Managing for Impact

In Partnership with

Who We Are

FULL SERVICE MANAGEMENT CONSULTING FIRM

FEMALE OWNED SINCE 1997

50+ CONSULTANTS, TRAINERS AND COACHES, GLOBALLY

OUR MISSION IS TO DEVELOP EXTRAORDINARY LEADERS
Module 1:
Making the Transition into Management
Lesson: Making the Mindset Shift

Objective:

✓ Enhance your understanding of management versus leadership
✓ Gain clarity on the qualities of extraordinary leaders

The Impact of Extraordinary Leadership

Source: Glassdoor, 2018
The Challenges of Becoming a Leader

Manager vs. Leader Dilemma
EXERCISE:
DREAM BOSS
Lesson: Effective Listening

Objectives:

✓ Enhance your listening skills
✓ Increase your understanding of common listening barriers

POINT TO CONSIDER

If a core objective of being an extraordinary leader is to build meaningful human connections, then listening is an essential skill.

But why is active listening so difficult?
The following behaviors get in the way of effective communication and collaboration.

Rehearsing – You are preparing your response to what the speaker is saying rather than listening.

Advising – You ‘help’ by giving advice rather than listening. If done in a superior manner the other person can feel put down.

Identifying – You use what others say as a platform to launch your own story. You look for an opportunity to jump in rather than listening.

Judging – You look down at someone and find fault with him/her from a superior point of view. You don’t hear the other’s point of view.

Denying – As soon as someone brings up an issue that you don’t want to hear you block the information by negating it. It blocks reality.

Sparring – You value the process of arguing, defending your point of view and pushing it on others.

Derailing – You avoid a topic by abruptly changing the subject.

Nit-picking – You pick on a small aspect of what someone is saying, finding fault to obscure the overall message.

Dreaming – You pretend to listen but have drifted into your own thoughts.

Minimizing – Your comments make someone else’s point of view less valid or significant with comments like, “I think you are overreacting.”

Can you think of other distractions?

EXERCISE:
THE POWER OF BEING PRESENT
EXERCISE:
THE LISTENING SELF-ASSESSMENT

Break
Lesson: Managing Conflict

Objective:
✓ Increase your understanding of how to use emotional intelligence and empathy to manage conflict

POINT TO CONSIDER

Your effectiveness as a leader is based not on your ability to manage conflict but rather your ability to manage conflict when it matters most!
The underlying assumption in the fracture-based approach is: Something is broken and I need to fix it.

The underlying assumption in the benefit-based approach is: There’s an opportunity to leverage our differences and arrive at a better place for all parties.
POINT TO CONSIDER

The wonderful aspect of fracture-based vs. benefit-based conflict management is that it’s all in your control...

You can demonstrate that you’re right or you can demonstrate that you are effective!

BY EFFECTIVE, WE MEAN...

Removing the perception of a threat that causes others to resist the feedback, while still having your message heard and acted upon.
You know you’re engaged in a **Fracture-Based** conversation if you:

1. Shift your attention to blaming or shaming.
2. Get emotional and don’t stop the conversation.
4. Lose clarity.

You know you’re engaged in a **Benefits-Based** conversation if you:

1. Are clear about the intended objective.
2. Understand your “triggers” and have a plan to mitigate them.
3. Consider the other point of view.
4. Demonstrate empathy.
5. Include the other party in a solution.
When you need to enter into a direct conversation, its success is determined within the first 10 seconds.

Which invitation into a discussion do you feel would be more effective?

• We need to talk, or
• I need your help

Remember, to be effective you want to remove any perception of a threat so that the recipient of the feedback is ready and open to hear you.

Additional Benefits-Based Conversation Starters:

✓ I’d like to discuss… and I want to start by better understanding your perspective.
✓ It appears we are not on the same page… I’d like to hear your thoughts on this.
✓ I have some ideas on how we can collaborate more effectively.
✓ How do you think you did?
✓ Let’s talk about what just happened.
An urgent project arises from a partner so you assemble your team together to share details and clarify roles and responsibilities. One of your team members, Shawn, is disruptive. He’s clearly not happy with this urgent project and has decided to use negative body language to make his position known. You need the team to get on the same page quickly in order to meet the partner’s deadline.

What is your feedback for Shawn? Remember you’re objective is to be effective, not right.
THE TLC METHOD OF GIVING FEEDBACK

Choosing to be Right (Fracture-Based):

David, you’re always on your cellphone during our team meeting. It’s so annoying. Please stop.

Choosing to be Effective (Benefits-Based):

David, in today’s (T) team meeting I noticed you were on your cellphone (L). When you’re on your phone during our meeting, it sets a bad example for your colleagues (C).

THE TLC METHOD OF GIVING FEEDBACK

Choosing to be Right:

David, you never get to work on time. Everyone else seems to be able to get here on time. What’s going on?

Choosing to be Effective:

David, I noticed you arrived late (L) this morning (T). When you arrive late, you hold others up from getting their work done (C). How can I help you get to work on time?
EXERCISE: FEEDBACK PRACTICE

• Partner up with a peer
• Read the Feedback handout
• Select 2-3 scenarios at the end of the handout
• Using the TLC feedback model, craft your feedback for the given scenario

Module 2:
Understanding Your DiSC Results
Lesson: Reading Your DiSC Report

Objective:
✓ Increase your understanding of your natural personality style

Your report will illustrate which of the 4 core DiSC personality styles you are most aligned with.
Everything DiSC Workplace®
Profile - Page 2

Turn to Page 3
Your DiSC style!
Your Inclination: Strength of Your Style

Turn to Page 4

Read and personalize

✓ = like you
X = not like you
? = not sure

Underline three statements that best describe you
Your Priorities

i Style

Your Priorities

Turn to Page 5
Read and personalize
 ✓ = like you
 X = not like you
 ? = not sure
Your Motivators & Stressors

Turn to Page 6
Read and personalize
✓ = like you
X = not like you
? = not sure

Underline one statement from each category that best describes you

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Lunch Break
Module 3: Managing Performance

Objectives:
✓ Increase your understanding of the power of effective performance management
✓ Differentiate between poor vs. great performance discussions
✓ Increase your understanding of performance evaluation biases

Lesson: Performance Management Basics
The Power of Effective Performance Management

“I receive frequent meaningful feedback to help me grow and develop.”
✓ 3.1 X more likely to offer discretionary effort
✓ 3.3 X more likely to stay

“I feel genuinely valued by my manager.”
✓ 3.5 X more likely to offer discretionary effort
✓ 4 X more likely to stay

Source: Best Companies Group FZ LLC, 2015

EXERCISE:
CASE STUDY: KARLA’S KERFUFFLE
Best Practices

✓ Give feedback immediately and privately
✓ Constructive feedback should be specific
✓ Commit time each week to discuss performance and goals with employees
✓ Be open to receiving feedback from the employee
✓ Give the employee the benefit of the doubt

Evaluation Bias

✓ Contrast
✓ Recency
✓ Halo
✓ Horn
✓ Leniency
Lesson: Evaluating Someone’s Performance

Objectives:

✓ Increase your understanding of the various points on the employee performance spectrum
✓ Explore an evaluation and development tool
Evaluating Performance

1. Consistently high productivity
   - Great potential
   - High-trust people skills
   - Desires to lead people

2. Consistently high productivity
   - Low potential
   - Doesn't demonstrate high trust people skills or has no interest in leading people

3. How to the organization or role
   - Needs more time in role

4. Underperforming
   - Great potential
   - Needs additional training or coaching
   - May be in wrong role

5. Consistently underperforming
   - Low potential
   - Has not responded well to additional training or coaching

Understanding How to Develop Your Employee

1. Delegation
   - Special projects
   - Act as a mentor

2. Technical certifications
   - Operational training
   - Extract intrinsic knowledge

3. Role clarity
   - Frequent coaching
   - Job-specific guidance and instruction

4. Assignment clarity
   - Close/frequent coaching
   - Job/assignment-specific training

5. Remediation
   - Off-boarding

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POINT TO CONSIDER

There will always be less clear-cut challenges to managing an employee’s performance.

Examples: Matrix environment, workplace culture, shifting priorities, shifting leadership, etc.
Break

Module 4:

Inspiring High Performance Through Coaching

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Lesson: Recognition

Objective:

✓ Increase your understanding of the impact recognition has on employee engagement
✓ Enhance your ability to offer meaningful recognition

The Power of Meaningful Recognition

“I receive meaningful recognition for a job well done.”

✓ 2.9 X more likely to offer discretionary effort
✓ 4 X more likely to stay

Source: Best Companies Group FZ LLC, 2015
When Offering Recognition, Be Sure It’s:

- Immediate
- Specific
- Individualized
- Authentic

EXERCISE:
CASE STUDY: DARLENE’S DILEMMA
Best Practices

✓ Have Thank-You Cards Readily Available
✓ End Team Meetings With “Wins of the Week”
✓ Make One Phone Call a Week to Offer Appreciation
✓ Celebrate Successes, Even Small Ones
✓ Ask Your Employees How They Want to Be Appreciated

EXERCISE:
CREATIVE BRAINSTORMING

Identify as many ways as possible that you can show appreciation for your employees

THE CATCH: You can’t say “Thank You!”
Lesson: Performance Coaching

Objective:

✓ Increase your understanding of the definition of performance coaching
✓ Clarify the difference between coaching and performance management
✓ Explore a coaching tool you can use to frame development conversations

POINT TO CONSIDER

Performance coaching is a highly collaborative, partnership between a manager and an employee in which both parties work to reach an agreed-upon result.

The objective of the partnership is to strengthen the employee’s performance and to stretch his/her potential.
PERFORMANCE MANAGEMENT VS. COACHING

Performance management focuses on optimizing effectiveness in current role and can often include remediation, while performance coaching focuses on expanding one’s capability for future responsibilities.

The Roles in Coaching

<table>
<thead>
<tr>
<th>Role</th>
<th>Played By...</th>
<th>Responsible For...</th>
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<tbody>
<tr>
<td>Coach</td>
<td>Usually, the employee's manager but can also be a formal coach or someone else in the firm who will take responsibility for providing coaching.</td>
<td>• Clarifies and aligns with the coachee's objective</td>
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<tr>
<td></td>
<td></td>
<td>• Encouraging coachee self discovery</td>
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<td></td>
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<td>• Eliciting coachee-given solutions</td>
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<td>• Holding the coachee accountable.</td>
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<tr>
<td>Coachee</td>
<td>The employee who will receive the coaching.</td>
<td>• Staying committed</td>
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<tr>
<td></td>
<td></td>
<td>• Doing the necessary work</td>
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<tr>
<td></td>
<td></td>
<td>• Being open to feedback</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>Usually this is a senior leader or a sponsor within HR who oversees a formal coaching engagement.</td>
<td>• Checking on progress of coaching engagement</td>
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<td></td>
<td></td>
<td>• Following up with coachee if there’s a lack of commitment</td>
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COACH Model

C
Consider areas for future growth

O
Offer your ideas to the coachee

A
Ask coachee for his/her ideas

C
Check for any obstacles/limitations

H
Have ongoing conversations and check-ins regarding objectives

COACHING PHILOSOPHY

The role of the coach is to use discovery questioning to help the coachee get clear on what needs to be done to achieve the outcome and to increase the employee’s confidence.

Important: The coach does not give advice because unlike training or mentoring, the coachee is the subject matter expert – not the coach!
EXERCISE: YOUR FIRST COACHING DISCUSSION

- Pick a partner
- One person plays role of the coach (15 minutes)
  - Asks the coachee questions to clarify an opportunity for growth
  - Helps coachee identify a development objective
  - Tries to get coachee to articulate his/her perception of challenges or limitations to meeting that objective
- Switch roles (15 minutes)

Lesson: Career Coaching

Objectives:

✓ Increase your understanding of career coaching
✓ Explore a common career progression scenario
MOST COMMON MISCONCEPTION:
THAT YOUR CAREER ADVANCEMENT IS SOMEONE ELSE’S RESPONSIBILITY

CAREER COACHING APPROACH
✓ Identify the employee’s passion and talents
✓ Brainstorm on aligned jobs
✓ Clarify the required skills and competencies
✓ Identify networking opportunities
✓ Create a compelling social media presence
✓ Design an effective resume
A MORE CHALLENGING SCENARIO:
MANAGING THE CAREER OF SOMEONE WHO HAS LITTLE DESIRE TO ADVANCE

✓ Think creatively about how to leverage the employee’s skills
✓ Invest in development opportunities that may fall outside of main job responsibilities
✓ Certifications
✓ Technical training

EXERCISE:
CASE STUDY: DWAYNE’S WORLD
TAKE THE CHALLENGE:

- Pair up with an accountability partner
- Each identify one commitment you’ll make to improve your effectiveness as a leader
Your opinion matters!
Please take a moment now to evaluate this session.
Thank You!