and their benefits.

10. **Declare self-dependency, not independency**

Know where to go for help and recognise the boundaries of your authority and influence.

BE A LEARNER - CONTINUED

EMPOWER YOURSELF

People who take steps towards their own empowerment take responsibility for their decisions and actions. They also ensure they make effective use of their time, ensuring that they focus on the important things.

Taking responsibility

1. Do not cover up problems

Bosses and organisations do not like surprises. Empowering yourself does not mean struggling on single-handed beyond the point where negative consequences are unavoidable.

2. Carry decisions through as though they were your own

To increase your influence within the organisation, on complex issues:

- prepare the ground
- prepare your case
- press your case
- win/lose with grace

Not every decision can go your way. When you do not agree with a decision you still have to see it through with your people. Managers who can keep a sense of proportion find themselves getting wound up or at odds with people less often.

Tom Peters offered this excellent advice as guidance during discussion with colleagues and bosses. There are two things to remember:

1. Don't get wound up about the small stuff.
2. It's all small stuff.

BE A LEARNER - CONTINUED

Taking Control

We do not discover our potential, we decide on it and then go to work on developing it. In order to achieve what we can in personal development it is essential to set aside time. In this part of the programme we explore how to keep focused on our main goals, and how to stop distractions stealing our time.

1. Keeping focused - the success journal

BE A LEARNER - CONTINUED

2. Increasing and protecting controllable time

Uncontrollable time is that time taken from or given away by us, and is therefore not available for pursuit of our goals.

Controllable time is the time available to us when we have choices as to what to do, so we can use this time to progress towards our goals.

As no more time is available - there are always 168 hours in a week for everybody - we must learn to convert uncontrollable time into controllable time so we can make space for our personal growth.

i) Schedule interruptions

ii) Shift interruptions

BE A LEARNER - CONTINUED

EIGHT RULES FOR ACHIEVERS

An important part of creating a vision is leading by example. Followers are attracted to role models and they are attracted to winners.

1. Use BOTH sides of the brain

We have a left hemisphere and a right hemisphere, each deals with a different mode of mental activity.

The left brain is the seat of our verbal skills.
The right brain is the seat of our visual skills.

Most training is focused only on left brain skills. To be at our best we must learn to use the right brain as well. The principal right brain skill taught is:

2. Visualise

Visualisation is the deliberate practice of creating and strengthening a mental image.

Most world class athletes are visualisers.

They *see* it, they *feel* it, they *experience* it, before they actually do it.

It helps us perform at our best when it counts.
Winners see the act of winning in advance.
They know that what you see is who you'll be.

BE A LEARNER - CONTINUED

3. Rehearse the **FEELING** of achievement

Feeling is an essential ingredient in successful visualisation because it makes it more real.

It seems our mind cannot tell the difference between an actual experience and one that is vividly imagined.

So for visualisation to be effective:

See it happen and **FEEL** it happen.

4. Replay previous experience of success

If we think of all the times in the past when we felt confident, then we feel more confident now.

People who win relive excellence.
People who lose relive what went wrong.

5. Use positive self-talk

What do we say when we talk to ourselves?

A phrase which gives us a positive attitude, which strengthens us, which we use *before* and *during* an important event is called an affirmation - most powerful words we can use.

It is important to use the present tense. We don't tell ourselves what we want, we tell ourselves that what we want we already have.

Behavioural Kinesiology (from the work of Dr John Diamond) illustrates how negativity depletes the energy supply of the body.

BE A LEARNER - CONTINUED

Exercise: Take some aspect of your job towards which you know your mental attitude could be improved.

Think about it. Write down the opposite:

Use this as positive self-talk.

6. We become what we think about

We gravitate towards what we think about most.
So constantly hold a picture of the person we want to be.
If a negative comes to mind say
'STOP' 'DELETE'
and replace that thought with a positive one.

7. Look like an achiever

If we are feeling terrific, in achievement mode, on a roll - how do we look?
On the other hand, if we are feeling lousy, when adversity is pulling us down - how do we look?

We have a completely different appearance.
Be aware of the difference.

Regardless of how we feel, always maintain the physical presence of a top achiever.
WE MUST KNOW HOW WE LOOK WHEN WE'RE PERFORMING WELL.

BE A LEARNER - CONTINUED

8. Act the part

Four points:

i) Whatever quality we want ACT as if we already have it.
If we want to be respected by everyone - ACT as if we are respected by everyone.

ii) Use “If you, what would you do?” questions.

e.g. “I don’t feel very confident about this”

“I know you don’t but IF YOU DID, what would you do?”

These are excellent questions we can ask ourselves and others to help ‘act the part’.

iii) Put on an ‘ability suit’.

Imagine a wardrobe of ‘ability suits’ for every ability we’d like to have. There is a suit which, when we put it on, instantly gives us the ability to do what we want.

iv) Believe people are looking at you and admiring you.

It instantly makes us feel more confident! When you walk into a restaurant, walk tall and proud. People will notice you. People will be impressed.

IMPERATIVE VI - FOSTER COLLABORATION

Trying to do well, and trying to beat the others are two different things.

COMPETITION VS. COLLABORATION

Research has shown that people are more likely to collaborate when they take a longer term view of the relationship. Political scientist Robert Axelrod, whose work includes extensive study of 'prisoner's dilemma' strategies, say that to elicit co-operation we should 'enlarge the shadow of the future'.

Eight Key Points In Fostering Collaboration

1. Emphasise long term pay offs.
2. Share information and resources.
3. Build trust in the small things.
 - what happens in a group with high trust?
 - what happens in a group with low trust?

FOSTER COLLABORATION - CONTINUED

4. Reinforce collaborative behaviour.

We need to recognise and reward people who support ideas as well as those who come up with ideas.

The fate of an idea is often determined by the second person to speak about it.

5. See yourself as a helper not a judge.

6. Get people to work together.

There is a distinct difference between these two approaches.

Meet - Discuss - Decide - Allocate work

Meet - Discuss - Decide - Work together

7. Show keen interest.

8. Admit mistakes.

If you are seen to cover up mistakes or push the blame on to others those around us will copy that behaviour.

FOSTER COLLABORATION - CONTINUED

Essential In Teamwork

There are two pre-requisites for teambuilding.

1. Mutual goal(s).
2. Mutual interdependence.

1. Mutual goals.

We have seen earlier how important it is to clarify purpose and keep expressing it.

2. Mutual interdependence.

Consider the different requirements in teamwork between a pit stop team in a Formula 1 Grand Prix and the team responsible for producing and performing a West End musical.

One team works in a highly regularised, even mechanised fashion, depending on precise responses. The other relies on some of these elements, but also on creativity and individual flair.

In syndicate groups discuss the different component requirements you have for team work in your work place.

FOSTER COLLABORATION - CONTINUED

Maintaining Teamwork

In a co-operative and collaborative atmosphere we must still let people know that there are minimum levels of performance and minimum standards of behaviour required.

There will also be the requirements to manage conflict. Conflict needs to be nipped in the bud. A difficult issue is likely to fester and become more complex with the passing of time. While some problems do just go away, this is rarely true of relationship issues.

The ideas we've already covered relating to involving people and creating trust, all contribute to handling difficult situations when they arise.

Some people's behaviour creates particular difficulties for us. When confronted with behaviour we find difficult, these are the key points to recall.

1. Keep behaviour separate from personality.
2. Behaviour creates behaviour.
3. Beware of what you expect - you will get it.
4. Prepare for difficult interviews.
5. Use the 'broken record' technique.
6. Work on your confidence.
7. Sometimes tell yourself - 'I am the boss'.
8. Keep trying different approaches.
9. Reinforce desired behaviour.
10. Make sure unacceptable behaviour does not succeed.

FOSTER COLLABORATION - CONTINUED

EFFECTIVE MEETINGS

Agendas

- Purposes not topics.
- Time items.
- Urgent v. Important.
- Ban 'any other business'.

FOSTER COLLABORATION - CONTINUED

EFFECTIVE MEETINGS

Control

- Summarise frequently.
- One point at a time.
- Beware of silent consent.
- Maintain standards of behaviour.

FOSTER COLLABORATION - CONTINUED

EFFECTIVE MEETINGS

Stimulate

- Vary everything!
- Enthuse.
- Be for things, not against things.
- Avoid 'long haul' meetings.

THE 10 LAWS OF MOTIVATION

1. We have to be motivated to motivate
2. Motivation requires a goal
3. Motivation is in TWO stages
 - Find the goal
 - Show how to get it
4. Motivation once established never lasts
5. Motivation requires recognition
6. Participation motivates
7. Seeing ourselves progressing motivates
8. Challenge only motivates if we can win
9. There is a spark in everyone
10. Group belonging motivates

ACTION PLANNING (LIAR)

Learned? Insights?	Actions	Resources/Review